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DIGITIZATION OF ISLAMIC RELIGIOUS EDUCATION LEARNING IN ENHANCING STUDENT LEARNING MOTIVATION AT SMP NU SUNAN GIRI KEPANJEN

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ABSTRACT

The widespread adoption of technological advancements today has brought changes to many aspects of society, including education. The Ministry of Education and Culture has sought to adjust teaching strategies to accommodate new technological advancements, such as internet usage. SMP NU Sunan Giri Kepanjen, which has implemented digital learning, follows these guidelines. This policy is developed with consideration for the latest technological advancements in the field of education, particularly in Islamic Religious Education. This study aims to assess the level of digitization in Islamic Religious Education (PAI) learning at SMP NU Sunan Giri Kepanjen; to examine student learning motivation in PAI classes at SMP NU Sunan Giri Kepanjen; and to identify the factors that facilitate or hinder the digitization of Islamic Religious Education learning at SMP NU Sunan Giri Kepanjen. The research method used in this study is descriptive qualitative, with data collected through documentation, in-depth interviews, and observation.

The research found that digitization in Islamic Religious Education learning can enhance students' motivation to learn. The digital tools used include educational videos and presentations using digital devices.

Keywords: Digitization, Motivation, Students.

1. INTRODUCTION

In the modern era, the rapid advancement of science and technology (IPTEK) comes with more complex demands and challenges. This is an era with unique characteristics that significantly impact the fields of education and employment. These changes are not only driven by the swift development of technology but also by the fact that teachers must go beyond simply teaching students; they must be capable of managing the learning environment and information to facilitate students' educational initiatives. Environmental concepts, such as learning locations, techniques, media, evaluation tools, and the necessary infrastructure, are essential for organizing, guiding, and facilitating student learning. Technological advancements enrich learning resources and tools, such as films, videos, television, slides, hypertext, the web, and others, all of which improve the quality of the learning process.

2. THEORETICAL FOUNDATIONS

In this study, there are several theories that will be discussed, including the following:

A. Digitalization of Learning

Digitization is the process of conversion using technology and automated processes to transform analog formats into competent digital forms. This involves converting media such as print, audio, or video into digital formats to create digital document archives. This process requires devices such as computers, scanners, source media operators, and supporting software (Andri Kurniawan, 2022: 93-94).

Interest is an intrinsic factor within each individual that can support student learning. Alisuf Sabri states that the type of interest that supports the learning process includes interest in the subject matter or lesson and interest in the teacher who delivers it. Field evidence shows that technological advancements have the potential to enhance human resource quality when applied appropriately. Developments in

information and communication, such as the use of cell phones, smartphones, computers, laptops, and global internet networks, play an important role in this regard, positively impacting student achievement, especially in classroom learning activities.

Learning is a process that enables the transformation or emergence of new behaviors as a result of forming primary responses, with the understanding that these changes are not caused by temporary shifts due to certain factors. Motivation, on the other hand, is defined as an activity or behavior aimed at fulfilling specific requirements. Asrori explains the basic concept of motivation as: (1) an impulse, whether conscious or unconscious, that arises within an individual to perform an activity with a specific purpose; and (2) an effort that encourages a person or group to take action to achieve a particular goal. Therefore, the force that drives someone to take action to reach a goal can be understood as motivation (Wahyudin, 2018: 45).

B. Learning Motivation

Learning motivation is a desire that arises in a person (student) to do a learning activity, where the desire is sometimes strong but also sometimes weak (Winkel, 1984: 27). From this understanding, it can be understood that as long as there is still a desire to learn in a student, the motivation is still there, but if the motivation is weak, the desire and learning activities are also weak, so this condition needs to be handled to be able to restore the student's stronger learning motivation.

Motivation is also defined as something that exists within the individual that can awaken and maintain a behavior, so that the individual can take an action (Anita Wollfolk dalam Hendra, 2015: 38). Another definition states that motivation is a kind of force that pushes or attracts that causes one-way behavior to occur (Morgan dalam Tuti S & Udin S, 1996: 39).

Motivation and learning have a relationship that can both influence each other (provide encouragement or inhibition), because learning and motivation both produce relatively permanent behavioral changes that result from the application and reinforcement based on a specific goal (Uno, 2007).

