

Optimizing the Utilization of Information and Communication Technology (ICT) in Learning Islamic Cultural History (SKI) at Madrasah Aliyah Negeri 1 Palu

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ARTICLE INFO

ABSTRACT

Volume:1

ISSN:

KEYWORDS

Utilization, Information and Communication Technology (ICT), Islamic Cultural History (SKI)

This writing discusses "Optimizing the Utilization of Information and Communication Technology (ICT) in Learning Islamic Cultural History (SKI) at MAN 1 Palu. Departing from the problem: How to use ICT in SKI learning at MAN 1 Palu, How to optimize the utilization of ICT in SKI learning at MAN 1 Palu, and What are the obstacles and solutions in optimizing the utilization of ICT in SKI learning at MAN 1 Palu.

This study employs qualitative research, which chose the research location at MAN 1 Palu. Sources of data obtained from primary and secondary data that are relevant to the problems studied. Data collection techniques used are observation, interviews, and documentation. The data analysis techniques used are data reduction, data presentation, data verification and conclusion.

The results showed that optimizing the utilization of ICT in SKI learning at MAN 1 Palu is very useful for supporting the learning process, can attract students' attention and learning motivation, and is used to find material references and do assignments (make papers). To optimize ICT in SKI learning, adequate infrastructure, access to ICT, learning vision and the readiness of teachers and students to use it are needed. The use of ICT in SKI learning at MAN 1 Palu has several obstacles, namely: the availability of internet networks in madrasas, the internet network code (wifi) being closed (frequently changed), limited access distance, inaccurate reference sites, high costs to access the internet and there is a negative impact on its use. These obstacles can be resolved with the cooperation among the madrasa, teachers, and parents of students.

It is hoped that madrasas pay attention to and optimize the needs of students, primarily related to the internet network provided, so that students can access learning materials, data and information as learning resources other than in the library.

1. Introduction

The development of human civilization is in line with the development of humans in communicating or providing information. Conversely, the information obtained by humans also affects the development of human civilization itself. In the current era of globalization, it is a fact that cannot be denied. According to Arifuddin M. Arief (2012), the revolution in technology, transportation, information and communication has made this world borderless. Knowledge and technology are at the forefront that must be prioritized in the era of globalization.

¹Risman is Student of Islamic Education Study Program at Postgraduate School, Universitas Islam Negeri (UIN) Datokarama Palu, Indonesia. This paper was presented at The 1st International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2022, as a presenter, held by the Postgraduate School Universitas Islam Negeri Datokarama Palu, Indonesia.

The development of science and technology greatly influences human life. Technology produces many sophisticated machines and tools so humans can live easily, safely and happily in their environment. According to Nasution (2012), the results of technology have long been used in education. The invention of paper, printing presses, the radio, TV, films, computers, and others has been used for education.

The advancement of Information and Communication Technology (ICT), according to B.P. Sitepu (2014), produces various types of media which can also be used for learning purposes, making teachers and textbooks no longer the dominating sources of learning. Currently, various learning resources are more reliable than teachers, printed media, and nature itself. Responding to the development and progress of ICT, teachers and students are also required to master technology in order to broaden their horizons, and facilitate as well as provide wider opportunities for the learning process. The presence of ICT provides opportunities and expands interaction between students and teachers, and learning resources can occur anytime and anywhere without being limited by space and time. In addition, with the help of ICT, the process of delivering and presenting learning materials and ideas can be more interesting and fun with online-based learning.

Islamic Cultural History (SKI) is one of the subjects in the madrasahs which is included in the curriculum. Learning Islamic Cultural History (SKI) also requires tools or media that can help achieve educational goals. One of the uses of Information and Communication Technology (ICT) in the world of education, especially at the Palu 1 State Madrasah Aliyah (MAN), is to overcome the limitations of knowledge and learning resources in the library, especially in the subject of Islamic Cultural History (SKI), with the internet network (WiFi) so that it can complement these limitations.

2. Literature Review

2.1. Technology, Information and Communication (ICT)

a. Definition of ICT

Information and Communication Technology (ICT) is familiar in the current era. ICT is all aspects of technical equipment in providing and conveying information. ICT comes from three words: Information, Communication, and Technology. The meaning of these three aspects can be explained as follows.

First, technology comes from the Greek word *Technologia*. According to the Webster Dictionary (Rusman, 2015), it means systematic treatment or systematic handling, while *techne*, as the basis for the word Technology, means skill, science or expertise, and knowledge. It literally comes from the Latin *texere*, which means to compose or build, so the term technology should not be limited to the use of machines, even though, in a narrow sense, it is often used in everyday life. Second, information is facts or anything that can be used as input in producing information. Dan informasi tidak lepas dari suatu data yang dalam hal ini merupakan bahan mentah, data merupakan input yang setelah diolah berubah bentuknya menjadi output yang disebut informasi. Information cannot be separated from data which in this case is raw material. Data is input processed into output called information. Information is a number of data that has been processed through data processing in order to test the level of truth and achievement according to needs. There are three important things that must be considered from information: (1) Information is the result of data, (2) it gives meaning, and (3) it is useful or beneficial. Third, communication comes from Latin *Communicare* means to inform or belong together. According to Deni Darmawan (2012), communication is a systematic process of exchanging information between parties, usually through a system of ordinary symbols. Communication implies spreading information, messages, news, knowledge, and norms/values with the aim of arousing participation so that what is conveyed becomes shared property (same meaning) between the communicator and the communicant.

