

# ALHIKMAH

## Jurnal Studi Keislaman

Al-Quran dan Keautentikannya; Kajian tentang *Rasm* Al-Qur'an dalam Mushaf *Uthmani*  
*Herfin Fahri*

*Storytelling*: Alternatif Media untuk Penanaman Pendidikan Karakter pada Siswa  
*Arif Syamsurrijal*

Pemikiran Pendidikan Muhammad Atthiyah Al-Abrasyi dan Relevansinya dengan Sistem Pendidikan Islam di Indonesia  
*M. Thoyyib*

Problematika Pembelajaran Mata Kuliah Tafsir dan Hadis Tarbawi di Perguruan Tinggi Agama Islam di Surabaya  
*Ahmad Yusam Thobroni dan Zaini Tamin AR*

Peningkatan Kompetensi Guru Melalui Supervisi Kepala Madrasah  
*Ahmad Muzakki dan Lailatul Badriyah*

Pengembangan Ekonomi Islam Sebagai Disiplin Ilmu  
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Pentingnya Pendidikan Karakter Dalam Membangun Moral Bangsa Perspektif Al-Qur'an  
*Ardi Andika Wadi dan Ali Hendri*

Upaya Guru Dalam Pembentukan Akhlak Siswa Melalui Kegiatan Ekstrakurikuler Baca Tulis Al-Qur'an di Madrasah Aliyah Negeri Kota Batu  
*Ibrahim Maulana Syahid Nur A'la, M. Hanif; dan Ika Anggraheni*

Pengembangan Pembelajaran Qur'an Hadits Dengan Flipped Learning Untuk Siswa Kelas V MI Wali Songo Annur Wadung Tuban  
*Ali Yusuf dan Husniyatus Salamah Zainiyati*

Teacher's Interest In Using Media Technology In Madrasah Diniyah Miftahussa'adah Mojoagung Jombang  
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## Jurnal Studi Keislaman

Adalah Jurnal yang terbit dua kali dalam setahun, yaitu bulan Maret dan September, berisi kajian-kajian keislaman baik dalam bidang pendidikan, hukum, politik, ekonomi, sosial, maupun budaya.

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# TEACHER'S INTEREST IN USING MEDIA TECHNOLOGY IN MADRASAH DINIYAH MIFTAHUSSA'ADAH MOJOAGUNG JOMBANG

Ali Muhsin<sup>1</sup>

**Abstract:** *The function of technology develops rapidly as well as its use in the general field or in the Madrasah, especially in Madrasah Diniyah Miftahussa'adah. In its development, it invites several interests in some learning institutions in Madrasah Diniyah Miftahussa'adah to use the Book of Salaf. Previously the teaching of Madrasah Diniyah used the method of Salaf which is the book used is called a book of Salaf. However, the use of this book does not close the possibility of the Asatiz not to use the emerging methods of technology. Moreover, the existence of the Salaf books get bored in students' perspective. However, in terms of learning method it can raise the interest of teachers in using media technology for learning at Madrasah Diniyah Miftahussa'adah.*

**Keywords:** *method, technology.*

## Introduction

The teacher has important role in the improved education. At the empirical level, the teachers in Indonesia are still concerned with the various problematic related to the competency of teachers, equality of the number of teachers, and the welfare of teachers<sup>2</sup>. In learning cases especially in Madrasah Diniyah, the researcher did not loose with the master figure who became the guidance.

*Kiai* as the main subject in the Pesantren. They organize education, assisted and accompanied by teachers (Asatidz) to educate the students, especially in terms of teaching on the study of Islamic teachings that are sourced from the Qur'an, Al-Sunnah and Yellow Book. Teachers have a big role and will be the result of the education process organized by the Pesantren, therefore every individual teacher must have the optimal ability to produce quality students who are in accordance with the purpose of education Islam, which encompasses all aspects of attitude, behaviour, appearance, habits, and views, and most importantly, the form of the man Kamil with the pattern should be able to draw on the person who has been educated<sup>3</sup>.

