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Ability to Use Information and Communication Technology Akidah Akhlak Teachers in Increasing Student Learning Outcomes in Madrasah Aliyah Negeri 2 City of Jambi

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Abstract: This research was conducted at MAN 2 Jambi City. This study focuses on the ability to use ICT for Akhlaq teachers in improving student learning outcomes, teachers' obstacles in using ICT and teachers' efforts in overcoming these obstacles. This research was conducted on Akhlaq teachers and students of class x Man 2 Jambi City Academic year 2021/2022 . This study uses a qualitative approach. The process of data collection is done through observation, interviews, and documentation. The results of the study on the ability to use ICT for Akhlak Teachers in MAN 2 Jambi City that there are two indicators about the ability to use ICT teachers, namely the ability to use hardware and software ICT media, the ability to use ICT for Akidah Akhlak teachers in MAN 2 class x that the Akidah Akhlak teachers have able to use hardware and software ICT media but the implementation is still not optimal due to several obstacles. In improving student learning outcomes for the tenth grade Akidah Akhlak subject at MAN 2 Jambi City, ICT media are used in the form of: Lupto, infokus, speakers, powerpoint, google and youtube as a support in the learning process. The obstacles faced by teachers in the use of ICT to improve student learning outcomes at MAN 2 Jambi City are: first, the information technology and communication skills of teachers' morals and beliefs that must be improved, secondly, the facilities are still insufficient. Efforts to overcome the obstacles faced in the use of information and communication technology to improve student learning outcomes at Madrasah Aliyah Negeri 2 Jambi City are increasing cooperation by increasing discussions, attending training on ICT and motivation to increase the desire to improve abilities.

Keywords: Teacher's ICT Use Ability, Student Learning Outcomes.

INTRODUCTION

Education is a very important tool in developing human resources and national character. In the context of the Indonesian nation, improving the quality of education is a

means of development in the field of national education and is an integral part of efforts to improve the quality of Indonesian people as a whole.

The government and the Indonesian people continue to strive to improve the quality of education. The strategic steps taken by the issuance of Law no. 20 of 2003 concerning the National Education System. Efforts to improve the quality of education are increasingly felt to be a national need with the stipulation: "The National Education Budget is 20% of the State Revenue and Expenditure Budget" (Law No. 20 of 2003). The National Budget of 20% is implemented in stages and can only be fully implemented in the 2009 fiscal year.

In the current era of education, the quality of education can be assessed from how schools are able to apply information and communication technology in the education system, especially in the learning process, the development of advances in information and communication technology has had a significant influence on the shift in the learning paradigm that previously focused on teachers (teacher)-centered learning) shifted to student-centered learning. Where the teacher is no longer the only source of learning for students, but the teacher is only one of the various learning resources.

In Islam science and technology have been listed in the Qur'an as Allah says:

قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ

Meaning: "Say: are there the same people who know with those who do not know? Verily, it is people who are blessed who can receive lessons."

The verse above explains that God has mandated humans to always explore and develop science and technology, this is also to make it easier for humans to achieve the desired goals.

In an education, the ability to use information and communication technology for teachers or educators is prioritized considering that with the implementation of the 2013 curriculum by the Minister of Education and Culture, information and communication technology subjects are not taught in special non-vocational schools. As a consequence, all teachers must have information and communication technology competencies and then must apply them with integrity in learning. This change is expected to influence or support the realization of a quality learning process as well as an effort to achieve educational goals. Many factors can affect the achievement of these goals and one of them is the ability to use information and communication technology by teachers in schools to support the process of learning activities.

The ability to use information and communication technology by teachers means the ability or potential to master electronics which consists of hardware and software as well as all activities related to processing, manipulating, managing, and transferring or transferring information between media.

Hardware means touchable devices such as laptops, computers, infocus, speakers, cellphones and so on. While software is a device that cannot be touched but an application that is used to operate a hardware device, such as Microsoft Excel, Microsoft Word, WhatsApp, Power Point and E-Learning.

Schools in cities have advantages in learning, one of which is the availability of information and communication technology media to support learning, the internet can be accessed quickly, tools or media are not difficult to obtain and without learning students can operate information and communication technology self-taught. One of the leading schools in the city of Jambi is Madrasah Aliyah Negeri 2 Jambi City.