To know whether there is a positive motivation in a person or not, it can be observed through the following behaviors (Worell & Silwell, 1981):

a. Shows interest, cares, and shows a willingness to participate

b. Work hard, and take the time to do the job

c. Continue to do the work until it can be completed

From the explanation of the experts above, learning motivation is something that exists in students that makes them want to learn continuously, they will do it with maximum effort (energy, time, and also material) until the goal of learning is achieved. The motivation to learn must be in every student so that the learning process can run well and the goals of learning can be achieved optimally. If the motivation to learn is not there, then students will become lazy to learn, as a result the learning process cannot run well so that the goals are not achieved optimally.

C. Supporting and Inhibiting Factors for Learning Motivation

Supporting factors are the factors that are the reasons and further strengthen the argument that digitalization in the PAI learning process needs to be carried out. Supporting factors are the factors that are the reasons why the learning process needs to undergo digitalization. Meanwhile, one of the inhibiting factors is the lack of understanding of the application of ICT (information and communication technology) in Islamic Religious Education, which is a problem that hinders access to important information and the progress of education at large. These limitations have the potential to reduce the quality of human resources,

as reflected in the controversy on social media regarding the relationship between educators and students, emphasizing the importance of ethics in human resource development (Iqbal Syahrijar, 2022: 27-28).

Learning activities at SMP Nu Sunan Giri Kepanjen are organized by teachers and students. The role of teachers is very crucial in achieving the educational goals of students. But in fact, there are still shortcomings in the learning process, such as a less interactive learning atmosphere. Such an atmosphere needs to be transformed into an atmosphere conducive to learning and allows cognitive improvement through a methodological approach. Choose a teaching method that is suitable for the media.

Based on preliminary studies, there is still a lack of interest in learning students in the realm related to religious education. Students usually find PAI learning at SMP Nu Sunan Giri Kepanjen less interesting. The reason is not because of the amount of irrelevant material, but because of the less interesting method of providing Islamic religious material to educators. Therefore, educators at SMP Nu Sunan Giri Kepanjen must continue to improve the use of elements of the learning system. Digitalization is one aspect of the learning system that needs to be optimized in the learning process. In other words, one of the components of the learning system that involves learning materials is digitalization.

There are three main areas of concentration for this research. how is the learning motivation of students who study Islamic religious education at Junior High School NU Sunan Giri Kepanjen; How the digitization of Islamic Religious Education learning at SMP NU Sunan Giri Kepanjen can increase students' enthusiasm for learning; What are the factors that support and hinder the digitization of Islamic religious education learning at SMP NU Sunan Giri Kepanjen.

The purpose of this study is to find out the following three things: (1) the learning motivation of students who study Islamic religious education

at Junior High School NU Sunan Giri Kepanjen; (2) the digitization of Islamic religious education learning at Junior High School NU Sunan Giri Kepanjen can increase students' enthusiasm for learning; and (3) factors that support and hinder the digitization of Islamic religious education learning at Junior High School NU Sunan Giri Kepanjen.

2. METHOD

The author uses a qualitative-based research methodology in this study. Observation, interview, and documentation methods are used to obtain data. The interview method uses primary data, namely PAI teachers, junior high school students as objects, and school principals as supervisors. As for secondary data, it includes evidence, records, or historical reports that have been archived and published. The data collected was then carried out using descriptive qualitative data analysis techniques with an analysis induction approach so that conclusions could be drawn based on the research objectives. Data analysis is carried out by using methods such as reducing data, presenting data, and making conclusions that can be presented as the results of the analysis. The method of collecting data used is through documentation.

3. RESULTS AND DISCUSSION

A. Learning motivation of students studying Islamic religious education at Junior High School NU Sunan Giri Kepanjen

In this discussion, the researcher will start from the previous topic, so here we will focus on the learning motivation of students in pie learning at Junior High School NU Sunan Giri Kepanjen. In this case, there are several reasons that make students bored with pie learning at SMP NU Sunan Giri Kepanjen. Here are some of the reasons behind it that are in accordance with the results of observations and interviews that the researcher has conducted, such as the existing learning methods, the teaching materials used, or the amount of material that must be

memorized. Students can feel bored with Islamic Religious Education (PAI) learning for various reasons. Here are some of the factors that cause boredom from the results of observations as well as those supported by the theory of Muhammad Abduh in his book "Islamic Religious Education: Fun Learning Strategies (Muhammad Abduh, 2007: 12-16):

a. Monotonous Teaching Methods

b. Lack of Involvement and Participation of Students

c. Lack of Variety of Media and Learning Resources

d. Less Contextual Learning Approach

e. Less Supportive Classroom Environment

f. Lack of Use of Creative Learning Approaches

From the results of the above presentation, researchers can conclude that in overcoming boredom in PAI learning, it is important to develop more varied and interactive teaching methods, relate the material to real-life contexts, and create a supportive and enjoyable learning environment. Here are some strategies according to Robertus Angkowo's theory in his book "Optimizing Learning Media Affects Motivation of Learning Outcomes and Personality" that can support the findings of researchers in the field, in increasing students' learning motivation related to the application of technology/digitalization of learning (Robertus & Kosasih, 2007: 12-16).

