# Competence of Islamic Religious Education Lecturers, Faculty of Islamic Studies, Uisu in Information Technology-Based Learning

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## ABSTRACT

Along with the passage of time and the increasing level of intellectuality and quality of life, the dimensions of education are increasingly complex, and require appropriate educational design. The role of learning media is very important in the teaching and learning process because it helps students to facilitate understanding of the contents of the material being taught. Based on observations and interviews with PAI FAI UISU lecturers, teachers in utilizing ICT-based learning media are still limited and learning activities are less varied, not interesting and still tend to be conventional. The problem of this study is how is the competence of lecturers in designing, producing and utilizing learning media?, while the purpose of this study is to analyze and describe the competence of lecturers in designing, producing and utilizing learning media. This research is a field survey research. The subjects of this study were nine PAI FAI UISU lecturers. The research method used is quantitative descriptive percentage, while the data collection technique is using a questionnaire. The results of the study obtained were that the competence of lecturers in designing learning media got an average score of 24.7 with a sufficient category, the competence of lecturers in producing learning media got an average score of 22.7 with a sufficient category, and the competence of lecturers in utilizing learning media got an average score of 29.72 with a good category. The conclusion in this study is that the competence of lecturers in designing and producing media is included in the sufficient category, while in utilizing media it is good. The suggestion that can be given is that lecturers should improve their competence in designing, producing and utilizing ICT-based learning media to support the learning process.

## INTRODUCTION

According to Law No. 20 of 2003, Article 1 concerning the National Education System stipulates that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control,

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personality, intelligence, noble morals and skills needed by themselves, society, nation and state.

Education is a universal aspect that always and must exist in human life. Without education, humans will never develop and be cultured. In addition, human life will also be static without any progress, and may even experience decline and extinction. Therefore, it is an undeniable fact that education is something absolute in life.

As time goes by and with the increasing level of intellectuality and quality of life, the world of education, especially Islamic religious education, is being crushed by the current of globalization, both in terms of facilities and infrastructure, management systems, subject matter, media, methods, teachers/lecturers, and so on. In terms of lecturers, especially Islamic religious education (PAI) lecturers, the influence of globalization on PAI lecturers is also inevitable. Along with the current of globalization, PAI lecturers are required to have, improve, and develop optimal competencies in order to produce quality graduate profiles (output) so that they are able to compete and stand side by side with graduates from other institutions in the global world. But in reality, the demands to have, improve, and develop these competencies are still ignored and given less attention by lecturers. This can be proven, among other things, because there are still lecturers who carry out the education process not in their field of expertise or competence, resulting in graduates (output) of poor quality, unable to compete and stand side by side with the output of other higher education institutions, and so on.

The importance of Islamic Religious Education lecturers developing competencies is because Islamic Religious Education lecturers are educators who are primarily responsible for the spiritual and moral aspects of students (college students) in higher education. In this era of globalization, the spiritual and moral aspects of educational output must be a top priority because both aspects are able to act as filters in dealing with the negative effects of globalization. Because of the importance of developing the competencies of Islamic Religious Education lecturers in the era of globalization, the question that is to be answered in this article is what competencies must be developed by Islamic Religious Education lecturers in dealing with the current flow of globalization? Thus, this article aims to describe the competencies that Islamic Religious Education lecturers must develop in dealing with the current flow of globalization.

Law of the Republic of Indonesia Number 14 Article 1 Point 2 of 2005 concerning teachers and lecturers explains, "Lecturers are stated as professional educators and scientists with the main task of teaching, developing, and

disseminating science, technology, and art through education, research, and community service."

Law of the Republic of Indonesia Number 12 of 2012 Chapter II Article 12 Point 1 concerning the implementation of higher education states that, "Lecturers as academics have the task of transforming the knowledge or technology they have mastered to students by creating a learning and teaching atmosphere so that students actively develop their potential."

However, what is expected from the 2 Republic of Indonesia Laws above does not seem to be in accordance with reality, because there are still several lecturers whose teaching competence is still low when viewed from the aspects of teaching competence: pedagogical, professional, personality, and social aspects.

Lecturers must be sensitive and responsive to changes, renewal and science and technology that continue to develop in line with the demands of society's needs and the development of the times. This is the task of lecturers who always continue to build and improve their competence so that they can survive in the midst of a world society full of competition.

Currently, there is a tendency to utilize/utilize media based on information and communication technology (ICT or Information Communication and Technology). Information and Communication Technology / ICT (Information and Communication Technologies - ICT) is a large umbrella terminology that includes all technical equipment for processing and delivering information. ICT includes two aspects, namely information technology and communication technology. Information technology includes everything related to the process, use as a tool, manipulation, and management of information. While communication technology is everything related to the use of tools to process and transfer data from one device to another.

