Digital Media side by side with PAI Learning: Adaptation strategies in the digitalization period

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ABSTRACT

This research departs from the strategy that teachers use in carrying out learning during the Covid-19 pandemic, namely distance learning (PJJ) so that it can run effectively, efficiently, and optimally and can run well. So, this study to show that Digital Media side by side with PAI Learning: Adaptation strategies in the digitalization period. This study uses a descriptive qualitative approach. The research subjects were one teacher of Islamic Religious Education (PAI) class IX, the principal informant and 20 students of class IX. Data collection techniques: observation, documentation and interviews. Data validation technique: triangulation technique. Data analysis techniques: data reduction (data selection), data display (data presentation) and conclusion drawing/verification (drawing conclusions). The results of the study show that: (1) Islamic Religious Education with its strategy in dealing with digitalization (2) Digital media has a good role in the continuity of learning

INTRODUCTION

Ironically, currently the world without exception, Indonesia is being faced with the Covid 19 pandemic which has had a huge impact on all aspects of human life. Circumstances beyond predictions, the development of the virus quickly spread throughout the world (Ulum et al., 2021). Every day data in the world illustrates the increasing scope and impact of Covid 19. Indonesia is entering a state of national emergency. The death rate due to Covid-19 has continued to increase since it was first announced to the public in early March 2020. The Indonesian government immediately followed up on this condition. One of these actions is to carry out social distancing to minimize the spread of the virus. Social distancing, namely avoiding gatherings, avoiding mass gatherings, and keeping distance between people.

This also has an impact on the education system in Indonesia. This situation influences the changes and renewal of policies to be stipulated. The results of the decision from the minister of education that all learning activities both in schools and tertiary institutions are carried out in their respective homes through online media and available applications. The Minister of Education issued Circular Number 3 of 2020 concerning Pencegahan Covid-19 pada The Education Unit stated that it was closing schools and colleges (Kemdikbud RI, 2020). This is done to break the chain of transmission of Covid-19, instead learning activities are carried out online for all levels of education. The so-called Distance Learning (PJJ). In the context of learning through online networks, teachers and students can relate quickly and directly with text, images, sound, data and video. (Eraku et al., 2021; Setyo & Sulthan, 2019).

The learning process in the midst of this pandemic is certainly a challenge for all educational institutions, especially for teachers. The teacher is a learning component that has a role in the success of learning (Hidayat et al., 2022). In order for a teacher to carry out his duties professionally, a teacher must also know and have a comprehensive picture of how the teaching and learning process occurs, as well as what steps are needed so that teacher duties can be carried out properly and obtain results in accordance with the objectives, which are expected(Ulum et al., 2021), even more so if you experience unexpected obstacles. Until now 2023, simulations of learning that utilize the media are still being carried out and applied to learning. It's time for the new normal era, online media or applications are
considered relevant and help the learning process directly. Not only from a teacher, students freely get information and knowledge from a teacher or from the media. Media and digital technology have transformed almost all aspects of our life including information, communication, education, entertainment, politics, administration, security, traveling, economy and finance (Saifee et al., 2012). Advanced technology has changed ways we communicate, entertain, learn, deliver and exchange knowledge and information and other tasks to become more efficient and instantaneous. Under these circumstances, people’s beliefs, cultures, attitudes, behaviours, values, and perspectives about the world have been transformed (Misman et al., 2019).

Remembering that every individual has potential within him, and to actualize and function that potential requires education (Hidayat et al., 2022). Education is a human process to increase the dignity and standard of living, because basically humans have a tendency to get a good life. Education as a real learning process has been experienced by humans since birth and continues throughout life (Mufidah, 2022). So important is education for humans, because without education humans cannot develop in line with their aspirations to progress, experience change, be prosperous and happy as their outlook on life. The higher the human ideals, the more demanding the quality of education is as a means of achieving it. This is in accordance with the Qur’an Seurat Al-Mujadilah verse 11:

Meaning: "O you who believe, when it is said to you: "Make room in the assembly", then make room, surely God will give you space, and when it is said: Stand up", then stand up, God will surely raise the believers among you and those who are given knowledge of several degrees, and Allah knows best what you do“ (Departemen Agama RI, 2015:899). Through education, every individual is able to develop their own potential and personality towards maturity and independence. Education will make humans always try to develop themselves so they are able to deal with any changes that occur due to advances in science and technology.

The first education comes from the family and the surrounding environment and then proceeds to the level of formal education at school. In formal learning at school, it is generally carried out in the classroom through face-to-face learning. Face-to-face learning is a learning activity in the form of a process of direct interaction between students and teachers. In teaching and learning it is manifested in various forms of activities such as listening, discussing, producing something, compiling reports, solving problems and so on (Musa et al., 2021). The activity of the students can be directly observed, such as doing assignments and discussing, but there are also those that cannot be observed directly, such as listening and listening. (Husamah, 2014:83). So, this study aims to Digital Media side by side with PAI Learning: Adaptation strategies in the digitalization period.

**RESEARCH METHODS**

This study uses a descriptive qualitative approach (Sugiyono, 2012). The research subjects were one teacher of Islamic Religious Education (PAI) in Senior High School, the principal informant and 20 students of class IX. Data collection techniques: observation, documentation and interviews. Data validation technique: triangulation technique. Data analysis techniques: data reduction (data selection), data display (data presentation) and conclusion drawing/verification (drawing conclusions) by Miles and Huberman (2015).
RESULTS AND DISCUSSION

1. Islamic Religious Education with its strategy in dealing with digitalization

In general, the strategy has the meaning of an outline of the direction to act in an effort to achieve the goals that have been determined. In the world of education, strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal. So thus, the learning strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals. (Mulyono, 2012, h. 8).

