

LEARNING STRATEGY FOR ISLAMIC RELIGIOUS EDUCATION BASED ON INFORMATION AND COMMUNICATION TECHNOLOGY

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Abstract

This research aims to investigate and develop learning strategies in the context of Islamic Religious Education (PAI) by utilizing Information and Communication Technology (ICT). This research uses a qualitative approach with descriptive methods. The research results show that the factors that cause the lack of success in learning Islamic Religious Education (PAI) in schools involve low student interest in learning, limited resources, inappropriate curriculum, and monotonous learning methods. The use of information and communication technology (ICT) in PAI learning strategies emerged as a solution to increase students' interest in learning. Utilizing online learning applications, simulation technology and educational social media can create a more interesting and relevant learning experience. With the integration of ICT, students can learn independently, interact actively, and understand Islamic religious concepts in depth. This strategy is expected to be able to overcome the challenges faced in PAI learning, improve the quality of learning, and build students' interest in learning about this subject.

Keywords: Learning Strategy, Islamic Religious Education, Information and Communication Technology

A. INTRODUCTION

Education is recognized as the main foundation that provides the foundation for human progress and development. This is reflected in the thoughts of Sari (2023) who emphasizes that education has a central role in human humanization. As an effort made by humans to humanize humans, education opens the door to access to knowledge, skills and values that are essential in forming quality individuals. Furthermore, education is not only an individual aspect, but also a critical element in the context of national and state life. As a catalyst for a country's progress, education provides the foundation for the development of superior and globally competitive human resources (Setiawan, 2021).

Apart from the dimensions of progress, education also has a significant role in shaping the identity, character, morals and intellectual maturity of a community (Atik & Bambang, 2021). In a civil society, education functions as the main pillar for forming individuals who not only excel academically, but also have strong moral and ethical values. Thus, holistic educational development will not only produce competent human resources, but also a society with noble and responsible morals (Jailani, 2014).

Technological progress is an inevitable reality, and the success of an education system can be measured by the extent to which it is able to adapt critically to changing times (Hasibuan, 2015). As expressed by Nuryana (2019), technology is the way humans interact between the natural environment (inside) and the artificial environment (outside). In the educational context, this interaction becomes increasingly important because it indicates the role of technology as a bridge between the world of natural knowledge and artificial developments that continue to grow.

Although the challenges of adapting to technological advances in education can be complex, they actually open up huge opportunities. Education that is able to use technology wisely can create a learning environment that is more dynamic, interactive, and relevant to students' needs in the digital era (Liriwati, 2023). Therefore, the active role of humans in interacting with technology is the main key in facing the dynamics of contemporary development. By utilizing technology optimally, education can provide a more interesting and effective learning experience, as well as involving students in a learning process that encourages creativity and problem solving (Titu, 2015).

Learning is a series of processes designed to achieve certain learning goals. To achieve this goal, careful planning is needed, starting from determining what you want to achieve, how to achieve it, to determining the time and human resources needed (Nurfitriyanti, 2016). This planning process is a critical step that provides direction and structure to the learning process. By detailing each planning element, educators can provide a solid foundation for implementing learning (Mardhiyana & Sejati, 2016).

Next, organizing becomes an important stage in the learning process. This includes distributing tasks to personnel involved in implementing learning, coordinating activities, providing direction and monitoring systematically (Ubabuddin, 2020). With good organization, each member of the education team can work efficiently and coordinated, so that the learning process can run smoothly according to the plans that have been made. Evaluation plays a key role in ensuring the success of the learning process. This process is carried out to assess the extent to which learning objectives have been achieved, identifying supporting and inhibiting factors (Talibo, 2018).

In an effort to achieve learning goals, the use of various types of information and communication technology (ICT) is a necessity. The application of ICT in the learning context aims to create a learning experience that is not only effective and efficient, but also relevant to the reality of technological developments in society, especially among children and teenagers in Indonesia (Anshori, 2018). Along with the high use of social media by the younger generation, the integration of technology in learning can provide a more interesting approach that suits their interests and learning styles. By utilizing digital platforms, multimedia and interactive learning applications, learning becomes more dynamic and responsive to student needs (Ismaniati, 2010).

