



Digital-Based Islamic Education and Morals Learning Model in SMA/SMK of Parepare

St. Wardah Hanafie Das¹(✉), M. Syakir Radhi¹, Abdul Halik², and Suyatno Ladiqi³

¹ Muhammadiyah University of Parepare, Parepare, Indonesia
wardahhadas@gmail.com

² Institut Agama Islam Negeri Parepare, Parepare, Indonesia

³ Universiti Sains Malaysia, Kuala Lumpur, Malaysia

Abstract. Educators awareness is very important to be ICT literate and to utilize and develop in learning; the ability to design digital-based Islamic Education and Moral learning; have the ability to create digital content related to learning; ability to use assessment tools in learning evaluation. Digital-based Islamic Education and Moral learning designs include core competencies, basic competencies, indicators, learning objectives, teaching materials, learning methods, learning media, learning resources, learning experiences (introduction, core, and closing), and learning evaluation. Then, the digital-based Islamic Education and Moral learning models include approaches, strategies, methods, techniques, and learning tactics. The implications of digital-based Islamic Education and Moral learning on learning outcomes are less than optimal, especially in the achievement of competence in religious values and social values, while the competence of knowledge and skills is quite increased through digital learning. The digital learning paradigm is blended learning with online and offline activities, so that the four core competencies of each subject can develop.

Keywords: Model · Design · Learning · Digital · Students

1 Introduction

Minister of Education and Culture Circular Letter Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period and reinforced by the Secretary General of the Republic of Indonesia Number 15 of 2020 concerning Guidelines for the Implementation of BDR during the Covid-19 emergency, the learning system in schools is carried out online and students learn from house. Facing the Covid-19 pandemic, learning can run with optimal use of ICT, because it contributes to: (a) Improving the quality of learning; (b) Expanding access to education and learning; (c) Reducing education costs; (d) Respond to the obligation to participate in ICT; (e) Develop ICT skills that students need when working and in later life (Kasmad, 2019: 65).

The benefits of digital literacy include saving time, learning faster, saving money, making it safer, always getting the latest information, always connected, making better

decisions, being able to make someone work, making people happier, influencing the world (Sumiati, et al., 2020: 65–80). Weller, in Abdulhak (2020: 225), explains that electronic learning, including mobile learning, is at least supported by constructivism theory, resource based learning, collaborative learning, problem based learning, narrative based teaching, situated learning.

The Center for Data and Information Technology of the Ministry of Education and Culture provides information on the competence of teachers in the ICT field based on UNESCO mapping, namely: 1) Level one ICT Literacy (ICT literacy); 2) Level two, the ability to operate and apply; 3) Level three, the ability to create content; and 4) Level four, the ability to become a trainer. Further information, from 28,000 teachers, mastering level one only 46%, the second level is only 14% (Fin Indonesia, The problem of this research is the mastery of using digital media in online-based learning; no training on the application of online learning platforms from the City Education Office; Difficulties selection of online learning platforms with consideration of effectiveness and efficiency, affordability of students in online learning that can be accessed by students; Design of digital content and assessment tools for Islamic Education and Moral learning that are in line with the achievement of the Minimum Completeness Criteria. The research is considered very urgent to be carried out to improve the quality of Islamic Education and Moral learning at the SMA/SMK level in Parepare City, even in the midst of the Covid-19 pandemic and the disruption of the industrial revolution 4.0. <https://fin.co.id/2020/02/07/kompetensi-guru-pada-technology-still-low/-Feb-2020>).

2 Literature Review

The impact of the Covid-19 pandemic on the education sector is very complex, because the learning process that should be carried out with interaction between teachers and students, but everything has changed completely, since March 2020, the education process at all levels of education is carried out online or distance learning. (Subhi, 2020: 37). To be able to improve the quality of education, serious and real efforts are needed from all parties, starting from the central and regional governments, school principals, teachers, students, parents, the community and the business and industrial world (Fadhli, 2017: 238 and Dewi, 2018: 375). The quality of learning is influenced by various factors, including the professionalism of teachers, learning facilities, learning media used in the learning process, institutional culture, students, teaching methods,

Through quality learning, the work of students is the maximum work that can be produced by students in a learning process. This maximal work is usually marked by the variety of students' work. This shows that their work is not guided by a standard format (Suyahman, 2019: 59). Therefore, it is necessary to choose media that is appropriate to the level of development, context and thinking of the communicant (Tafonao and Ristiono, 2020: 9). Teachers must be able to build effective communication in technology-based learning processes (Tafonao and Ristiono, 2020: 9). E-learning is the delivery of online communication, education and training information (Darsih, 2015: 1057).

