ICT Integration in the Islamic Religious Education Learning Process

Dina Dahliana¹, Setria Yelni¹, Yumna¹, Nana Fauzana Azima²
¹STAI Solok Nan Indah, Indonesia
²Universitas Negeri Padang, Indonesia
*dinadahliana@staisni.ac.id*

**Article Information:**
Received January 9, 2024
Revised February 28, 2024
Accepted March 19, 2024

**Keywords:** Role playing, ICT integration, Islamic religious education

**Abstract**
One of the factors that causes low student scores includes a lack of encouragement for students to develop thinking skills. Increasing students' understanding can be done by integrating ICT using the Role Playing method, because students can demonstrate learning material directly by playing roles with the help of ICT. Therefore, this research aims to explain how to improve student learning outcomes by using the Role Playing method. This research uses quantitative methods with a classroom action research approach. Data sources were taken using questionnaires and oral tests on 22 people consisting of 12 male students and 10 female students. Overall, the research results show that the use of the role playing method shows quite significant improvements, especially in the cognitive domain. Therefore, integrating ICT using role playing is an alternative in improving Islamic Religious Education learning outcomes.

**INTRODUCTION**

Education is something that is very important and related to human survival (Nugroho, 2022; Purwaningsih et al., 2022). Religious education also has a position in the dynamics of the national education system in accordance with UUSPN No. In 1989, article 39 paragraph (2) stated: the content of the education pathway curriculum must contain, firstly Pancasila education, secondly religious education, thirdly citizenship education (Alam, 2020; Awwaliya & Ismet, 2019). Islamic Religious Education is part of one of the educational materials which is responsible for realizing national education goals (Hamim et al., 2022; Resya & Diantoro, 2021). Islamic religious education should cover all aspects of human personality and should look at humans with a comprehensive view consisting of aspects of soul, body and mind so that later Islamic education will be directed at physical education, soul education and mind education (Aris, 2022; Sa’diyah, 2020).

Based on observations obtained from teacher score data for Islamic Religious Education subjects at the Batang Barus 18 Elementary School, Solok Regency, less than 60% of students were enthusiastic about paying attention to the teacher's explanations, apart from that, only 60% of students received grades according to the Minimum Completeness Criteria, and only 50% of students were able to remember the application of wali songo behavior. From this data, it is known that students' learning outcomes have not been maximized enough to apply them in everyday life.
This is due to the lack of strategies applied by teachers in the learning process and there is also boredom in learning so that students are no longer enthusiastic in the learning process.

To improve student learning outcomes, appropriate methods are needed to create an effective learning atmosphere and can increase learning objectives, namely by using the role playing method, because in this method students directly practice the lesson material. Students who practice lesson material more often will find it easier to recall old memories related to the material they are studying. With direct expression from students, it is hoped that students can better understand and understand the wali songo lesson because students directly act it out.

In the context of Islamic Religious Education learning, there are several innovative learning models that can be utilized and developed (Bahtiar, 2016; Nurhidin, 2017). One of them is the Own It, Learn It, and Share It model which emphasizes individual responsibility in learning and adapting to available information and communication technology (ICT) (Saripudin, 2015). Apart from that, the E-learning model has also become a popular form of ICT development in this digital era, where learning occurs online via internet, intranet or extranet networks (Anih, 2016; Sari, 2016; Suryati, 2017). Apart from that, another learning model is Blended Learning which combines face-to-face and distance learning using an online platform, with a framework that allows synchronous and asynchronous learning (Abdullah, 2018; Sari, 2016).

There are several other examples of the use of information and communication technology (ICT) in Islamic Religious Education learning. One of them is visual-based information technology, such as the use of the PowerPoint program in the learning process in Islamic Religious Education classes. Teachers can also increase learning effectiveness by utilizing Macromedia Flash to make material more interesting for students (Riskiawan et al., 2016; Wahyugi & Fatmariza, 2021). Apart from that, audio-based information and communication technology can also be used, such as the use of radio or audio books that take into account students' hearing needs. Furthermore, learning will be more effective by utilizing audio-visual based technology, such as the use of learning videos or films, interactive multimedia, and so on. By utilizing these various technologies, Islamic Religious Education learning can become more interesting, interactive and effective for students.

In the Islamic view, in principle there is no prohibition on using and developing information and communication technology (ICT), it is even recommended as long as it can support the values of goodness, benefit and benefits for individuals and society (Rahman et al., 2020; Santi et al., 2021). However, the use of ICT that supports or leads to immoral acts, waste of time, gossip, quarrels, and the like is not permitted. Every activity and deed must have the value of worship and be part of the struggle in the path of Allah, which will later be held accountable in the afterlife. Including utilizing, using and developing science and technology, it must fulfill the five requirements of worship, namely the intention is for Allah alone, its implementation is based on the rules of Allah's Shari'a, the subject and object of study must be approved by Him, the results must bring goodness and benefit and there is no neglect of worship. -basic worship such as learning fardhu ain, praying five times a day, fasting, giving zakat, and so on.

Based on Scopus data, previous research used several keywords that refer to research on the integration of ICT in the Islamic Religious Education Learning process such as: Islamic education, teaching and learning, e-learning, ICT, learning system as shown in figure 1 below.
The discussion regarding the integration of ICT in the learning process based on the Scopus data above found only a small amount of research related to Islamic Religious Education from 2011 to 2016. This means that there are no recent studies that specifically discuss the integration of ICT in the learning process of Islamic Religious Education. In fact, the ICT integration discussed in this research is specifically for Islamic Religious Education learning.

