THE ANALYSIS OF COMPUTER MEDIA USE IN ISLAMIC RELIGIOUS EDUCATION LEARNING

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INTRODUCTION

Nowadays, the development of science and technology is happening so rapidly that good competence is needed to compete and exist in a very competitive period, including in formal education. According to the Republic of Indonesia Laws No. 20 of 2003 concerning the National Education System, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character and skills needed. Himself, society, nation and state (Soimah, 2018).

Technology assistance is needed in the learning process, including computer technology, to increase the competitiveness and existence of learning. The development of the computer world has made very impressive progress. Almost all fields of work in the world have been controlled by computers. Jobs that used to require a lot of human labor have now been replaced by machines, all of which are controlled by computers. Currently, the use of computers has expanded to reach the interests of learning, namely to assist teachers in improving the quality of learning (Dianta & Putri, 2019).

The use of computers in learning is a consideration namely, computerization of learning programs is not only a necessity but is a necessity, both in administration and in the learning process. In the learning process, schools also use computer media, incessantly promoting using computers as a tool in the teaching and learning process

(Fitrianingrum, 2014). This includes Islamic Religious Education because so far, there are still many using traditional learning methods or lectures which make learning monotonous and boring for students.

However, in reality, many teachers still have not been able to use computer aids in the learning process. Sooner or later, the school curriculum will gradually adapt to the IT aspect, starting from college and high school. The gap between the need for IT in learning and the lack of ability of teachers to utilize IT encourages researchers to conduct research that can produce products using computers in the interest of learning (Rusman, 2013). Therefore, seeing the importance of technological developments in helping the learning process, this article aims to analyze the use of computer-based learning media in Islamic Religious Education subjects and the benefits and obstacles of using computer media.

METHODS

This research used a library approach. The data collection used documentation techniques. This technique is one of the techniques for collecting data and information from books, journals, documents, and so on as an explanation that supports research (Sugiyono, 2015). This research includes books, journals, documents, and other literatures related to the Utilization of Computer Media in Islamic Religious Education Learning.

RESULTS & DISCUSSION

1. Use of Computer Media in Islamic Religious Education Learning

Along with the increasing development of globalization, technology which is increasingly advanced and rapidly making demands for the quality and quantity of learning quality increase. This is the basis why schools continue to spur professional quality to meet the needs of the community, one of which is by adapting learning media to the demands of the era, such as by using Information and Communication Technology (ICT), in this case, the computer is used as a learning medium (Fitrianingrum, 2014).

The term computer has a broad and different meaning for different people. The word computer comes from the Latin computare, which means to count (Mustaridi, 2020). Then the word computer is translated into Indonesian into *komputer*. Based on its properties, a computer can be defined as electronic equipment that works in a coordinated and integrative manner based on a program so that it can receive input in the form of data, then process it in memory and display the results in the form of information.

Media use in teaching will greatly help the effectiveness of the learning process in delivering learning materials. In addition, it can increase student motivation and interest, make it easier to get student understanding, present data interestingly and reliably, facilitate data interpretation, and condense information (Rosdiana, 2013).

The learning process is essentially a communication process, namely the process of delivering messages from the source of the message to the recipient through certain channels or media. In classroom learning media, tools, or facilities which can facilitate the learning communication process, also called learning media (Hefniy & Jannah, 2019). Likewise, teaching Islamic religious education is a communication process to convey messages in the form of Islamic religious teachings contained in the Religious Education curriculum.

However, the profile of Islamic religious education teachers is considered to be lacking in improving the quality of Islamic religious education learning because the methods used in Islamic religious education are still relatively monotonous. The learning method used is a method that tends to be traditional, namely monotonous lectures and contextual static (Amin, 2014).

Several forms of computer-based multimedia utilization can be used in the learning process, including:

a) Multimedia presentation.

Multimedia presentations are used to explain theoretical materials used in classical learning, both for small and large groups. This media is quite effective because it uses a multimedia projector (LCD/Viewer) with a fairly wide transmitting range.

b) Interactive multimedia program

Interactive multimedia is suitable for teaching a process or stage, such as pollination in plants, cell division, the growth process of the human fetus, inheritance, the implementation of Hajj, and so on.

c) Simulation tools

With successive generations of powerful and sophisticated software, today's computers are spreading the types of activities that can streamline the learning process.

d) Tutorial video

The interactive video tutorial guides students in understanding the material through visualization. Students can interactively participate in practical activities according to what is taught in the video (Sukari, 2019).

A computer is a system of electronic machine tools that receive and process data in such a way as to produce information in digital form that can be stored in memory. In general, it is known that computers carry out their duties based on instructions given to them, which are called programs by the computer operator. In a real sense, a computer is nothing more and nothing less than an electronic device that can only do certain jobs based on the instructions given to it (Ismail, 2015). Therefore, the ability of teachers to use computer media must continue to be developed to improve the quality of learning, especially in Islamic Religious Education. A teacher must create as attractive a presentation as possible with a computer's help, thereby increasing students' attractiveness during the learning process.

Teachers need the ability to use computers in their lives in the present and in the future. The ability to operate computers using various applications and programming language programs is a vocational-specific life skill. Meanwhile, digging, managing and utilizing information from the internet on a computer is a general life skill because computers have a high appeal, so computer users tend to be able to spend hours in front of the monitor (Ismail, 2015).

