Competence of Islamic Religious Education Teachers in Information Technology-Based Learning to Increase Learning Interest of Vocational High School Students

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ABSTRACT

This study focuses on the competence of Islamic Religious Education (PAI) teachers in using information technology-based learning to enhance students' learning interest at SMK Ganesa Sekampung, East Lampung. The research questions address the teachers' proficiency in using information technology media, the types of media employed in PAI learning, as well as the challenges faced and solutions implemented by teachers in integrating information technology into the learning process. The purpose of this study is to examine the PAI teachers' skills in using information technology media, to identify the media utilized, and to explore the problems and solution efforts encountered during technology-based learning at SMK Ganesa Sekampung. This research adopts a qualitative approach with descriptive analysis methods. Data were collected through interviews, questionnaires, and document analysis. The findings reveal that the competence of PAI teachers in using information technology media remains low. This is primarily due to the teachers' limited familiarity with using technology in their daily routines. The media used include presentation slides, videos, and other digital tools. A major issue faced is the lack of training opportunities in information technology, which contributes to the teachers' limited skills. As a solution, teachers participate in training sessions and are supported by the school through the provision of facilities such as computers and projectors.

Keywords: *Islamic Religious Education (PAI), Teacher Competence, Information Technology, Learning Media*

INTRODUCTION

Education is a very important thing in today's era. Education is a mandatory need for every human being on this earth (Jannati, Ramadhan, & Rohimawan, 2023). Education is no less a need that cannot be ignored. Before we continue discussing education, we need to know the definition of education first (Rizki, 2023). In terms of terminology, education comes from two Latin words educare and educeere. The first means "to care for, to provide nutrition to be healthy and strong". The second means "to guide out of". In the Encyclopedia of Education it is explained that education means all actions and efforts of the older generation to transfer their knowledge, experience, skills, and abilities to the younger generation as an effort to prepare them to be able to fulfill their life functions both physically and spiritually (Baniyah, Jannah, & Utama, 2023).

According to Redja Mudyahardjo in Binti Maunah, education is all learning experiences that take place in all environments and throughout life. Education is all life situations that affect individuals (Díaz Redondo, Caeiro Rodríguez, López Escobar, & Fernández Vilas, 2021).

Information Technology (IT) covers two aspects, namely information technology and communication technology (Kumar Basak, Wotto, & Bélanger, 2018). Information technology covers everything related to the process, use as a tool, manipulation, and management of information (Setiawan & Lenawati, 2020). However, communication technology covers everything related to the use of tools to process and transfer data from one device to another. Therefore, IT mastery means the ability to understand and use ICT tools in general including computers (computer literate) and understand information (information literate). Willy Kusuma quoted Tinio's opinion regarding the definition of information technology, he defined IT as a set of tools used to communicate, create, store, and manage information. The technology in question includes computers, the internet, broadcasting technology (radio and television), and telephones (Abdurakhmonova, Mirzayev, Karimov, & Karimova, 2021).

The development of information technology has promised great potential in changing the way people learn, obtain information, adjust information and so on. Technology also provides opportunities for educators to develop learning techniques to produce maximum results. Likewise for students, with technology it is hoped that they will find it easier to determine with what and how students can absorb information appropriately and efficiently. Sources of information are no longer focused on textbook texts alone but can also be accessed through internet sites that provide learning materials for students, of course through the availability of computer facilities, internet networks and skills in operating them (Hamid, Zulkifli, Naimat, Che Yaacob, & Ng, 2023).

Therefore, to carry out their duties properly in accordance with their profession, teachers need to master various things, especially personality, social and professional competencies. One of the personality abilities that teachers must have is being able to develop themselves in accordance with the renewal in their professional field or specialization (Adilah & Suryana, 2021). In responding to the progress of science and information technology that continues to develop, a teacher must be able to follow every change that exists. To support the optimal teaching and learning process, teachers need learning media. The role of media is very important in the learning process because it helps students to understand the material being taught (Rochanah, 2021).

