

The Use of Ipad in Learning Islamic Religion Education at the Eighth Graders of Sabilurrasyad Junior High School, Bojong Ngampel Kendal

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1 The Use of Ipad in Learning Islamic Religion Education at the Eighth Graders of Sabilurrasyad Junior High School, Bojong Ngampel Kendal

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Abstract. This study aims at finding the use of Ipad in learning Islamic Religion Education at the eighth graders of Sabilurrasyad Junior High school, Bojong Ngampel Kendal. This study used a qualitative research method. Data were gathered through an observation, in-depth-interview and documentation. The results of this study indicate that the use of Media of Ipad Learning in Islamic Religion Education Class at the eighth graders of Sabilurrasyad Junior High School, Bojong Ngampel Kendal is considered effective. Furthermore, the average value of Islamic religion education after the implementation of Ipad media is higher than that is 85.67 compared to the previous one 81.14. The supporting factors of the Ipad media are the internet network provided by the school, training from the Information Technology Development Agency, Ipad interestingly attracts students' attention and motivation, iPad can present material in audio visual form. Meanwhile, the inhibiting factors of using iPad are limited battery power or usage, unstable internet network, students' lack of knowledge in using iPad, and there is no filter to block inappropriate sites.

Keywords: *Ipad, Islamic Religion Education, Sabilurrasyad Junior High School*

1. Introduction

The development of globalization era is clearly indicated by the advancement of science and technology, especially in the field of information and communication technology which increasingly shows its development. The advancement of technology nowadays especially in the field of information and communication causes the narrower world in scope, for instance, the interaction between one nation to others both intentionally and unintentionally become more intensive. (Darmawan, 2012: 7-8). Information and communication technology is growing rapidly with various forms and interests that are widespread throughout the world. Indeed, technological and communication progress can be considered as the spread and intensification of economic, social and cultural relations that penetrate the geographical barriers of space and time that occur in various fields of life such as ideology, politics, economics, social and especially in the field of education.

The influence of the development of information and communication technology in the world of education is very large, particularly in the shift of education paradigm. This occurs due to corrections, changes, and new studies that have influenced the development of concepts and praxis in the education system (Abdulhaq, 2015: 1). This change should be considered by practitioners of education, where educational activities

must also be adapted to the times, no longer using the conventional and monotonous education system, which has been running recently. This paradigm should be changed that the conventional education system is gradually shifted towards a modern education system. In this case, teachers should be active in teaching and learning activities. However, students are also required to actively seek information independently from various sources such as books, internet and others by utilizing the available technology.

In the National Education System Law, it is explained that a national education is based on the Pancasila and the 1945 Constitution which is based on religious values, Indonesian national culture and responsive to the demands of changing times (UURI, 2007: 3-4). The use of information technology (Information Technology) in the field of education is an effort to find the solution to answer all the challenges. Information technology (IT) is a supporter of institutional capabilities, including educational institutions (Asmani, J.M. (2011: 7). Various aspects behind the development of technology, especially information technology are deep involvement in its application (Hadisi et al, 2015: 120).

The previous study on the effect of the use of Internet-based learning information technology on Islamic Religion Education learning interest in the grade students of SMP N 30 Semarang in Academic Year 2011/2012 found that the use of information technology

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on Internet-based learning has a significant influence on learning interest of PAI students of eight grade at SMP N 30 Semarang (Nurfahmi, 2012). In addition, information technology-based learning to improve motivation and achievement learning morals of eight grade students at State Islamic Junior High School semanu gunungkidul yogyakarta. The results of the study explain that information technology-based morality learning can improve the learning motivation of the eight grade students at MTsN Semanu. These include positive changes in students' behavior during the learning process, pleasure and high enthusiasm in learning process (Athoillah, 2012).

From the research above it can be concluded that educational institutions are needed so that they can be realized. Educational institutions must be active, creative and productive in reading this latest phenomenon. One of the ways is to design a grand design as a foundation for advancing information and communication technology (Asmani, 2011: 7). Students should not miss information, school facilities and infrastructure must be equipped, the spirit to try new things should be encouraged, and work activities should continue to be fostered optimally.

