

USE OF THE INTERNET AS A MEDIA FOR LEARNING

Nyimas Yunierti Prihatin

Universitas Islam Negeri Raden Fatah
Palembang
nyimasyuniertiprihatin_uin@radenfatah.ac.id

Muhammad Abrar Parenduri

Universitas Medan Area
abrarparinduri@staff.uma.ac.id

Siti Hawa Lubis

Universitas Medan Area
sitihawa@staff.uma.ac.id

Halim Purnomo

Universitas Muhammadiyah Yogyakarta
halimpurnomo@umy.ac.id

Jesus Alberto Valero Mata

Universidad de Valladolid, Palencia,
Spain
soctecno@uva.es

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Abstrak

This study aims to find out: a) How is the use of the internet as a learning medium for Islamic Religious Education at SMK Negeri 3 Palembang. b) What are the supporting factors for the use of the internet as a learning medium for Islamic Religious Education at SMK Negeri 3 Palembang. c) What are the inhibiting factors for using the internet as a learning medium for Islamic Religious Education at SMK Negeri 3 Palembang.

In this study using descriptive qualitative type research using data collection instruments in the form of observation, interviews and documentation. The informants in this study were three PAI teachers, school principals, vice principals and students in grades X, XI and XII. The research used to analyze data from data collection based on observation, interviews and documentation, then perform data reduction, then present and finally draw conclusions from the data that has been obtained.

Based on the results of the research that has been done, the researcher can draw conclusions that: The use of the internet as a learning medium for Islamic education at SMK Negeri 3 Palembang has been going well, this is evidenced by that: a). The internet helps facilitate access to Islamic Religious Education subjects, b). Internet availability as a learning resource for Islamic religious education, c). The accuracy of the internet function as a learning resource, and d). The use of the internet can help learning achievement. The supporting factors for the use of the internet as a learning medium for Islamic Religious Education at SMK Negeri 3 Palembang are: a). Teachers master information technology/computer science, b). Students master computer operations, schools provide computer facilities and also subscribe to internet service provider companies at PT. Telkom, and also the provision of internet hotspots accessible to classrooms. While the inhibiting factors for the use of the internet as a learning medium for Islamic Education at SMK Negeri 3 Palembang, namely: a). Computer damage due to virus attack, b). Damage to the internet network link, and slow internet access because too many people are using it at the same time.

Keywords: *Learning Media, Internet Utilization, Islamic Religious Education.*

PRELIMINARY

Learning is a complex process that occurs in every person throughout his life. The learning process occurs because of the interaction between a person and his environment. Therefore learning can happen anytime and anywhere. (Nana, 2020, p. 46) One sign that someone is learning is a change in behavior in that person which may be caused by a change in the level of knowledge, skill or attitude. (Syarnubi, 2019, p. 166)

The problem of education and teaching is a fairly complex problem where the teacher is a very important component in learning activities. The teacher's task is to convey subject matter to students through communication interactions in the teaching and learning process that they do. (Sanjaya, 2011, p. 135) The success of the teacher in conveying the material is very dependent on the smooth communication interaction between the teacher and his students. The lack of fluency in communication has consequences for the message or material conveyed by the teacher. (Budhyani, Candiasa, Sutajaya, & Nitiasih, 2022, p. 322)

The more people are aware of the importance of media that helps learning has begun to be felt. Management of learning aids is urgently needed. Even this growth is gradual. The metamorphosis from the library which emphasizes the provision of print media, to demand and provide services in a multi-sensory manner from the diversity of individual abilities to absorb information, makes the services provided absolutely mandatory and varied widely. In addition, with the increasingly widespread advances in the field of communication and technology, as well as the discovery of the dynamics of the learning process, the implementation of educational and teaching activities is increasingly demanding and obtaining a wide variety of educational media. Because indeed learning is an internal process in humans, the teacher is not the only source of learning, (Irsan, 2019, p. 747)

The communication process is always changing according to the times and the advancement of science. The development of science and technology is increasingly encouraging renewal efforts in the utilization of technological results

in learning activities. Two important elements in learning are teaching methods and teaching media. (Darimi, 2017, p. 111)

These two aspects are interrelated in supporting the success of the teaching and learning process. The choice of one particular teaching method will affect the appropriate type of teaching media, although there are still several other aspects that must be considered in selecting media, including teaching objectives, types of assignments, and responses expected by students after teaching takes place and the learning context including student characteristics. Even so, it can be said that one of the main functions of teaching media is as a teaching aid that also influences the climate, conditions and learning environment that are arranged and created by the teacher. (Abdullah, 2017, p. 43)

Hamalik as quoted by (Arsyad, 2013, p. 15), argues that the use of teaching media in the teaching and learning process can generate new curiosity and interest for students, as well as generate motivation and stimulation of teaching and learning activities and even have a psychological influence on students.