The presence of information technology has a significant meaning and significance in the learning and teaching process. In these activities, the unclear material presented can be helped by presenting intermediary media. The complexity of the material to be presented to students can be simplified with technology so that it is easy for students to understand. Using the right technology will increase a student's enthusiasm for learning in the teaching and learning process and accelerate their understanding of the material presented. Conversely, the use of inappropriate media will cause students to misunderstand the subject matter given so that they do not achieve the desired learning outcomes.

Along with the various problems faced in learning Islamic Religious Education (PAI), efforts to innovate PAI learning to be more effective and have learning appeal must continue to be carried out, in order to become a superior school, it should have used advanced technology in every learning, especially PAI learning. However, not all schools utilize information technology properly, such as in SMK Sekampung Lampung Timur which has available supporting facilities for the use of information technology.

Based on the results of temporary observations, researchers showed that the school already has supporting facilities for the use of technology such as sound systems, LCD/projectors, internet networks, computers that are all still in good condition and almost every teacher has their own laptop. However, in the use of technology for teaching and learning, especially PAI at SMK Sekampung Lampung Timur, not all have been utilized properly, this is because there are still PAI teachers who do not fully have the skills to use information technology in PAI learning, resulting in the learning process becoming boring and monotonous causing class conditions to be less conducive to carrying out learning, students pay less attention to the teacher's explanation and when given the opportunity to ask questions, no one uses the opportunity to do so. In fact, this lesson is a lesson that must be understood, not memorized. Learning takes place in one direction and does not involve student activity. In addition, using the whiteboard media wastes time and is inefficient.

Based on the background and focus of the problem that has been explained, the formulation of the problem in this study is as follows. First, how is the competence of Islamic Religious Education teachers in the use of information technology media in learning at SMK Sekampung Lampung Timur. Second, what information technology media are used by Islamic Religious Education teachers in learning to improve students' interest in learning at SMK Sekampung Lampung Timur. Third, what are the problems faced and the solutions made by Islamic Religious Education teachers in information technology-based learning to improve students' learning achievement at SMK Sekampung Lampung Timur. The purpose of this study, in accordance with the formulation of the problem that has been formulated, is as follows. First, to determine the competence of Islamic Religious Education teachers in the use of information technology media in learning at SMK Sekampung Lampung Timur. Second, to identify the information technology media used by Islamic Religious Education teachers in learning to improve students' interest in learning. Third, to determine the problems faced and the solution efforts made by Islamic Religious Education teachers in information technology-based learning to improve students' learning achievement at SMK Sekampung Lampung Timur.

METHOD

Based on the focus of the research, the object of the research, and the source of the data to be collected, this research is included in the type of field research, namely research conducted directly at the location or environment where the problem occurs. This research uses a qualitative method with a phenomenological approach. The phenomenological approach seeks to understand human behavior, both spoken and done, as a result of the individual's interpretation of their world. Therefore, this approach aims to give meaning to events and their relationship to the lives of ordinary people in certain situations. The object of the qualitative method covers all aspects of human life, namely humans and everything they influence. The object is expressed in its condition as it is or in a natural setting, covering various aspects of life such as economy, culture, law, organization, religion, and so on. Thus, the approach used in this study is a qualitative approach that aims to improve the quality of Islamic Religious Education (PAI) learning at SMK Ganesa Sekampung, East Lampung.

According to Bogdan and Biklen (1998) in Wahid Murni and Nur Ali, the qualitative approach has five main characteristics: (1) using natural settings as direct data sources, where researchers act as key instruments; (2) being descriptive, where the data collected is presented in narrative form through interview transcripts, field notes,

photographs, recordings, documents, and other data; (3) emphasizing the process more than the results, by paying attention to daily activities, procedures, and interactions that occur in the context of the research; (4) data analysis is carried out inductively, building understanding based on data in the field without initial hypotheses; and (5) meaning becomes an essential element, prioritizing the perspective of participants so that the dynamics of the situation can be fully described (Basri, 2014).

