

Utilization of Electronic Learning Media to Support the Professionalism of Islamic Religious Education Teachers at SMP Negeri 1 Babat

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ABSTRACT

The advancement of electronics has grown and permeated various fields, including education. Electronic media can facilitate teachers in carrying out their profession, particularly in the case of Islamic Education teachers (PAI). Moreover, PAI lessons are considered tedious by a significant portion of school students. Most teachers rely solely on lecturing methods during the teaching process. One way to address this issue is by harnessing electronic learning media during the instructional process, especially for challenging topics students find difficult to grasp. This approach aims to spark students' interest in the subject matter. The objectives of this research are as follows: (1) to understand the perception of Islamic Education teachers regarding the benefits of electronic learning media, (2) to determine the utilization of electronic learning media at SMP Negeri 1 Babat (a public junior high school), and (3) to identify the supporting factors for the utilization of electronic learning media at SMP Negeri 1 Babat. The research employs a qualitative approach with a descriptive research design. Data collection techniques encompass interviews, observations, and documentation. The gathered data are analyzed through data reduction, presentation, and conclusion. The outcomes of this study reveal that: (1) All Islamic Education teachers comprehend the benefits of electronic learning media. (2) Among the four Islamic Education teachers at SMP Negeri 1 Babat, one teacher struggles to employ electronic learning media due to skill limitations. (3) The supportive factors for the utilization of electronic learning media at SMP Negeri 1 Babat include teachers' abilities, facilities and infrastructure, student readiness, and support from the school administration.

Introduction

Learning is a process of change in a person by improving the quality of behaviour, such as increasing knowledge, attitudes, understanding, ways of thinking and various other abilities. According to Skinner, learning is a process that occurs in a person through adaptation or adjustment of behaviour that arises progressively (Djamaluddin & Wardana, 2019). Through education, a person can increase intelligence skills, develop personal potential, and form a responsible, intelligent and creative person (Maghfiroh, 2017). Learning as a process of change that occurs in humans includes increasing abilities that arise in a directed and systematic manner. Learning must be carried out by each individual to achieve change, whether in the form of attitudes, knowledge, skills or other positive values (Nursaputra, 2021). Another learning objective is to increase the self-potential of each student in all aspects to form a good character or personality and have noble morals.

These aspects include cognitive, affective and psychomotor aspects. The mental part is related to students' intellectual abilities, the affective element is connected to students' attitudes, and the psychomotor aspect is related to students' skills. Students must fulfil these skills because they are the goals of education which must be achieved optimally. These goals can be performed optimally if someone is willing to continue learning. Without a strong will, absorbing information from the lessons delivered by educators is difficult. Apart from having a strong desire to understand without knowing the time and place, you can also achieve optimal learning results. One of the places commonly visited to study is school.

According to Gagne and Briggs, learning media, as quoted in the learning media book, are components of learning resources or physical vehicles containing material in the school environment so that students can quickly absorb or receive the material (Arsyad, 2002). Learning media help teach and learn activities or stimulate children's thoughts, feelings, attention, and thinking ability (Tamaji, 2022). Another opinion regarding learning media was also expressed by Gerlach & Ely; if broadly understood, learning media are people, materials or events that can enable students to acquire knowledge, skills and attitudes. Learning media is an inseparable part of the learning process in the classroom in order to achieve maximum learning goals, especially in the modern era, educators need newer and more sophisticated learning media such as electronic learning media.

Information and communication technology development has become so rapid that without realizing it, it has influenced every aspect of human life (Rahmawati, 2020). The use of electronic learning media in schools is still not optimal. Teachers, as mediators in the learning process, must understand and use electronic learning media. Internal and external factors, such as the teacher's ability to operate devices and limited facilities and infrastructure, can influence the use of electronic learning media in the classroom. Moreover, the lack of attention to developing teacher competency also affects the quality of learning.

Electronic learning media can be a solution to make material more

interesting and relevant to arouse students' interest in learning (Arsyad, 2002). Efforts are needed to increase teachers' understanding of teaching media and creativity in using them. Especially in the era of society 5.0, marked by rapid technological developments, teachers need to increase their competence in facing these challenges and optimize the use of electronic learning media. Therefore, research on using electronic learning media to support the professionalism of Islamic religious education teachers at SMP Negeri 1 Babat is relevant and essential to carry out.