The application of technology in learning is also in line with global trends in efforts to innovate in education. The use of certain strategies, such as blended learning or integrated learning, is able to optimize the learning experience by combining digital and traditional elements (Jamun et al, 2023). Therefore, the use of technology in learning is not just about keeping up with the

times, but is also a proactive step in providing a learning context that suits the needs and development of students in this digital era. As an integral part of innovation efforts, the use of technology can facilitate the transfer of knowledge more efficiently and pleasantly, opening up opportunities to create a generation that is better prepared to face future challenges (Rivalina & Siahaan, 2020).

Islamic Religious Education (PAI) plays a very crucial role in shaping human characteristics, not limited to aspects of worship, but also involving muamalah or procedures for social interaction (Adnan, 2017). Realizing this complexity, the responsibilities of a PAI teacher become very heavy and complex. The duties of PAI teachers are not only limited to delivering material about religious teachings, but also involve aspects of muamalah which cover various aspects of daily life. As expressed by Minarti (2022), PAI teachers are expected to be able to prepare material that not only teaches vertical skills related to worship, but also horizontal skills in the context of muamalah, in line with developments over time.

In facing these challenges, a strategic step in this final era is to utilize information and communication technology (ICT) which has become an integral part of everyday life. Technology can be an extraordinary tool for PAI teachers in facilitating the teaching and learning process (Jauhari, 2018). The use of digital media, interactive applications and online resources can help PAI teachers develop material that is more interesting and relevant to the context of students' lives. Apart from that, technology also enables more dynamic interaction and learning, increasing student involvement in religious learning (Cahyono, 2019). Therefore, by using technology wisely, PAI teachers can carry out their responsibilities more effectively, having a positive impact on the development of students' character and religious knowledge amidst the complexity of today's challenges.

The basic problem formulation in this research is what is an effective strategy in the Islamic Religious Education (PAI) learning process with the application of Information and Communication Technology (ICT). This research aims to explore, analyze and develop learning strategies that can maximize the benefits of ICT in the PAI context. Through this research, it is hoped that strategic solutions and recommendations can be found that can improve the quality of the PAI learning process, create a more interesting and effective learning experience, and provide a basis for developing theses and options for implementing ICT-based PAI learning in various educational institutions. This problem formulation is the starting point for answering the need for innovation in developing a PAI curriculum that is responsive to technological developments and strengthens the role of ICT as an optimal tool in the learning process.

B. METHOD

The approach used in this study is a qualitative approach. This approach is used as a research procedure that produces descriptive data in the form of written words or writings from people or behavior that can be observed and directed at natural settings and individuals in a holistic manner (Moleong, 2014). Furthermore, the term qualitative research according to Kirk and Miller in Muhajir (2000) was originally based on qualitative observations which were contrasted with

quantitative observations. Then they define that qualitative methodology is a particular tradition in social science that fundamentally relies on observing people in their own terms and relating to these people in their language and terms. In this case the author uses qualitative descriptive, namely describing the data collected in the form of words, images and not numbers. Data originating from manuscripts, interviews, field notes, documents and so on are then described so that they can provide clarity on the facts or reality.

C. RESULTS AND DISCUSSION

1. Factors that cause the lack of success in PAI learning at school

The low level of student interest in learning in Islamic Religious Education (PAI) subjects is not only a challenge for educators, but is also part of the thinking maturation process for students. In this context, these challenges can be considered as opportunities to develop students' abilities to increase their interest in learning more independently (Permatasari, 2018). This process of maturing thinking involves students' ability to understand Islamic religious values more deeply, internalize moral teachings, and form a strong attitude towards life (Amma et al, 2021).

When students face low interest in learning in PAI, they are faced with opportunities to build independent abilities to increase their interest in learning. By encouraging students to be more active and independent in understanding PAI material, educators can help them develop independence in the learning process (Trinova, 2013). Apart from that, the encouragement not to depend on other people and not be easily influenced by external factors that can reduce interest in learning is an important foundation for forming a strong and resilient character.

