

The Use of Internet-Based Digital PAI Learning Resources, Websites and Social Media at Al Azhar Excellent High School Medan

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ABSTRACT

This study aims to explore the use of digital-based Islamic Religious Education (PAI) learning resources involving the internet, websites, and social media at SMA Unggulan Al-Azhar Medan. This study also aims to evaluate the effectiveness of digital learning resources and analyze the advantages and disadvantages that may arise in the use of digital PAI learning resources. The methodology applied in this research is a qualitative approach with a focus on SMA Unggulan Al-Azhar Medan as the research locus. The data collection process was conducted through observation, interview, literature study, and documentation techniques. The results showed that SMA Unggulan Al-Azhar Medan adopted digital learning resources, including the internet, websites, and social media in teaching PAI. The use of these digital PAI learning resources contributes positively, where around 80% of learners feel significant assistance in the learning process. The accessibility of digital resources makes it easier for teachers and learners to develop their thinking creativity in accordance with the demands of the times. However, this study also identified some challenges and weaknesses that need to be considered in the implementation of digital PAI learning resources in this educational context.

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INTRODUCTION

In the current digital era 4.0, the education community in particular, is increasingly aware that technology is an important tool in addressing the needs of educators in learning. Many of them, make digital technology a source of learning in order to keep up with the rapid development of the times. It is undeniable that technology is currently in great demand by all groups, from children, teenagers to parents (Prihatini & Muhid, 2021). Technology also slowly affects more or less the lifestyle and mindset of the community gradually, seen from the use of technology, especially among teenagers, especially its use as a learning resource and

can be used to support the progress of the learning process in an education (Vidyastuti & Mohammad Mahfud Effendi, 2022). Apart from the large amount of information contained in it, Brown said that in the 1980s until now there are many different types of digital, namely the internet, e-libraries, e-books, and others known as the digital revolution, which are easy to access at any time and anywhere (Rahayu, 2019). Therefore, many scientists use digital as a tool to develop and disseminate their knowledge, so that anyone can find out about it.

A paradigm shift in Islamic religious education which was originally traditional where a teacher becomes the central figure in

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the learning process. This is where the teacher's role is as the main source of knowledge in the classroom. However, as time goes by, in this case modern Islamic religious education makes traditional Islamic religious education no longer valid, so that the role of teachers is currently experiencing a significant shift, namely as a facilitator for students. This is what makes learning no longer teacher-centered, but dominantly student-centered (Noor, 2019).

Islamic Religious Education is considered very necessary in developing learning materials using technology in the learning process. A PAI teacher is expected to be able to use digital as a reference source and as a supporting medium in the learning process. The use of digital sources as materials in learning should be one way to increase students' interest in learning because interesting and fun learning does not make students bored during learning activities. Teachers can deliver material broadly and comprehensively, not only using textbooks, but also using other supporting learning resources such as Islamic films, Islamic learning e-books (books), Islamic video content and others by accessing them via the internet, websites or social media. The use of digital sources is also considered to increase students' independence in studying. Through online learning, at least it makes students more focused, responsible, and allows students to be more independent in their learning process (Alrasydin, 2023).

Based on research which provides an overview of the use of digital as a source of PAI learning, it is an interesting thing that wants to be researched, and very few previous studies have been found that discuss digital as a source of PAI learning specifically, most of which tend to focus on awareness of the importance of digital literacy and digital as a medium to support the learning process. So in this research the researcher's interest arose regarding the use of digital resources at Al-Azhar Medan Superior High School, which can be said to be rarely used by some teachers in other schools, even though they use digital learning resources that are appropriate to the situation and conditions at the school. This can

increase the effectiveness and efficiency of the PAI learning process.

METHODS

This research uses a qualitative approach. This approach is in accordance with what Sukmadinata put forward in his book *Educational Research Methods*. Qualitative research is research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups (Setyosari, 2016). The research was carried out at the Al-Azhar Superior High School in Medan. The techniques used in collecting data include observation, interviews, literature study and documentation. Observations were carried out by making direct observations in the field, interviews were conducted with teachers to obtain more accurate data regarding the use of the internet as a source of PAI learning at the Al-Azhar Superior High School Medan and literature studies were carried out as reinforcement of the research theory.

RESULTS AND DISCUSSION

Understanding Digital Learning Resources and Their Benefits

Digital learning resources are learning resources that provide various materials and information that are developed and presented in various formats using information and communication technology, and are utilized in the teaching and learning process (Pendidikan & Nomor, 2015). Schools are starting to implement this digital system in several learning activities, for example taking exams digitally, involving learning videos, and digital books as a source of student learning apart from teacher explanations. Digital learning resources are learning resources that are more interactive, meaning they receive and respond to input from users. Digital learning resources in various countries are seriously used by teachers and students to improve the learning process, can access educational materials widely and can help students find learning resources (Rahman, 2012).