Qualitative research has the main characteristics of emphasizing meaning, context, and a research process that is more cyclical than linear. The process of data collection and analysis is carried out simultaneously, prioritizing the depth of information rather than the breadth of data coverage. Therefore, this approach is also known as naturalistic research, an approach that seeks to understand individual behavior in the context of their natural lives and understand the meaning of their experiences directly through interaction and observation. In this study, the researcher used a participatory collaborative action model, namely working directly with teachers, principals, school residents, and school committees. Researchers are involved in planning, identifying problems, and completing the research. Therefore, the presence of researchers at the location is very necessary in order to build effective collaboration and formulate strategic steps to support the success of the research and make a real contribution to the progress of the schools studied. In line with the focus of the research, the main objective of this study is to determine and analyze the competence of Islamic Religious Education teachers in the use of information technology at SMK Ganesa Sekampung East Lampung. Researchers observe in depth the individuals or units studied and look for factors that explain the conditions of the subjects and objects of research. Data collection is carried out through observation, interviews, and documentation. Thus, this study aims to present a descriptive description of the roles of teachers and principals in planning, implementing, and controlling the program to improve the competence of Islamic Religious Education teachers in the use of information technology (Maulina et al., 2022).

RESULT AND DISCUSSION
Teachers' expertise in using information technology in Islamic Religious Education learning at Ganesa Sekampung Vocational School

After conducting the research, the author will present the responses of SMK Ganesa Sekampung students regarding the competence of Islamic Religious Education teachers in information technology-based Islamic Religious Education learning at SMK Ganesa Sekampung, East Lampung. The results of the research regarding the responses of SMK Ganesa Sekampung students can be seen in the table below.

Table 1. Teachers use information technology media in the Islamic Religious Education learning process

No.	Response	Frequency	Percentage
1.	Very often	1 Student	1.37%
2.	Often	3 Students	4.11%
3.	Sometimes	31 Students	42.5%

4.	Never	38 Students	52.02%
	Amount	73 Students	100%

Based on the data above, the results obtained 52.02% of students answered that Islamic Religious Education teachers never use information technology in the learning process, 42.5% of students answered that Islamic Religious Education teachers sometimes use information technology in the Islamic Religious Education learning process. Student responses regarding teacher competence in the use of information technology can describe the situation in the teaching and learning process carried out by teachers. Teachers tend to be more focused on the use of simple teaching methods such as lectures, discussions and assignments. The lack of teacher competence in using information technology can affect students' interest in learning, because basically students are more interested in using IT in the learning process because it is more up to date and easy access to information.

Table 2. Islamic Religious Education teachers are skilled at using information technology in learning.

No.	Response	Frequency	Percentage
1.	Very skilled	3 students	4.11%
2.	Skilled	13 students	17, 81%
3.	Lack of skill	27 students	36.98%
4.	Unskilled	30 students	41.10%
	Amount	73 students	100%

Based on the data above, the results obtained 52.02% of students answered that Islamic Religious Education teachers never use information technology in the learning process, 42.5% of students answered that Islamic Religious Education teachers sometimes use information technology in the Islamic Religious Education learning process. Student responses regarding teacher competence in the use of information technology can describe the situation in the teaching and learning process carried out by teachers. Teachers tend to be more focused on the use of simple teaching methods such as lectures, discussions and assignments. The lack of teacher competence in using information technology can affect students' interest in learning, because basically students are more interested in using IT in the learning process because it is more up to date and easy access to information.

Table 3. PAI teachers are skilled at using information technology in learning.