There are several factors that can contribute to the lack of success in learning Islamic Religious Education (PAI) in schools, including:

1. Curriculum and Learning Materials

A curriculum that does not suit the needs and development of students is one of the crucial factors that can hinder the success of Islamic Religious Education (PAI) learning in schools. The lack of integration between the PAI curriculum and individual student needs can result in a lack of student interest and involvement in the teaching and learning process. Learners have diverse characteristics and needs, and a curriculum that is not responsive to this diversity can make students feel less connected to the learning material.

Apart from the curriculum, the relevance and attractiveness of learning materials are also important factors in increasing the success of PAI learning. Material that is uninteresting and less relevant to students' daily lives can cause a disengagement in their interest in learning. Therefore, developing material that is more contextual, takes into account the realities of students' lives, and relates it to the challenges and problems faced in everyday life can help increase the attractiveness and relevance of PAI learning.

2. Learning methods

The use of learning methods that are less varied and less interactive can be a factor in reducing the attractiveness of Islamic Religious Education (PAI) learning. The lack of variety in learning methods tends to create monotonous routines, which can cause boredom and students'

loss of interest in understanding the teachings of the Islamic religion. In addition, a lack of interaction in the learning process can reduce student involvement, which in turn can have a negative impact on understanding the Islamic religious concepts being taught. Therefore, it is important for PAI educators to ensure that learning methods are not only informative but also interesting and actively involve students in the learning process.

Incompatibility of learning methods with students' learning styles is an additional challenge that can hinder the success of PAI learning. Each student has a different learning style, such as visual, auditory, or kinesthetic. A lack of understanding of students' learning styles and the use of inappropriate methods can make it difficult to understand the material. Therefore, PAI educators need to integrate various learning methods that can cover students' diverse learning preferences. By utilizing a variety of learning methods, including the use of technology and interactive activities, PAI learning can become more dynamic and in line with students' needs, thereby increasing students' interest and interest in learning about this subject.

3. Resource Limitations

Limited textbooks, lack of access to the latest teaching materials, and limited learning resources can have a negative impact on the effectiveness of Islamic Religious Education (PAI) learning. Minimal textbooks and a lack of updated teaching materials hinder educators from presenting up-to-date and relevant information to students. Limited learning resources, such as access to libraries or interactive learning media, can reduce variation in teaching methods, hinder student skill development, and limit exploration of Islamic religious concepts in depth.

Inadequate classroom facilities are also an obstacle in implementing PAI learning. Small classrooms, lack of multimedia facilities, or unavailability of technological devices can hinder the use of innovative and dynamic learning methods. As a result, students' learning experiences can be limited, resulting in insufficient stimulation to increase their understanding of Islamic religious teachings. To overcome this challenge, efforts need to be made to increase access to learning resources, update teaching materials, and improve classroom facilities. A collaborative approach with related parties, such as the government, foundations, or local communities, can be a solution to ensure the availability of the latest textbooks, adequate learning resources, and supportive classroom facilities.

4. Teacher Teaching Quality :

The ability and quality of Islamic Religious Education (PAI) teachers play a central role in determining the success of the learning process. A qualified PAI teacher is not only able to master the teaching material in depth, but also has the ability to convey it effectively to students. A teacher's lack of understanding or expertise in presenting material in an interesting and relevant way can be a serious obstacle in achieving learning goals. PAI teachers need to understand students' learning styles and be able to adapt teaching methods to suit their needs. A deep understanding of Islamic religious values is also very important so that teachers can relate religious teachings to students' real life situations, so that their relevance and attractiveness can increase.

The quality of interpersonal relationships between teachers and students is also an important aspect that can influence the effectiveness of PAI learning. Teachers who are able to

create an inclusive classroom environment, inspire students' self-confidence, and provide positive support, can increase students' motivation to learn PAI. Therefore, PAI teachers need to develop interpersonal skills and concern for students' individual needs to build strong bonds between learners and teachers. Thus, increasing the ability and quality of PAI teachers is the main key in increasing the effectiveness of PAI learning and creating a positive and inspiring learning environment for students.

