



## Application of ICT-Based Media in Islamic Religious Education Learning

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Informasi Artikel	Abstract
Submitted: 13-05-2025 Revised: 16-05-2025 Published: 03-07-2025  <b>Keywords:</b> ICT Media, Learning, Islamic Religious Education	<i>This study aims to evaluate the efforts of Islamic Religious Education teachers at SMK Sunan Ampel Menganti in utilizing ICT-based learning media, understanding the utilization of the media, and analyzing the quality of Islamic Religious Education at the school, which is located in Gresik Regency, East Java. This type of research is descriptive-qualitative. The data used consists of primary and secondary data. The research instruments include observation guidelines, interviews, and documentation. Data collection techniques are carried out through observation, interviews, and documentation. Data analysis is carried out with steps that include data reduction, data presentation, drawing conclusions, and verifying the validity of the data. The results of the study indicate that: (1) the efforts of Islamic Religious Education teachers in using ICT-based learning media include: first, initial preparation for using the media; second, preparation of ICT-based learning media; third, steps for utilizing the media; fourth, implementation of learning using ICT-based media; and fifth, the results of using ICT-based learning media. (2) The process of utilizing media in Islamic Religious Education learning by teachers includes: initial preparation by compiling lesson plans, preparing ICT-based media, and conveying learning objectives. (3) The quality of PAI learning implemented through ICT-based media helps teachers to deliver material effectively and efficiently, makes it easier for students to understand lessons, opens up scientific knowledge, and provides opportunities for students to study outside of school for longer periods, with the hope of improving student learning achievement.</i>

### INTRODUCTION

Education has become a vital component of local culture in the era of globalization. One way to guide the country's overall development is through education. Nowadays, education must carry out its function as a stronghold and foundation to uphold and defend the nation's morals. Education is a means of promoting moral principles, particularly religious teachings, which work best when imparted to children at a young age. (Muhtar, 2003).

Furthermore, the inclusion of learning media in the teaching and learning process is crucial. This media not only functions as a teaching aid but is also an integral part of learning and can replace several roles of teachers in delivering material that supports students in the learning process. (Sardiman, 2003). According to Gage in (Sardiman, 2003) media is a unique component in the student's environment that can motivate them to learn. On the other hand, Briggs also stated that media includes all physical tools that are able to convey messages and encourage students to learn, such as books, movies, tapes, frames, and so on.

The observations reveal a lack of full implementation and utilization of learning media, particularly technology-based learning media. Vocational schools are not fully implementing and utilizing learning media in real-life. The author is interested and considers it necessary to re-



examine in more detail the topic "Implementation of ICT-Based Media in Islamic Religious Education Learning at SMK Sunan Ampel Menganti."

## **METHOD**

This research method uses qualitative descriptive research. Qualitative research is research that provides a factual and systematic overview of situations and events reviewed from factors, characteristics, and relationships between phenomena that can only be accumulated. (Lexy & Moleong, 2000). Another opinion says that descriptive qualitative research is research that aims to describe and strengthen the prediction of a valid phenomenon based on the foundation obtained in the field. (Sukardi, 2008) The purpose of this study is to describe, record, analyze, and interpret the object being studied through observation, interviews, and document studies. (Mardalis, n.d.) This study provides a systematic, meticulous, and accurate description of the use of information and communication technology-based learning media in Islamic Religious Education learning at SMK Sunan Ampel Menganti Gresik.

SMK Sunan Ampel Menganti uses observation in the field as a research object to collect data, information, and various messages related to school activities and the learning process. Observation methods are very valuable, especially as an alternative data source that allows for cross-examination or triangulation of high-quality data (Dariyatno & Rinaldi, 2009). The observations in this study about the usage of learning materials based on information and communication technology in Islamic religious education are guided by the school curriculum. The classroom also serves as a venue for observing the use of media. In addition to conducting observations and interviews, this research also uses documentation techniques. We use documents as a data source because they allow us to prove, interpret, and predict an event (Furchan, 2004). The documents referred to in this study are documents collected by researchers from schools and adjusted to the formulation of the research discussion.

## **RESULTS AND DISCUSSIONS**

### **PAI teachers' efforts in using ICT learning media**

PAI teachers' efforts in using Islamic religious education teachers prepare a Learning Implementation Plan (RPP) as their first step before beginning the teaching and learning process. The lesson plan outlines the primary procedures for utilizing the device as a learning medium, which involves formulating and elucidating the learning objectives that align with the content of each session. A variety of learning materials in the form of messages or information that are processed, created, and modified in an engaging manner are also included in the lesson plan. Before presenting the information to students, we modify the use of learning media to fit its features. ICT-based educational resources.

Teachers prepare computer technology-supporting equipment, including laptops and LCD computers, before delivering educational materials. Even when the room is ready for use, it's crucial to ensure its optimal use, as unprepared or unchecked devices often lead to problems. This could be an electrical or connection issue. This is one of the preparatory steps before use. This is particularly important if you are using an LCD, which is specifically designed to display material in the form of images, videos, movies, and music. Consider elucidating the narrative of the Prophet's demise and the location of his burial. This will shorten the time limit for presenting information on teaching materials.