Therefore the inclusion of multimedia in teaching and learning has changed teaching strategies in the classroom. The teacher-centered learning approach has now shifted towards increasing the focus and role of students and their active participation in the teaching and learning process. It is an undeniable fact that many learning institutions find new methods and ways to bridge efficiency with learning technology.

In addition, the media can also be useful for arousing learning enthusiasm, enabling students to study independently according to their interests and abilities. Media can increase knowledge, as well as provide flexibility in delivering messages. In addition, the media also functions as a communication tool, as a means of solving problems and as a means of self-development. Through the use of teaching media it is hoped that it can affect the quality of student learning outcomes. Choosing and using media must be in accordance with the criteria, one of the learning media that is quite helpful in the learning process, namely the internet. (Mulyono & Susilawati, 2020, pp. 289–290)

The internet is an information medium that is very beneficial for the development of student knowledge, all data in the form of pictures and descriptions is very much available on the internet, teachers can also broaden their knowledge and horizons of thinking by developing teaching materials from the internet, with the development of teacher knowledge, the knowledge transferred by the teacher be better and better quality (Munir, 2008, p. 152). With the knowledge of how to use the internet, students will have the opportunity to develop and deepen the material that has been taught, besides that internet skills will also provide a more developed horizon of thinking in the future.

Given the important role of the internet in increasing students' knowledge and insights about the material that has been given by the teacher, it is appropriate for every student to have knowledge about how to use the internet. The hope is that by using a lot of internet media related to lessons and other things that are still related to lessons, the learning achievement that will be achieved by these students will be better. As a consequence of being active on the internet, students can meet the needs of better subject matter besides using the school library.

RESEARCH METHODS

There are five aspects related to this research methodology, namely: research approach, types and sources of data, sampling techniques, data collection techniques, data analysis techniques.

Research approach, a qualitative case study to obtain a descriptive picture of the use of the Internet as a learning medium for Islamic religious education at SMK Negeri 3 Palembang.

Data Collection Methods, in order to obtain proper (valid) data, the main data needed in this study were collected through three methods, namely: interviews, observation, and documentation.

In-depth interview (*in-depth interview*) by using an interview guide (structured interview) (Anggito & Johan Setiawan, 2018, p. 50) conducted on three teachers of Islamic religious education. The guide is used flexibly, it can be removed or replaced during the interview. This method is used to obtain

information related to the use of the internet as a learning medium for Islamic Religious Education and its supporting and inhibiting factors.

The observation or observation method is used to directly observe data about the condition and situation of the school, the role and activities of Islamic religious education teachers when providing Islamic religious education learning materials to students in class. Observations were also made to compare and recheck information obtained based on interviews.

The documentation method is used to disclose administrative data as well as documented activity data. Sources of data are in the form of documents already available at the school, including: historical and geographical aspects of the school, school vision and mission, school plan, school organizational structure, condition of teachers and staff, condition of students, facilities and infrastructure, curriculum vitae of Islamic religious education teachers, programs annual program, quarterly program, preparation for teaching Islamic religious education teachers, extra-curricular activity programs, books in the school library related to Islamic religious education materials. This document data is used to describe the context of the research area related to the use of the internet as a learning medium for Islamic religious education

RESEARCH RESULTS AND DISCUSSION

The problem of education and teaching is a fairly complex problem where the teacher is a very important component in learning activities. The teacher's task is to convey subject matter to students through communication interactions in the teaching and learning process that they do. The success of the teacher in conveying the material is very dependent on the smooth communication interaction between the teacher and his students. The lack of fluency in communication has consequences for the message or material conveyed by the teacher. (Asnawir, 2002, p. 1)

SMK Negeri 3 Palembang is one of the schools that applies the use of the internet as a learning medium. The importance of media that helps learning has begun to be felt. Management of learning aids is urgently needed. Even this

growth is gradual. The metamorphosis from the library which emphasizes the provision of print media, to demand and provide services in a multi-sensory manner from the diversity of individual abilities to absorb information, makes the services provided absolutely mandatory and varied widely. In addition, with the increasingly widespread advances in the field of communication and technology, as well as the discovery of the dynamics of the learning process, the implementation of educational and teaching activities is increasingly demanding and obtaining a wide variety of educational media.

