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Utilization of Educational Technology in Islamic Education

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Abstract
The integration of information and communication technology in education is driving the acceleration of computer literacy in Indonesian society. This research uses a qualitative approach with a descriptive study method. The focus of this research relates to the application of technology in PAI learning at Alfa Centauri Elementary School, Bandung. To obtain the data used is by interview, observation, and documentation. Furthermore, the data were analyzed using data reduction, data presentation, and drawing conclusions. The validity of the data is obtained through data triangulation technical tests. The results of research on technological advances have led to many changes, including in the field of education which gave birth to the concept of e-learning. With e-learning, learning becomes more effective and efficient. The integration of information and communication technology in primary school education improves the quality of education in these institutions.

Keywords: Technology; Education; Islam.

INTRODUCTION

Education is an activity that is common to every human being on this earth. Education is inseparable from all human activities. Under no circumstances can humans resist the effects of the application of education. Education is taken from the basic word students, which is added with the affix to educate (Lebo et al., 2023; Lestari, 2018; Maryam, 2018; Whiteford, 2014). Educating means maintaining or giving training regarding morals and intelligence of the mind. From this understanding, several things related to education can be obtained. Razak Ahmad in Munohsamy explained that this technology has mastered the global freely. Almost every time people use this technology and it is also with technology that we can master and control almost every thing at just the tips of the fingers. (Munohsamy 2015)

Arif Rahman explained that the long journey of Islamic education has colored the hustle and bustle of the Islamic education model in various regions, especially in

Indonesia itself. Islamic education has also taken the momentum of turmoil and renewal in various parts of other Islamic regions. This influence has had a significant enough impact to call it a change, both in the ideological and practical realms (Rahman 2016).

In the current practical realm, information and communication technology has become part of the lifestyle of the Indonesian people, the progress has been extraordinary, especially in the field of computers, both the designer and the software (Al-Tahir, 2015; Folcuț et al., 2024; Levonis & Schweiker, 2023; Stavridis, 2010). Almost every month designers, manufacturers, experts in the field of computer technology continuously conduct research and technology development.

The PAI curriculum determines the type and quality of education and experience that allows graduates to have global insights and curriculum development is an endless process that is carried out, therefore the integration of technology in PAI is absolutely necessary. The nation of Indonesia, which is getting bigger, has not been spared from this advancement in information technology, even though in general it is at the consumer/use level which is far behind compared to neighboring countries which have entered the level of technology designers and producers of information technology components, especially in the computer field.

So that the price of electronic goods affordable by the public. In response to the very rapid development of information and communication technology, it is necessary to have reliable resources so that our country is not only a user of technology, but can develop into a "creator" of technology itself (Haleem et al., 2022; Li et al., 2023; Mårell-Olsson, 2019; Ratheeswari, 2018). Currently, students in schools, especially at the elementary school level or equivalent, have started to be given a subject related to information and communication technology, so it is hoped that students will at least be familiar with the use of information and communication technology. For this reason, it is necessary to have a good learning system so that students can more easily understand learning about information and communication technology.

The integration of information and communication technology in primary school education improves the quality of education in these institutions. The impact of the integration of information and communication technology in education is to accelerate computer literacy in Indonesian society.

Learning is not always in contact with concrete things, both in concept and in fact. Even in reality, learning often comes into contact with things that are complex, virtual and are behind the reality. Because of that, multimedia has a role in explaining abstract things and showing hidden things. The ambiguity or complexity of teaching materials can be helped by presenting multimedia as an intermediary.

Even in certain cases, multimedia can represent a shortage of teachers in communicating subject matter. In this case education must be able to prepare human resources not only as recipients of global information flows, but also must

provide them with the provision to be able to process, adjust, and develop everything received through that information flow, namely creative and productive human beings.