The use of digital technology in the Teaching and Learning process (PBM) aims to provide information about learning plans which include: learning targets, curriculum,

learning methods, homework, exam schedules, lists of resources or readings, teacher profiles and contact information, as well as the possibility of accessing resources. references such as lecture materials and notes, presentation materials, and exam examples (Asmani, 2011).

One of the benefits of using digital media is the many interesting features and programs that enable students to quickly understand the material they need by accessing the internet. This way, students can access learning anywhere and anytime (Ak et al., 2021). Apart from that, students can visit various types of material from various levels via their computers, laptops and tablet devices (Fu, 2013). Digital resources also give students the opportunity to collaborate with individuals from different cultural backgrounds, with the aim of improving communication skills, teamwork abilities, and understanding of global issues (Koç, 2005).

The achievement of educational programs in schools is largely determined by the availability of educational facilities and infrastructure in schools as well as their optimal management and utilization. Lack of facilities can result in boring learning and result in students having difficulty achieving the required competencies, which then makes them lose out in competition in the world of education and employment (Syahrijar et al., 2023).

A Brief History of Al-Azhar College Medan

The establishment of the Hajjah Rachmah Nasution Foundation cannot be separated from the gratitude of the extended family of H Abdul Manan Muis for the success of Mrs. Hajjah Rachmah Nasution's heart surgery. As a form of gratitude, the extended family built a mosque called the Ar-Rahman Mosque which is located on the family land on Jalan Pintu Air IV Kuala Bekala, Padang Bulan Medan. At the same time, Madrasah Diniyah Awaliyah (MDA) was built as a place for religious training for local children. On July 16 1984, Al-Azhar Medan College was inaugurated with the opening of educational units such as Elementary School, Middle School, High School, Development Agricultural School.

On July 17 1985 Al-Azhar College opened Kindergarten (TK) and Secondary Economics (SMEA) Teaching facilities. Then as time went by, Al-Azhar University was established and opened on December 27 1986 to provide higher education which included technical, agricultural, legal and economic education. Al Azhar College has the vision of becoming a forum for Muslim intellectuals and Muslims. And its mission is to create education with two contents and one character. First, his heart is filled with faith and piety. Second, they think about science and technology. One of the characteristics is being virtuous in practicing *hablum minallah* and *hablum minannas*. The aim of Al-Azhar Medan Education is to produce a young generation who have noble morals, are superior in achievement, brilliant in ideas, attractive in appearance, responsive to change, trustworthy in their duties and have high competitiveness.

Use of Digital PAI Learning Resources (Internet, Website, Social Media) at Al-Azhar Superior High School Medan

Utilization of digital learning resources can be categorized as significantly high. This means that consistently utilizing digital learning resources in relevant learning contexts can have a positive impact on users in understanding and applying appropriate material to material that uses these digital resources. As we all know, the Internet is not only used to search for information or learning resources in education, but is also used as a communication tool in the learning process which is able to connect one person with another (Arman, 2019). So, we need to make the best use of digital learning resources to improve student learning achievement and also expand student knowledge in the context of digital learning (Yani & Siwi, 2020).

Moreover, learning resources can be found anywhere, including on the internet. The internet is an electronic version that can be used by students to search for learning resources and media. Therefore, the internet is used as a medium and learning resource (Reza & Nora, 2022). These findings were discovered when conducting interviews with PAI teachers at Al-Azhar Superior High School, Medan. The teacher explained that in PAI

learning they almost all use digital learning sources such as the Internet, Websites, Social Media, Quiz, and Google Form (during exams). At Al-Azhar Medan Superior High School, it uses 2 curricula, namely, Merdeka Belajar and the curriculum from the Ministry of Religion (Ministry of Religion). In this Independent Learning Curriculum, teachers and students must update to keep up with current developments.

Then we also live in a digital era where life cannot be separated from the Internet. So, in the learning process at Al-Azhar Medan Superior High School, teachers first prepare interesting learning resources before entering the class, because if the learning resources are believed to be less effective then the teachers change them again with learning methods that are deemed suitable so that the participants' curiosity The students are big on the material. And if it is felt that it is suitable for the material to be taught, then the teacher will enter the class and display a learning video using focus media or other media in front of the students. After watching the learning video, students are invited to discuss and express their opinions or responses about the video and then link it to the learning material in the book.