Following the completion of all preparations, the teacher initiated the teaching and learning activities with a group greeting and prayer. Furthermore, teachers are ready to deliver learning materials using various media, such as learning information in the form of films about the story of the Prophet, multimedia readings of the Qur'an (makhrāj), as well as pictures or videos about ablution and hajj. Teachers form learning groups during the learning process, assigning them a

problem to solve based on their observations of the films, videos, music, and pictures displayed. Students then engage in discussions to find solutions to the problem, and one group representative steps forward to present the results of the discussion.

Careful attention to PAI lesson plans or learning steps in schools strongly supports the success of learning using technology-based media. For instance, apprehension starts with prayer, which is then followed by motivation for the students. Most importantly, students realize the importance of reading and understanding the Qur'an because it is a guideline for life for pious people. Here, motivation plays an important role in encouraging students to engage in learning activities as well as expand their skills and experiences. This motivation arises in response to students' needs. Thus, a need drives students to learn, not a force.

After the perception, the learning activities continued. At this stage, teachers implement a variety of strategies and methods to ensure that PAI learning effectively engages students from multiple perspectives. As a result, the technology-based learning media used in PAI learning can optimize the skills of each student. Students' thinking skills, comprehension level, reaction, and communication reflect both these factors.

After the preparations are complete. Teachers initiate teaching and learning activities by extending greetings and praying together. Teachers then prepare to present various learning materials, including movies that tell the story of the Prophet, multimedia applications for reading the Quran (Makhroj), and pictures or videos that depict the practice of ablution and hajj.

In this step of the learning process, teachers form a learning group and present a problem to solve based on observations from films, videos, music, and pictures. Next, students engage in discussions to find solutions to the problems raised. Then the group representatives came forward to explain the results of the discussion.

Gradually, SMK Sunan Ampel Menganti began to use an independent curriculum. Therefore, the first step before starting learning activities is to show movies, music, or observable things related to PAI teaching materials so that students are more interested and excited to participate properly and optimally in the learning process. The classroom teacher suggests that prior to presenting the teaching materials, we should communicate the learning objectives. Then, we initiate the teaching and learning activities, utilizing a tool as a medium to communicate the message effectively. The material is clearer and easier for students to understand.

The informant's statement above can illustrate how teachers play a very important role in the implementation of the teaching and learning process. Therefore, it is very important for teachers today to understand the knowledge, skills, and mastery of materials and resources that support the learning process. If we feel that the use of media in learning is not contributing to the success of the educational process in schools, we need to further develop and improve it. If there are shortcomings in the use of media or errors in the examination, we can make corrections to the areas we deem lacking.

### **Dimensions of PAI teachers' indicators and strategies in the use of ICT learning media**

Educational units and programs primarily carry out the implementation of education quality assurance. The organizer of the training unit/course bears the responsibility of providing and assisting in the maintenance of standards. The responsibility of providing supervision, monitoring, evaluation, facilities, suggestions, guidance, and/or guidance to educational units and programs falls on regency/city governments, provincial governments, and millions of other governments. (Fattah, 2012).

Quality assurance activities focus on the process of building trust through the fulfillment of minimum requirements or standards for input components, process components, and outputs or

results in accordance with stakeholder expectations. There are two forms of quality assurance: the first involves designing quality improvement activities and a continuous quality improvement process, while the second involves creating a quality culture that aligns with the beliefs of education stakeholders and the principles it adheres to. Thus, quality assurance as a system includes values and principles in the process of continuous change, improvement, and quality improvement. (Fattah, 2012).

(Jerry, 2011) stated that the National Education Standards, a national standardization process, set the education quality standards in Indonesia. Based on Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Standards of Education, Article 1 Paragraph (1) defines that National Education Standards are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. This National Education Standard includes:

1. The National Graduate Standard describes the qualifications of abilities, including attitudes, knowledge, and skills, that every graduate must possess.
2. This standard outlines the scope of material and competency levels that students at different levels and types of education must meet. These criteria relate to graduation competencies, study material competencies, subject competencies, and learning syllabi.
3. Process standards refer to the national educational standards that guide the implementation of learning within educational units to achieve predetermined competencies.
4. The Education and Education Personnel Standards include criteria for pre-service education, physical and mental feasibility, and in-service education..
5. Infrastructure and facilities. National educational standards govern the minimal requirements for classrooms, athletic facilities, houses of worship, libraries, labs, workshops, play areas, creative spaces, and leisure areas. They also govern the use of information and communication technology and other learning resources that are necessary to support the learning process.
6. Management Standards are national education standards related to the planning, implementation, and supervision of educational activities to achieve efficiency and effectiveness in the implementation of education.
7. A financing standard is a standard that regulates the components and amount of operational costs of an educational unit, valid for one year.
8. Educational Assessment Standards are national educational standards related to mechanisms, procedures, and instruments for assessing student learning outcomes.