In fostering students' enthusiasm for learning through the application of technology and digitalization of learning, several strategies can be implemented. Here are some effective strategies:

a. Use of Online Learning Platforms

1) LMS (Learning Management System): Leverages platforms like Google Classroom to provide access to materials, assignments, and discussion forums online.

2) Interactive Content: Create and integrate interactive content such as online quizzes, learning videos, and simulations that students can access at any time.

b. Gamification

1) Points and Badges: Giving points, badges, or awards for specific achievements in learning can increase student motivation.

2) Educational Games: Use educational games that are relevant to learning materials designed to make the learning process more engaging and enjoyable.(Daryanto, 2016: 43-48).

c. Digital Apps and Tools

1) Quizlet, Kahoot, or Socrative: Use this app to create quizzes and exercises that can be accessed via your phone or computer.

2) Google Forms: To create surveys, questionnaires, or assignments that can be instantly graded and provide automated feedback.

d. Project Based Learning

1) Online Collaboration: Use collaboration tools like Google Docs, Sheets, and Slides for group projects that allow students to work together in real-time even when they're in different places.

2) Digital Presentations: Create presentations using tools like Prezi or Microsoft PowerPoint that can be accessed and shared online.

e. Video and Multimedia Usage

YouTube and Edu-Tube: Provides access to relevant learning videos. Students can learn from the available video lectures, tutorials, and demonstrations.

f. Personalized Learning

1) Learning Adaptation: Using adaptive learning software that can adjust the difficulty level and speed of the material to the ability of each student.

2) Data Analytics: Use data analytics to track student progress and provide feedback tailored to their needs.

g. Flipped Classroom

1) Online Independent Learning: Students watch learning videos or read materials at home, then have discussions and practical activities in class with teacher guidance.

2) Live Feedback: Use class time to provide direct feedback and answer questions that arise as students learn independently.

By integrating technology and digitalization in learning, students can be more engaged, motivated, and have a richer and more varied learning experience.

B. The digitization of Islamic religious education learning at Junior High School NU Sunan Giri Kepanjen can increase students' enthusiasm for learning

From the findings of observations and interviews with related parties, it can be concluded that the digitization of Islamic religious education at SMP Nu Sunan Giri has become a key component in motivating and encouraging students to learn, encouraging the application of various techniques and technologies. The results of this observation are in accordance with the theory of Muhammad nurqozin in his book, that the motivation behind this shift towards digitalization can be driven by the goal of improving the learning experience of students, because they are more likely to (Nurqozin, Samsu, & Darma, 2023: 637-646).

In addition, the results of interviews conducted by the researcher with related parties mentioned that various digital strategies have been implemented to help increase motivation such as using interactive educational content that focuses on students' interests and beliefs and engages them with various different techniques. Therefore, with the results of the research mentioned above, it can be supported by the theory of Muhammad Nurqozin in his book, that the use of digitalization, especially in the teaching of Islamic religious education, can result in an increase in the motivation and success of students in the field of religion,

providing valuable resources that allow them to explore their interests and beliefs in a modern way.

Based on the findings of the research that has been carried out at NU Sunan Giri Junior High School, especially in religious lessons, to support students' motivation to learn, it is important to ensure that they do not feel bored with PAI learning in the classroom. An effective strategy is needed to be able to present Islamic religious learning in an easy-to-understand and attractive form, as well as encourage students to be enthusiastic about learning. The boredom situation can be seen as a problem that we want to overcome in order to explore effective digitalization solutions and strategies.

So to overcome boredom in students, pie teachers at junior high school NU Sunan Giri have tried to present Islamic religious learning with effective strategies, such as using digitalization as a tool to encourage and increase students' motivation to learn. Because it is hoped that it will help students become more interested and involved with Islamic religious learning. And because they are more interested and engaged, they can also tend to understand the material at hand and be active in learning.

In addition, there are several things that have been done by pie teachers in implementing learning digitalization, namely by using technology in the form of videos or powepoints in presentations. The use of these digital platforms such as video tutorials and presentations can increase learner engagement, resulting in higher levels of understanding and retention.