But keep in mind that the role of multimedia will not be seen if its use is not in line with the essence of the teaching objectives that have been formulated (Chen, 2022; Sakat et al., 2012; Teng et al., 2023). Because of that the purpose of teaching should be used as a base of reference for using multimedia. When neglected, multimedia is no longer a teaching aid but an obstacle in achieving goals effectively and efficiently.

Technology can increase the quality of education and outreach when used wisely for education and training, and has a very important meaning for economic well-being. Based on the views of scholars who are influenced by globalization, future education will be more open and two-way, diverse, multidisciplinary, and related to current and competitive work productivity. So that in this study will be discussed regarding the use of technology in learning PAI.

The author made observations at Alfa Centauri Elementary School. Where researchers want to know the technology used in Alfa Centauri Elementary School and the impact of applying this educational technology in PAI learning.

METHOD

This research method uses a qualitative approach with a descriptive study method. The focus of this research relates to the application of technology in PAI learning at Alfa Centauri Elementary School, Bandung. To obtain the data used is by interview, observation, and documentation. Furthermore, the data were analyzed using data reduction, data presentation, and drawing conclusions. The validity of a data is obtained by testing the data triangulation technique.

RESULTS AND DISCUSSION

Technology is an activity or study that uses scientific knowledge for practical purposes in industry, agriculture, medicine, commerce and others. It can also be defined as the process of dealing with a technical problem based on scientific studies including the use of electronic equipment, chemical processes, manufacturing, sophisticated machinery and others. Information technology is a means and infrastructure, system or method for obtaining, sending, processing, interpreting, storing, organizing and using data in a meaningful way. Information technology is a technology used to process data. This processing includes processing, obtaining, compiling, storing, manipulating data in various ways to produce quality information, namely information that is relevant, accurate and timely, used for personal, business and government purposes, as well as strategic information for decision making. decision. From some of these meanings, the authors provide the view that information technology is a means of infrastructure, system, or method for obtaining, storing, processing and conveying information that can be accounted for.

The conventional learning system in schools is currently believed to be less effective, the concepts of brain power, intelligence, and creativity have developed rapidly along with advances in technology and communication. These developments have an influence on strengthening which wants to correct the weaknesses and deficiencies that exist in conventional learning systems. In a conventional system, the transfer of knowledge process is carried out by using a blackboard as the main means, the room is managed in a static format and the teacher is the only informant who expects in his field (teacher centered). The need for awareness of the importance of change and enlightenment in Islamic religious education should encourage every teacher to always develop their competence. This change is absolute. According to the author, this is due to the many innovations that must be made and/or used by teachers in PAI learning.

Admit it or not, nowadays there are not a few teachers in class learning who are still monotonous in using lectures as a global medium in delivering lessons. This includes teachers of Islamic Religious Education (PAI) subjects. The teacher teaches in front of the class, while students are happy or don't have to want to listen to it. As a result, students feel bored with the subject being taught. This is indicated by students who are sleepy, talk to friends, often leave, write or draw and other activities that have nothing to do with the subject. Seeing the importance of Islamic Religious Education in schools should not only be a formality that has been carried out, but must have meaning for students. One of the ways is through learning innovation. One form is Information and Communication Technology (ICT).

Technology changes many things, including in the world of education. Through technology, a person's value does not depend on his status, wealth and rank. However, how far does this person have added value or usefulness for many people? This is in line with religious guidance which states: the best human being is the most beneficial (value) for many people. The existence of technology itself is like a double-edged sword. So it has positive and negative sides. For this reason, the function and role of GPAI, which is full of values and norms, has a significant aspect in providing guidelines for the application of technology utilization for students. Because, now who is the party that is able to reduce the misuse of technology for students, if the means of technology themselves are already in the hands of students, unless it depends on the depth and robustness of their faith and piety to Allah SWT. Science is potentially very constructive or destructive. It depends on who is behind the knowledge and the value system they adhere to. It was at this point that a very intense discourse took place, between scientists who were pro-Islamization of Science and those who were against. Leaving science, including technology, without guidance and based on correct values, will certainly be very troubling and dangerous, given its enormous power.