Through the Grand tour, the author found that at Madrasah Aliyah Negeri 2 Jambi City teachers of moral aqidah have implemented information and communication technology media during the face-to-face learning process but have not been maximized, while in the

current curriculum teachers must apply information and communication technology media in the learning process because it raises the question why teachers of moral aqidah have not been maximal in using information and communication technology media in the learning process.

From the explanation of the background of the problem above, the authors are very interested in conducting research at the school with the research title "The Ability to Use Information and Communication Technology for Akhlak Teachers in Improving Student Learning Outcomes at Madrasah Aliyah Negeri 2 Jambi City".

LITERATURE REVIEW

Ability

Ability can also be called competence. The word competence comes from the English "competence" which means ability, power, authority, skill, knowledge, and proficiency, ability and authority. So the word competence comes from the word competent which means having the ability and skill in the field so that he has the authority or authority to do something within the limits of his knowledge. Competence is a combination of three educational domains which include the realm of knowledge, skills and attitudes that are formed in patterns of thinking and acting in everyday life. On this basis, competence can mean knowledge, skills and abilities that are controlled by someone who has become part of him so that he can perform cognitive, affective and psychomotor behaviors as well as possible. From the definitions above, it can be concluded that ability is the ability or potential to master a skill that is innate from birth or is the result of training or practice and is used to do something that is realized through its actions.

ICT Concept

The word technology comes from the Greek, *techne* which means 'skill' and *logia* which means 'knowledge'. In a narrow sense, technology refers to objects that are used for the convenience of human activities, such as machines, tools, or hardware. Another understanding of Information and Communication Technology (ICT) is as part of Science and Technology (IPTEK) in general are all technologies related to the retrieval, collection, processing, storage, dissemination and presentation of information. Types of Information and Communication Technology Information technology has many types, and here will be presented several forms of Information Technology Learning, namely:

1) Laptop/ Notebook

Laptop/ Notebook is a sophisticated device whose function is the same as a computer but its practical form can be seen and carried everywhere because of its light weight, slim shape and electric power using a battery charger, so it can be used without having to plug it into the plug.

2) Deskbook

A deskbook is a computer-like device with a much more practical form, namely the CPU is integrated with the monitor so that it is easily placed on the table without taking up much space. However, this tool still uses a plug power source because it is not equipped with a battery charger.

3) Personnel Digital Assistant (PDA)

A PDA is a computer-like device, but it is so small that it fits in a pocket. Even so, its function is almost the same as a personal computer that can process data.

4) Electronic Dictionary

An electronic dictionary is an electronic device used to translate between languages.

5) MP4 Player

MP4 Player is a device that can be used as a data storage media as well as a video, music and game player.

6) MP3 Player

Almost the same as MP4, MP3 Player is a device that can store data only this MP3 can't play videos and games, it can only play music and listen to the radio.

7) Flashdisk

Flashdisk is a portable data storage media in the form of a Universal Serial Bus. It is small in size and very light in weight, but it can store large amounts of data.

8) Computer

A computer is a device in the form of hardware and software that is used to assist humans in processing data into information and storing it for display at a later time.

9) Internet

The Internet is a very large computer network consisting of small interconnected networks that span the entire world.

The ability to use information and communication technology by teachers means the ability or potential to master electronics which consists of hardware and software as well as all activities related to processing, manipulating, managing, and transferring or transferring information between media.

Teacher

When studied more broadly, the teacher has the meaning as a person who has the responsibility to educate students in developing their personality both at school and outside of school, because the teacher is one of the positions or professions. As a position or profession, not everyone can become a teacher, because teachers must have special skills and have components that support a profession. The word profession comes from the Greek "pbropbaino" which means to declare publicly and in Latin it is called "profession" which is used to indicate a public statement made by someone who intends to occupy a public office.

Learning Outcomes

In general, learning is a mental or psychic activity that takes place in active interactions in the environment that results in changes in knowledge and understanding, skills and values. If learning is said to be a student activity, then teaching is said to be a teacher activity, so learning is a process of interaction between individuals and the environment in which there is an element of giving knowledge, namely teachers and recipients of information, namely students.

