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[How is the Ability of Islamic Religious Education Teachers in Designing and Using ICT Media?](#)

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Harianto Harianto, Mahyudin Ritonga, Riki Saputra

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How is the Ability of Islamic Religious Education Teachers in Designing and Using ICT Media?

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Abstract. The rapid development of technology demands the change in responding it, otherwise technological progress will exceed human capabilities. Teacher must be superior to students in the technological aspect. This study revealed the competence of teachers in designing and using ICT media in Islamic education learning. The approach used in this research is qualitative. The research data were obtained from the Association of Indonesian Islamic Religious Education Teachers (AGPAII). Data were collected through observation, interviews and documentation. Islamic Education teachers have the ability to design and use ICT-based learning media, proven by their skills in displaying Microsoft word, Microsoft excel, Microsoft power points, zoom meetings, YouTube, WhatsApp, google form, video Scribe, ZIPGRADE and E-Crossword. All these media can be used by Islamic Education teachers in the learning process. This finding rejected the results of a study that considers Islamic education teachers as an adapter to media products made by other people

Keywords: Islamic; Teachers; ICT Media

1 Introduction

Learning media is one of the most important components in the learning process. Learning media can ease the material delivering [1]. In line with that, learning media should consider the psychology and tendencies of students, if in the 90s learning media were made of natural objects, today the natural objects become to the psychology and tendencies of students [2]. Today students are familiar with gadget in everyday life, therefore ICT-based learning media is relevant media for the students [3]. Therefore, the ability of teachers to use ICT media must be more advanced than students [4], even more so that teachers must also have the ability to design ICT-based learning media ICT [5], [6], because it cannot be denied that there is a lot of content. Those who are accidentally accessed by students through the internet that are not expected of Islamic Education learning.

Until now the image of Islamic Education teachers to design and use ICT-based learning media seems negative [7], there are a lot of statements have emerged about Islamic Education teachers only teaching using learning resources while the media used are very limited. The result of the use of learning media that has not been maximized is seen as a factor that causes the achievement of learning objectives become slower. ICT-based learning media have various kinds and varieties, based on some literature it was found that these media have been widely used in learning Islamic religious education. The findings confirm that Islamic education learning by utilizing ICT media makes learning more effective [8].

Another conclusion reveals that learning in the industrial revolution cannot be separated from technology, because many things must use technology [9]. To maximize the use of ICT in learning, teachers should be able to design appropriate ICT media according to the situation where, when and who in using it. Based on the background above, this paper revealed the competence of Islamic religious education teachers in designing and using ICT-based learning media. The results of this study contribute to improve teacher creativity in Islamic education learning, especially in the use of ICT media.

2 Method

This research was conducted at the secretariat of the Indonesian Islamic religious education teacher association, West Pasaman Regency, West Sumatra. This place was chosen because Islamic religious education teachers are members of this association, it makes the researchers easy to meet the informant directly. Briefly the location of this research can be seen in Figure 1 below:

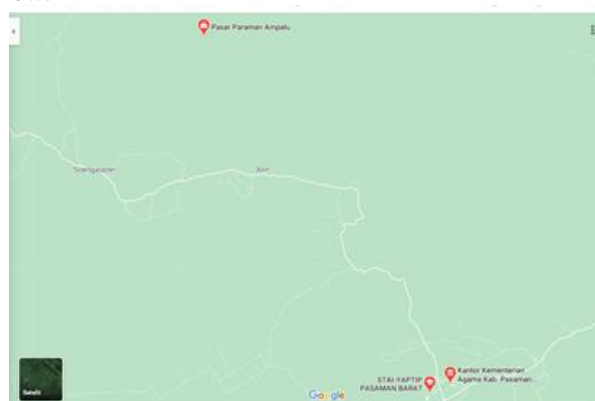


Fig 1. Research Location

The data sources of this research consisted of AGPAII management in West Pasaman Regency, Islamic Education teachers who become the members of AGPAII were selected by purposive sampling. The management and members of AGPAII were chosen as informants because they have a lot of information related to the data needed, namely the ability of teachers to design and use ICT media in Islamic Education learning. Meanwhile, the selection of purposive sampling as an informant determination technique is due to the large number of informants who have not been sampled, therefore researchers only used informants according to the need in the field.

