



Article

Development of Teaching Materials in Islamic Education
By ICT-based learning

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ABSTRACT:

As the times progress, teachers are required to be able to keep up with the easy times like today. Professional teachers must be able to develop and utilize various types of learning media by utilizing the sophistication of information and communication technology as a form of optimizing the use of information and communication technology-based media in the learning process. To analyzing this study uses descriptive analysis with data collection techniques in the form of interviews, observation and documentation which are located at STKIP PGRI Sumenep. The purpose of this study is: to find out whether there is compatibility of Islamic religious education teaching materials at STKIP PGRI Sumenep Institute with government regulations, what forms of development of Islamic religious education teaching materials based on information and communication technology at Sumenep PGRI and what media are used in development teaching materials using information and communication technology at the STKIP PGRI Sumenep. the results of the research that the researchers found included 1) there was compatibility between the teaching materials used in stkip and government regulations on the suitability of pie teaching materials at STKIP PGRI Sumenep with regulations of the ministry of education and culture number 3 of 2020 concerning teaching materials with the formulation of attitudes or objectives written in the regulation which are adjusted to the vision and mission of the institution. 2) the form of developing Islamic religious education teaching materials at the STKIP PGRI Sumenep uses digital books in accordance with books that have been standardized by the Ministry of Research, Technology and Higher Education. 3) information and communication technology-based media used in two learning models at the STKIP PGRI Sumenep, in online learning using the WhatsApp, Zoom, Google Meet, and Siakad applications. while in offline learning using laptop media, LCD projectors, and cellphones

Key words: *teaching materials, Islamic religious education, information and communication technology*

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INTRODUCTION

To achieve the quality of an education, the thing that can be done is to integrate the components of education optimally and thoroughly in a learning process so that the process of interaction between teachers and students can run smoothly according to the learning arrangements. So from that, teaching materials become very important in a learning process.⁴ In, teachers take on the role of facilitator, guide and students in the learning process, both individually and in groups. In this case, the teacher no longer conveys teaching material, but only provides apperceptions of teaching material, then the task of a student is to find and compile information or data related to material that has been provided in books or teaching materials. If there is a discussion or material that is not understood by a student then ask the teacher.

One of the abilities that must be mastered by a teacher, especially PAI, is to be able to develop teaching materials. Teaching materials are materials or learning materials that are systematically arranged that are used by a teacher and students in a lesson. In the stage of developing teaching materials in schools on an ongoing basis, it is necessary to develop teaching materials that are carried out in an innovative and creative manner that are adapted to the conditions and needs of an educational unit. For example by developing teaching materials to be ICT-based (Information and Telecommunications Technology). Using ICT is a fundamental requirement in determining the effectiveness and quality of a lesson. So, the role and use of ICT here is to help the learning process to be more effective, efficient and more meaningful.⁵

As explained by Budi Waluyo related to the effect of using ICT or ICT in increasing the relevance and quality of education through learning.⁶ Therefore, professional teachers will always be required to master ICT, especially in the development of ICT-based teaching materials and the use of ICT as learning media.

One of the problems in learning Islamic Religious Education (PAI) includes traditional learning systems, other problems such as lack of mastery of the material, focusing on the domain of learning only on the cognitive domain, lack of ability to use learning media, low teacher innovation and creation. in the development of learning methods, incomplete school facilities and infrastructure and lack of mastery when conducting assessments in a lesson. Of the several problems described above, one problem that really stands out is the lack of development of learning resources, teaching materials or teaching materials.⁷

Education providers as an advanced level of secondary education are tertiary institutions. Of course, choosing teaching materials that are in accordance with government regulations and based on the process of developing appropriate ICT-based teaching materials will certainly make it easier for students and lecturers in the lecture process, so that lecturers do not only focus on presenting material. in class and are now able to give sufficient time to guide their students.⁸

Based on the introduction above, the authors are interested in discussing the Analysis of ICT-Based PAI Teaching Materials in ICT-Based Islamic Religious Education at STKIP PGRI Sumenep to determine the suitability of teaching materials with government regulations, forms of development of teaching materials and ICT-based learning at STKIP PGRI Sumenep .