Indicators of learning outcomes

Before knowing the indicators of learning outcomes, it is necessary to know the meaning of the indicators themselves. An indicator is a monitoring tool for something that can provide clues or information. So, what is meant by learning outcomes indicators are tools or monitoring tools that can provide information as a benchmark in achieving the success of teaching and learning activities.

The main key to obtaining measures and data on student learning outcomes as described above is to know the outlines of indicators (indications of certain achievements) related to the type of achievement to be disclosed or measured. A teaching and learning process that is considered successful is the following: Absorption of teaching materials taught to achieve high achievements, both individually and in groups; The behavior outlined in the teaching objectives has been achieved by students, both individually and in groups.

RESEARCH METHOD

This study uses a qualitative approach, namely "research whose results are in the form of descriptive data through collecting facts from natural conditions as direct sources with instruments from the researchers themselves". The researcher as a key instrument, the position of the researcher in qualitative research is that he is at the same time a planner, implementer, data collector, analyzer, data interpreter and in the end he becomes a reporter for research results. Natural seekers in data collection rely more on themselves as data collection tools. Other supporting instruments are observation guidelines, interviews (interviews), and documentation

The social situation in Madrasah Aliyah Negeri 2 Jambi City can be said to be Madrasahs that have fairly good competitiveness, this can be seen with adequate facilities and infrastructure, high teacher discipline, capable teachers in their respective fields according to the studies involved, school accreditation which is worth A and many school achievements achieve. Data collection is a systematic and standard procedure for obtaining the required data. Data collection is nothing but a primary data procurement process for research purposes, and is a very important step in the scientific method.

The observation method used in this study is the participant observation method, in which the researcher involves himself directly in the research environment regarding the Ability to Use Information and Communication Technology Teachers of Akhlak in Improving Student Learning Outcomes In student learning outcomes at Madrasah Aliyah Negeri 2 Jambi City.

The author uses unstructured interviews as a complementary instrument of observation to collect data in the field about the Ability to Use Information and Communication Technology Teachers of Akhlak in Improving Student Learning Outcomes at Madrasah Aliyah Negeri 2 Jambi City.

The data collected regarding the technique in the form of words, actions and other written documents, are recorded using notes. The author uses documentation as the main instrument to obtain all data related to the general description of Madrasah Aliyah Negeri 2 Jambi City, such as: Madrasah Overview. Organizational structure. The situation of educators, education staff and students. State of facilities and infrastructure. Madrasah Vision and Mission

After the research is completed, the data obtained is selected according to certain groups or analyzed through qualitative analysis, and this data will be analyzed using. According to Miles and Huberman, data reduction is "The process of selecting, breaking attention to simplification, abstracting and transforming raw data obtained from the author's notes in the field. Thus the data that has been reduced will provide a clear picture and facilitate research to conduct further data collection and search when needed.

The presentation of this data is a process of systematically compiling information in order to obtain conclusions as research findings. The third step in qualitative data analysis is drawing conclusions. The conclusions found in qualitative research must be supported by valid and consistent evidence so that the conclusions put forward are new findings that are credible and can answer the formulation of the problem formulated. With the four analyzes above that will be used, the author can draw conclusions from the various existing problems, then the research carried out will run smoothly and perfectly

FINDINGS AND DISCUSSION

Ability to use technology for teachers of moral creed in improving student learning outcomes of MAN 2 Jambi City.

At MAN 2 Jambi City, the Akhlaq teacher has implemented ICT media in the learning process where after the researchers conducted research the Akhlaq teacher was able

to use technological media such as hardware and software in the form of laptops, speakers, infocus, and applications used such as power point, you tube, google but it has not been applied to the learning process optimally because there are some ICT media that are still not enough, and student learning outcomes in good moral aqidah subjects are on average in the 80s but no one has reached 90 and above because the application of ICT has not been implemented maximally.

Teachers' constraints in using ICT media to improve student learning outcomes.