Based on the results of research at the Al-Azhar Superior High School in Medan, it shows that the effectiveness of learning using digital sources is better compared to traditional and conventional learning. Because the teachers at Al-Azhar Medan Superior High School realize that 80% of learning using digital sources can help students in the learning process and achieve learning goals. In accordance with the aim of the school, namely to produce students who have high competitiveness. So that students continue to be introduced to developments in information and communication technology so that they are not left behind by developments with the times.

How to Evaluate PAI Teachers Regarding Digital Learning Resources (Internet, Website, Social Media) at the Leading Al-Azhar High School in Medan

Learning evaluation is very important to find out whether the learning system implemented by educators is successful or not. If a teacher does not carry out assessments, then there will be no progress in planning a teaching system. Teachers need to look for new ways to update the way they teach in the classroom, including changing materials, teaching methods, using different media, looking for new learning resources, creating a conducive learning environment, and creating a more effective assessment system (Musarwan & Warsah, 2022).

This is also supported by direct observations of PAI teachers at Al-Azhar Superior High School Medan that in one month, they held a gathering called MGMP (Subject Teachers' Conference), so all PAI teachers at Al-Azhar College Medan, starting from elementary, middle and high school PAI teachers, that's where they exchange ideas or opinions, discussing how to make PAI learning interesting in the eyes of students and not monotonous so that a good and efficient learning process is achieved. Teachers at Al-Azhar Medan Superior High School are required to have high levels of creativity in order to create the desired learning atmosphere and objectives.

This can be seen on the YouTube Channel "LPIA Al-Azhar Medan College", there is a lot of educational knowledge in it, such as prayer practices, carrying out fardhu kifayah, carrying out the Hajj and Umrah, making the qurban and there is also murottal reading of the Qur'an and shalawat -shalawat to be taught to students. The following is an attached image of the LPIA Al-Azhar Medan YouTube channel account along with the link.



Figure 1. Al-Azhar Medan college YouTube channel

Al-Azhar College is indeed more dominant in Religion and English, therefore it is hoped that after graduating from Al-Azhar College Medan, you can become a person who is useful for yourself and also useful for society. Especially for students who take the Tahfiz class, it is imposed on them that after graduating from Medan's Al-Azhar Superior High School, they must be able to master or memorize the five juz of the Al Qur'an. Meanwhile, for students who do not take the Tahfiz class, it is incumbent on them that after graduating from Medan's Al-Azhar Superior High School, they must be able to master or memorize one juz, namely juz 30 in the Al Qur'an.

Advantages and Disadvantages of Digital PAI Learning Resources at the Leading Al-Azhar High School in Medan

Digital Learning Resources include the Internet, websites and Social. Apart from providing many benefits, online game addiction can also be very detrimental to its users. Many people are currently addicted to online games so that they can stay playing for hours, which causes time that should be used for more useful things to be wasted. Researchers investigated at Al-Azhar Medan Flagship High School that teachers had opinions regarding the advantages and disadvantages of this digital learning resource as follows.

The advantages are, this digital-based learning resource can help teachers achieve learning for students, makes it easier for students to find material that may not be in books, can access anything widely, the learning is more interesting so it is not boring.

The disadvantages are, unstable network problems, sometimes students' cellphones or laptops have problems when used, making students complacent and neglecting learning, lack of interaction between teachers and students because they focus on digital media.

CONCLUSION

The use of the internet, websites and social media as learning resources has a positive impact if used continuously in the

learning process according to the material for using digital sources. Currently we live in a digital era where we cannot be separated from the internet. Along with the times, educators and students must always be updated to follow current developments. Based on the research results we obtained, in using digital media as a learning resource, especially in PAI subjects at Al-Azhar Superior High School Medan using internet networks, websites such as the Ministry of Religion website, social media such as YouTube, Facebook, Quizi, and Google Form (in during the exam).

Al-Azhar Medan Superior High School itself has a special religious YouTube channel under the auspices of the Religious Science Development Institute (LPIA Al-Azhar Medan College), in which there is a lot of Islamic educational knowledge, such as prayer practices, organizing fardhu kifayah, carrying out the Hajj and Umrah, sacrificial sacrifice and also murottal reading of the Qur'an to be taught to students. With the YouTube channel, it can make it easier for educators and students to study PAI material by watching YouTube together or perhaps accessing it with their own digital technology. In carrying out this digital-based learning process, of course there are several obstacles, namely unstable internet networks, damage to electronic devices, causing student negligence, and loss of student focus on learning.

Author's declaration

Authors' contributions and responsibilities

The authors made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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Competing interests

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