Etymologically, the word media means intermediary/introduction or vehicle/distributor of messages or information in the learning process. Meanwhile, according to epistemology, the word media is anything that educators use to channel information and stimulate students' thoughts, feelings and desires of students so that students are interested in participating in learning. (Arsyad, 2002). Media is a tool or suggestion used by someone to convey a message to the person they are talking to so that the idea in question can be represented correctly. (Sari, 2019). Educators also use learning media to distribute information on subject matter to students. Apart from conveying information on subject matter, educators also use learning media to stimulate students to be interested in taking part in learning.

Meanwhile, electronics are tools created based on electronic principles. So electronic learning media is a tool or intermediary educators use to convey material, stimulate students' interest and stimulate students' thinking through electronic devices such as laptops, projectors, computers, audio and other similar things (Sari, 2019). As explained above, electronic learning media is a tool or intermediary used by educators to convey material, stimulate students' interest and stimulate students' way of thinking through electronic devices such as laptops, projectors, computers, audio and other similar things. Educators use electronic learning media to improve the quality of education. The quality that educators want to achieve leads to learning objectives by presenting learning materials perfectly so that the teaching and learning process can be carried out well (Djamaluddin & Wardana, 2019).

The teaching and learning process places educators as teachers, so teachers have a significant role in delivering material to students. Apart from that, educators are also required to continuously follow scientific and technological developments so that educators have broad insight and the skills to operate electronic devices well. Teachers must have the ability and skills to manage electronic devices such as laptops, computers, and projectors in the teaching and learning process to make it easier for teachers to convey material to students.

Teacher educators must be good role models for students in their actions and behaviour in and outside the classroom, and educators must set an example so that students can follow what the educator does as a teacher. Knowledge that adorns a person's mind will always bring wisdom (virtue) (Habiba & Sholikhah, 2018). Apart from having to set a good example, an educator must also be able to convey material to students well (Usman, 2020). Teacher educators will find it

easier to deliver material if they can apply methods, strategies and learning media suitable for their students. An educator must be proficient in operating various types of existing learning media, especially in the era of globalization. Teachers must be able to manage electronic learning media.

Electronic learning media needs to be mastered by an educator because electronic learning media is a medium that is in accordance with current technological developments, making the learning process more effective and efficient. Educators should be able to utilize electronic learning media with the hope that after mastering electronic learning media educators can find electronic learning media suitable to be applied to students and increase students' interest in learning.

Electronic learning media that need to be studied more deeply and extensively benefit the learning process are computers, laptops and LCDs. The use of computers, laptops and LCD projectors as electronic learning media must have clear objectives to motivate students. This goal must support the learning objectives, such as improving critical thinking skills, increasing creativity or improving memory.

By providing clear goals, students will be motivated to learn and become more active in the learning process. Apart from that, using computers, laptops and projectors as learning media must also be interesting and interactive to increase students' interest and facilitate the learning process. The benefits of learning media, according to Kemp and Dayton, are quoted from the learning media book (Arsyad, 2002), including delivering material more effectively, learning being more attractive, education being more interactive, the quality of learning, knowledge being delivered anywhere and at any time, students will become more active, the burden on teachers to explain repeatedly the content of the material will be reduced. Based on the many benefits of learning media above, it is hoped that teachers can utilize electronic media during learning activities so that learning will be more efficient and learning objectives will be achieved optimally. Apart from that, an educator must also fully understand the use of electronic learning media as a professional support.

To achieve optimal learning goals, educators need to have the ability to utilize electronic learning media effectively and efficiently. Factors that influence the use of learning media include involvement in training and workshops. The development of learning media improves the quality of learning and supports the actualization of educators' abilities according to the demands of the times. The role of the teacher also plays an essential role in the use of learning media. A teacher's pedagogical competence must include the ability to operate learning media, both conventional and electronic. Apart from that, the availability of adequate facilities and infrastructure also influences the effectiveness of using learning media. Facilities such as audiovisual technology, computers and proper internet access will make it easier for educators to deliver learning material in an exciting and informative manner. These factors are interrelated and support each other in creating practical and valuable learning.

