Implementation Of Mobile Learning In Islamic Cultural History (ICH) Lessons

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ABSTRACT

The background of this research is that the emergency situation of the entry of the corona virus outbreak in Indonesia has made the government impose a stay at home policy to suppress its spread. Given the importance of education for citizens, the ministry of education enforces a distance learning policy (PJJ program) for all school institutions with the aim of continuing to study at the same time supporting government policies to reduce the spread of the corona virus. This research aims to determine 1) the implementation of m-learning in ICH lessons at MIN 1 Jombang, 2) supporting factors and inhibiting factors for the implementation of ICH lessons at MIN 1 Jombang. This research is a qualitative research with a descriptive approach. The data collection technique uses observation, in-depth interviews, and documentation study. The source of research data comes from primary data and secondary data. The validity test used the time tringulation technique and the extension of the research time. Data analysis using interactive analysis. The application of m-learning in ICH learning at MIN 1 Jombang includes the planning stages and the implementation stages of learning. The supporting factors are adequate network because the school and the average student are in the city center, teacher workshops, and free quota assistance. While the inhibiting factors lies in the knowledge of the technique of using e-learning madrasah and the difficulty of assessing a basic competency in ICH lessons which can be assessed face-to-face only.

Keywords: Implementation; Mobile learning; Islamic Cultural History Lessons.

INTRODUCTION

As of mid-2020, the world was shocked by the outbreak of the COVID-19 which has infected almost all countries in the world. Likewise what happened in Indonesia, this pandemic has become a serious problem so that the stay at home program is implemented as an effort to protect the safety of students, educators, families and the community from being infected.(Ahdi., 2021) For Considering the importance of education for students and efforts to fulfill educational services during the pandemic, the Minister of Education and Culture in a coordination meeting with Regional Heads throughout Indonesia made the decision to choose a curriculum that suits student learning needs in the form of PJJ or distance learning. In the world of education during the pandemic in Indonesia, technological developments are urgently needed to support online learning or Distance learning. Such as the use of m-learning is an example of the use of information technology well and is very profitable. According to (Aripin, 2018) that some of the advantages of m-learning compared to other learning are: 1) Can be used anywhere at any time. 2) Most mobile devices are relatively cheaper than desktop PCs. 3) Smaller and lighter device size than a desktop PC. 4) Supports distance learning. 5) Student-centered learning. 6) Can increase interaction between students and teachers. 7) It is estimated that it can include more learners because m-learning utilizes technology commonly used in everyday life. The very high penetration rate of mobile devices, relatively cheap usage rates, and increasingly affordable prices for devices compared to personal computers, are driving factors that further expand the opportunities for implementing m-learning as a new trend in learning for students in Indonesia in the future. Previous research from (Anwar, 2020) entitled the implementation of e-learning-based learning during the Covid-19 pandemic at SD Muhammadiyah Plus Salatiga also touched on the same subject matter as the research the author said above. From this research, the result is that the use of m-learning as a learning medium is suitable and very profitable in learning

situations during a pandemic. This research is supportive and continues previous research because there is a new innovation equation in the form of the application of m-learning at elementary schools which is rarely known and rarely discussed by people in general. It is hoped that with this research, more and more elementary level schools are using m-learning in school learning and can overcome supporting and inhibiting factors during a pandemic or in the future.(Saat Ibnu Waqfin, 2021)

METHOD

According to (Sugiyono, 2017) that the main objective of qualitative research is to understand social phenomena or phenomena by providing explanations in the form of a clear depiction of these social phenomena or phenomena in the form of a series of words which will ultimately produce a theory. This is in line with the aims of the researcher, so this research is included in the type of qualitative research with a descriptive approach. The presence of researchers acts as observer, planner, implementer, data collector and data analyzer.The data collection technique used triangulation techniques, namely active participation observation, structured in-depth interviews, and documentation study. The source of research data comes from primary data, namely all school members who take part in learning such as school principals, subject teachers and students as well as secondary data, namely data collected by the author in notes, books, and media. The validity test uses the time tringulation technique and the extension of the research time, hoping that the data obtained is credible. Data analysis used interactive analysis, (Sujarweni, 2014)an analysis model that requires 3 main components containing data reduction, data presentation, and conclusion and verification, then the three components are used as final conclusions.