With the advancement of IPTEK will be able to influence the educational mindset in facilitating the learning needs of its students one of them in using learning media.<sup>4</sup> Here will look very important media technology in student learning or students in Madrasah Diniyah Miftahussa'adah.

In modern education technology based on Pesantren Salaf still many shortcomings due to lack of experience in the field of technology and we hope with the development of technology, learning Madrasah Diniyah in boarding school Miftahussa'adah can develop with one of them using technology media.

In this study, we took a direct sample where the learning of Madrasah Diniyah Pesantren Salaf Miftahussa'adah Yan where the Pesantren is located on Jl. Sayid Sulaiman No 153 b Mancilan, Mojoagung, Jombang. And to clarify the problem that will be discussed and in order not to happen a broad discussion is distorted, it needs to be made restriction of discussion. The space that will be discussed in the description of this research is only the scope of education

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<sup>2</sup> Miftahur Rohman, "Problematika Guru dan Dosen dalam Sistem Pendidikan di Indonesia", *Cendekia*, Vol. 14, No. 1 (Januari – Juni, 2016), 64.

<sup>3</sup> Zakiah Daradjat, *Ilmu Pendidikan Islam* (Jakarta: Bumi Aksara, 2008), 30

<sup>4</sup> Ni Luh Putu Ekayani, "Pentingnya Penggunaan Media Pembelajaran untuk Meningkatkan Prestasi Belajar Siswa", *Jurnal Pendidikan dan Budaya*, vo 1, no 1, maret 2017

that is in the boarding school Salaf Miftahussa'adah. The scope discussed in this study on how teachers are interested in the use of technology media.

To solve the problem that is being researched, researchers have found some very systematic issues, namely: teachers' interest in learning using technology to determine the real teacher's interest, the media development process Technology so that technology is not only used in a creative, innovative and consumptive way, supporting the interest teacher Madrasah in using technology media.

The above problems as supporting researchers to deepen the research that aims to solve problems that exist in the interest of Guru in using media technology.

In supporting some references to this problem is to collect some previous research data and other references in the form of data from the book in question with the title of the research.

This research uses research methods which will further clarify the research results.

### Foundation theory

A professional teacher is a teacher who has skills as a teacher, not only fulfilling a wide range of qualifications, both personality, teaching ability, mastery of specialization in a particular field of study, but also must have ability in order Curriculum development According to management functions.<sup>5</sup> In terms of management should certainly look at matches with subjects taught such as the subjects PAI, Fiqh, Arabic and others.

Teachers of course want to always improve themselves, to improve the quality of teaching, and to convey teaching materials to students so that they are easy to understand. In addition, teachers want to make the teaching process functional, this means that a teacher must master the teaching methods. In a special didactic, in which there are several theories about teaching methods.<sup>6</sup> The teaching methods are very much like discussion methods, fun learning and others. This method will be easier to do if coupled with learning media in the form of technology.

In this case, the implementation of the Teaching and learning activities (KBM) has three main of elements (components), namely Guru, student, and curriculum or materials. In accordance with article 28 of the Government Regulation number 19 year 2005, on the national standards of education, in paragraph one mentioned that educators must have academic qualifications and competencies as learning agents, healthy physically and spiritually, and Have the ability to realize national educational objectives.<sup>7</sup>

Information and communication technology is a program for manipulation and address information tools.<sup>8</sup> If the review from the origin of a word technology comes from the word *techne* that has the meaning of the word expertise.<sup>9</sup> In a narrow sense, *tehnology* refers to objects that are used for ease of human activities, such as machine tools or hardware. By knowing some understanding of technology, we can describe the technologies that can help facilitate human work especially in learning.

In the framework of educational activities, there are several media technologies that can be used in learning. Start from the simplest to the most sophisticated.<sup>10</sup> Therefore, learning will

<sup>5</sup> Oemar Hamalik, *Pendidikan Guru: Berdasarkan Pendekatan Kompetensi*, bumi askara jakarta, 2010

<sup>6</sup> Siti Maesaroh, "Peranan Metode Pembelajaran Terhadap Minat dan Prestasi Belajar Pendidikan Agama Islam", *Jurnal Kependidikan*, vol 1 no 1, nopember 2013

<sup>7</sup> Farida Sarimaya, *Sertifikasi Guru – Apa, Mengapa dan Bagaimana?* (Bandung: Yrama Widya, 2008), hal. 190.