5. Lack of Parental Support

Parental participation and support play a very significant role in increasing student motivation towards learning Islamic Religious Education (PAI). A positively supportive family environment can have a positive impact on students' interest in learning about religious subjects. Parents who are actively involved in their children's religious education, whether through participation in school activities, supporting learning at home, or providing positive encouragement of religious values, can help create a supportive learning climate in both environments.

On the other hand, a lack of support from the family environment in understanding the importance of religious education can be a serious obstacle. When parents are not fully aware of the important value of religious education, students may not feel enough encouragement to prioritize and value PAI learning. This lack of understanding can create a gap between the values taught in school and the family environment. Therefore, it is important to increase parents' awareness of the crucial role of religious education in forming students' character and moral values. By creating positive engagement and mutual understanding between schools and families, we can create a holistic educational environment, support students' spiritual growth, and increase their interest and motivation towards PAI learning.

6. Social Conditions and School Environment

A school environment that is not conducive, both from a social and physical perspective, has great potential to influence students' comfort in studying Islamic Religious Education (PAI). From a physical perspective, inadequate classroom facilities, lack of learning equipment, or room conditions that are not clean and comfortable can create distractions that are detrimental to student focus and comfort. An uncomfortable classroom can disrupt students' concentration and reduce their ability to absorb the information provided by the teacher. Apart from that, inadequate facilities can also limit the variety of learning methods and teacher creativity in presenting PAI material.

From a social perspective, disharmony between students, lack of student involvement in social activities, or lack of support and encouragement from the school environment can have a negative impact on PAI learning motivation. A social environment that is not conducive can create an atmosphere that does not support the spiritual growth and character formation of students. This social discomfort can hinder students' socialization process, make them less motivated to actively participate in PAI learning, and reduce the sense of togetherness in undergoing the learning process. Therefore, efforts need to be made to create a school environment that is conducive both

physically and socially. Improving classroom facilities, ergonomic space planning, and promoting social activities that involve students can be steps to create a positive learning atmosphere.

2. ICT-Based PAI Learning Strategies to Increase Student Interest in Learning

Meaningfulness in the Islamic Religious Education (PAI) learning process has a central role in forming students' intrinsic motivation. The importance of achieving meaningfulness in PAI learning is not only related to understanding religious concepts, but also to students' emotional involvement in the teaching material. By creating learning situations that provide meaning and direct relevance to students' daily lives, it is hoped that it can generate their intrinsic motivation to be more active in participating in the PAI learning process. Meaningfulness also creates a close connection between Islamic religious teachings and students' personal values and decisions in carrying out worship and muamalah. Ultimately, this can have a positive impact on the internalization of Islamic religious values in students' daily behavior, not only as a form of obligation, but also as a conscious choice based on conscience.

In the context of increasing the meaningfulness of PAI learning, the use of information and communication technology (ICT) is considered as a potential effort. Technology can provide various innovative learning methods, such as interactive applications, simulations, and digital resources that support understanding Islamic religious concepts in a more interesting way. In addition, by utilizing technology, teachers can design learning that allows students to more actively ask questions and participate, helping to overcome students' limitations in terms of active involvement in the learning process. Therefore, the integration of information and communication technology in PAI learning can be an effective means of increasing students' interest and meaningfulness in teaching material, creating a more comprehensive and meaningful learning experience.

Islamic Religious Education (PAI) learning strategies based on Information and Communication Technology (ICT) can be implemented in various ways to increase student interest. Here are some strategies that can be used:

1. Utilization of Online Learning Applications and Platforms

Utilizing online learning applications and platforms specifically designed for Islamic religious education can be an innovative solution to improve the quality of learning. Through this platform, teachers can present learning material in a more dynamic format, such as using learning videos, animations and other interactive content. This diversity of learning media provides a more interesting and enjoyable learning experience, overcoming boredom that may arise from traditional teaching methods.