RESULT AND DISCUSSION

Result

The implementation of m-learning in islamic cultural history lessons in the school is a direction from the government and the ministry of religion to carry out learning during this pandemic online and then provided learning facilities in the form of e-learning madrasah. This was conveyed directly by the principal of Madrasah Ibtidaiyah Negeri 1 Jombang. When the government enacted the Distance learning policy, I the deputy of curriculum, and all the teachers held a meeting for policies that would be implemented online, including the use of m-learning and media and what kind of learning would be implemented. Initially we only used WhatsApp as a learning medium, then a policy was issued from the Ministry of Religion so that all Madrasah Ibtidaiyah use e-learning madrasah as a learning medium. From there we added the application of m-learning from WhatsApp alone, to WhatsApp and e-learning madrasah.(Headmaster)

The implementation of m-learning begins with the planning stage. (Bararah, 2017) states that plans for implementing learning activities are very supportive of efforts to improve the quality of education. Planning is really needed before the implementation of the learning process is carried out, this is so that the learning process is structured and directed in accordance with the learning objectives to be achieved in an educational unit.

After a meeting is held, the first thing that must be prepared before online learning through m-learning takes place is to make lesson plans such as schedule, basic competencies, minimum pass criteria, syllabus, annual program, program semester, which are inputted to madrasah e-learning. The homeroom teacher creates a class whatsapp group. Learn the technicalities of using e-learning. Prepare teaching materials and learning media to use (Islamic Curtural History teacher). (Bararah, 2017) states that teachers must be able to compile a complete lesson plan based on the syllabus they compile. The details of the lesson plans are very important for a teacher because they are a reference in carrying out the learning process. After the lesson plan and other online learning plans have been prepared, the implementation stage continues.

First, we make an opening introduction and info on the theme of teaching materials or what chapters will be studied today according to the lesson plans we made yesterday that we input in e-learning madrasah and what learning models will be, such as video converence, listening to material on YouTube, huh? or read the lesson resume that we made. Usually assignments are listed immediately after the material. Then this introduction was sent to the whatsapp group by the class teacher and students immediately opened their e-learning for absences, studying teaching materials and assignments. Usually for student assignments are given until 7 pm in the evening. After that we correct and make a daily recap which will be sent to the WhatsApp group again (Islamic Curtural History teacher).

Discussing about the application of m-learning in islamic cultural history leson at Madrasah

Ibtidaiyah Negeri 1 Jombang is due to the factors that support and hinder the implementation of the agenda. The supporting factors include wifi in schools, free quotas for students, teacher workshops on innovative learning models, and the location of schools and students who are mostly around the school in the city center so the network is inshaAllah safe. Meanwhile, the inhibiting factor for the early use of e-learning is that teachers or students still have difficulty operating it and usually in islamic cultural history lessons there is a competency in story telling, not to see that the script is rather difficult to condition. But we are trying many ways and thank God it can be handled (Islamic Curtural History teacher).

Discussion

After analyzing the data from the above research results, the writer then explains the discussion about the subjects that have been formulated using descriptive qualitative research methods in detail. The implementation of m-learning in islamic cultural history lesssons at Madrasah Ibtidaiyah Negeri 1 Jombang is carried out using the Whatsapp application and e-Learning madrasah. But here Whatsapp is a learning support in e-learning madrasah. E-learning is now the main media because before following the Ministry of Religion's decision to challenge Madrasah Ibtidaiyah to start using e-learning in its learning, this school uses Whatsapp as the main learning medium.

The implementation of m-learning in islamic cultural history lesson at Madrasah Ibtidaiyah Negeri 1 Jombang starts with the planning stage and then continues at the implementation stage. Planning in the implementation of m-learning at Madrasah Ibtidaiyah Negeri 1 Jombang from the results of interviews with ICH subject teachers and school principal is in the form of preparations carried out in collaboration between principal, curriculum staff and teachers. Such as data collection of student numbers phone, what m-learning applications are used, learning media used, implementation time and other policies by directing to the first teacher council then forwarding them to students about how the procedure for implementing islamic cultural history learning through m-learning. The planning carried out by the islamic cultural history subject teachers are:

- Create a whatsapp group

    This whatsapp group is used to communicate easily about all learning problems that will be past. And as notification of the start of learning and learning instructions for the day.