<sup>8</sup> Ismail Darimi, "Tehnologi Informasi dan Komunikasi Sebagai Media pembelajaran Pendidikan Agama Islam Efektif", *Jurnal Pendidikan Islam*, vol 1 no 2, oktober 2017, hal 111-121

<sup>9</sup> Lestari, Bella Oktama *Museum Ilmu dan Tehnologi untuk Anak-anak di Solo Baru*. Diss. Universitas Muhammadiyah Surakarta, 2013.

<sup>10</sup> Ismail Darimi, "Tehnologi Informasi dan Komunikasi Sebagai Media Pembelajaran Pendidikan Agama Islam Efektif", *jurnal pendidikan islam*, vol 1 no 2, Oktober 2017, hal 111-121

be maximal if associated with learning at school or in Madrasah Diniyah. The use of technology media has a very important role in effective learning from formal to non formal education.

The development of information and communication technology has provided a significant impact to all aspects of human life. This development has more and more open impacts to the spread of information around the world. His influence extends to various lives, including the field of education.<sup>11</sup> The world of education includes the most benefitting with the advancement of information technology because of the extraordinary benefits, ranging from the exploration of quality learning materials such as literature, journals and books, build forums Scientific discussion, until consulting with experts in the world. All of this can be facilitated and done without any boundaries because humans can do it yourself.<sup>12</sup>

In the learning process requires methods, media and strategies. The choice of such methods is not determined by the tastes and willingness of the teacher. The selection depends also on the nature of the task, the nature of the learning objective that the ability should achieve. Now the use of media technology is able to cope with the problem in teaching, so it can provide a set of principles used to underlie the optimal teaching methods and techniques that are using this media technology.<sup>13</sup> The Media has a considerable and substantial in teaching and learning activities. The expected ability can be determined by the relevance of the learning media usage. The media that Guru can use is an audio visual media. Audio Visual Media is one of the right tools in the process of teaching and learning.<sup>14</sup>

The presence of media learning as a medium between Guru as the sender of information and information recipients must be communicative, especially for the object visualizable. Each of the media has a special characteristic according to student characteristics. The choice of media that suits students ' characteristics will be more able to help teachers succeed in learning.<sup>15</sup>

The existence of media in the process of Islamic religious education (PAI) has quite important meaning. Since this results from PAI learning is less. Because teachers are less concerned about other components that can help the learning process, including the method of learning is still monotonous, without using media that can give a more concrete picture of the material So often the purpose of learning can not be achieved with the maximum.<sup>16</sup>

## Research Methods

This research uses qualitative descriptive research methods. Qualitative research emphasizes more on the researcher's self-use as an instrument.<sup>17</sup> Lincoln and Guba suggest that in a qualitative approach researchers utilize themselves as instruments, as non-human instruments are difficult to use in a flexible order to capture the various realities and interactions that occur. Researchers should be able to uncover social symptoms in the field by Harding all of its sensory functions.<sup>18</sup> Thus, researchers must be able to be accepted by the informant and

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<sup>11</sup> Tuti Andriani, "Sistem embelajaran Berbasis Tehnologi Informasi dan Komunikasi", *Jrnal Media Komunikasi*, vol 12 no 1, januari-juni 2015

<sup>12</sup> Ibid

<sup>13</sup> Ibid

<sup>14</sup> Hasmiani Hasan, "Penggunaan Media Audi Visual terhadap Ketuntasan Belajar IPS Materi Perkembangan Tenologi Produksi, Komunikasi dan Transportasi pada Siswa Kelas IV SD Negeri 20 Banda Aceh", *Jurnal Pendidikan Islam*, vol 3 no 4, Oktober 2016 hal 22-23

<sup>15</sup> Nasruddin Hasibuan, "Implementasi Media Pembelajaran dalam Pendidikan Islam", *Jurnal Penidikan Islam*, vol 4 no 1 januari 2016