Apart from that, the existence of an online discussion forum on the platform provides space for interaction between students and teachers, even between fellow students. Online discussions allow students to share understanding, exchange ideas, and ask questions without being limited by time and place constraints. This creates a collaborative learning environment, supports the growth of student understanding, and builds an active online learning community. With the use of this technology, learning about Islam becomes not only a routine activity in the classroom, but also a

more effective and inclusive experience, supporting students' holistic spiritual and intellectual development.

2. **Simulation and Virtual Reality**

The use of simulation and virtual reality (VR) technology in Islamic Religious Education (PAI) learning can provide a deep and engaging learning experience. For example, teachers can utilize VR technology to take students on a simulated trip to historical Islamic places that have spiritual and historical significance, such as the City of Mecca or the City of Medina. By wearing VR devices, students can experience the atmosphere and beauty of these places, helping them better understand the values and historical context of the Islamic religion.

Apart from that, virtual tours of famous mosques can also be an effective means of bringing students closer to the reality of the diversity of mosque architecture throughout the world. Through VR experiences, students can explore the structure and art of famous mosques such as the Grand Mosque or the Nabawi Mosque. This not only enriches their knowledge about these mosques, but also gives them an appreciation of the aesthetic and spiritual values contained therein. The use of simulation and VR technology can create a more lively and convincing learning experience, building a sense of student involvement in PAI learning. Through an innovative combination of technology and teaching materials, teachers can stimulate students' curiosity, inspire deeper understanding, and have a positive impact on the process of forming students' values and character in the context of Islamic teachings.

3. **Educational Social Media**

Creating learning groups or communities on social media specifically for Islamic Religious Education (PAI) subjects can be an effective strategy in increasing student involvement and deepening their understanding of Islamic religious teachings. In a relaxed and familiar environment, students can interact directly with teachers and classmates, facilitating the exchange of information, views, and experiences. This community also allows teachers to share learning materials, resources and links related to Islamic religious issues that are currently being discussed, making it a dynamic and relevant learning tool.

In addition, discussion forums on social media can also be a more open and inclusive place, allowing students to ask questions, express personal views, and actively participate in discussions without being limited by time or place. This creates a learning environment that is democratic and responsive to student needs. By utilizing social media features such as chat groups, live streaming, and text-based or multimedia discussions, teachers can create a more fun and interactive learning experience. However, it should be noted that the use of social media in an educational context needs to be managed wisely and pay attention to student security and privacy. By maintaining ethics and managing groups effectively, teachers can create learning spaces that are inclusive, collaborative, and have a positive impact on the development of students' understanding and values towards Islamic Religious Education.

4. **Use of Interactive Multimedia**

The use of interactive multimedia in Islamic Religious Education (PAI) learning is an effective strategy for enriching students' learning experiences. By utilizing animation, images and

audiovisual elements, teachers can present PAI material in a more dynamic and interesting way. Animation can be used to bring abstract Islamic religious concepts to life, explain historical events, or visualize religious concepts in a way that is easier for students to understand. The use of images and audiovisuals can also provide clear illustrations and touch students' sensory aspects, making it easier for them to understand and absorb the teachings of the Islamic religion.

Not only that, interactive multimedia can help break boredom and increase the level of student involvement in learning. By presenting information through various forms of media, teachers can create a more dynamic and enjoyable learning atmosphere. For example, using documentary videos, podcasts, or interactive multimedia presentations to highlight Islamic religious values and introduce historical figures. In this way, students can experience variations in PAI learning, which can create learning experiences that are more interesting and relevant to their world.

5. Educational Games

The development or use of educational games focusing on the teachings of the Islamic religion can be an innovative approach to increasing learning effectiveness. Educational games provide a fun and interactive learning experience, allowing students to understand Islamic religious concepts through challenges and games. In this game, students can be faced with real-life situations that are relevant to Islamic teachings, such as making moral decisions or solving ethical challenges. This not only enriches students' knowledge, but also engages them in deeper and more memorable learning.

The important role of motivation in learning can be strengthened through the use of educational games. By providing challenges, rewards and positive feedback, games can stimulate students' interest in learning about Islam. The competitive or cooperative aspects of games can also build team spirit, increase intrinsic motivation, and create a fun learning environment. Educational games also have the advantage of increasing the engagement of students who may feel less interested in conventional learning methods.