No.	Response	Frequency	Percentage
1.	Very skilled	3 students	4.11%
2.	Skilled	13 students	17, 81%

3.	Lack of skill	27 students	36.98%
4.	Unskilled	30 students	41.10%
	Amount	73 students	100%

Based on the data above, it was found that 41.10% of students answered that Islamic Religious Education teachers were not skilled in utilizing information technology in the learning process. The lack of utilization of information technology in the Islamic Religious Education learning process causes a decrease in students' interest in learning, which affects students' learning achievement in Islamic Religious Education learning.

The data above is relevant to the results of an interview conducted by the author with one of the PAI subject teachers, Mrs. Winda Riani, S.Pd.I. Mrs. Winda admitted that she was not yet very skilled in using information technology media in the teaching and learning process. This is due to the lack of training on the use of information technology media carried out by schools and education offices. Mrs. Winda also realized that nowadays students are more familiar with and more interested in using modern technology in their lives. If information technology media can be used in the teaching and learning process, it will attract students' interest and enthusiasm for learning so that it can have a positive impact on the students' presentation. For that, Mr. Sabri tried to learn and start using information technology media even though he rarely used it in the learning process.

Table 4. Suitability of teachers in designing presentation content using information technology with the material being taught .

No.	Response	Frequency	Percentage
1.	Very suitable	4 students	5.47%
2.	In accordance	13 students	17.80%
3.	Less appropriate	37 students	50.68%
4.	It is not in accordance with	19 students	26.03%
	Amount	73 students	100%

Based on the data above, 50.68% of students answered that the teacher designed the presentation content with the material to be taught less appropriately. However, the teacher's efforts to start using this information technology in Islamic Religious Education learning received a positive response from students, although the suitability of the material with the presentation method (design) was still not perfect. This can be seen from the emergence of high learning enthusiasm and the desire to pay more attention to the teacher's explanation while paying attention to the slide or video presentation related to the learning material.

Teacher media in the use of information technology in Islamic Religious Education learning to increase students' interest in learning

The media in the use of information technology chosen by teachers can have an influence on increasing students' interest in learning. Basically, students prefer learning by seeing or witnessing directly events related to learning materials. The data analysis on teacher methods in using information technology to increase students' interest in learning can be seen in the table below.

Table 5. Teacher media in the use of information technology

No.	Response	Frequency	Percentage
1.	Power point	5 students	6.85%
2.	Images and slides	28 students	38.36%
3.	Audio	0 students	0 %
4.	Video	40 students	54.79%
	Amount	73 students	100%

Based on the data above, it was found that 54.79% of students answered that teachers use various media in the learning process. This information technology is used for various media such as slide shows, videos, sounds and others. This media is adjusted to the material to be taught, such as in the material of commendable and reprehensible traits, the teacher shows an inspirational story related to the material. Showing the video requires student concentration so that the class is in a calm condition.

The above data is relevant to the results of interviews conducted by the author with the PAI subject teacher, Mrs. Winda. According to Mrs. Winda, learning with information technology media can create a calm classroom atmosphere because the media used requires students' concentration and seriousness to listen and watch the slide show, video or sound. The selection of this media is adjusted to the material and learning objectives, so that students can understand the subject matter in an interesting and enjoyable way.

Table 6. Learning with information technology

No.	Response	Frequency	Percentage
1.	Really like	19 students	26.02%
2.	Like	44 students	60.27%
3.	Don't like it	5 students	6.85%
4.	Do not like	5 students	6.85%
	Amount	73 students	100%

Based on the data above, it was found that 60.27% of students answered that students like to learn using information technology media. This is because students

realize that simple methods only focus on teachers so that student activity becomes less and has an impact on student saturation and boredom in learning. In addition, information technology that has a more attractive appearance can increase student learning focus compared to just listening to teacher lectures.