b. The Scope of ICT

According to the Center for Curriculum of the Ministry of National Education (Rusman, 2015), Information and Communication Technology (ICT) includes two important aspects: first, information technology, which includes everything related to process, use as a tool, manipulation, and management of information. Second, communication technology is all things related to the use of tools to process and transfer data from one device to another. Meanwhile, according to the Oxford Dictionary, Information Technology is the study or use of electronic equipment, especially computers, to store, analyze data, and distribute any information, including words, numbers and pictures. Communication technology is technological devices consisting of hardware, software, processes and systems used to assist the communication process, which aims to make communication successful. Therefore, information and communication technology are two inseparable concepts.

c. Utilization of ICT in Education

According to Rusman (2015), the internet is the world's giant library because it contains billions of sources of information that we can use according to our needs. Utilization of technology, especially information and communication technology, will overcome the Digital Divide (the backwardness of information and communication technology development from the developed world). Therefore, it is necessary to spread the use of information and communication technology among the public, especially in the world of education and the need to improve the quality of human resources.

The use of ICT in schools will become commonplace in schools as a form of formal educational institution. However, the extent to which schools can support the existence of ICT still depends on several things. There are factors of funds and costs required, the extent of its use, and the involvement of students in ICT. Thus, ICT for education contributes to the acceleration of equal distribution of learning opportunities for teachers and students as well as improving the quality of education by providing as complete information as possible that is easily stored in the brain, which is difficult to deal with in conventional ways.

d. ICT As Learning Resources

The learning process by utilizing ICT requires direction and guidance from the teacher to facilitate student learning effectively. The teacher provides as much opportunity as possible and creates conditions for students to develop their own ways of learning according to the characteristics of information and communication technology, their needs, talents or interests. According to Dewi Salma, 2007, the successful use of technology does not lie in how sophisticated the technological equipment is but more in humans (teachers, principals, supervisors, developers and producers of technology-based learning materials, students and other learning citizens). The utilization of technology for education requires the support of physical and technological infrastructure.

2.2. Learning Islamic Cultural History (SKI) at Madrasah Aliyah

a. Definition of Islamic Cultural History (SKI)

The history of Islamic Culture referred to as SKI, is one of the subjects in Madrasas. According to Muhaimin (2005), SKI consists of several word elements: history, culture and Islam. History is the study of the life history of the Prophet Muhammad, his companions and guiding priests as exemplary human behavior, both in private life and social life. The subject of Islamic Cultural History is about the development of Muslim human life from time to time in the pursuit of shari'ah and morality and in developing a life system based on aqidah. The definition of the history of Islamic culture contained in the Madrasah Aliyah curriculum is (Ministry of National Education, 2004) one part of the Islamic Religious Education subject which is directed at preparing students to know and understand Islamic Cultural History, which then becomes the basis of their way of life through guidance, teaching, training, use of experience and habituation.

b. The Importance of Learning Islamic Cultural History (SKI) in Madrasah Aliyah

Islamic Cultural History (SKI) in Islamic Senior High School (Madrasah Aliyah) is one of the subjects that examines the origins, development, role of Islamic culture/civilization and figures who have excelled in Islamic history in the past, starting from the development of Islamic society during the time of the Prophet Muhammad, Khulafaurasyidin, Bani Umayyah, Abbasiyah, Ayyubiyah to the development of Islam in Indonesia. Substantially, Islamic Cultural History contributes to motivating students to know, understand, and live Islamic Cultural History, which contains wisdom values that can be used to train intelligence and shape students' attitudes, characters and personalities. SKI is the knowledge that explores values, meanings, axioms, compassion/wisdom, propositions and theories from existing historical facts. Therefore, in certain themes, indicators of learning success will be achieved in the cognitive, affective and psychomotor domains. So SKI is not only a transfer of knowledge but also value education.

c. Function and Purpose

The basic functions of the Islamic Cultural History (SKI) subject (Religious Education Department of the Republic of Indonesia, 2004) include: first, the educational function. History emphasizes to students the necessity of upholding noble and Islamic values, principles, and attitudes to life in carrying out daily life. Second, the scientific function. Through history, students gain adequate knowledge about the past of Islam and its culture. Third, the transformation function. History is a very important source in designing the transformation of society. Meanwhile, according to Dzakiyah Daradjat, the teaching of Islamic history is part of the scope of Islamic Religious Education, which aims to enable students to know about the growth and development of the Islamic religion from its beginnings to the present day so that students can know and love Islam.