⁴ Ina Magdalena, dkk. "Analisis Bahan Ajar" *Jurnal Nusantara*, 2 No. 2 (2020): 317

⁵ Winastwan Gora Dan Sunarto, *Pakemateknologi Informasi Dan Komunikasi strategi Pembelajaran Inovatif Berbasis Teknologi Informasi Dan Komunikasi*(Jakarta: Elex Media Komputendo, 2009), 22

⁶ Budi Waluyo, "Pengembangan Media Pembelajaran PAI berbasis ICT" *Jurnal An-Nur* Vol. 7, No. 2 (2021): 230

⁷ Ana Handayani Hidayah, "Pengembangan e-modul PAI pada materi Wakaf di SMA Negeri 107 Jakarta" (Tesis, Universitas Negeri Jakarta, 2020), 3

⁸ Wahyu Sri Ambar Arum, "Pengembangan Bahan Ajar di Perguruan Tinggi" *Perspektif Ilmu Pendidikan* 14, No. 7 (Oktober): 66

METHODS

This research is categorized as qualitative research. Qualitative research is used to understand phenomena about what is experienced by research subjects holistically, and is described in words and language, in a special context that is natural and utilizes various scientific methods.⁹ This type of research uses a descriptive type, namely research with the characteristics of describing or solving problems based on data. Data collection techniques that researchers use are interviews, observation and documentation. Primary data used in the form of teaching materials, regulations of the ministry of education and culture and reinforced by other books relevant to the title of this study.

Result and Discussion

Profile of STKIP PGRI Sumenep

STKIP PGRI Sumenep is a Teaching and Education College located on Jl. Trunojoyo Sumenep. STKIP is a private tertiary institution committed to competing both nationally and internationally. This college was established in 1986, which has six study programs: 1) Indonesian Language and Literature Education (PBSI). 2) Pancasila and Citizenship Education (PPKN). 3) Mathematics Education (PMTK). 4) Elementary school teacher education (PGSD). 5) Health and Recreation Physical Education (PJKR). 6) Guidance Counseling (BK).

STKIP PGRI Sumenep is one of the private tertiary institutions in Sumenep which is quite in demand by the people of Sumenep. Based on the researchers' investigation, several factors made the researchers convey this because the costs were affordable for the surrounding community, the scholarships offered and the facilities were quite adequate. This, researchers are interested in further examining how the facilities are in STKIP PGRI, especially in the field of ICT.

The vision and mission of STKIP PGRI Sumenep are as follows:

Vision of becoming a quality university with a national standard in 2025.

Mission :

1. Conducting education through a meaningful, enjoyable and empowering learning process to build spiritual, emotional, social, kinesthetic strength and the formation of life skills.
2. Conducting research and development of science and technology to improve the quality and relevance of education.
3. Increasing community service activities in an effort to produce human resources who have sensitivity, concern and social responsibility.
4. Improving and developing quality management in order to produce quality and quality institutional governance.
5. Improving the quality and quantity of cooperation, whether local, regional, national or international in supporting the progress and achievements of the institution.
6. Producing graduates with quality and the ability to master, apply, develop and solve problems in their scientific fields.

Compatibility of teaching materials with Government Regulations

Teaching materials are everything used by teachers in the form of learning tools that are related to learning. E. Kosasi's opinion in his book *Development of Teaching Materials* explains that teaching materials are not only about handbooks or guidelines for teachers or students, but also in the form of learning resources used by teachers and students in a learning process, which functions as a tool for students in understanding the material subject taught by the teacher. Same with Muhaimin as quoted by Nino Andrianto which defines more broadly that teaching materials are all that are used in learning.¹⁰ Up to this point it can be concluded that the teaching

⁹ Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2011), 4.

¹⁰ E. Kosasi, *Pengembangan Bahan Ajar* (Jakarta : Bumi Aksara, 2021), 1.

materials intended here are in the form of books or other sources that can help the process of understanding students themselves.

The form of learning resources is not only in the form of books, teacher's handbooks (LKS), reading books, newspapers, but also in the form of something that is not written such as videos, sound recordings, or even instructions given by the teacher or discussions between student some are in the form of listening teaching materials such as *audio compact disk video* and interactive teaching materials such as *interactive compact disks*, telephone.¹¹

In this context the researcher will analyze Islamic Religious Education material at the PTU level, especially at STKIP PGRI Sumenep in the PGSD Study Program and carry out an analysis and adjust it to government regulations contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards.