Table 7. Information technology increases interest in learning

No.	Response	Frequency	Percentage
1.	Greatly improved	18 students	24.66%
2.	Increase	49 students	67.13%
3.	Less improved	4 students	5.47%
4.	Not increasing	2 students	2.74%
	Amount	73 students	100%

Based on the data above, it was found that 67.13% of students answered that information technology used by teachers in Islamic Religious Education learning can improve students' enthusiasm for learning well. This is based on the variation in learning carried out by teachers so that students become curious and focused on paying attention to the lessons given by the teacher. In addition, with this information technology, Islamic Religious Education teachers can show videos, slides, audio and others by adjusting to the material to be taught so that the classroom atmosphere becomes calmer and the rest can listen to the lesson more easily.

The above data is relevant to the results of an interview conducted by the author with one of the students, Rahmi. According to her, learning using information technology media is very enjoyable and creates a higher interest in learning.

Table 8. Easy to understand Islamic Religious Education learning with information technology

No.	Response	Frequency	Percentage
1.	Very understanding	22 students	30.13%
2.	Easy to understand	33 students	45.22%
3.	Sometimes	12 students	16.43%
4.	Never	6 students	8.22%
	Amount	73 students	100%

Based on the data above, the results obtained 45.22% of students answered that it was easier to understand Islamic Religious Education learning if using information technology media. This is because the presentation is more interesting, easy access to be able to find many references in this information technology media can facilitate students' understanding in Islamic Religious Education learning. This is also influenced because students are accustomed to using information technology media in their daily lives so that they are not rigid and realize that this information technology can help students in learning. It can be seen that the use of information technology media carried out by Islamic Religious Education teachers in the teaching and learning process received a positive response from students. This can be seen from the emergence of students' seriousness in listening to the material presented by Islamic Religious Education teachers. Students also find it easier to understand lessons because they are delivered using information technology media so that the learning process becomes more interesting.

Table 9. Student learning outcomes after using information technology media in Islamic Religious Education learning

No.	Response	Frequency	Percentage
1.	Very good	6 students	8.22%
2.	Good	35 students	47.95%
3.	Not good	17 students	23.28%
4.	Not good	15 students	20.55%
	Amount	73 students	100%

Based on the data above, it was found that 47.95% of students answered that the use of information technology media by teachers can improve student learning outcomes. The use of information media that is sometimes used by teachers gets a good response among students even though the design is still not good. This is because students are more interested in paying attention to the lessons given by the teacher, with increasing enthusiasm and interest in learning students will have an impact on improving student learning outcomes. Ease of access to information with the use of information technology makes it easier for students to find information and add PAI learning references so that learning outcomes increase. The information technology used is an alternative that can be considered by teachers if they want students to be serious about learning. However, 23.28% of students answered that the information technology used by teachers in the learning process did not increase achievement, this is because the information technology media used by teachers has not been utilized optimally because the teacher's ability to use information technology media is still not good.

Problems and solution efforts made by Islamic Religious Education teachers to improve student achievement

In the use of PAI learning media based on information technology, PAI teachers realize that there are many obstacles experienced in its implementation during the teaching and learning process. The data analysis regarding the problems faced by PAI

teachers in technology-based PA learning and the solution efforts made to solve these problems can be seen in the table below.

Table 10: Teachers' obstacles in Islamic Religious Education learning using information technology

No.	Response	Frequency	Percentage
1.	Very often	1 student	1.37%
2.	Often	10 students	13.70%
3.	Sometimes	35 students	47.94%
4.	Never	27 students	36.99%
	Amount	73 students	100%

Based on the data above, it was found that 47.94% of Islamic Religious Education teachers sometimes face obstacles in the use of information technology. This obstacle is because teachers are still not very accustomed to using information technology, in addition because teachers do not receive enough training and guidance in the use of information technology media in the teaching and learning process.

According to Mrs. Winda Riani, another problem faced by teachers in utilizing information technology is technical factors, namely power outages so that learning is hampered if it only relies on the use of information technology media. Both agree that teachers should prepare other alternatives when such problems occur. The alternatives carried out by teachers vary, namely teachers ask students to make case studies on problems related to the material or use other learning methods so that the teaching and learning process continues.