<sup>16</sup> Ismail Darimi, "Teknologi Informasi dan Komunikasi Sebagai Media Pembelajaran Pendidikan Agama Islam Efektif", *Jurnal Penidikan Tehnologi Informasi*, vol 1 no 2, oktober 2017, hal 111-121

<sup>17</sup> Mohammad Mulyadi, "Penelitian Kuantitatif dan Kualitatif serta Pemikiran Dasar Menggabungkanya", *Jurnal Studi Komunikasi dan Media*, vol 15 no 1, januari-juni 2011

<sup>18</sup> Yvonna S. Lincoln & Egon Guba. *Naturalistic Inquiry*. Beverly Hills: sage publications. 1985, hal 52

its environment in order to be able to uncover data hidden through spoken language, body language, behavior and expressions that develop in the world and the informant.

Qualitative descriptive researchers are aimed at describing and describing the existing phenomena, both natural and human engineering, who are more concerned about the characteristics, quality, interconnectedness of activities. In addition, descriptive Weaver does not provide treatment, manipulation or alteration of the variables studied, but rather describes a condition that is as it is. The only treatment given was the study itself, conducted through observation, interviews and documentation.

Based on the explanation of some of the above experts, it can be said that qualitative descriptive research is a series of activities to obtain data that is of the nature without being in a certain condition that results in more emphasis on meaning. Here, researchers use qualitative descriptive research method because this Peelitean explores the phenomenon of teacher PAI in using media technology in Madrasah Diniyah Pondok pesantren Salaf Miftahussa'adah. In addition, this research is also inductive and results are more meaningful.

### **Research Site Overview**

The process of founding Madrasah Diniyah Miftahus Sa'adah is not separated from the concerns of some community leaders in the area of Mojoagung and surrounding areas that see the surrounding community is the lack of access to organized religious education. In this case, the establishment of an institution is indispensable, and Pondok Pesantren and Madrasah Diniyah is one of the institutions that can answer the challenge. In relation to this, some public figures from the administrators of MWC NU Mojoagung and some education groups agreed to establish a religious educational institution. This process begins with the establishment of orphanages as well as boarding schools and Diniyah. Originally located in the village of Kademangan then in the year 1999 moved to the village Mancilan Mojoagung. The name of the foundation that oversees this institution is Miftahus Sa'adah Foundation which was established based on notaries deed Mayuni Sofyan Hadi S. H on September 05, 1996 Deed Number 06/05/09/1996, the foundation is housing several educational institutions, among others Madrasah Diniyah, SMK, Play Grup, Nu Mojoagung Junior High School.

This educational institution has received a recommendation of the first implementation permit Ministry of Religious Affairs Jombang, number Kd. 13.17/5/PP. 00.7/391/2010 dated 4 March 2010 and has been updated the last extension permit number B-2501/Kk.13.12.5/ PP. 00.7/10/2016 dated 31 March 2016, Madrasah Diniyah Miftahus Sa'adah addressed at Jln. Sayheed Sulaiman 153 B Mancilan Mojoagung Jombang with the organizational structure as follows: Head of Madrasah Zaenal Ma'arif, S. E, S. Pd, M. PdI, deputy head of Mahfudz Secretary Muhammad Fuad Hasyim, Treasurer Muhamad Najih Said, S. PdI.

The scope of the activities of MADIN Miftahus Sa'adah is in the field of non-formal education that prepares to prepare future generations for generations who are knowledgeable, skilled and taqwa. Therefore, the role of Government is very important to support the program Madrasah Diniyah. Because, in general, the objective of the national or Indonesian nation is to educate and improve the morality of the nation and future generations of Indonesia.<sup>19</sup>

### **Presentation and analysis of Data research results**

In the historical description above, researchers present the description according to the results of the study. So this discussion will integrate the results of existing research while combining with the theory. As stated in the analytical techniques. This research uses qualitative descriptive analysis (exposure) of data obtained either through observation, documentation and interviews of the parties who know about the data needed. Furthermore, the results are attributed to the following theories:

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<sup>19</sup> Arsip Madrasah Diniyah Miftahussa'adah, 2011



### 1. Interest of Madrasah Diniyah Salaf Miftahussa'adah Teacher in using media technology

Based on the research result, Teacher's interest in using technology media is gaining significant spotlight among Santri and Teachers. With an efficient and easy learning system, students and Teachers can do more different learning and according to previous research can facilitate students in understanding a lesson. Because of previous learning using Salafi method, teachers only read and students listen, so in that case students and teachers motivated to use technology media for learning in Madrasah Diniyah Miftahussa'adah. Meanwhile, Marshall McLuhan<sup>20</sup> argues that the media is a human extension that allows him to influence other people who do not hold direct contact with him. In accordance with this formulation, communication media includes letters, television, Movies and telephones, that highways and railways are media that allow one to communicate with others. As with the use of media technology in Madrasah Diniyah Miftahussa'adah.

Before using media technology, Teacher relies solely on the method of Salafi which is Teacher read and Santri Listen, the method is very complicate Teacher in presenting more clearly about the study of Yellow Book, especially the existing practice in Community. Santri's interest<sup>21</sup> in this method can trigger Teacher in continuing to use the media tehchology. The cause of the students ' interest in the use of media technology is more easily understood, maximum learning outcomes, can follow the development of the times, easily get a reference, get real practice.

The results of the above exposure can be concluded that the interest of Teacher in using technology media in Madrasah Diniyah Miftahussa'adah depends on the interest of Santri in the use of technology media. And vice versa, if Santri is no interest in the method of using technology, then Teacher also can not force santri in using the media technology and will automatically return to the Salafi system.

Speaking of Teacher's interest in using technology media, Teacher is not freelancing while using the Salafi method which is the method as supporting or can be said as a symbol that the students continue to use the Salafi method which Salafi method still combined with media technology method so that Santri not bored with only media technology method.

### 2. Media development Technology in Madrasah Diniyah Miftahussa'adah Mojoagung Jombang

In this case, the development of technological media in Madrasah Diniyah Miftahussa'adah is expected by all teachers and students. The relationship between them in blending interest using media technology can attract interest in this learning model. In the process of research in developing technology media is very expected with the added learning system that can be more smooth and produce maximum understanding in Santri.

Given by one of Asatiz's councils, Ustaz Haris is a technology-based learning system that refers to a formal school learning system where formal schools are already using the learning methods. Madrasah Diniyah therefore expects the development of learning by using technology media.

Djamarah and Aswan define the media as any tool that can be used as an attraction for learning information or distributor of message to achieve learning objectives. In the context of the media as a learning resource, it is widely interpreted by

<sup>20</sup> Ali Muhsin, "PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS TEKNOLOGI INFORMASI", *Jurnal Pendidikan Akuntansi Indonesia*, Vol. VIII. No. 2 – Tahun 2010, Hlm. 1 - 10

<sup>21</sup> Guru Madrasah wawancara (Mojoagung, 08 mei 2019)

humans, objects, or events that allow learners to acquire knowledge and skills.<sup>22</sup>

Oemar Hamalik Further differentiates the media sense into two namely in a narrow sense and in a broad sense. In a narrow sense, the teaching medium includes only media that can be effectively used in a planned teaching process, while in broad sense, the media not only includes complex electronic communications media, but also includes Simple tools, such as teachers ' slides, photography, diagrams, and charts, real objects, and out-of-school visits. In line with that view, teachers are also regarded as presentation media, in addition to radio and television because they require and use a lot of time to convey information to students.<sup>23</sup>

In the development of this media technology, many techniques to further develop one of them is the follow-up of Teacher in a learning model like this so that Santri can practice the science of the day in the community in modern ways, because Modern methods today are easy to understand by different in general compared with classical methods.

The development of before and after learning using technology media is indispensable because Santri not only can develop in technology in pesantren but required for after learning. Because the target use of media technology is the result of the use of media technology it anyway.