The techniques used in collecting data were observation, interviews, focus group discussions and documentation studies. Observation is used to determine the teacher ability to design and use ICT media in Islamic Education learning. Interviews is used to find out firsthand the informants' views about the abilities they have. The focus group discussion is intended to get the same information from informants regarding the desired data. Documentation studies were used to obtain written data that is related to the ability of teachers to design and use ICT-based media. Meanwhile, the data analysis technique used is interactive, that is, data analysis that is carried out in line with data collection, data reduction,

data classification and drawing conclusions. To ensure the validity of the research data, triangulation techniques were used here.

3 Result and Discussion

3.1 Result of Data

Based on the data found, Islamic religious education teachers who become the members of the West Pasaman branch of AGPAII have the ability to design various types of learning media. In accordance with conveyed by the informant, the AGPAII management has a strong commitment to realizing that all members have the ability in terms of ICT (Informant 1, Interview, 2020), therefore all Islamic Education teachers are periodically given the opportunity to take part in training on the use of ICT in learning (AGPAII Management, Interview, 2020). From various trainings followed, the teacher ability to design instructional media is incorporated in Figure 2 below:



Fig 2. Designed and Used ICT Media by Teachers in Islamic Education Learning

From Figure 2 above, it can be interpreted that Islamic Education teachers have the ability to design ICT media at least 10 (ten) types of media such as Microsoft word, Microsoft Excel, Microsoft PPT, zoom meeting, YouTube, WhatsApp, google form, video Scribe, zip GRADE and E -Crossword (Interview, Observation, FGD, 2020). The teacher ability to design Microsoft word as a learning media for Islamic Education as expressed by the informant is the ability to make graphs / diagrams in Microsoft word according to the Islamic religious education learning material to be taught (Informant 2, Interview, 2020). Microsoft word as a learning medium has been widely used, and in fact it has been shown to have an impact on learning outcomes [10]. The most important aspect in designing Microsoft word as a media for Islamic Education learning is its suitability with the material being taught.

Another ICT media designed by teacher is Microsoft Excel. This type of teacher usually uses Microsoft Excel in making graphs, making formulas, sorting data (Informant 2, Interview, 2020). Islamic Education materials related to calculations are usually designed in the form of Microsoft Excel (Informant 3, Interview, 2020), other data prove that Islamic Education teachers have the results of a Microsoft Excel design which is intended as a learning media for Islamic Education (Documentation, 2020). Microsoft Excel as a learning

medium is widely used and the results of learning using this media are quite maximal [11], The interesting about the ability of Islamic Education teachers is that they have the ability to use media but they are able to modify the Islamic Education learning material.

Islamic Education teachers also have the ability to design ICT in power points for learning media, according to informants they are given training to manage animation, use hyperlinks and function triggers in power points (Informant 4, Interview, 2020). The teacher ability makes the power point design more attractive when you see how it looks full of animation. Power point as part of ICT in learning is proven to have an influence on the quality of learning [12], improve learning outcomes [13], make more effective learning [14].

Other data obtained regarding the ability of Islamic Education teachers in designing ICT media is zoom meetings. Islamic Education teachers can create accounts for learning process during the activities that must be done online by sharing the links and screen (Informant 5, Interview, 2020). In the FGD activity, data were obtained that all Islamic Education teachers have the ability to design and use zoom meetings as a learning medium, especially in an atmosphere of Covid-19 that requires the learning process to be carried out during (FGD, 2020). Zoom meeting as part of ICT media is not new in learning, and the covid-19 atmosphere requires teachers to have creativity in order to help the continuity of learning [15],[16],[17].

Furthermore, Islamic Education teachers are also able to design ICT media in the form of YouTube for Islamic Education learning. In accordance with the information obtained, theoretical and practical materials are disseminated using YouTube (Informant, Interview, 2020), therefore teachers are given training so that they are able to create accounts and upload material that must be distributed via YouTube media (FGD, 2020). YouTube as a learning medium helps strengthen the material that has been taught in the classroom, students can watch it again when they forget [18].