ICT-based learning media is a tool used in the learning process by utilizing information technology or ICT (Information and Communication Technology). With the development of ICT, the education system has also developed, both from elementary to higher education. Various methods and media have been introduced and used in the teaching and learning process with the aim that more lecturers will provide creativity in teaching and can produce more meaningful learning, which will certainly improve the quality of education.

To support the optimal teaching and learning process, lecturers need learning media. The role of media is very important in the learning process because it helps students to understand the material being taught. The use of technology and information science as a medium that supports the learning

process and makes it easier for lecturers to convey and provide understanding to students about the material being taught, in addition, it can provide new experiences for students who are too bored with conventional learning models carried out by lecturers in this case the lecture method. In addition, the media used by lecturers can also increase learning motivation and attract students' attention.

Based on the description, a study was conducted with the title "Competence of Islamic Religious Education Lecturers, Faculty of Islamic Studies, UISU in Information Technology-Based Learning"

## RESEARCH METHOD

This study uses a descriptive quantitative research method of percentage. It is called a descriptive quantitative method of percentage because the research data is in the form of numbers and is described in the form of a percentage. The reason researchers use the descriptive quantitative method of percentage is because this method helps researchers in finding data and describing research results.

Population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Sugiyono, 2008: 80). In this study, the population was all permanent lecturers at PAI FAI UISU Medan, totaling 9 (nine) people.

Basically, researching is measuring, so there must be a good measuring instrument. The measuring instrument used in this study is a questionnaire, the questionnaire used as a measuring instrument is given to respondents to be filled in according to existing conditions. This measuring instrument is usually called a research instrument. So a research instrument is a tool used to measure natural or social phenomena that are observed (Sugiyono, 2008: 102).

Specifically, all these phenomena are called research variables. Instruments used to measure variables in natural sciences are widely available and have been tested for validity and reliability. Natural variables such as heat, then the instrument is a calorimeter, temperature variables then the instrument is a thermometer, weight variables are scales. Unlike instruments in social research, there are indeed some that are already available and have been tested for validity and reliability, such as instruments to measure achievement motives, to measure attitudes, measure IQ, measure talent, and others. However, even though these instruments already exist, they are difficult to find. In addition, instruments in the social field, although their validity and reliability have been tested, when used for certain places, are not necessarily appropriate, and may no longer be valid and reliable. For this reason,

researchers in the social field, the research instruments used are often compiled by themselves.

This study uses a questionnaire as a research instrument. A questionnaire is a number of written questions used to obtain information from respondents in the sense of reports about their personality, or things they know (Arikunto, 2010: 194).

To measure the utilization of learning media, the questionnaire uses a Likert scale. The Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people towards social phenomena (Sugiyono, 2008: 93).

With a Likert scale, the variables to be measured must be described as variable indicators. Then the indicators are used as a starting point for compiling items in the form of statements or questions. But before that we must know the operational definition of each variable.

This study uses descriptive statistical analysis of percentage. Descriptive statistics are statistics used to analyze data that has been collected by describing the data without intending to make conclusions that apply to the public (Sugiyono, 2008: 147). The presentation of data analyzed using this descriptive statistical analysis is the calculation of percentages. This study uses the help of Microsoft Excel software in processing its data. Such as in making percentage diagrams.

## RESULT AND DISCUSSION
### Designing Learning Media

Obtaining Data Designing Learning Media

| No | Instrument | Average score |
|---|---|---|
| 1 | Lecturers choose the right competency standards to utilize the media used in the process. learning | 29 |
| 2 | Lecturers analyze competency standards from the material which will be created in learning media | 24 |
| 3 | Before determining the media, the lecturer determines student characteristics | 26 |
| 4 | Lecturers consider existing resources | 31 |
| 5 | The lecturer analyzes the characteristics of the material will be made in learning media | 21 |
| 6 | The lecturer adjusts to the material to be taught. taught | 24 |
| 7 | Lecturers try to create learning media that make it easier for students about the content of the material | 29 |

| 8 | Lecturers determine student treatment and participation in designing learning media | 16 |
|---|---|---|
| 9 | Lecturers design media according to existing steps | 27 |
| 10 | Lecturers determine the type of media by referring to the results of the needs analysis. | 20 |
| **Amount** | | **247** |
| **Average** | | **24.7** |
| **Category** | | **Enough** |

The total score of the data collection results = 247. Thus, the percentage of the indicator for designing ICT-based learning media is (247/450) x 100% = 54.89% or we round it up to 55%.