Junior high school of Sabilurrsyad Bojong Ngampel Kendal as a private formal education institution was established two years ago. In accordance with it, this school has the responsibility to become muslim students. It has become the goal of Islamic education and also has deep knowledge and the ability to master technology that is currently showing such rapid development. To achieve this, the school offers one program, in which the students are expected to master the technology that will be used in the learning process so that students not only master the subject matter, but also the information and communication technology.

1 In the learning process of iPad or i-learning at Sabilurrsyad Junior High School, Bojong Ngampel Kendal, each teacher and student is given one iPad. The teachers call this kind of learning as "One Teacher One Tab and One Student One Tab". This means that when learning takes place, one teacher is given one iPad and one student is also given one iPad as a medium in the implementation of teaching and learning activities (Ghofur, August, 2016). This learning is a new breakthrough that unites learning, playing and working, so the realization of learning is integrated with all aspects of life through this iPad media. Everything is packaged simply to facilitate students in developing creativity and critical thinking. This article aims to explain the application of IT (Information Technology) based Islamic Religion learning through the iPad Learning media at Sabilurrsyad Junior High School Bojong Ngampel Kendal and the learning outcomes of grade VIII students after the implementation of IT (Information Technology) in learning the Islamic education through iPad Learning media as well as supporting and inhibiting factors for the application of IT (Information Technology) based PAI learning in the eighth grade students.

2. METHODS

2 This study belongs to a descriptive qualitative research. The data are obtained through observation, In-depth interviews to the principal, teachers and eighth grade students of Islamic Junior High School Sabilurrsyad Bojong Ngampel Kendal and documentation that is in accordance with the needs of research data at Sabilurrsyad Islamic Junior High School Bojong Ngampel Kendal.

3. Literatures Review

3.1. Basic Islamic Education Learning in Junior High School

In activities that are sustainable as a transformation of science, education requires a strong foundation. The basis surely is based on Islamic education. This is viewed from three aspects, namely legal, religious and psychological social basis (Alim, 2006: 4). The juridical or legal basis is the basis for the implementation of religious education derived from legislation that can indirectly become a guide in carrying out formal religious education in schools. In addition, the basis of religious PAI learning is based on the Qur'an and Hadith, among others (Q.S. An-Nahl / 16: 125), namely:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ
رَبِّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ صَلَّى وَاعْلَمْ بِالْمُهْتَدِينَ

Meaning: "Call (humans) to the way of your Lord with good wisdom and lessons and argue them in a good way. Verily your Lord He who knows more about who is lost from His ways, and He who knows better those who get guidance.

Meanwhile, the basis of psychological social assumes that as human social beings, adequate knowledge is needed in accordance with development and culture. However, in essence, among humans, one with the others will never be the same in all matters, including in its degree and position. The social basis for the implementation of Islamic religion learning is in accordance with (Q.S. Al-Hujarat / 49: 13)

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَى وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَى ج إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Meaning: "O man, Truly We created you from a man and a woman and made you nation - nation and tribe so that you know each other. Surely the noblest person among you on the side of Allah is the one who is the most pious among you. Verily Allah is all-knowing, the All-Knowing

3.2 Scope of Islamic Education in Junior High School

2 In terms of the content of the Islamic religion education material, it cannot be separated from the three basic frameworks of Islamic teachings, namely: aqidah, syari'ah and akhlak. From the three basic teachings of Islam, various Islamic studies such as fiqh, morality, and other sciences developed based on the object of their

respective studies. The scope of learning Islamic Education in Junior High School covers faith, Al Qur'an and Hadith, morals, worship, and history. The point of faith refers to believe to God and the other faith pillars. Therefore, students are taught how to believe to God and the other faith pillars. Indeed, this is the basis of students' confidence in the religion they adhere to.