Constraints are things that hinder the activity process and obstacles have a bad effect on an activity process, some teachers at MAN 2 Jambi City in using ICT media in the learning process are still said to be rare, this ignores the applicable curriculum and certainly affects the progress of an education considering almost all processes using digital media teachers at MAN 2 Jambi city are constrained by several things: first, ICT capabilities that still need to be updated and must be improved again to be able to follow the development of ICT media and can produce various ICT-based media. Second, the facilities are still not sufficient at MAN 2 Jambi City, the ICT media is still not sufficient, such as the infocus which only has 7 pieces, 4 are damaged and cannot be used at one time because there are 36 classes in the classroom, so when the teacher wants to use it, it must be fought over and of course it makes the teacher constrained in using it. ICT media in the learning process For this reason, it takes the principal's efforts to complete school facilities, especially ICT media so that teachers can carry out their duties professionally without any obstacles in order to achieve educational goals.

Teachers' efforts to overcome obstacles faced in the use of information and communication technology to improve student learning outcomes at Madrasah Aliyah Negeri 2 Jambi City.

A problem or obstacle certainly has a solution, so this certainly requires a willingness to find a solution, as the word of God reads: "Indeed, Allah will not change a situation until they change their own condition. And if Allah wills evil for a people, then no one can reject it and there is no protection for them except him. (Q.S Ar-Ra'd:11). From the word of God above, we can take a lesson that we are not able to change what is in us except of our own volition and of course it takes effort and intention to achieve good changes as desired. Teachers of MAN 2 Jambi City in an effort to overcome these obstacles are:

A) attend ICT-based training

The moral aqidah teacher at MAN 2 Jambi city in overcoming this is taking courses and training on their own by watching you tube, moral aqidah teachers should be more active in participating in ICT-related training so that by participating in the training the ICT skills of moral aqidah teachers will increase so that it does not become an obstacle in the process of application in learning and teachers will be better prepared to face the times with these ICT capabilities. Teachers should also learn ICT not only relying on other parties but learning personally by watching YouTube more often or sharing on internet media about the use of ICT so that they are able to increase teacher knowledge more quickly in using ICT media.

B) Increase cooperation

Moral creed teachers at MAN 2 Jambi city in overcoming these obstacles by increasing cooperation with teachers, where moral creed teachers discuss with each other with teachers who are more adept at ICT in order to answer the problems faced regarding ICT, moral creed teachers ask more questions and learn from teachers who have ICT skills so as to make the ICT understanding of teachers' creeds and morals strong, and this effort is

quite effective where in addition to adding insight, teachers can also increase intimacy with each other.

C) Motivation

At MAN 2 Jambi City, the teacher of moral aqidah in improving the ability to use ICT is by motivating themselves to add insight into ICT and getting motivation from the principal as the authorized party.

CONCLUSION

Based on the results of researchers on the Ability to Use Information and Communication Technology Teachers of Akidah Akhlak at MAN 2 Jambi City that there are 2 indicators regarding the ability of teachers to use ICT, namely; first, the ability to use hardware ICT media in the form of laptops, infocus, speakers and the second the ability to use software in the form of power point applications, you tube and google and the researchers found that moral aqidah teachers were able to apply hardware ICT media in the form of laptops, infocus, speakers and software ICT media in the form of power point applications, you tube and google in the learning process but have not been implemented optimally. In improving student learning outcomes, the Akidah Akhlak class x teacher at MAN 2 Jambi City uses ICT media in the form of: Lapto, infokus, speakers, powerpoint alikasi, google and youtube as a support in the learning process with the application of ICT media student learning outcomes average 80 but has not reached 90 and above. The obstacles faced by Akhlaq teachers in the use of information and communication technology to improve student learning outcomes at Madrasah Aliyah Negeri 2 Jambi City are: first, Information Technology and communication skills of Akhlaq teachers where with the development of technology so rapidly that they must update themselves to master new knowledge. both ICT facilities are still lacking.

How are the teacher's efforts to overcome the obstacles faced in the use of information and communication technology to improve student learning outcomes at Madrasah Aliyah Negeri 2 Jambi City, namely increasing collaboration between teachers by increasing discussions, attending training on ICT and motivation both from themselves and obtained from other people to keep up the spirit of catching up and be able to follow the learning process according to the times.

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