The choice of one particular teaching method will affect the appropriate type of teaching media, although there are still several other aspects that must be considered in selecting media, including teaching objectives, types of assignments, and responses expected by students after teaching takes place and the learning context including student characteristics. Even so, it can be said that one of the main functions of teaching media is as a teaching aid that also influences the climate, conditions and learning environment that are arranged and created by the teacher.

Therefore the inclusion of multimedia in teaching and learning has changed teaching strategies in the classroom. The teacher-centered learning approach has now shifted towards increasing the focus and role of students and their active participation in the teaching and learning process. It is an undeniable fact that many learning institutions find new methods and ways to bridge efficiency with learning technology.

In addition, the media can also be useful for arousing learning enthusiasm, enabling students to study independently according to their interests and abilities. Media can increase knowledge, as well as provide flexibility in delivering messages. In addition, the media also functions as a communication tool, as a means of solving problems and as a means of self-development. Through the use of teaching media it is hoped that it can influence the quality of student learning outcomes in choosing and using media according to the criteria (Siregar, 2021, p. 269). As for one of the learning media that is quite helpful in the learning process, namely the internet.

The internet can connect computers and computer networks in hundreds of countries and departments or agencies, both private and government. Through this internet, anyone can freely access various kinds of information from various places. Information that can be accessed can be in the form of text, graphics, sound or video. As stated by Idris quoted by (Setiyani, 2010, p. 118) It is recognized that the internet is an innumerable network of information, communication, investigations, and various sources that can be used to help students produce theses, project work, and so on. Internet is known as a tool to reach information on a global scale. Students can now get more information than in textbooks by searching and browsing all web sites around the world.

The internet is an information medium that is very beneficial for the development of student knowledge, all data in the form of pictures and descriptions is very much available on the internet, teachers can also broaden their knowledge and horizons of thinking by developing teaching materials from the internet, with the development of teacher knowledge, the knowledge transferred by the teacher be better and better quality. With the knowledge of how to use the internet, students will have the opportunity to develop and deepen the material that has been taught, besides that internet skills will also provide a more developed horizon of thinking in the future.

The use of the internet is a new forum for students, especially students, to obtain various information and knowledge. As a source of information, the use of the internet is used as a forum for collecting research results, scientific and non-scientific journals, news from around the world and is available 24 hours a day. The internet is a combination of information technology and communication technology, has a very suitable function as a means of delivering teaching materials. On the other hand, the internet is designed as a means of sending information from one computer to another ideally, without being hindered by the distance factor. (Oetomo Dharma Sutedjo, 2002, pp. 11–12)

Given the important role of the internet in increasing students' knowledge and insights about the material that has been given by the teacher, it is appropriate for every student to have knowledge about how to use the internet. The hope is

that by using a lot of internet media related to lessons and other things that are still related to lessons, the learning achievement that will be achieved by these students will be better. As a consequence of being active on the internet, students can meet the needs of better subject matter besides using the school library. The internet can make teaching and training processes much more "fun" and much easier because various information, data and knowledge can be obtained instantly,

For students, the use of the internet as a tool in gathering information in the form of education will be able to trigger and increase motivation in their learning process. The availability of up-to-date information has encouraged students to read and follow developments in science and technology (IPTEK) that are happening in various parts of the world. (Talib, 2022, p. 30)

Media comes from the Latin *medius* which literally means middle, intermediary or conductor. In Arabic, media is an intermediary or message delivery from the sender to the recipient of the message. More specifically, the notion of media in the learning process tends to be interpreted as graphic, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information. (Azhari, 2015, p. 44) In addition to the media being referred to as a conveying or delivery system, the media is often replaced with the word mediator. With the term media mediator denotes its function or role, namely managing an effective relationship between the two main parties in student learning and lesson content. (Sofia, 2012, p. 50)

In general, the position of learning media functions as an intermediary tool or message regulator in learning activities, namely providing a stimulus to students so that students can understand the material conveyed by the teacher, from concepts that are still abstract to a more concrete picture. A person's attitude and behavior will change. Change, after they get new knowledge and experience. The use of media in learning Islamic Religious Education will help students gain new knowledge and experience through the material delivered by the teacher compared to if the teacher only takes a verbal approach. (Muhaimin, 2002, p. 200)