3.3 Objectives of Learning Islamic Education in Junior High School Colour

Islamic Religious Education in Junior High School aims to develop the faith through giving, fertilizing, and developing knowledge, habituation, and experience of students about Islam so that it becomes a Muslim man who is always faithful and devoted to Allah SWT, realizing a devout and noble Indonesian human being, for developing students' ability to develop, understand and practice the values of Islamic religion, mastery of science, technology and art and to improve intelligence, knowledge, personality, noble character, skills to live independently and follow further education and improve the procedures for reading al -Qur'an and recitation are correct (Depdiknas, 2003: 8).

3.4 Learning with I-Pad Learning Media

Information and Communication Technology (ICT) as part of science and technology in general are all technologies related to the collection, collection, processing, storage, dissemination and presentation of information (Darmawan, 2012:1). In this case, it is certainly related to education. The use of technology in the world of education is a complex and integrated process that involves people, procedures, ideas, equipment and organizations to analyze problems, solve problems, implement, evaluate, and manage problem solving that involves all aspects of student learning (Miarso, 1986 : 1).

I-learning is a means, source and tool to maximize learning potential and to meet the needs of students in mastering learning material effectively and efficiently (Desrianti et al., 2011: 126). The I-learning system is a conventional learning system that is applied in a modern way. Therefore, I-learning is packaged in such a way as to support content. The existence of supporting media in teaching and learning activities will be very beneficial for students including overcoming the limitations of the mind, expanding the imagination, and clarifying abstract things by giving a more realistic picture.

In addition, there are other terms in calling learning with this ipad learning media. "One teacher one tab and one student one tab" the term is used by teaching staff at Sabilurasyad Bojong Ngampel Kendal Islamic Junior High School on the use of this ipad learning media. In essence, the learning system used is the same as using iPad media, where each teacher and student is given

facilities in the form of iPad during. Therefore, the teachers at State Islamic Junior High School Sabilurasyad Bojong Ngampel Kendal called it the term "One Teacher One Tab and One Student One Tab" (Ghofur, November, 2016).

The purpose of the implementation of the ipad learning media is to build a new I-Tech based Learning System with improvements to the existing system, to change the teaching and learning method with the old system to be a more effective, efficient, paperless and attractive method, and to change the perspective of the teaching staff and students about learning that were previously boring. By using i-learning, the classroom atmosphere will be much more comfortable and enjoyable. The application of four systems (Learning, Playing, Working, Praying) is done simultaneously with only one small tool called iPad (Henderi, 2012: 338).

3.5 Learning Outcomes

In general, learning outcomes can be grouped into three domains, namely cognitive, affective, and psychomotor. These domains cover cognitive domain which have the purpose of education related to intellectual ability or thinking ability, such as the ability to remember and the ability to solve problems. Further, the cognitive domain according to Bloom consists of six levels, namely knowledge, understanding, application, analysis, synthesis, and evaluation.

Affective domain deals with attitudes, values, and appreciation. The type of affective learning outcomes appear in students in various behaviors such as attention to learning, discipline, learning motivation, respect for teachers and classmates, study habits and others. There are five levels in this affective domain, namely acceptance, responding, appreciating, organization, and lifestyle. Moreover, psychomotor domain deals with learning outcomes in the psychomotor field appear in the form of individual skills and acting abilities. There are five levels in this domain, namely imitation, manipulation, precision, articulation, and naturalization (Dimiyati, 2009: 201).

2 4. Results and Discussion

4.1 Implementation of Islamic Religion Education Learning Class In the Eighth Graders Through Ipad Learning at Sabilurasyad Junior High School in Kendal

2 Based on the results of interviews with Islamic Religion Education teachers, Khoiriyah (2017) reveals that the teaching and learning process of the eight grade students using Ipad learning media in Islamic Religion Education, that:

"In Islamic education learning I usually teach with methods that are often used, namely lectures, question and answer, discussions, presentations and so on. From these methods then I combine them with ipad learning media or here commonly called one teacher one tab and one student one tab. But I also adjust to the material I teach, because the use of learning media if it is not adapted to the material will also be in vain. The application of Ipad Learning learning media that I did in class with the following procedure: I set the goal of teaching using learning media, in this step formulating the objectives to be achieved. Then, I prepare the media that will be used, namely ipad learning, before learning I check the material to be taught on the ipad that will be used. Furthermore, students are given directions in advance to be able to use the media to be used namely the ipad. After that the presentation of lessons and demonstrations. There are several forms, some in the form of ebook, in which there are books in the form of files that have been stored on the iPad, there are power point slides, or in the form of videos related to the subject matter. After the preparations are completed, the learning activities are completed. The steps are in accordance with the RPP I made. Then the last step of the lesson evaluation " (Khoiriyah, August, 2017).