The value of 247 is included in the "sufficient" interval, but closer to good. With the data obtained based on filling out the questionnaire as follows: in the first point, namely the lecturer chooses the right competency standard to utilize the media used in the learning process, from 9 lecturers getting a total score of 29. The second point is that the lecturer analyzes the competency standard of the material to be made into learning media, from 9 lecturers getting a total score of 24.

The third point is that before determining the media, the lecturer determines the characteristics of the students, out of 9 lecturers, the total score is 26. The fourth point is that the lecturer considers the available resources, out of 9 lecturers, the total score is 31. The fifth point is that the lecturer analyzes the characteristics of the material to be created in the learning media, out of 9 lecturers, the total score is 21. The sixth point is that the lecturer adjusts to the material to be taught, out of 9 lecturers, the total score is 24.

The seventh point is that lecturers try to create learning media that make it easier for students to understand the content of the material, out of 9 lecturers, they get a score of 29. The eighth point is that lecturers determine the treatment and participation of students in designing learning media, out of 9 lecturers they get a score of 16. The ninth point is that lecturers design media according to existing steps, out of 9 lecturers they get a score of 27. The tenth point is that lecturers determine the type of media by referring to the results of the needs analysis, out of 9 lecturers they get a score of 20.

**Producing Learning Media**
### Data Acquisition Produces Learning Media

| No | Instrument | Average score |
|---|---|---|
| 1 | Lecturers produce media learning according to one's abilities | 30 |

| | | |
|---|---|---|
| 2 | Lecturers create media by referring to existing principles | 25 |
| 3 | The lecturer created the media in accordance with the existing steps. | 25 |
| 4 | Lecturers often attend training held related parties | 18 |
| 5 | The lecturer makes script media /storyboard before producing media | 17 |
| 6 | Can develop learning media with Good | 29 |
| 7 | Lecturer edit/change media learningwhich is already done | 26 |
| 8 | The lecturer is trying For develop mediawhich will be used to support learning | 26 |
| 9 | Lecturers test the media that has been produced before using it in learning activities. | 16 |
| 10 | The lecturer makes improvements to the media produced if there are deficiencies or errors during the trial. | 15 |
| **Amount** | | **227** |
| **Average** | | **22.7** |
| **Category** | | **Enough** |

The total score of the data collection results = 227. Thus, the percentage of the indicator for designing ICT-based learning media is (227/450) x 100% = 50.44% or we round it up to 50%.

The value of 227 is included in the "sufficient" interval. With the data obtained based on the questionnaire filling as follows: the first point is that lecturers produce learning media according to their abilities, out of 9 lecturers getting a total score of 30. The second point is that lecturers make media by referring to existing principles, out of 9 lecturers getting a total score of 25. The third point is that lecturers make media in accordance with existing steps, out of 9 lecturers getting a total score of 25.

The fourth point is that lecturers often attend training held by related parties, out of 9 lecturers getting a total score of 18. The fifth point is that lecturers create media scripts/storyboards before producing media, out of 9 lecturers getting a total score of 17. The sixth point is that lecturers can develop learning media well, out of 9 lecturers getting a total score of 29. The seventh point is that lecturers edit/change finished learning media, out of 9 lecturers getting a total score of 26.

The eighth point is that lecturers try to develop media that will be used to support learning, out of 9 lecturers getting a total score of 26. The ninth point

is that lecturers test the media that has been produced before being used in learning activities, out of 9 lecturers getting a total score of 16. The tenth point is that lecturers make improvements to the media that is produced if there are deficiencies or errors during testing, out of 9 lecturers getting a total score of 15.

**Use of Learning Media**

Obtaining Data on Use of Learning Media

| No | Instrument | Average score |
|----|------------|---------------|
| 1 | The facilities at the school are sufficient to support learning by utilizing media. ICT based learning | 31 |
| 2 | The use of ICT-based learning media is not direct can dd students' knowledge of technological developments | 35 |
| 3 | Lecturer utilize media in accordance with the competencies possessed | 32 |
| 4 | Lecturers utilize many existing ICT-based learning media with competencies which are owned | 29 |
| 5 | Existing ICT-based learning media can make the best use of it | 28 |
| 6 | The use of ICT-based learning media is in accordance with existing principles | 24 |
| 7 | Lecturers use various types of ICT-based media to support learning (powerpoint, internet, learning CDs, etc.) | 27 |
| 8 | The use of ICT learning media in explaining lesson material can make abstract learning seem real. (via video, images etc.) | 31 |
| 9 | Media learning based on ICT Which simply packaged, interestingAnd pleasant can makemore meaningful learning | 33 |
| 10 | ICT learning media can now be utilized in each subject (teaching and learning process) | 23 |
| 11 | utilizing ICT-based learning media to improve student learning outcomes | 32 |
| 12 | Utilizing ICT-based learning media in teaching and learning activities can improve the quality of learning. in PAI study program | 33 |
| 13 | Lecturers utilize learning media based on ICT only in certain subjects (only some subjects) | 32 |
| 14 | ICT-based learning media is only used for teaching and learning needs | 26 |
| 15 | Lecturers obtain ICT-based learning media that is utilized in teaching and learning activities from other parties (Ministry of Education, internet, government assistance, etc.) etc.), | 29 |
| 16 | If in utilizing learning media | 30 |