2.3 Integration of ICT in Islamic Cultural History (SKI) Subjects at Madrasah Aliyah (MA)

Substantially the Islamic Cultural History (SKI) subject has a contribution in motivating students to know, understand, and live the history of Islamic culture, which contains wisdom values that can be used to train intelligence and shape attitudes, character and personality of students. SKI subjects aim for students to have abilities. One of them is to build students' awareness about the importance of learning the basic teachings, values and Islamic norms that have been built by the Prophet Muhammad. in order to develop Islamic culture and civilization so that students are able to develop their abilities in taking compassion from historical (Islamic) events, train students' critical power to understand historical facts correctly based on a scientific approach.

The process of learning Islamic Cultural History (SKI) faces several obstacles, including the time provided being limited while the material is very dense and indeed important, which requires strengthening knowledge. Then the weakness of Islamic Cultural History teacher resources in developing approaches, using more varied methods, and seeking the media used to make teaching and learning activities effective. Therefore, several SKI teachers in schools/madrasas use ICT as a means of learning media for students effectively and efficiently to learn, do assignments and so on.

In the learning process, teachers are required to be able to provide interesting learning so that students are more enthusiastic about carrying out the learning process. Therefore, the use of certain methods is also very important in the implementation of the learning process. One of them is learning Islamic Cultural History by using the method of giving assignments both individually and in groups to students. With this method, students are free to find information appropriate to the task given anywhere. Including when the sources of information provided in the library are lacking, students can use ICT media to find this information more broadly and affordably. Concerning ICT in the 2013 curriculum, it plays a very important role in the implementation of learning. In the 2013 curriculum, learning applies the principle that anyone is a teacher, everyone is a student, and the class is anywhere. Therefore, the use of ICT is necessary for learning effectiveness and efficiency.

ICT in learning has two roles (Masyhudi Chiron, 2007): as learning presentation media and as an independent learning media or E-Learning. For example, students are tasked with reading or finding sources online, sending assignment answers, and even trying and doing learning materials. This encourages students to analyze and synthesize knowledge, explore, process and utilize information, and produce their own writing, information and knowledge. Students are stimulated to explore knowledge. Thus, the role of ICT in learning, especially in Islamic Cultural History (SKI), is very influential in order to add insight and knowledge about the limited SKI learning materials, which are usually only found in books.

3. Methodology

The research method used in this study is a descriptive qualitative research method, which aims to describe the nature or characteristics of a symptom or event happening at the time. Descriptive research focuses on actual problems and describes events and incidents that are the center of attention without giving special treatment to these events. The object or target of the research location is the State Islamic Senior High School (MAN) 1 Palu. The researchers position themselves as instruments as well as data collectors. Researchers in the field actively make observations and seek information through competent informants or sources with the object being studied, acting as full observers who intensely observe everything that happens in management and learning activities.

Sources of data obtained from primary data and secondary data (directly) through interviewing several informants, including the Head and Deputy Head of MAN 1 Palu, the Head of the Communication Center (PUSKOM), the Islamic Cultural History

subject teacher (SKI), and several participants from class XII MIA at Madrasah Aliyah Negeri 1 Palu. Researchers took samples based on the required data. Secondary data or supporting data obtained from the data collected related to the problem under study.

The collection of data used by researchers is by field research through observation, interview, and documentation. Furthermore, the data that has been obtained will be analyzed qualitatively. The researchers set the focus on research, select informants as data sources, collect data, assess data quality, analyze data, and make conclusions based on the findings in the research. In other words, the position of researchers is as planners, data collectors, analyzers, and inference makers. Then, the researchers check the validity of the data through triangulation with sources, triangulation with methods, triangulation with investigators, and triangulation with theory.

4. Results and Discussion

After describing the problem of optimizing the utilization of Information and Communication Technology (ICT) in learning Islamic Cultural History (SKI) at MAN 1 Palu, it can be concluded as follows:

- 1). Information and Communication Technology (ICT) is a technology that can link various informations including existing knowledge. Everyone can easily and freely access it anytime and anywhere. Therefore, many things can be done with the presence of the internet, especially in terms of learning, for example, Islamic Cultural History (SKI). The use of ICT in SKI learning is very useful to support the learning process, can attract students' attention and learning motivation and can be used to find reference material, do assignments and make student papers.
- 2). Optimizing ICT in learning the history of Islamic Culture (SKI) requires things such as adequate/supporting infrastructure for the implementation of learning and access to ICT, the vision of existing learning and the readiness of teachers and students to utilize the ICT.
- 3). The obstacles faced by students in utilizing ICT are the availability of internet networks in schools which are still slow, closed (frequently changed) internet network access (wifi), limited access distances, inaccurate websites and references, high cost to access the internet, and there is a negative impact on the use of the internet. These obstacles can be resolved with good cooperation between the school, teachers, and parents of students.

5. Conclusion

Researchers' suggestions after conducting research at MAN 1 Palu include the following:

- 1). Information and Communication Technology (ICT) services at MAN 1 Palu are already available. The students are expected to maximize these facilities as learning resources that can help increase knowledge, do assignments or look for materials, especially in Islamic Cultural History (SKI) subjects.
- 2). Madrasas need to increase the capacity of internet network services (wifi) in several strategic areas within the madrasa environment, not only focusing on one place to meet students' learning needs.
- 3). Teachers and parents are expected to cooperate in supervising students using ICT because there are some negative impacts that ICT can cause.

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