- Learn the technicalities of using e-learning madrasah

    Teachers must know the use and how to operate each icon in e-learning madrasah. Such as creating a madrasah forum as a place to greet or exchange ideas between teachers and students, class timelines for reminders of what tasks are on that day, video conferencing for face-to-face virtual learning, entering basic competencies, minimum completeness criteria, lesson plans, teaching materials, attendance, and evaluation of CBT in e-learning. Here each teacher and student gets a username to log in to the madrasah e-learning. Teachers usually use the teacher identification number and the password can be determined by themselves. Students usually use an national student identification number and a password that can be determined by themselves as well.

- Prepare a lesson plan

    Making lesson plans such as schedule, basic competencies, minimum pass criteria, syllabus, annual program, program semester to be included in madrasah e-learning. So that in the future students' cumulative scores can be recapitulated automatically in the report cards obtained from synchronization between the evaluation results in CBT and minimum pass criteria.

- Prepare teaching materials

    The islamic cultural history teacher will make learning materials according to a daily schedule based on basic competencies and lesson plan.

- Determine the learning media

    The islamic cultural history determines learning media such as teaching materials in the form of a word resume file, powerpoint, video link from YouTube, or read directly in virtual learning via video conference.

In the implementation of the application of m-learning in islamic cultural history lessons at Madrasah Ibtidaiyah Negeri 1 Jombang, it starts with the following sequence:

- Use of whatsapp

    The use of WhatsApp at the beginning of learning is greeting the opening greetings so that students are excited about learning that day, to remind students to fill in attendance in e-learning and provide information to students on the subject matter according to the learning plan that has been shared in e-learning and the form of lessons type will be implemented in e-learning madrasah today. This is done by the homeroom teacher, but based on the format sent by the islamic cultural history

subject teacher. It should be noted that the input of lesson plan, basic competencies, and minumum pass criteria in e-learning has been done long before the first islamic cultural history lessons begins, this is so that every student and student guardian can see what material chapter program will be implemented in 1 semester. In the evening before the lesson tomorrow, the teacher inputs teaching materials to the e-learning madrasah platform and in the morning will be informed in the class whatsapp group.

- Switch to e-learning madrasah

  After students read the notification that the class teacher distributed from the islamic cultural history subject teacher, then the students opened the e-learning using the username that had been shared and made attendance first. The first appearance when we log in, we will be on the madrasah forum page. By opening the student attendance menu/page, the student will automatically be present by the system automatically. After doing attendance, students see information and learning models of islamic cultural history as to what will be implemented. By looking at the page of teaching materials, we have to act according to the format. If it is a word resume and powerpoint, students only need to download the file, then read it directly. In the form of an address link on google, that is, by clicking directly on the https address that is included. In the form of an islamic cultural history learning video, usually we will be given a link to the instructor's youtube address which contains the islamic cultural history lessons video. If it's in the form of face to face virtual learning, we make sure what time it starts, then click the video conference page and join the passcode that was previously informed on the WhatsApp group.

- Closing

  After studying the subject matter that has been conveyed, students take a test test or independent supporting assignments from the material that has been distributed through the Computer Based Test (CBT) page. Many teachers use CBT as a competency test tool because it is easy and fast to implement. The teacher does not bother correcting because there they can automatically score when students finish working. But sometimes assignments are not always distributed on the page, some are explained after the learning material is distributed and some are immediately shown at the beginning of the lesson along with information on the chapter learning plan to be discussed. Usually assignments are given with techniques like this such as summaries, personal pictures, handwriting, video recordings and the teacher must correct each student's answers. For this test, it is given until 19.00 WIB for students to complete it. After that hour, the islamic cultural history subject teacher will recap students who have taken the CBT test and students can ask questions about material that has not been understood. Then it was closed with a closing sentence and words of enthusiasm for the next SKI lesson day. This format was written by the islamic cultural history subject teacher and forwarded by the homeroom teacher to the class WhatsApp group.

This research is in accordance with the results of research by (Anwar, 2020) regarding the application of e-learning during the pandemic at SD Muhammadiyah Plus Salatiga which has been implemented properly, proven by learning planning that produces a new curriculum whose implementation uses varied applications that make students interested in follow the learning well. According to him, the application of learning through e-learning is very effective and useful for learning in the future.