New social media platforms like Facebook, WhatsApp, WeChat, Twitter, and Telegram have made it easier to teach, learn, talk, share, and do anything else that has to do with online communication. When it comes to Islamic education and teaching, new media can be used in its own ways. Digital media technology can be used to teach and spread information about Islam and what it teaches.

Saifee et al., (2012) came up with some creative ways to use media technology to spread the message of Islam and good human values. For example, he suggested using relevant TV channels like shows, game shows, plays, talks, and cartoons, as well as websites and ICT like multimedia and video presentations, in the classrooms. For example, people from different parts of the world can listen to live or recorded talks by great scholars about Islam and other topics and ask questions and give feedback online. Media in all forms and channels used to convey messages or information. Scientists like Heinich and his colleagues have also shown that the media is an intermediary for conveying information between sources and recipients. Next, they presented

Media forms such as television, film, photographs, audio recordings, projected images, printed materials, and the like(Mu’amalah, 2018). Islamic Religious Education as a subject has a wide difference in characteristics between madrasas and schools. In madrasas, Islamic Religious Education subjects are covered in four subjects, namely, Al-Qur’an Hadis, Fikih, Akidah Akhlak and Sejarah Kebudayaan Islam. Al-Qur’an Hadis contains material on interpretation, science of hadith, methods of understanding the arguments, and so on. While Fikih is a subject that teaches students to understand certain laws, and some methods of establishing Islamic law. Akidah Akhlak is a subject that educates students about aspects of belief in Islam as well as about good behavior in life.

Sejarah Kebudayaan Islam teaches about the history of Islam from various aspects, ranging from the lives of the prophets, companions, scholars and caliphs who have led. In contrast to madrasas, in schools there is only one subject, namely Islamic Religious Education and Character Education. This subject summarizes all the material that is divided into four subjects in the madrasa. The difference in the scope of this material certainly has its own impact on students. The teaching pattern is also different because it is adjusted to the character of each student.

As a subject that is responsible for guiding students in the formation of knowledge, beliefs and religious behavior, Islamic Religious Education has many choices in choosing learning resources and learning media. Many teachers choose social media as a source of learning and learning media. Social media was chosen as a source of learning because there are many scholars and ustadz making it a medium to disseminate the contents of their lectures to listeners. Not only that, there are also netizens with ordinary religious understanding but processing videos containing lectures of certain religious figures so that many people can listen to them. These videos are often used as references for students in understanding Islamic Religious Education materials (Hasan, 2021).
2. Digital media has a good role in the continuity of learning

Social media is neutral. The good and bad impacts associated with social media are usually caused by the users themselves. Users with a tendency to do bad things will be facilitated by the presence of social media. Vice versa, users with a tendency to do good things will also find it easier to use social media. Social media offers a variety of benefits. A study in Korea by Khan GF (2013) on the risks vs benefits (risk vs benefit) of social media. Risk factors include social risk, psychological risk, and privacy issues. While the benefits are in the form of social connectivity, social involvement, information updates, and entertainment. This study concludes that the effects of benefits or benefits felt by users are greater than the risks (Anwar, 2017).

All levels of society have used social media. Both the public and the government choose to use social media. In today’s era of openness, the role of social media is needed by the government, including helping to resolve complaints or public service reports, helping increase public participation in monitoring public services and accelerating the completion of public service reports. Social media has a strategic role other than as a transformation of information, social media can also be a means of communication between fellow communities and between the community and the government in submitting complaints and conveying various aspirations. The number of online media and social media that offer a variety of easy access will be more effective and useful if used as a forum for providing input, criticism, and suggestions in development. On the other hand, it is necessary to encourage all levels of society to have ethics on how to use social media. There are so many social media users who use this media for things that are negative and can harm all parties, be it the government or the community itself (Rahadi, 2017).

Media has many advantages including easy to use and familiar to students and teachers. In addition, social media also provides features for exchanging information in the form of text, images and videos. Even with social media, teachers and students can communicate directly with live streaming. However, with all these advantages there are also risks involved. The use of social media requires supervision from parents so that students are controlled in using it. Teachers must also have a broad view that social media is only a complement in learning, not as a source and main media. Because of its position as a complement, not all Islamic Religious Education learning materials can be taught using social media. Such as irrelevant practical material taught using social media. Social media users are also at risk of adding to student addiction, so there must be guidance from parents and teachers when using it (Hasan, 2021).

CONCLUSION

With the existence of information and communication technology, which is now developing very rapidly, it can be used to support the implementation of the teaching and learning process remotely. Because technology has a role that is able to make the learning process effective and able to continue to run well during this pandemic. That way the existing technology will have more broad benefits that we don't only use as mere entertainment but we can also use it to access every lesson using the existing platform properly and not stutter about technology. Hopefully in the future the existing information technology will have more benefits for the education sector in particular and every educator must be able to master technological advances so that the learning process carried out using the technology that has been described is able to progress and be able to develop properly as an interesting and interesting learning medium, effective for education. Self-development for every educator and student in technological advances must be upgraded so that they are able to keep up with the times through ever-evolving technology.
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