Subjects of Elementary School Teacher Education Study Program

No.	Code	Course	Credit	Description
1	MPK8901	Islamic Religious Education	2	Religious Education Course Islam discusses: the one and only God and divinity, humanity, society, law, moral culture, science, technology and art as well as politics and harmony between religions in terms of Islam. ¹²

Attachment to Regulation of the Minister of Education and Culture Number 3 of 2020 Concerning National Higher Education Standards is as follows:

ATTITUDE FORMULATION

Every graduate of an academic, vocational, and professional education program must have the following attitude:

- a. Faithful to God Almighty and able to show a religious attitude.
- b. Upholding human values in carrying out duties based on religion, morals and ethics.
- c. Contributing to improving the quality of life of society, nation, state, and progress of civilization based on Pancasila.
- d. Act as citizens who are proud and love the country, have nationalism and a sense of responsibility to the state and nation.
- e. Appreciate the diversity of cultures, views, religions and beliefs, as well as other people's original opinions or findings.
- f. Collaborate and have social sensitivity as well as concern for the community and the environment.
- g. Obey the law and discipline in social and state life

¹¹ Muhaimin, *Modul Wawasan Tentang Pengembangan Baban Ajar*, (Malang : LKP2-1, 2008), 25

¹² Pedoman Kurikulum Program Studi Pendidikan Guru Sekolah Dasar Tahun 2018, 36

- h. Internalizing academic values, norms, and ethics
- i. Demonstrate a responsible attitude towards work in the field of expertise independently
- j. Internalize the spirit of independence, struggle and entrepreneurship.¹³

Then the researchers looked at compliance with government regulations contained in the regulations No. 3 of 2020 concerning National Higher Education Standards so that it is explored through the following table:

No.	Teaching materials	Regulations	Comformity	
			Suitable	Not suitable
1.	Belief in the one and only god and divinity	Fear of god almighty and able to show a religious attitude	√	
2.	Humanity	Uphold human values in carrying out duties based on religion, morals and ethics.	√	
3.	Community	Contributing to improving the quality of life of society, nation, state, and the advancement of civilization based on pancasila.	√	
4.	Law and politics	Law-abiding and disciplined in social and state life	√	
5.	Moral culture	Cooperates and has social sensitivity and concern for society and the environment	√	

Based on the explanation above, it can be concluded that there is compatibility between the teaching materials in the Religious Education course at the PGSD STKIP PGRI Sumenep Program with Government Regulations, namely Regulation of the Ministry of Education and Culture No. 3 of 2020.

Then the researchers also followed up by conducting interviews with one of the PAI lecturers at STKIP PGRI Sumenep, namely DR. Iwan Kuswandi, M.Pd. he said that apart from that, the teaching materials and materials were adapted to the vision and mission of STKIP PGRI and the vision and mission of the Study Program which adjusted the existing regulations. *“The SAP that I made as an Education lecturer was adjusted to the vision and mission of STKIP PGRI and the vision and mission of the Study Program”*¹⁴

Based on the brief explanation above, the researcher finally drew the conclusion that there was compatibility between the teaching materials taught in religious education courses

¹³ Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi

¹⁴ Iwan Kuswandi, Dosen STKIP PGRI Sumenep, Direct Interview (10 June 2022)

and government regulations and also adjusted to the vision and mission of the study program.

Forms of Development of PAI Teaching Materials at STKIP PGRI Sumenep

In addition, Kuswandi added that all teaching materials at STKIP PGRI Sumenep were sourced from PAI course books published by the Ministry of Research, Technology and Higher Education in the form of digital books which were also added by several works from the lecturers themselves regarding what was relevant with the theme of each task which, according to his presentation in these books, the government has provided a reference for the objectives of Islamic Islamic Religious Education courses in public universities.

Development of ICT-Based Islamic Religious Education Teaching Materials in Higher Education

Mustaji explained that the basis for developing a teaching product is one way to develop teaching materials, both procedurally, conceptually and theoretically.¹⁵ One way to apply this model is to develop teaching materials using multimedia. Interpreting the word multimedia in the computer world according to Hofstetter is the use of a computer to combine text, graphics, audio, moving images..Video..Animation) into a single,unit with the right linksandtools(allowing multimedia users to..navigate, interact, communicate and create.¹⁶This can utilize ICT in its operation, which with ICT functions to facilitate a learning process.¹⁷

In this case the focus of the next research is to analyze the development of ICT-based PAI teaching materials at STKIP PGRI Sumenep. To get answers to this focus, the researchers conducted interviews with PAI lecturers and the two students in the study program.