In addition to the skills which teachers must possess in using computers as learning media, there are six steps that teachers can take in teaching using media, namely:

1. Analyze student needs and characteristics
2. Formulate teaching objectives using media
3. Teacher preparation to choose media that is appropriate to the learning or material to be delivered
4. Class preparation, namely preparing all conditions in the classroom, such as the teacher motivating students to be able to assess, analyze, and live the lesson using learning media

5. Presentation and use of media. Teachers use media to help their task of explaining learning material.
6. Teaching Evaluation to assess the extent to which teaching objectives are achieved and the use of media to increase the success of the teaching and learning process in the classroom (Daulae, 2019).

Thus it can be seen that the use of computer media in learning is very important because it can improve the learning quality. However, the use of computer media must be supported by the ability of teachers to operate computers in learning and teachers are required to be able to present them creatively to attract students' attention, considering that Islamic Religious Education subjects are often considered boring subjects because the delivery of material is mostly traditional, that is using the lecture method.

2. Functions and Benefits of Using Computer Media in Islamic Religion Education Learning

The functions of computer-based technology in education are as follows:
1. Educational Technology is used to support the construction of knowledge and students' understanding.
2. Educational technology to support students' information facilities to investigate knowledge that supports students, such as accessing the required information and comparing perspectives of learning materials to gain more knowledge.
3. Educational technology functions as a social media to support learning by speaking, such as collaborating, as a place to discuss, argue and build relationships with other students.
4. Educational technology as an intellectual partner to support students, helping students articulate and present what they can and know.
5. Educational technology can improve the quality of education or schools.
6. Educational technology can increase the effectiveness and efficiency of the teaching and learning process.
7. Educational technology can make it easier to achieve educational goals (Andri, 2017).

According to Rosdiana (2013) there are several benefits of using computer media in learning, namely:
a) Learning attracts more attention to foster student learning motivation.
b) Students will more easily understand learning materials.
c) Teaching methods become more varied to reduce learning boredom.
d) Students are more active in doing learning activities.
e) Clarify the message.presentation
f) Overcoming the limitations of space, time, and senses because it can be done anywhere and anytime with the help of the internet, especially in a pandemic like today.
g) Overcoming passivity so that students become more enthusiastic and more independent.
h) Provide the same stimulation, experience, and perception of the learning material.

According to Safei (2013) the benefits of technology in learning are as follows:
a. Technology presents opportunities for students to socialize and interact directly with the surrounding environment.
b. Facilitate the achievement of educational goals during the Covid-19 pandemic.

c. Make it easier for educators to make learning designs.
d. Educators can save time.
e. Students must think deeply to understand the material presented online.
f. Technology makes learning more interesting and motivates students to be enthusiastic about learning.
g. Presentation of information or teaching materials promptly and can be stored so that students can reopen the material if it has not been understood.
h. Facilitate the provision of information and teaching materials so that all students simultaneously know the instructions given by the educator.
i. Technology helps students learn anywhere and anytime as long as they are connected to the internet.
j. Educators can control students' situation and learning achievement even though they are not face-to-face as usual.

3. The Challenge of Using Computer Media in PAI Learning

In everyday life, challenges are a phenomenon that people often face. In the world of work, he is always faced with various challenges; if he can overcome them, he will be successful. Vice versa, if he fails to overcome it, then he will get the failure and even destruction. Likewise, in the world of education, he will surely find challenges. The use of computer media as learning media, of course, it will face various challenges (Rosdiana, 2013).

The challenge faced in religious education, especially Islamic religious education (PAI) as a subject, is how Islamic religious education is not just a knowledge transfer about religion but how to implement students so that they have the quality of faith, purity, and noble character in everyday life. Thus, religious education teachers are not only required to teach knowledge about religion but must be able to shape the character and religious students attitudes so that they have faith and devotion in a comprehensive, consistent and sustainable manner (Humas, 2020).

However, so far, the profile of Islamic religious education teachers is considered to be lacking in improving the Islamic religious education learning quality because the learning methods used in delivering Islamic Religious Education materials are still relatively monotonous. In the learning process of Islamic Religious Education, the majority still use conventional learning in the form of lectures which causes Islamic religious teachers to dominate the learning process. In addition, the delivery of material focuses more on transferring the knowledge possessed by the teacher to students, which tends to make students passive in the learning process, monotonous, contextual static, normative, monolithic, detached from history, and increasingly academic (Jaya & Zein, 2018). Therefore, a teacher must use interesting media in the learning process, one of which is by using computer media.

However, the fact in the field is that many Islamic religious education teachers still do not master the use of computer, therefore teachers are still not optimize in using computer as a learning media. If the utilization can be optimize and maximum, then the computer media can be developed even better. Because of the increasingly sophisticated development in the era, the learning process of Islamic religious education must also develop according to its era, by using computer media.

In addition, there is still a lack of training in the use of computer media for teachers carried out by the government to improve teachers' ability in using computers. In short, the challenges faced in the use of computer media in Islamic religious education are:
a) Lack of teacher ability in using computer media in the learning process

b) Less creative teachers in using computers because their computer knowledge is still minimal
c) Lack of training in computers use as a learning medium for teachers by the government
d) There is still a lack of school facilities and infrastructure for students to support the use of computers in each class

CONCLUSION

Thus, it can be concluded that the use of computer-based media in Islamic Religious Education is very important because it can increase the effectiveness in the learning process and the attractiveness of students who are bored with the monotonous learning process of Islamic education that used the lecture method. However, in its use, some challenges must be overcome by teachers, such as the lack of teacher ability in using computer as creative as possible so that students are interested, lack of training for teacher in using computer media, and school facilities also infrastructure that do not fully support the use of computers in each class.

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