Method

The type of research used in this research is qualitative research with a descriptive approach. According to Bogdan and Taylor quoted by Nugrahani Farida, qualitative research produces descriptive data in the form of words or oral speech from people who are observed or researched (Farida Nugrahani, 2014). Meanwhile, according to Kirk and Miller, quoted by Nugrahani, qualitative research is a method that refers to natural aspects of quality and does not rely on calculations. So, it can be concluded that qualitative research is descriptive and tends to use words instead of numbers in its presentation.

The data collection techniques used in this research were observation, interviews and documentation. Observation techniques can be interpreted as direct observation systematically and per the field's reality (Saleh, 2021). The statement is directed at observing activities accurately and recording various phenomena related to the research topic. This research uses a type of frank observation. In the research process, the researcher communicates to the data source that the researcher is researching so that the studied subjects have complete knowledge about the research activities from start to finish. The interview technique is question and answer carried out by the questioner, and the resource person in asking a question already has guidelines in advance. Meanwhile, documentation techniques are methods used to search for data regarding matters in the form of personal notes, transcripts, diaries, personal letters, work reports, particular messages and so on (Nasution, 2010).

Data analysis techniques involve collecting data through interviews, observation, and documentation, data reduction to summarize important things, presenting data in narrative form, and verifying conclusions. In this research, the Miles and Huberman model analysis technique was used. Data is collected through various methods, followed by steps to reduce the data to focus on the core problem. The research results are presented in narrative form according to the facts and concerns raised. The initial conclusion may change with no substantial evidence, but if it is supported by solid evidence, the determination becomes credible (Sugiyono, 2019).

Result and Discussion

1. Islamic Religious Education Teachers' Understanding of the Benefits of Electronic Learning Media at SMP Negeri 1 Babat

Learning media will undoubtedly make teachers more innovative and productive in presenting the material delivered to students in class. Learning media can be understood as an intermediary leading us to achieve learning goals (Ni'mah, 2018). Learning media are intermediaries used by educators to make it easier to convey information related to the content of the material being explained to students. To be a teacher in the modern era, you must know and understand the existence of electronic learning media. Every teacher or educator must understand the benefits of electronic learning media, including Islamic education teachers. By understanding the benefits of electronic learning media, teachers will be motivated to utilize or apply it during teaching and

learning activities so that teachers will be helped in carrying out their profession.

Gagne's theory, quoted by Azhar Aryad, states that electronic learning media is a component of the educational environment that can help teachers stimulate students to learn (Arsyad, 2014). This is following the statement that media is a physical tool that can present messages from teachers to students, as well as being a stimulating tool for students to learn so that students will be more enthusiastic and interested in participating in the process of teaching and learning activities carried out in the classroom. These physical tools include computers, images, films, slides, and videos (Aspi & Syahrani, 2022).

In this case, the researcher has carried out an analysis according to the theory explained by Gegne, quoted by Azhar Aryad, that electronic learning media is a tool that can help teachers stimulate students to learn. These tools can be laptops, LCDs, audio, or computers. All PAI teachers at SMP Negeri 1 Babat understand the benefits of electronic learning media.

2. Utilization of electronic learning media to support the professionalism of Islamic Religious Education teachers

The development of ICT requires teachers to carry out their work professionally. A professional teacher must have four competencies, namely personality competence, pedagogical competence, social competence and professional competence. These four competencies must be inherent in every school teacher's duties as educators and teachers.

Concerning professional competence, one indicator of teacher professionalism in managing classroom learning is the ability to operate electronic learning media. Media as a system functions as a communication between students and teachers. The results of observations from the field carried out by researchers show that several PAI teachers have utilized electronic learning media to support their professionalism during learning. In its use, PAI teachers use electronic learning media in the form of laptops and LCDs.

According to Law No. 14 of 2005, they were quoted by Muhammad Aspi. Professional teachers must have four main competencies: personality, social, pedagogical, and professional competence. This opinion is in line with the statement of Agus F. Tamyong. Experienced teachers are reliable and trustworthy because they are experts in their field and have mastered several supporting competencies for their profession.