Fig. 1. Ipad preparation (checking) before learning through ipad learning media.

As stated by Maswan that there are several steps that can be undertaken by a teacher in the use of learning media. These steps apply to all types of media used by teachers in the implementation of learning using media. These steps include: First, the teacher sets teaching goals. Second, the teacher sets teachers' preparation. In this phase the teacher prepares the media to be used. Third, the teacher sets class preparation. Students and teachers should have preparation before learning process. Fourth, the steps for presenting lessons and demonstrations. Fifth, the evaluation (Maswan et al., 2017: 158-159).

The implementation of IT-based Islamic Education learning activities through the Ipad Learning media was

also revealed by Ghofur (2018) as the principal stated as follows:

"In PAI learning, the eighth grade Islamic Education map teacher uses Ipad Learning media which is learning that utilizes ipad in delivering the material taught and combined with other learning methods. In one meeting, Islamic Education map teachers usually combine ipad learning media with other methods that can facilitate the transfer of material to students, such as discussion / presentation methods, or by displaying videos according to the taught material. I think PAI learning using the Ipad Learning learning media is effective because students will be motivated by learning using this ipad, they look active in learning, are also trained to find and bring up ideas and creative solutions in solving problems that match the material taught" (Ghofur, August, 2017).

In the era of globalization, being a teacher is not only limited to standing in front of the class lecturing about the material in the guidebook. Furthermore, the teacher should have various competencies to support the professionalism of the task and its role. One proof of the competence of a teacher is how he is able to guide and create a learning process in order to achieve the competency targets to be achieved. The teacher should know the strategies and learning models that are suitable to be implemented during the teaching and learning process (Shoimin, 2014: 5). To achieve that, a new paradigm is needed by a teacher in the learning process, from the teacher-centered learning to innovative and student-centered learning. These changes begin in terms of curriculum, learning model, or teaching method (Shoimin, 2014: 16).

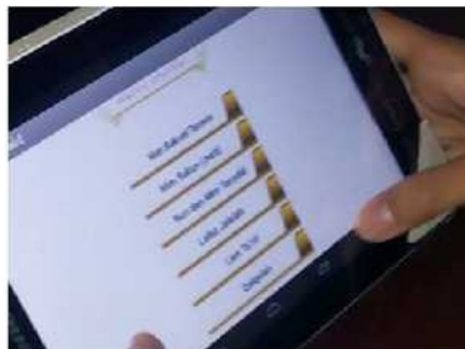


Fig. 2. Form an Ibook containing Islamic Education Materials

The process of teaching and learning activities when using learning Ipad learning media becomes more conducive. Students feel enjoyable and enthusiastic. Additionally, they follow the procedures directed by the teacher in learning. The applied learning does not only affect the smart students, but the whole one feels a

positive influence. This is in accordance with the statement delivered by Ula (2017), the eight student at Sabilurrasyad Junior High School Bojong Ngampel Kendal stating that:

"At first I was a little difficult to use it because I only had an iPad, but over time I got used to it because there was an introduction and direction to use it from the teacher. Now, I feel the learning is fun and not boring mas "(Ula, October, 2017).

Teachers are required to have multiple roles so as to create effective and enjoyable learning conditions. Nowadays, most teachers teach using traditional teaching methodologies. The method of teaching is authoritarian and teacher centered. Learning activities are teacher-centered, while students are only used as objects not subjects. The teacher gives lectures to students while students only listen. This causes students to become bored and bored so that it is difficult to receive the material provided by the teacher (Shoimin, 2014: 17).