“Lectures during yesterday's pandemic, using online lectures (sometimes zoom or google meet). Assignments to make papers, 80% are required from OJS scientific journals (can be searched on Google Scholar). All papers, sent to email before presentation. student creativity in presenting ppt (ppt presented descriptively, is rejected), so it must be delivered in the form of an attractive diagram or animated image. The theme is taken from a paper assignment for a local wisdom-based Islamic Religious Education course. Attendance and assessment are carried out using STKIP's siakad PGRI Sumenep.”¹⁸

Then the researcher also interviewed a female student in the study program to check the suitability of the data submitted by the lecturer.

During Covid, lectures were held online, either via WA or Zoom or Google Meet. We were given paper assignments and made PPT too. During face-to-face meetings, as usual, use PPT displayed through a projector.¹⁹

This statement was also reinforced by Ananda Imroatul Jannah, a semester VIII PGSD student who said.

Lectures are usually held offline/ face to face, usually utilizing existing resources at school such as computers and projectors, which are used to display material slides so that later they can facilitate the learning process. Meanwhile, during the Covid 19 pandemic, the learning and learning

¹⁵ Mustaji and Sugiarto, *Pembelajaran Berbasis Konstruktivistik: Penerapan dalam Pembelajaran Berbasis Masalah* (Surabaya: Unesa University Press, 2005), 69

¹⁶ St. Mulyanta dan Marlon Leong, *Tutorial Membangun Multimedia Interaktif; Media Pembelajaran* (Yogyakarta: Universitas Atma Jaya, 2009), 1

¹⁷ Rusdi Susilana dan Cepi Riyana, *Media Pembelajaran (Hakikat, Pengembangan, Pemanfaatan dan Penilaian)* (Bandung: Wacana Prima, 2009), 1

¹⁸ Iwan Kuswandi, Lecturer of STKIP PGRI Sumenep, Direct Interview (10 June 2022)

¹⁹ Nur Lathifah, Student of STKIP PGRI Sumenep, Direct Interview (10 Juni 2022)

*process was carried out online, in this case the learning support, using WAG (WhatsApp Group), Zoom, Google Meet.*²⁰

Researchers also interviewed informants about how ICT-based learning is when lectures are face-to-face.

*Likewise, during face-to-face lectures. Lecturers or students use notebooks or cellphones during presentations. Assessment of student papers is based on novelty sources from the latest Google Scholar. Referring to old books is not permitted (except to primary book sources).*²¹

From the presentation of the sources above, the researcher can conclude that ICT-Based learning at STKIP PGRI Sumenep can be described as follows:

- a. The use of teaching materials at STKIP is not only in the form of written teaching materials, it can also be in the form of digital books that can be downloaded by students and also in the form of *Powerpoint*.
- b. In the conditions of yesterday's pandemic, STKIP held online learning which is a program for organizing online learning classes and is not conducted face-to-face, but uses a platform that can assist the remote teaching and learning process. The media or applications used while online at STKIP are: Whatsapp, Zoom, Google Meet, and Siakad.
- c. Meanwhile, the media used especially when learning is offline or face-to-face are in the form of laptops, LCD projectors and mobile phones which are used as a place to share material and information about lectures.

CONCLUSION

Based on the discussion above, the researcher draws the following conclusions:

1. There is a Conformity between PAI Teaching Materials at STKIP PGRI Sumenep and the Ministry of Education and Culture Regulation No. 3 of 2020 regarding teaching materials with the formulation of attitudes or objectives written in the regulations which are adjusted to the vision and mission of the institution
2. The form of developing Islamic Religious Education materials at STKIP PGRI Sumenep uses digital books in accordance with books that have been standardized by the Ministry of Research, Technology and Higher Education.
3. Information and Communication Technology-based media used in two learning models at STKIP PGRI Sumenep, as follows: Online learning namely Whatsapp, Zoom, Google Meet, Siakad while Offline Learning uses Laptops, LCDs, Projectors and Mobiles.

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²⁰ Imroatul Jannah, Student of STKIP PGRI Sumenep, Direct Interview (11 Juni 2022)

²¹ Iwan Kuswandi, Lecturer of STKIP PGRI Sumenep, Direct Interview (10 June 2022)

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