### 3. Supporting factors for teacher interest in using Media technology

In this study, there were many factors that emerged to support the interest of Guru in using technology media which one of them is because Madin initially use the learning system of Salaf where Santri is felt to have not experienced Development in material understanding. Therefore, the idea to change the learning mode using the media technology is strongly supported by all teachers although there are some teachers still do not understand right about the media technology.

With a technology media-based learning system, the Asatiz can transform the students ' thinking into a modern Santri based on character (*Akhlakul kalimah*). Therefore, Teacher's interest in using the media can be developed by continuing to cultivate students to be abler to utilize technology media for the development.

The existence of learning media as a tool in the learning process is a reality that cannot be denied. Teacher as message presenter has a big interest to facilitate the task of delivering the message-message or material learning to Santri. Teachers also realize that without the media, learning materials will be difficult to digest and understood by Santri, especially when the learning materials that must be conveyed are complicated and complex. Therefore, the use of absolute media must be done so that materials can reach Santri effectively and efficiently.<sup>24</sup>

From the results of various interviews above, we can conclude that the interest of Teacher in using technology media in the process of learning teaching in Madrasah Diniyah Miftahussa'adah can be very high if Santri can utilize and can be easier in Understanding of the lesson than the classical or Salafi method. With this, teachers and students can together to develop media technology in various learning in Madrasah Diniyah Miftahussa'adah Mojoagung Jombang.

<sup>22</sup> Ali Muhsin, "PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS TEKNOLOGI INFORMASI", *Jurnal Pendidikan Akuntansi Indonesia*, Vol. VIII. No. 2 – Tahun 2010, Hlm. 1 - 10

<sup>23</sup> Ibid

<sup>24</sup> Ali Muhsin, "PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS TEKNOLOGI INFORMASI", *Jurnal Pendidikan Akuntansi Indonesia*, Vol. VIII. No. 2 – Tahun 2010, Hlm. 1 - 10

## Conclusion

Madrasah *Diniyah Miftahussa'adah* is a Madrasah under the auspices of Miftahussa'adah Foundation which has developed in Mojoagung Sub-district. Developing in the sense has advanced in the world of technology. Speaking of technological problems, Madrasah Diniyah who is under the auspices of Yayasan Miftahussa'adah is the first to use media technology in the realm of learning. This study aims to attract Santri who have studied Madrasah or who have not been in Madrasah.

Technology attracts the attention and spirit of *Santri* in the learning process because of the ease in developing the literacy and reference *Santri* in reviewing the books of Salaf. The use of this technology is not not a way to eliminate the Salafi method, but teachers and caregivers combine two different methods to capture the interests of Santri to be more developed. Teacher's interest in the use of technology media is not less important with the interests of Santri.

Santri's interest in using technology media can foster Teacher's interest in technology-based learning although at the beginning of the use of technology was based on low interest. In the interest of Teacher interests in using technology media there are factors that are one of them is the interest of Santri in using the media. Santri's interest must also be initiated from the teacher's material submission to Santri.

Based on the conclusion of the study, the authors recommend the following suggestions: the supervision of students in using technology should be more noted because the media technology not only contains benefits, but also contains Great Madharat. So, Master's duty should be more assertive in supervising the students, the use of technology should be more varied because technology is not a monotonous method, but a varied method. Especially if used for the *Pennelajaran*, should be balanced between the combination of two methods so that Santri not only be racing only on the media, technology alignment must always be done by Teacher because the technology is always updated. So teachers not only asked Santri to use technology media, but update information must be obtained by Santri.

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2. Artikel ditulis dalam bahasa Indonesia baku dengan menggunakan font Time New Arabic, ukuran 12, spasi 1,5 cm pada kertas ukuran A4 dan dikirim ke alamat email: jurnalalhikmah1@gmail.com. Panjang tulisan 20-25 halaman atau 7000 s.d 9000 kata. Artikel diserahkan paling lambat dua bulan sebelum jurnal diterbitkan.
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<sup>1</sup> Hasan Langgulung, *Beberapa Pemikiran tentang Pendidikan Islam* (Bandung: Al Ma'arif, 2000), 215.  
<sup>2</sup> Philip K Hitti, *History of the Arab* (London: The Macmillan Press Ltd., 1970), 87.
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