² Based on the observations, it can be concluded that in the process of teaching and learning using the iPad learning media in the eight grade of Sabilurrasyad Junior High School could run well. Students get the attention and show maximum results during teaching and learning process. In addition, learning process carried out will not be monotonous. In this matter, learning becomes effective because it can provoke students to be more active and independent and facilitate students in absorbing learning material.

³ 4.2 Supporting and Inhibiting Factors in the Implementation of Ipad Learning at Sabilurrasyad Junior High School, Bojong Kendal

The results of the interview with Khoiriyah (2017) show that:

"Supporting factors in the implementation of IT-based PAI learning with Ipad Learning media are: the existence of facilities in the form of ipad and equipped with internet networks provided by schools can support learning, learning materials are available on the ipad so students are very easy to access, Ipad is more attractive the attention and motivation of students rather than using books that they consider boring, Ipad can present material in audio visual form so that it can develop students' thinking skills and understanding, by using an ipad that is connected to the internet network can train students to face and solve actively and creatively problem by digging up information related to the material, using ipad students can easily save the subject matter. While the inhibiting factors of the implementation of IT-based PAI learning with Ipad Learning are: Ipad is an electronic device so it has

limited battery power or usage, the internet network is sometimes unstable so that it can make access disrupted, some students cannot use the ipad so it looks passive in participating in learning, there is no filter to block sites that are not suitable for students to access "(Khoiriyah, August, 2017)

¹ In addition, Ghofur (2017) as the principal of Sabilurrasyad Junior High School Bojong Ngampel Kendal explains that there are several factors that could support and inhibit IT-based learning with the Ipad Learning media. This is in accordance with his statement that:

"Supporting factors of IT-based PAI learning with the Ipad Learning media is the training of the Central Java Province Information and Communication Technology Development Agency (BPTIK) which is followed by teachers so that it can be used as a teacher's provision in implementing IT-based learning using ipad, ipad is more attractive attention and learning motivation of students so as to increase student learning passion, Ipad can present material in audio visual form so that it can develop students' thinking and understanding skills. While the inhibiting factor is that we know that ipad is an electronic device that uses batteries so that its usage is limited, lack of supervision from teachers to students so that students sometimes abuse it by accessing sites outside of material and there is no filter to filter inappropriate sites. "(Ghofur, August, 2017).

³ While the supporting and inhibiting factors experienced by students in the implementation of learning IT through ipad learning media in Islamic Religion Education at Sabilurrasyad Junior High School Bojong Ngampel Kendal are advocated by Saeful (2017) as the eight grade student:

"The supporting factor of the teacher in carrying out the learning process in the classroom is very good and patient towards the students. The lessons presented were packaged using ipad media so it made me interested in taking lessons, and I could understand the material delivered very well. The inhibiting factor is that sometimes the preparation is less like there is an ipad that has not been rolled off so the battery runs out in the middle of the learning process "(Saeful, October, 2017).

IT-based learning with the ipad learning media initiates a learning model called the Creative Problem Solving Process. This model is a flexible tool that can be applied to test real problems and issues. This learning is very potential to train students to be active and creative in dealing with various problems, both personal and group problems to be solved. Learners learn by themselves to identify the causes of problems and alternatives to solve the problem. The teacher's task in this case is to facilitate and direct students, provide a problem for students and look for additional materials

that are appropriate with the material by accessing the internet using the ipad.

According to As'ari in Suyitno (2006) learning that is able to train students to think highly is called as problem-based learning. IT-based learning with Ipad Learning is one of the learning models used by teachers in the learning process by utilizing ipad media. This learning can stimulate students to play an active and more independent and more critical role in thinking that starts from looking for data until formulating conclusions so that students can support the meaning from learning activities. In the process of learning ipad, there must be factors that can support and hinder the application of learning. The supporting factors include Ipad is a learning media that has perfect quality so that it can support the learning process, Ipad can adjust to the development of existing computerized technology facilities, IPad can train and familiarize students to be more independent in learning, IPad can stimulate the development of students' thinking progress to solve the problems faced appropriately, Ipad Can make school education more relevant to life and the various features of iPad can certainly support learning in terms of visuals, students become easy to understand and memorize the subject matter quickly.