In principle, the use of technology is not forbidden, it is even recommended in Islam as long as it is for good and benefit. Outside this corridor, of course, it should not lead to disobedience, wasting time, gossiping, ignoring priorities and obligations, forgetting about correct values, and exploiting sex or crime.

Ahmad Yani said that in education knowledge transfer is not the final goal, because education is also responsible for forming personality or character. Thus the use of technology should be adapted to the nature and objectives of a course, not just following trends. This awareness cannot simply be transferred through

information technology but must be through face-to-face discussions (Yani 2004). This means that the role of the teacher will still be very important even though technology is present and blends with education.

Of the several problems that arise, according to Abuya Sheikh Imam Ashaari Muhammad At Tamimi as quoted by Abdurrahman R Effendi and Gita Puspita emphasized that all of our daily activities including studying and developing science and technology can be worth worship and even struggle by Allah's side if they fulfill the five conditions of worship, namely as follows.

1. The right intention, namely because to magnify God. The words of Rasulullah SAW: "Indeed, the practices depend on the intention and what each person gets is in accordance with what he intended."
2. Its implementation is strictly on the basis of Shari'a or Allah's rules.
3. Natijah (result) must be good, because it is a gift from Allah to His servants. And after that, those servants who are blessed with grace are obliged to thank GOD by giving tithes, making sacrifices, and making various charities. If the activity produces the knowledge sought, then that knowledge should be used in accordance with what is pleasing to Allah.
4. Do not abandon or neglect basic worship, such as learning fardhu 'ain, praying 5 times a day, fasting, zakat and so on.

Regardless of the various problems that arise regarding the use of technology in Islamic religious education, according to the author, the use of technology in Islamic religious education is absolute. Information technology can be used in various ways. Starting from the development of learning media to the use of the internet in the implementation of learning.

Utilization of Technology in PAI at SD Alfa Centauri

Electronic communication has become one of the newest strategies to support the learning process. The most important aspect in the learning process is the ability of students and teachers to communicate without a time limit. The conventional learning process uses activities in the classroom once the activities are finished, the interaction is also over. Therefore, communication in conventional classes is static.

The world of technology now gives many choices to everyone. The Islamic Religious Education Teacher (GPAI) is no exception. For example, internet education/internet-based learning, the use of telematics, e-learning, blogs, multimedia resource centers, learning technology via video conferencing. The use of technology used in PAI learning at Alfa Centauri Elementary School is as follows.

1. Visual Based Technology

a. The use of the powerpoint programme in the PAI learning process in class. Through the programme, the teacher can simply write the key points of the material to be delivered. There is a new scene in the students' visual base. So that it can overcome boredom in learning.
b. The use of canva, nearpod, quizizz, and canvas LMS applications to create

PAI learning materials.

c. The use of quizizz, wordwall, nearpod, bookwigets, and canvas LMS applications for IT-based student training media.

2. Audio Based Technology

a. Use of technology related to student hearing.
b. The use of audio streaming, which can improve students' abilities on a hearing basis.

3. Visual-Audio Based Technology

The use of interactive screens in interactive learning multimedia. By using the panopto application or educational films, students will gain knowledge from an audio and visual basis. An example of the character value of the story of Bilal bin Rabah in PAI.

CONCLUSION

Advances in technology have led to many changes, including in the field of education which gave birth to the concept of e-learning. With e-learning, learning becomes more effective and efficient. Technology is also very possible to be used in elementary schools. Technology provides students, teachers and administrators with many benefits, including the flexibility of educational programs, preaching Islamic teachings, and study materials that can be made more interesting and memorable. The integration of information and communication technology in primary school education improves the quality of education in these institutions. The need for awareness of the importance of change and enlightenment in Islamic religious education should encourage every teacher to always develop their competence. This change is absolute. According to the author, this is due to the many innovations that must be made and/or used by teachers in PAI learning.

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