C. Factors that support and hinder the digitization of Islamic religious education learning at SMP NU Sunan Giri Kepanjen

a. Supporting Factors for Digitalization of Learning

According to the results of observations and interviews related to the digitization of Islamic Religious Education (PAI) learning in the field, there

are several supporting factors. The following are some of the factors supporting the digitization of learning at junior high school NU Sunan Giri Kepanjen which is supported by the theory from Kartika in her book:

1) Technology Infrastructure

2) Teacher Skills and Competencies

3) Data Security and Privacy

4) Accessibility and Inclusivity

b. Factors Hindering the Digitalization of PAI Learning

From the results of the above presentation, there is a theory from Susanto et al. that can support the findings of researchers in the field that, although the digitization of Islamic Religious Education (PAI) learning has many potential benefits, there are a number of inhibiting factors that can hinder its implementation. Here are some common inhibiting factors (Susanto B, & Wijaya, 2022: 35-50):

1) Keterbatasan Akses Teknologi

2) Low Digital Competence

3) Budget Limitations

4) Limited Infrastructure of Technology devices

5) Ineffective Evaluation and Monitoring

4. CONCLUSION

A. Conclusion

The researcher draws the following conclusions based on the findings of field research that supports the formulation of the problem and research conducted at SMP NU Sunan Giri Kepanjen regarding the digitization of PAI learning on students' learning motivation:

a. Digitalization in PAI learning plays an important role in educating students about Islamic religious concepts in a more interesting way with various digital strategies that have been implemented to help increase motivation such as using interactive educational content that

focuses on students' interests and beliefs that can engage them with a variety of different techniques.

b. The use of digitalization such as learning videos and presentations increases student engagement and motivation, resulting in higher levels of understanding and retention. Digitalization also encourages a more creative and interactive classroom environment, thereby creating more educational opportunities that are fun and memorable for students and teachers.

c. This digitalization of learning has supporting and inhibiting factors as described above.

B. Suggestion

The suggestions related to the digitalization of PAI learning role in increasing student learning motivation are guided by the conclusions above:

a. To Students: Take advantage of the resources and digital platforms provided by schools and teachers. Actively engage in online activities and discussions, watch videos of Islamic religious teachings, and use digital tools to test knowledge. Make sure to communicate with teachers and classmates to stay motivated and connected while learning digitally.

b. To Teachers: Implement and utilize various digital tools and platforms in lessons to cater to different learning styles. Use multimedia content such as videos, interactive simulations, and online activities to create an engaging learning environment. Make sure digital tools are accessible and user-friendly. Encourage student participation and provide timely feedback. Familiarize yourself with new digital tools and pedagogical techniques to keep lessons relevant and effective.

c. To School Principals: Ensure the availability and accessibility of adequate infrastructure and technological resources, such as devices and internet connectivity, for teachers and students. Provide training and support for teachers in using digital tools and platforms. Allocate a budget to improve the school's digital infrastructure. Monitor the implementation of digitalization in the classroom and review its effectiveness and impact on student engagement and learning.

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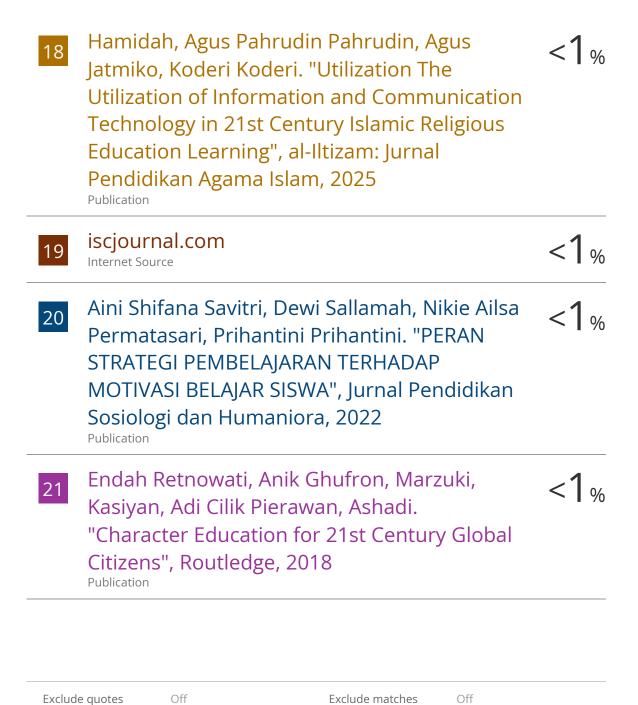
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