Apart from that, the inhibiting factors of IT-based learning include the concept of ipad learning cannot be followed by those who do not master or d required facilities, it requires a longer time allocation compared to other learning methods,the concept of ipad learning, especially on this ibook feature is still in the level of development stage, so it still needs improvement in the next stage (Rahardja: 89-90).

4.3 Student learning outcomes after the Implementation of IT-Based Learning with Ipad Learning in the eight grade of Sabilurasyad Junior High school Bojong shows well improvements

Based on the results of interviews and observations, outcomes of students are also influenced by the learning media used. This includes the implementation of IT-based learning with this Ipad learning, which can be seen from the development of cognitive, affective and social aspects of students in the past learning. If it is known that there is an increase in learning outcomes than before, then the implementation of IT-based Islamic learning through the media of ipad learning is successful. This is in accordance with Khoiriyah (2017) as a Islamic Religion teacher at Sabilurasyad Junior High School:

"Student learning outcomes can be seen from their learning behavior, which is seen in terms of cognitive, affective, and psychomotor. In terms of cognitive, for example, students are more critical and independent in

responding to a problem or material that they do not know by looking for it using an ipad without always depending on the teacher. In terms of affective, for example, students who are initially not enthusiastic and lack enthusiasm in learning, after the use of learning students are more enthusiastic, more active, and enthusiastic in participating in learning. In terms of psychomotor, it can be seen from the students' expertise in practicing the material taught, because they can absorb the lessons through the material or video that I broadcast "(Khoiriyah, August, 2017).

The following are the observations of the researchers on the results of daily examinations of the eight grade students in Ismaic Religion Education subject in Sabilurasyad Junior High School Bojong Ngampel Kendal (Documentation, August, 2017).

Table 1. The Score of Islamic Religion Education at the Eighth Graders of Sabilurasyad Junior High School

Total Recapitulation	First Meeting (before using Ipad)	Second Meeting (After using Ipad
Scores	2272	2399
Average	81,14	85,67

It is clearly known that the average value for the eight grade students before being applied to the learning was 81.14. After the learning of Ipad media was applied, the average value of the eight grade students was 85.67. This is in accordance with Febrika (2017):

"The changes that I felt after applying IT-based learning with Ipad Learning were that I was more enthusiastic in following the learning process and also trained me to be active and think creatively in solving problems related to the PAI material provided by the teacher. With these changes, my learning achievements are also increasing "(Febrika, August, 2017).

From the above description, it can be analyzed that the implementation of ipad learning media is inseparable from the existence of supporting and inhibiting factors, especially in technical ways both for teacher and students. However, the existence of supporting and inhibiting factors in the implementation of this learning will make subject teachers more creative and innovative in creating an atmosphere of learning. In addition, the existence of the above factors will make the teacher more mature in managing learning, paying more attention to his students, making considerations and

determining policies so that the learning can run well and enhance better results.

5. Conclusion

The application of IT-based learning through the **media of iPad Learning in Islamic Religion Education subjects at Sabilurrasyad Junior High school, Bojong Ngampel Kendal can be considered effective**. This can be proven by changes in student learning behavior when learning. Students are more **motivated** by their learning motivation. However, **supporting and inhibiting factors for the implementation of class VIII PAI learning with Ipad learning media include the existence of ipad facilities and equipped with internet networks provided by schools, the training of the Central Java Province Information and Communication Technology Development Agency which was attended by teachers so that it could be used as a provision for teachers to implement IT-based learning using ipad, the material was available on iPad, iPad attracts students' attention and motivation, iPad can present audio-visual material and train students to be active and creative by looking for additional material using iPad. On the other hand, the inhibiting factors include iPad is an electronic device so it has limited battery power or usage, unstable internet network, some students cannot use iPad, there is no filter to block sites that are inappropriate for students and somehow students abuse it by accessing sites outside of material.**

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