METHOD

This research is Classroom Action Research (CAR) (Callahan et al., 2016). The subjects of this research were students in class IV of Batang Barus 18 Elementary School for the 2021-2022 academic year with a total of 22 students. Consisting of 12 male students and 10 female students. In this classroom action research, the data collection techniques used are tests, observation and documentation (Asmaldi et al., 2022; Khoiriyati et al., 2021; Mardiana et al., 2022; Muswara & Zalnur, 2019). The instruments used in the research were a grid of learning activity observation sheets, a grid of learning outcome test sheets, and documentation. Data analysis basically aims to process quantitative and qualitative information in such a way that it is more meaningful. The data used in this research is quantitative data and qualitative data (Safitri et al., 2022).

RESULT AND DISCUSSION

This research is classroom action research which was carried out in two cycles. The aim of this research is to describe the implementation of the role playing method, to determine student learning outcomes in the cognitive domain in class IV Islamic Religious Education subjects at Elementary School 18 Batang Barus.

Cycle I was held on January 6 2022 with the topic of discussion being the guardian of Allah. The steps taken by researchers are as follows: (a) planning begins with the activity of preparing a learning implementation plan based on the subject matter and data collection instruments during this research, preparing the learning tools and media needed in the learning process. (b) implementation, in the implementation the researcher applied the learning method in accordance with the
learning implementation plan, namely using the Role Playing method with the subject being studied being Wali Allah.

These implementation steps include: first, carrying out learning in accordance with the methods or steps or strategies contained in the learning implementation plan, which begins with (1) apperception which includes correlating lessons learned about the exemplary story of Wali Songo, (2) the teacher explains the material by introducing several wali songo figures, (3) the teacher forms groups that will carry out role-playing activities, (4) the teacher provides role-playing scenarios, (5) students carry out role-playing activities, (6) the teacher conducts discussion activities after completing the role play, presenting the results of the discussion, (7) giving a test (posttest) to determine the students’ ability to understand the learning material. As seen in the following image.

Fig 2. Steps for implementing cycle I of the Role Playing method

Second, observation, observation activities are carried out during the learning process to observe teacher activities and student activities during learning. To carry out observations, the researcher asked for help from a colleague teacher, namely the class IV homeroom teacher, to expedite the progress of the research so that valid data was obtained.

Third, reflection is carried out by researchers based on the results of observations of classroom situations and the results of written tests carried out after learning ends. Based on the results of this reflection, it can be seen how far the student’s level of learning success is and what actions need to be taken next.

The steps taken in the implementation of cycle II are first, planning which includes activities (i) preparing a learning implementation plan in accordance with data collection instruments and subject matter, (ii) preparing tools, learning media, evaluation questions and observation sheets.

Secondly, in the implementation the researcher used the Role Playing method in the wali songo subject. The learning process pays attention to revisions in cycle I so that mistakes in learning are not repeated and are even better. The implementation steps are: first, carrying out learning in accordance with the learning implementation plan which begins with, (1) apperception, (2) the teacher gives questions (pretest) to students as a measure of students’ initial abilities on the lessons that have been given previously, (3) students carry out role-playing activities presented by the next group who have not yet appeared, (4) the teacher asks students to discuss the lesson shown and fill in the student worksheet, (5) the teacher invites students to carry out questions and answers on the discussion that has been carried out previously, (6) the teacher gives a test (posttest) at the end of the lesson. As seen in the following image.
Second, observation, observation activities to observe learning activities carried out by teachers and students during activities that take place in cycle II. From the results of observations, it can be seen that various kinds of activities occur during the learning process. The learning process will later be compared to the previous cycle to see whether it has experienced changes and improvements or vice versa. Third, reflection, reflection is carried out to see the results of the activities that have been carried out. Where the results of this reflection are seen from observations of the classroom situation during learning and from written tests given to students.

After the Islamic Religious Education learning process is carried out using the role playing method, students become more enthusiastic in participating in learning activities. This can be seen from the students' activeness in participating in the learning, because students become more knowledgeable and understand the material being taught. Students also seem happier and less bored in learning because using this method allows students to learn while playing. This can be seen from the increase in Cycles I and II which can be seen from:

Cycle I, based on research that has been carried out, can see that the teacher is not optimal in involving students actively in learning activities and conducting questions and answers to students about things that students do not know. However, there has been an increase in providing motivation to students, carrying out the learning process according to the time allocation that has been determined, and inviting students to make conclusions and provide reinforcement for the material that has been presented.

The results of the students' learning process in cycle I were that students' learning completeness had only reached 64% or only 14 students had received a complete score out of a total of 22 students.

Cycle II, based on data analysis, in cycle II students' learning activities have increased. Students as a whole have actively participated in participating in learning activities. This can be seen from the completeness score of students who achieve KKM learning completeness ≥75. In cycle II, students who received a pass mark had increased to 82%, namely 18 students out of a total of 22 students. Thus, from the research that was carried out from cycle I to cycle II, the researcher felt there was no need to continue to the next cycle.
CONCLUSION

Based on the results of data analysis, it is known that after the role playing learning method was implemented, planning efforts to improve students’ Islamic Religious Education learning experienced an increase. This can be seen from the percentage of the average value of the learning process in cycle I which was 79% and in cycle II it increased to 85%. The implementation of efforts to increase student learning activities experienced a significant increase. This can be seen from the average value of student learning activities in cycle I of 61% and cycle II of 81%, an increase of 22%. Increasing activity also has an effect on student learning outcomes, especially in the cognitive domain, this can be seen from the completeness of student learning outcomes in cycle I of 64% and cycle II of 82%, an increase of 18%.

REFERENCES