| | ICT-based there are things that are not appropriate/not yet understood, then the lecturer will learn to to study/master | |
|----|----|----|
| 17 | In the teaching and learning process, lecturers can operate good ICT-based learning media | 30 |
| 18 | Lecturers master every learning media ICT-based which will be utilized | 30 |
| **Amount** | | **535** |
| **Average** | | **29.72** |
| **Category** | | **Good** |

The total score of the data collection results = 535. Thus, the percentage of the quality of respondents' acceptance of the indicator of the use of ICT-based learning media is (535/810) x 100% = 65.31% or rounded up to 65%.

The value of 535 is included in the interval of getting a good category. With the data obtained based on filling out the questionnaire as follows: the first point is that the facilities in the school are quite supportive of learning by utilizing ICT-based learning media, from 9 lecturers getting a total score of 31. The second point is that the use of ICT-based learning media can indirectly increase students' knowledge about technological developments, from 9 lecturers getting a total score of 35.

The third point is that lecturers utilize media according to their competencies, out of 9 lecturers they get a total score of 32. The fourth point is that lecturers utilize many existing ICT-based learning media with their competencies, out of 9 lecturers they get a total score of 29. The fifth point is that existing ICT-based learning media can be utilized optimally, out of 9 lecturers they get a total score of 28.

The sixth point is the use of ICT-based learning media in accordance with existing principles, from 9 lecturers getting a total score of 24. The seventh point is that lecturers use various types of ICT-based media to support learning in class (powerpoint, internet, learning CDs, etc.), from 9 lecturers getting a total score of 27. The eighth point is the use of ICT learning media in explaining lesson materials can make abstract learning seem real (through videos, images, etc.), from 9 lecturers getting a total score of 31.

The ninth point is that ICT-based learning media that is packaged simply, attractively and fun can make learning more meaningful, from 9 lecturers getting a total score of 33. The tenth point is that ICT learning media can be utilized in every course (teaching and learning process), from 9 lecturers getting a total score of 23. The 11th point is that utilizing ICT-based learning media improves student learning outcomes, from 9 lecturers getting a total score of 32.

Point 12 is by utilizing ICT-based learning media in teaching and learning activities, it can improve the quality of learning in the PAI study program, from 9 lecturers getting a total score of 33. Point 13 is that lecturers utilize ICT-based learning media only in certain courses (only a few subjects), from 9 lecturers

getting a total score of 32. Point 14 is that ICT-based learning media is only used for teaching and learning needs, from 9 lecturers getting a total score of 26.

Point 15 is that teachers get ICT-based learning media utilized in teaching and learning activities obtained from other parties (Ministry of Education, internet, government assistance, etc.), out of 9 lecturers getting a total score of 29. Point 16 is that if in utilizing ICT-based learning media there are things that are not appropriate/not yet understood, then lecturers will learn to explore/master them, out of 9 lecturers getting a total score of 30.

Point 17 is that in the teaching and learning process, lecturers can operate ICT-based learning media well, out of 9 lecturers getting a total score of 30. Point 18 is that lecturers master every ICT-based learning media that will be utilized, out of 9 lecturers getting a total score of 30.

## CONCLUSION

Based on the results of research on lecturer competency in designing, producing and utilizing learning media in the PAI FAI UISU study program, the following data was obtained:

1. The competence of lecturers in designing learning media is included in the sufficient category. In terms of designing learning media, the competence that lecturers generally have is in considering the resources (lecturers, facilities, budget) available in producing media, while the competence of lecturers that is still lacking on average is in determining the treatment and participation of students in designing learning media.

2. The competence of lecturers in producing learning media is included in the sufficient category. In terms of producing learning media, the competence that lecturers have is that lecturers produce learning media according to their abilities, while the average competence of lecturers is still low, namely before being used in learning activities, lecturers conduct trials on the media that has been produced.

3. The competence of lecturers in the use of learning media is included in the good category. In terms of the use of learning media, the competence that lecturers have on average is the use of ICT-based learning media that can indirectly increase students' knowledge about technological developments, while the average competence of lecturers is still low, namely that ICT learning media can be utilized in every course.

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