In the implementation of a learning system, factors must emerge that make the learning process run smoothly and there are also factors that make the implementation of m-learning in islamic cultural history leson at Madrasah Ibtidaiyah Negeri 1 Jombang feels difficult and complains about. The implementation of m-learning in islamic cultural history leson at Madrasah Ibtidaiyah Negeri 1 Jombang has many supporting factors. For teachers, a fairly large Mbps speed of wifi is provided in madrasah to support online learning without slow and long connection problems. For students, every month they get quite a lot of free quota assistance so that students can access the material and find supporting material sources properly and easily. The use of various applications and learning forms from teachers makes students not bored with the same learning every day, this is obtained by teachers from teacher workshops and seminars. The location of the Madrasah ibtidaiyah Negeri 1 Jombang school is located in a strategic area, which is in the city center and the majority of students live in the vicinity of the madrasah itself because the selection of students follows zoning techniques so that internet access is quite affordable. Apart from supporting factors, the implementation of m-learning in islamic cultural history leson at Madrasah Ibtidaiyah Negeri 1 Jombang can't be separated from the factors that make this application require handling and solutions so that it can still progressing. Like when it was first used, the use of e-learning madrasah was still a lot of student guardians or students had difficulty in operating and did not know the

function of each page contained in the application so that it made students take too long in attendance, looking for material, and manage e-learning accounts properly or even incorrectly in carrying out orders. Another factor lies in the technique or learning method in the islamic cultural history subject, namely there are learning competencies that are an important subject that must be mastered by students, namely story telling skills or abilities, here the teacher has difficulty assessing because of this competence students must memorize well and be able to retell the history he had learned. Because of these supporting factors, the implmentation of m-learning in islamic cultural history leson at Madrasah Ibtidaiyah Negeri 1 Jombang is progressing. Many students collect assignments according to predetermined deadlines. To overcome the factors that hamper the implementation of m-learning in islamic cultural history leson at Madrasah Ibtidaiyah Negeri 1 Jombang, The school has made many videos in the form of an introduction to e-learning madrasah, video tutorials on its use, and online guidance on techniques and procedures learning sequences to students and students and when assessing students on their skills or story telling abilities, by pointing randomly with islamic cultural history lessons material randomly to students to explain suddenly during the video conference. That way students can be assessed according to their competence with the understanding that has been mastered when retelling the process or story telling the history of Islamic culture. You can point randomly with random islamic cultural history lessons material to students to explain suddenly during the video conference. That way students can be assessed according to their competence with the understanding that has been mastered when retelling the process or story telling the history of Islamic culture. You can point randomly with random islamic cultural history lessons material to students to explain suddenly during the video conference. That way students can be assessed according to their competence with the understanding that has been mastered when retelling the process or story telling the history of Islamic culture.

CONCLUTION

Utilizing technological advances in education and supporting distance learning situations, the use of m-learning is a very suitable and profitable solution in the world of education in the future. The implementation of m-learning in islamic cultural history leson at Madrasah Ibtidaiyah Negeri 1 Jombang includes the planning and implementation stages. The learning planning stage is carried out by the school, namely by determining what applications are used, learning techniques or procedures, and preparing the materials used before starting learning. The learning implementation stage is carried out by the SKI subject teacher in the form of using WhatsApp as an opening and providing important information about the class sent by the homeroom teachers in the group, the transition from WhatsApp to e-learning madrasah as a place for the learning process, and closing with recap.

The implementation of m-learning in islamic cultural history leson at Madrasah Ibtidaiyah Negeri 1 Jombang can't be separated from the factors that affect the learning process. The strategic location of the school area, workshops and teacher training, as well as free quota assistance for teachers and students to support or support factors in the implementation of m-learning in islamic cultural history leson at Madrasah Ibtidaiyah Negeri 1 Jombang smoothly and orderly. Meanwhile, the lack of understanding of students and students about e-learning and competency assessment which can only be assessed face-to-face is an obstacle or an inhibiting factor for the implementation of m-learning in islamic cultural history leson at Madrasah Ibtidaiyah Negeri 1 Jombang. This can be overcome by making videos about madrasah e-learning, video tutorials on its use, and online briefing about the learning procedures / sequences and shared with student and student guardians as well as assessing the competency of story telling via video conferencing with students and randomized chapters of material.

The author hopes that this research can motivate and benefit others who need innovation for the world of education. And researchers thinkit is necessary to conduct research covering the development of m-learning media in learning in elementary schools so that the world of education is increasingly developing new methods, media, strategies, and innovations by taking advantage of technological advances in today's times.

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