The preparation of teaching materials must meet the elements of novelty, practicality/easy to use, accessibility, communicative, and interesting so that they can motivate students in the learning process (Yuliana, 2021: 36–46). In order to design teaching

materials to get the attention of students, it is urgent to consider aspects of novelty, proximity, conflict, and humor (Sanjaya, 2008: 150–151). Learning materials can be presented in the form of textbooks, teaching modules, dictation, practical instructions, tutorial modules, reference books, monographs, podcasts, videos, and other equivalent forms of learning resources (Junaidi, et al., 2020: 45). Trends in digital-based learning media, namely Infographics, Video Explainers, MotionGraphic, Interactive Multimedia, Vlogs, Prostate Online, Mobile Apps, Electronic Books (Interactive Electronic Books, Pdf Books, and Audiobooks), Podcasts, Virtual Lab, Gamification,

Digital learning design includes the objectives to be achieved, the development of digital-based and teaching materials, the application of a practical and eligible Learning Management System (LMS) and learning platform, the selection of collaborative, contextual, active learning strategies, inquiry, and research, as well as the use of assessment tools. Learning becomes more effective and dynamic, especially for students (as millennials) if the implementation of digital learning can be maximized.

3 Research Methods

The type of research is qualitative, namely studying, exploring, and constructing a digital learning system that is relevant to the era of the industrial revolution 4.0 which can be adapted to Islamic Education and Moral educators at SMA/SMK in Parepare City. This research approach is carried out by Research and Development (R & D), including: (1) research and information collection, (2) planning, (3) development of the initial form of the product, (4) initial field test, (5) major revision of the product., (6) main field test, (7) operational product revision, (8) operational field test, (9) final product revision, and (10) dissemination and implementation (Gall, 2003). Data collection can be done in various settings, various sources, and in various ways (Sugiyono, 2009: 224). This research instrument is in the form of interview guide, observation guide, document study, FGD guide, expert discussion guide, product trial guide, and publication guide. The data analysis technique used in this research is the approach applied by Miles and Huberman, which is carried out in three activity lines which are one unit (interrelated), namely; (1) data reduction; (2) data presentation; (3) drawing conclusions/verification (Sugiyono, 2009: 307). Activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated (complete) (Sugiyono, 2009: 249). The data measured were regulatory data, data from experts, FGD data, and trial data which were analyzed and measured to obtain research products. According to Sugiyono, the validity of data testing in qualitative research includes credibility, transferability, dependability,

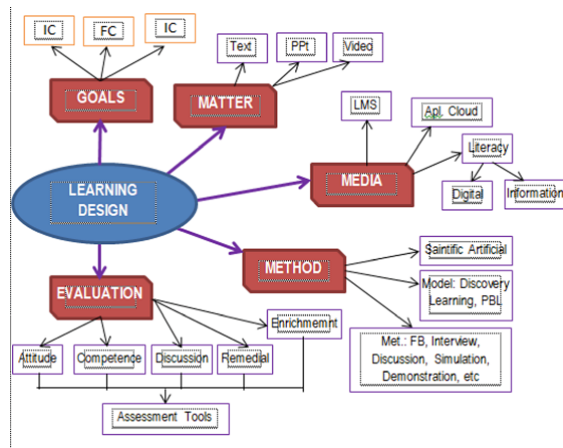
4 Research Results and Discussion

4.1 Islamic Education and Moral Learning Designs at SMA/SMK in Parepare Kota

The design of Islamic Education and Moral learning at SMA/SMK in Parepare City is carried out based on technical instructions from the Provincial/Central Education Office. Learning designs in the form of Learning Implementation Plans (RPP) are prepared based

on existing references, including: core competencies, basic competencies and indicators of competency achievement, learning objectives, learning materials, learning methods, learning media (tools/materials), learning resources, steps The learning steps include an introduction, a core, and closing and evaluation activities.

Core Competencies include four dimensions that reflect: (1) spiritual attitude [KI-1]; (2) social attitudes [KI-2]; (3) knowledge [KI-3]; (4) and skill [KI-4]. Core Competencies of spiritual attitudes (KI-1) and Core Competencies of social attitudes (KI-2) Core competencies are described in basic competencies then explained in competency indicators, and sharpened in learning objectives. The teaching materials were developed using novelty, proximity, humor, and conflict approaches. Development of digital teaching materials in the form of text (pdf books, e-books, and flip books), presentations, and videos. Learning methods with a scientific approach and centered on students, learning models in the form of discovery learning, problem based learning, etc., methods are varied. Important learning media using a learning management system, with digital learning resources. The learning experience has an introduction, a core, and a closing. Digital learning evaluation can be selected in the assessment tools feature.



4.2 Digital-Based Islamic Education and Moral Learning Model

Digital-based Islamic Education and Moral learning models start from Approaches, Strategies, Methods, Techniques, and Tactics. Learning Approach namely *Student Center Learning* (SCL), and scientific. The learning strategies (models) commonly used are discovery learning, problem based learning, and contextual teaching and learning, collaborative strategies, communicative strategies, independence strategies, and completeness strategies. Digital-based learning strategies refer to the learning approach chosen and determined by the teacher.