Teachers, including myself, generally take the first preparation steps in utilizing information and communication technology (ICT)-based learning media. Teachers at SMK Sunan Ampel Menganti prepare a Learning Implementation Plan (RPP) that encompasses all teaching materials. Teachers can continue teaching and learning activities after preparing the lesson plan. Before using ICT-based learning media, Islamic religious education teachers must determine the appropriate media device and design it in accordance with the religious learning material. This preparation aims to create a conducive and stimulating atmosphere in the teaching and learning process. Below, the author will analyze examples of lesson plans developed by PAI teachers.

Paying attention to the lesson plan or PAI learning steps in schools supports the success of learning that utilizes technology-based media. For instance, the process of apathesia starts with prayer and subsequently leads to student motivation. The most important thing is that students realize the importance of reading and understanding the Qur'an because it is a guideline for life for pious people. Here, motivation plays an important role in encouraging students to engage in

learning activities as well as expand their skills and experiences. Students' needs drive this motivation, ensuring they learn out of necessity rather than coercion.

### **PAI Development Efforts through PAI Teacher Learning in the Use of ICT Learning Media**

Steps taken by PAI teachers at SMK Sunan Ampel Menganti Gresik in using information and communication technology (ICT)-based media.

#### **1. Initial steps**

Before beginning the teaching and learning process, PAI teachers first prepare a Learning Implementation Plan (RPP). The lesson plan includes core activity points that revolve around using devices as learning media to convey material, specifically through the formulation and communication of learning objectives aligned with each session's material. Additionally, we process, design, and manipulate various learning media, such as messages or information, in an engaging manner. We adjust the use of learning media to the characteristics of the material before presenting it to students..

#### **2. Preparation steps**

Before presenting teaching materials, teachers prepare computer technology tools, such as computers, laptops, and LCD projectors. Despite the readiness of the room, it's crucial to confirm the optimal use of the computer technology equipment, as a lack of preparation often leads to issues such as electrical and connection problems. This is one of the preparatory steps that must be taken before use. Particularly when utilizing an LCD projector, you can showcase content in the form of images, videos, movies, and music. When presenting the Prophet's story, LCP projectors automatically display pictures of the Prophet's grave and place of death. This can reduce distance and time constraints when presenting teaching material and news information.

#### **3. Core learning steps**

After the preparations are completed. The teacher initiated the teaching and learning activities by making remarks and leading a group prayer. Then, teachers prepare to present various learning materials, including movies that tell the story of the Prophet, multimedia applications for reading the Quran (Makhroj), and pictures or videos that depict the practice of ablution and hajj. In this step, the teacher guides a study group through the learning process, presenting them with a problem to solve based on their observations of the presented film, video, music, and pictures. The students then engage in discussions to find solutions to the problems raised. The group representatives then stepped forward to explain the outcomes of the discussion.

#### **4. Confirmation steps**

The results of the researcher's observations and interviews show that after giving/presenting the teaching materials, the teacher then confirms or explains the results of the discussion of the material presented.

#### **5. Conclusion**

In this step, the teacher provides reinforcement and completes the learning process. Reinforcement serves as an affirmation of the subject matter. Next, the teacher recited Alhamdulillah, said greetings, and ended the learning.

### **Supporting and Hindering Factors for the Learning Development of PAI Teachers in Using ICT Learning Media**

Media plays a crucial role in helping students achieve their learning goals. Media teachers at SMK Sunan Ampel Menganti Gresik can teach learning materials effectively and efficiently. Media can help students absorb information quickly and also increase students' interest in learning. For this reason, an educator must always pay attention to the suitability of materials,





interests, and media used in learning. One of the inhibiting factors is the lack of learning support facilities such as LCDs, computers, and internet networks, which are insufficient to accommodate the number of students.

### **The Impact of PAI Teacher Learning Development in Using ICT Media**

Enhancing the proficiency of teachers to enhance their creativity and effectiveness in information delivery during the teaching and learning process is crucial. Another informant in his interview revealed that teachers can use ICT to carry out the teaching and learning process efficiently. In the Islamic religious education class at SMK Sunan Ampel Menganti Gresik, students learn messages or media such as movies that depict the practice of hajj and ablution. These media exist to provide students with understanding and explanation, aligning with the expectations of educational institutions in creating a quality education model.

### **CONCLUSION**

The research results reveal several conclusions about the efforts of PAI teachers in utilizing ICT-based learning media. First, PAI teachers make initial preparations before using the media. Second, the steps that teachers take to prepare ICT-based learning media are discussed. Third, the methods and steps applied by PAI teachers when utilizing media during the learning process. Fourth, ICT-based media facilitates the learning process of Islamic religious education. Finally, the utilization of ICT media by PAI teachers yields results. We carry out these four steps to facilitate students' understanding, appreciation, and application of the teacher's material in their daily lives, thereby achieving the learning goals of PAI.

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