Islamic religious education lessons in schools aim to grow and improve faith through the provision and fertilization of knowledge, appreciation, practice

and experience of students about Islam so that they become Muslim human beings who continue to develop in terms of faith, piety, nation and state, and to be able to continue at a higher education level. (Monicha et al., 2021, p. 200) Therefore educators are expected to be able to develop learning methods in accordance with competency standards and basic competencies. The achievement of all basic competencies of commendable behavior can be carried out in an irregular manner. The role of all school elements, parents and the community is very important in supporting the successful achievement of the goals of Islamic Religious Education.

Islamic Religious Education in schools referred to here is the implementation of Islamic religious education and religious activities of students at SMK Negeri 3 Palembang. Meanwhile, according to Chabib Thoha and Toto Suharto quoted by (Samrin, 2015, p. 105), Islamic Religious Education, namely a conscious effort to prepare students to believe, understand, live and practice the Islamic religion through guidance, teaching and/or training activities with due regard to the guidance to respect other religions in inter-religious harmony relations in realizing national unity

In line with the use of the internet as a learning medium, it is hoped that it will support and add insight to students, especially in learning Islamic Religious Education, although according to information on learning media conducted at SMK Negeri 3 Palembang so far it is suspected that it is still conventional and there are still limited learning resources which in turn will bring impact on students' lack of understanding and experience of subject matter, especially Islamic Religious Education.

Based on the condition of this reel, the use of internet media in learning Islamic Religious Education at SMK Negeri 3 Palembang needs to be made more serious improvement efforts from the school. To dig up more comprehensive information on the use of the Internet as a learning medium for Islamic religious education at SMK Negeri 3 Palembang and what factors support and hinder the use of the internet as a learning medium for Islamic education at SMK Negeri 3 Palembang.

Utilization of the Internet as a Learning Media for Islamic Religious Education at SMK Negeri 3 Palembang, Islamic Religious Education Learning is expected to be able to condition students to learn independently. Students can access online from various libraries, museums, databases, and support the achievement of the desired goals. Teachers should have the ability to integrate media into lesson plans including objectives, materials, strategies, and also available time.

Based on the results of interviews regarding the use of the internet as a learning medium for Islamic Religious Education at SMK Negeri 3 Palembang, there are supporting and inhibiting factors. Factors Supporting the Use of the Internet as a Learning Media for Islamic Religious Education at SMK Negeri 3 Palembang, namely: Teachers master information technology / computers, students master computer operations, schools provide computer facilities and also subscribe to internet service provider companies at PT. Telkom, and also the provision of internet hotspots in accessible classrooms and teachers.

Students can also learn to cooperate with each other by sending e-mails to discuss teaching materials, especially in terms of doing Islamic religious education assignments which can be accessed easily online, and the teacher as an educator can also check what is being taught. done by students online.

Factors Inhibiting the Use of the Internet as a Learning Media for Islamic Religious Education at SMK Negeri 3 Palembang, Although communication technology in the form of the internet has proven to support the learning process between teachers and students to be more effective and productive, But in the use of the internet as a learning medium for Islamic Religious Education in Palembang 3 Public Vocational School besides supporting factors, there are also inhibiting factors, namely: computer damage due to virus attack, broken internet link network, slow internet access because too many people are using it at the same time.

CONCLUSION

The use of the internet as a learning medium for Islamic Religious Education at SMK Negeri 3 Palembang has been going well, this is evidenced by that: a). The internet helps facilitate access to Islamic Religious Education subjects, b). Internet availability as a learning resource for Islamic religious education, c). The accuracy of the internet function as a learning resource, and d). The use of the internet can help learning achievement.

Factors supporting the use of the internet as a learning medium for Islamic Religious Education at SMK Negeri 3 Palembang, namely: a). Teachers master information technology/computer science, b). Students master computer operations, schools provide computer facilities and also subscribe to internet service providers at PT. Telkom, and also the provision of internet hotspots in accessible classrooms. While the inhibiting factors for the use of the internet as a learning medium for Islamic Religious Education at SMK Negeri 3 Palembang, namely: a). Computer damage due to virus attack, b). Damage to the internet network link, and slow internet access because too many people are using it at the same time.

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