Digital-based learning methods are varied and a combination of one method with another. The learning methods commonly used are lectures, discussions, simulations, demonstrations, assignments, inquiry, field trips, habituation, exemplary, threats, and

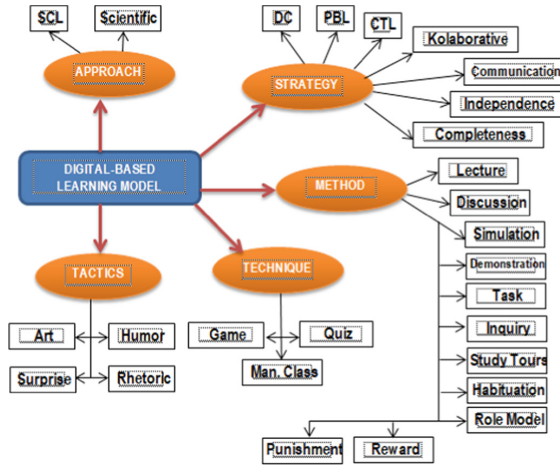


Fig. 1. The digital based learning model

praise. Furthermore, digital-based learning techniques that can be developed by teachers are playing online educational games, playing quizzes, and classroom management. Then digital learning tactics that can be developed by teachers are through sound art, humor, rhetoric, and surprise. The digital learning model can be seen in Fig. 1.

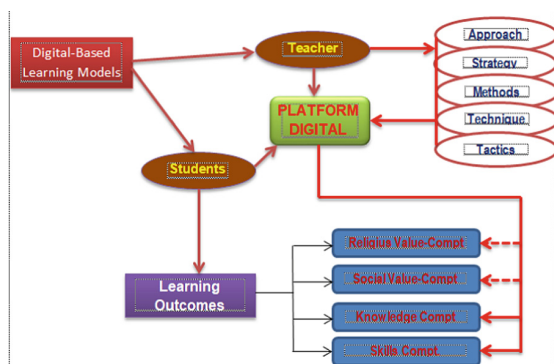
4.3 Implications of Digital-Based Islamic Education and Moral Learning

Digital-based learning helps students participate in learning because it is online and real-time, because it can help students find more varied learning resources, such as online references, YouTube videos, and other sources. Students can discuss with their friends anytime and anywhere, because teaching materials are available. The development of student attitudes is created through discipline, patience, prudence, dedication, sportsmanship, and perseverance. Aspects of psychomotor development can also be realized through skills in the field of computers, problem solving, literature searches, making scientific papers, and so on.

Digital-based Islamic Education and Moral learning that is difficult to develop is the internalization of religious values and social values, because the interactions are online, not interacting directly in the classroom. Based on observations in the field and reports from several informants explained that if online learning is carried out, it is very difficult to control and foster the development of religious values and social values. Students often show an attitude of pretense on the monitor screen when in learning, sometimes speak rude and dirty, and various behaviors that are less commendable. The implications of digital learning are less favorable for the formation of religious values and social values, but instead strengthen the competence of knowledge and skills.

The digital-based Islamic Education and Moral learning paradigms are able to accommodate assessment aspects such as religious values and social values. This requires a digital-based learning design that is comprehensive and pays attention to the competence

of students to be developed. The digital learning design solution offered is blended learning (distance learning), with the concept of 50% offline learning and 50% online learning. Blended Learning provides space for teachers to shape the religious values and social values of students, in addition to strengthening knowledge and skills through digitizing learning.



5 Conclusion

Digital-based Islamic Education and Moral learning designs consist of core competencies, basic competencies, indicators, learning objectives, teaching materials, learning media, learning resources, learning methods, learning experiences (introduction, core, and closing), and learning evaluation. All learning components are connected and integrated with each other, and lead to digital applications.

Digital-based Islamic Education and Moral learning models begin with a scientific learning approach and are student-centred; learning strategies include problem-based, discovery learning, contextual, collaborative, communicative, independent, and complete; varied learning methods include lectures, assignments, discussions, role playing, demonstrations, inquiry, field trips, and simulations; learning techniques include ICT media and classroom management; Learning tactics include art, humor, surprise, and rhetoric.

The implications of digital-based Islamic Education and Moral learning on learning outcomes, namely religious value competencies, social value competencies, knowledge competencies, and skills competencies. Digital learning does not have a strong influence on the formation of religious value competencies and social values, because these two competencies can grow and develop through direct interaction between teachers and students. Digital-based learning is better able to significantly support and trigger an increase in knowledge competence and skill competence, because the instruments needed to strengthen knowledge and skill competencies are available in the artificial intelligence cloud.

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