6. Virtual Classes and Webinars

Holding virtual classes or webinars in the context of Islamic Religious Education (PAI) learning can be a very valuable strategy for giving students access to additional knowledge and opening up space for in-depth discussions. By utilizing online conferencing technology, teachers can host additional class sessions that students can access from anywhere. These virtual classes not only provide time flexibility, but also allow students to gain a deeper understanding of Islamic religious concepts without having to be physically present at a specific location.

Through virtual classes, students can ask questions directly to the teacher and participate in interactive discussions. This creates an inclusive learning environment and supports the exchange of ideas among students. Teachers can share additional resources, detail lesson content, and present relevant case studies to deepen student understanding. Apart from that, virtual classes can also provide a platform for students to share their personal experiences and views regarding the teachings of the Islamic religion.

7. E-Learning and Digital Content

Providing digital content, e-learning modules and online resources for Islamic Religious Education (PAI) subjects is a progressive step in supporting flexible learning that suits students' lifestyles. By providing materials digitally, students have easier and faster access, allowing them to study anytime and anywhere according to their needs and convenience. Interactive e-learning modules and online resources can include a variety of material, from text to videos to practice questions, giving students the option to choose the way of learning that best suits their individual preferences and learning styles.

This flexibility in time and place is crucial, especially considering the increasingly dynamic lifestyle and individual demands of students. By utilizing technology and providing unlimited access, PAI learning can be integrated more efficiently into students' daily routines. Students can set their own study schedule, repeat difficult material, or explore additional topics according to their level of understanding and needs. By paying attention to the diversity of learning methods, the provision of digital content and e-learning modules is expected to stimulate interest in learning and motivate students to undergo the PAI learning process more independently and proactively.

8. Educational Application Development

Creating or using educational applications specifically for Islamic Religious Education (PAI) learning can be an innovative step to improve the quality and effectiveness of learning. The application can be designed with a focus on the unique needs and characteristics of PAI subjects, providing practice questions appropriate to the level of difficulty, interactive material, and various features that can motivate students. For example, applications can present PAI material in the form of interactive quizzes, include gamification to increase engagement, and provide direct feedback to monitor student progress.

The main advantage of educational applications is their flexibility in providing learning access to students wherever they are. Students can access the application via their mobile devices or tablets, allowing them to study independently according to their time and place requirements. Additionally, features like assignment reminders, milestones, and progress assessments can help create a structured learning atmosphere and provide an additional boost of motivation for students. However, developing educational applications needs to pay attention to user-friendly design, ongoing maintenance, and adaptation to developments in the PAI curriculum. By optimizing technology in the form of educational applications, it is hoped that it can facilitate the PAI teaching and learning process, provide variations in learning methods, and increase student involvement through the use of technology that suits their needs.

D. CONCLUSION

Integrating Information and Communication Technology (ICT) in Islamic Religious Education (PAI) learning can open up great opportunities to improve the quality and effectiveness of the learning process. The lack of success in learning Islamic Religious Education (PAI) in schools can be caused by several factors, including inappropriate curriculum and learning materials, less varied learning methods, limited resources, the quality of teacher teaching, lack of

parental support, and social and environmental conditions . school is not conducive. All of these factors can influence students' interest and involvement in PAI learning. To overcome these challenges, innovative learning strategies are needed, especially those based on Information and Communication Technology (ICT). Utilizing online learning applications and platforms, simulation and virtual reality technology, educational social media, interactive multimedia, educational games, virtual classes, as well as e-learning and digital content can be a solution to increase students' interest in learning. Apart from that, developing educational applications specifically for PAI can also provide effective support. Through the implementation of ICT-based learning strategies, it is hoped that it can create a more interesting, relevant and enjoyable learning experience for students. By utilizing technology, PAI learning can be more dynamic, interactive, and in accordance with students' needs and learning styles. Apart from that, support from teachers, parents and a conducive school environment remains an important factor in increasing the success of PAI learning.

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