Table 11. PAI teachers' efforts to overcome obstacles in PAI learning using information technology

No.	Response	Frequency	Percentage
1.	Very often	5 students	6.85%
2.	Often	34 students	46.57%
3.	Sometimes	18 students	24.66%
4.	Never	16 students	21.92%
	Amount	73 students	100%

Based on the data above, it was found that 46.57% of students answered that teachers tried to overcome obstacles in the use of information technology media in Islamic Religious Education learning. The teacher's efforts were in the form of efforts to study and continue to explore information about the use of good information technology media in learning. In addition, teachers began to practice the use of this information

technology media in Islamic Religious Education learning, although the results were not yet optimal. Efforts to utilize this information technology media were also supported by the school.

The above data is relevant to the results of the interview conducted by the author with the principal, Mr. Andhi Kurniawan. According to Mr. Andhi Kurniawan, the use of information technology media in Islamic Religious Education learning must be optimized, because if Islamic Religious Education learning only focuses on simple methods, it will cause students to feel bored and tired of learning Islamic Religious Education. The school strongly supports Islamic Religious Education teachers to use information technology media in Islamic Religious Education learning, by giving them the authority to use computer LABs and infocus that can be used to support the teaching and learning process. In addition, the school also seeks to start developing training to improve teachers' abilities in using information technology in the learning process. Mr. RK hopes that by optimizing teachers' abilities in using this information technology, it can increase students' enthusiasm and interest in learning so that students' learning achievements will also increase.

Based on the results of the research and analysis conducted, the novelty of this study lies in the discovery that the use of information technology in Islamic Religious Education (PAI) learning at SMK Ganesa Sekampung has significant potential in increasing students' interest and learning achievement. However, teacher competence in integrating information technology into the learning process is still limited, resulting in a mismatch between student expectations and the implementation of existing learning. This study revealed that most students considered PAI teachers to be less skilled in using information technology, with more than 40% of students considering teachers to be unskilled in this matter. This is in line with the low frequency of use of information technology in PAI learning, where 52.02% of students reported that teachers never used information technology in the learning process. The novelty found is that the lack of training for teachers in the use of information technology is one of the main obstacles, even though students show a high interest in the use of technology in learning.

In addition, this study also found that the use of information technology media, such as videos and slides, can increase students' interest and attention to Islamic Religious Education learning. The data shows that 60.27% of students prefer to learn using information technology media because the display is more interesting and interactive compared to traditional lecture methods. Another novelty of this study is the identification of the most effective media, such as videos and images, which can attract students' attention. The emphasis on material design that is appropriate to the media used is also an important factor in improving student understanding.

In an effort to overcome these obstacles, this study also explores the steps taken by teachers to improve the use of technology in learning. Teachers began to collaborate with students to overcome obstacles, such as lack of skills and technical problems such as power outages. Another novelty in this study is the discovery that support from the school, which provides facilities such as computer labs and infocus, also helps teachers in improving the use of technology in the teaching and learning process. The awareness that emerged from various parties, both teachers and school management, regarding the importance of technology in learning is a solution to overcome student boredom and improve the quality of learning.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the use of information technology in Islamic Religious Education (PAI) learning at SMK Ganesa Sekampung has great potential in increasing students' interest and learning achievement. The use of media such as videos and slides has been proven to be able to attract students' attention better than traditional lecture methods. However, the limited competence of teachers in the use of information technology is a major obstacle in optimizing the learning process. This is due to the lack of training and assistance received by teachers in integrating technology into teaching materials. However, teachers are beginning to show efforts to overcome these obstacles through collaboration with students and utilizing facilities provided by the school, such as computer laboratories and infocus. Shared awareness between teachers and school management is an important capital in developing a more effective technology-based learning model. Ultimately, this study presents innovation in the form of a comprehensive understanding of the potential, obstacles, and solutions related to the integration of information technology in PAI learning. It is hoped that these findings can be the basis for developing more innovative learning strategies that are in accordance with the needs of students in the digital era.

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