Another ICT media that teachers can design in learning Islamic Education is the WhatsApp media. In accordance with the data obtained, it is known that Islamic Education teachers are able to create groups and use these groups for Islamic Education learning (Informant 4, Interview, 2020). WhatsApp as a learning medium seems less interactive, but under certain conditions there is no alternative other than just using WhatsApp, therefore Islamic Education teachers must be able to design WhatsApp as a learning medium (Management of AGPAII, Interview, 2020). This view is in line with the conclusion that emphasizes that learning can only be carried out by using WhatsApp in certain condition [19],[20],[21].

Islamic Education teachers have the ability to design ICT media in the google forms, according to the data obtained by the teacher, they are able to add figures, set themes and distribute material and make classifications with google forms (Informant 5, Interview, 2020). Google forms as an ICT medium in learning make it easier for teachers to recap assignments sent by students [22]. Islamic Education teachers who become the members of AGPAII also have the ability to design ICT in the form of Video Scribe as a learning medium. In this case, they are able to adjust text animation, adjust the type and color of the text and set the figure animation (Management of AGPAII, Interview, 2020). The teacher ability to design Video Scribe as a learning medium makes the Islamic Education learning atmosphere more attractive to students. The use of video Scribe as a learning media has been shown to help students gain understanding of learning material [23], [24].

Like the data in Figure 2, it is seen that Islamic Education teachers have the ability to design ICT media in ZIPGRADE form, according to the data obtained, this media is designed by registering, then creating classes, adding student data, making types of evaluations, make

an answer sheet, scan the answer sheet and see the value (Management of AGPAII, Interview, 2020). Islamic Education teachers usually design ZIPGRADE media intended for evaluation activities. Teachers' ability to make ICT media in the form of ZIPGRADE proves that Islamic Education teachers have the skills needed according to the times [20]. Another media that is usually designed by teachers in Islamic Education learning is in the form of E-Crossword, this media is designed and then sent to the WhatsApp group of students to be worked on according to their abilities (Informant 5, Interview, 2020).

In accordance with existing documents, E-Crossword is often designed and used by Islamic Education teachers in closing the learning process (Documentation, 2020). E-Crossword is designed as a learning media for Islamic Education for materials related to evaluation, so that it makes students more enthusiastic in completing the assigned task (Informant 4, Interview, 2020).

The design of E-Crossword media, as usually done by Islamic Education teachers, seems to have the same orientation as the results of research that E-Crossword helps increase student motivation [25]. In accordance with the data and discussion described above, it is known that the ability of Islamic Education teachers in designing ICT-based learning media is generally in accordance with the skill needs that teacher must have in industrial revolution area, Islamic Education teachers have the ability to design to use media. It is made by self to make the learning atmosphere more interesting.

5 Conclusion

This study concluded that the ability of Islamic Education teachers is not only as the adopters. This conclusion is based on the ability of Islamic Education teachers to design and use ICT as a learning media. ICT media that was usually designed and used by Islamic Education teachers such as Microsoft word, Microsoft excel, Microsoft power points, zoom meetings, YouTube, WhatsApp, google form, video Scribe, ZIPGRADE and E-Crossword. The various types of ICT media mentioned above are familiar to teachers both in designing and utilizing.

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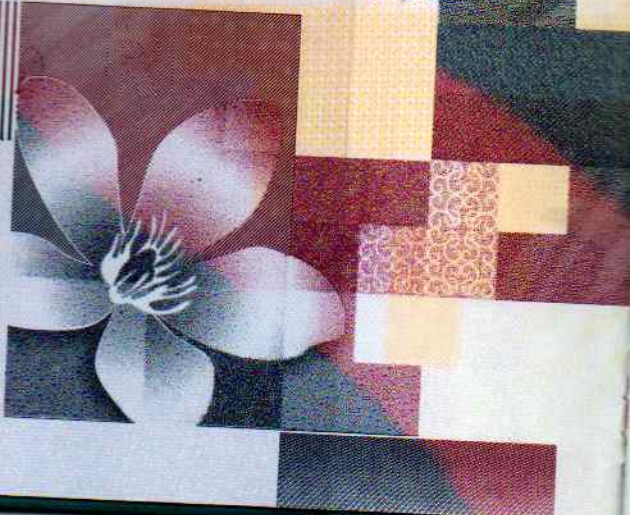


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