In this case, the researcher has conducted an analysis according to the theory explained in Law No. 14 of 2005, quoted by Muhammad Aspi, and professional teachers must have four core competencies: personality, pedagogical, social, and professional competence. First, teachers have personality competence; teachers must provide good examples of commendable behaviour, a wise spirit, and noble morals to all their students. In this case, PAI teachers at SMPN 1 Babat offer an excellent example for their students, not only providing theory, but some PAI teachers also provide positive viewing by utilizing electronic learning media. PAI teachers often show videos or films related to good morals so that students are interested in learning and become more familiar with the presented material.

Second, teachers have pedagogical competence, and teachers are required to be able to fulfil several aspects, including being able to master the material, develop the curriculum, explore student potential, complete class administration, carry out assessments on students and operate electronic learning media. In this case, some PAI teachers at SMP Negeri 1 Babat have implemented the competencies possessed by PAI teachers at SMP Negeri 1 Babat to make the class more conducive and make learning more enjoyable by utilizing electronic learning media. Apart from that, PAI teachers also find it easier to do administrative work by using learning media such as laptops.

Third, teachers have social competence, and teachers are required to communicate with parents, students and co-workers and be able to act objectively and not discriminate. In this case, the teacher communicates with students, parents and friends using electronic learning media like cell phones. Apart from that, during the lesson on tolerance, the teacher provides a spectacle that can make it easier for students to understand the material so that they do not have to discriminate against minorities.

Fourth, teachers have professional competence; teachers must be able to master the material, develop the material and be able to act reflectively. In this case, the PAI teacher at SMP Negeri 1 Babat masters the fabric that will be delivered and even supports it to be conveyed optimally to students. Some PAI teachers use electronic learning media and display material using laptops and LCDs. It is not uncommon for teachers to invite students to access information related to the fabric using the internet so that students can understand the material and develop it.

3. Factors that Support the Use of Electronic Learning Media at SMP Negeri 1 Babat

Electronic learning media is a tool that has the function of assisting teachers in delivering material. The use of electronic learning media is an effort to increase the stimulation of students' thinking by involving all five senses. The more the five senses are engaged in the learning process to receive and process the material, the greater the possibility that the learning material can be comprehended, comprehended and retained in their memory. Even though electronic learning media has great benefits, its use is influenced by several factors.

Factors that support the use of electronic learning media, according to Sutrisno, supporting elements in the use of electronic learning media include teacher ability, availability of adequate infrastructure, student readiness and support from the school principal. First, the teacher's command, in this case, 3 out of 4 PAI teachers at SMP Negeri 1 Babat, can operate electronic learning media. Some PAI teachers who can serve electronic learning media use it for material that they feel needs tools so that students understand and the learning objectives are achieved optimally.

Second, the availability of facilities and infrastructure, in this case, the availability of infrastructure related to electronic learning media is already 80%. All superior classes have electronic learning media, including LCD, computer and audio. In contrast to regular courses, electronic learning media is not available in this class, so if the teacher wants to show a film, children are invited

to go to the computer lab so that all students can experience the same rights. Third is student readiness; in this case, the PAI teacher at SMP Negeri 1 Babat always provides information first if they want to use electronic learning media so that students will be better prepared to receive the material. Fourth, support from the school principal. In this case, the PAI teacher at SMP Negeri 1 Babat gets full permission from the school principal. The principal always permits PAI teachers at SMP Negeri 1 Babat to take part in training on electronic devices. Apart from that, the school also provides support by providing adequate facilities for learning.

Conclusion

From the presentation of the results of data analysis regarding matters related to the research focus that the researcher presents, in this chapter, the researcher will explain the conclusions of the research results obtained from the previous discussion. It can be concluded that Islamic religious education teachers at SMP Negeri 1 Babat understand the use of electronic learning media. This is proven by several teachers' use of electronic learning media during class hours. The use of electronic learning media to support the professionalism of Islamic Religious Education teachers has been carried out by most teachers during the learning process. Four Islamic Religious Education teachers prove this; only one teacher cannot utilize electronic learning media because he does not have sufficient skills. Many factors support using electronic learning media at SMP Negeri 1 Babat, including teacher ability, student readiness, facilities and infrastructure, and support from the school principal.

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