

JOYFUL LEARNING BASED ON DIGITAL PLATFORMS IN ISLAMIC RELIGIOUS LEARNING AT SMP MA'ARIF NU 1 CILONGOK

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Abstract. Islamic religious learning (PAI) in schools, in its implementation still shows various problems. As well as the learning process of Islamic Religious Education in schools today is still limited as a process of transforming of knowledge. In addition, judging from the learning process carried out by teachers are still dominant lectures. So that the learning goal is not achieved thoroughly. Learning media has an important role in determining the success of PAI learning. For this reason, this study aims to analyze media needs in PAI learning in pandemic times at the Junior High School (SMP) level. This research uses a descriptive-qualitative approach. The data collection technique used is an in-depth interview with the principal and teacher of PAI Junior High School Ma'arif NU 1 Cilongok as well as documentation in the form of writing, photos, and videos. The results of this study showed that the implementation of Joyful learning based on digital platforms in the Study of Islam at Ma'arif NU 1 Cilongok Junior High School was carried out using five platforms in the form of WhatsApp Group, Google Class Room), Zoom Meeting, YouTube, and Mandiri Video. Through the use of these five platforms are able to bring students' learning spirit and learning more effective and fun in the midst of the covid-19 pandemic.

Keywords: joyful learning, digital platforms, Islamic religious learning, junior high school, pandemic covid-19.

INTRODUCTION

The condition of the Covid-19 pandemic has resulted in extraordinary changes, including in the field of education. It is as if all levels of education are 'forced' to transform to adapt suddenly drastically to learning from home through online media (*online*). This is certainly not an easy thing, because it is not fully ready. The problem with the world of education is that the learning process is not yet uniform, both the standards and the quality of the desired learning outcomes (Atsani 2020) 2020).

Quality education certainly requires qualified teachers as well, this is necessary to see the development of an increasingly sophisticated era with technology. So, like it or not, teachers must be one step ahead of students in the teaching and learning process, especially from providing learning media that are in accordance with the present (Setiawan 2019). Learning media has a central position in the learning process and not merely as a tool. Learning media plays an important role to make learning activities more effective and efficient (Koesnandar 2020). The success or failure of the learning process is largely determined by the media used. Media is something that can be used to transmit messages from sender to receiver so that it can stimulate students' thoughts, feelings, concerns and interests in such a way that there is a 'learning' process (Arsyad 2005).

Based on its development, learning media has revolutionized four times in the world of education. The first revolution occurred several decades ago, when parents gave their children's education to someone else who worked as a teacher; the second revolution occurred with the use of

written language as the main means of education; the third revolution arose with the availability of print media which was the result of the invention of the printing technique; and the fourth revolution took place with the widespread use of electronic communication media (Setiawan 2019).

Likewise, in the subjects of Islamic Religious Education and Budi Pekerti, the media as a means of delivering learning messages can be used to improve the quality of learning to be more effective and efficient (Rusydiah 2014). Islamic religious education itself aims to make people who are *ulil albab*, like to remembrance and think, do charity wherever they are, pray and submit to Allah so that there is no sense of arrogance and defiance. *Insan ulil albab* describes a competent human figure, namely a person who has faith, knowledge and uses his knowledge in life. In addition, Islamic education can also form a generation of character, character, self-styled, high-level according to Allah's standards and the content of education is to realize the goal, namely the teachings of Allah (Setiawan 2014; 2016). Thus Islamic Religious Education plays a role in building competent and noble human resources (Anggraini 2017).

Islamic education is very important because this material is one part of the foundation of building faith (*aqidah*), worship (*Sharia*), and morals (*moral*). It is also a *wasilah* to encourage students to know the religion of Islam which is *rabbaniyah* (authentic from Allah), *insaniyah* (humane), *wasatiyyah* (moderate), and the main goals of Islam; maintain faith, reason, property, honor, and soul (Imawan et al. 2021; Imawan 2020).

To achieve this goal, in learning Islamic Religious Education a clearer and concrete picture is needed. One of the directions on more concrete things is through the help of learning media. However, to choose the right media based on the learning objectives to be achieved, it is necessary to consider the characteristics of the subjects and the characteristics of the students, so that there are no mistakes in the selection.

Islamic education is an educational system process that covers all aspects of life needed by the servants of Allah (students) based on Islamic teachings. The term Islamic education itself is an effort of pious adults (Muslims) who consciously direct and guide the growth and development of the nature (basic potential) of students through Islamic teachings towards the maximum point of growth and development. Islamic education as education that aims to form individuals with character, character, self-styled, high-level according to Allah's standards and the content of education is to realize the goal, namely the teachings of Allah.

To realize interesting PAI learning, teachers are required to be able to present interactive and interesting (*learningjoyful learning*). Research on *joyful learning* has been studied by many researchers, including; Umi Istiqomah and Erlina Prihatnani (2019) also stated that the application of strategies *joyful learning* appropriate can improve student learning outcomes. (Nurrishma 2019) which states that *joyful learning with the help of humor* can improve student learning outcomes and achievements. Nurul Fajri (2016) also stated that the application of *joyful learning* designed by the model *group investigation* can improve student learning outcomes. Kusuma, Maftukhin, and Ngazizah (2016) also stated that the physics module based on *joyful learning* can increase student activity and learning outcomes.

It also made Masrurroh Lubis conduct research on e-learning-based PAI learning (MTS Educator Innovation Study. PAI Medan in the Middle of the Covid-19 Outbreak) which then further explained how the innovative efforts of MTs teachers in PAI learning, including the presentation of learning with multimedia, using the motto 'friendly', online-based discussions and assignments (Lubis, Yusri, and Gusman 2020). The research does not explain in detail the application or means of online learning.

Among these platforms is the *WhatsApp Group*, which in Edi Suryadi et al's research entitled The Use of WhatsApp Social Media And Its Effect on Student Discipline in Islamic Education Subjects (Case Study at the Chemical Analyst Vocational School of YKPI Bogor) explains that there

is a positive and significant influence on the use of social media whatsapp on the learning discipline of class X students in Islamic Religious Education subjects (Suryadi, Ginanjar, and Priyatna 2018). While research Soni et al. entitled *Optimizing the Utilization of Google Classroom as a Learning Media at Smk Negeri 1 Bangkinang* explained that the use of Google Classroom as a learning medium minimizes the use of paper in the teaching and learning process (Soni et al. 2018). This is different from the research of Danin Haqien et al, entitled *Utilizing Zoom Meetings for the Learning Process During the Covid-19 Pandemic*, which resulted in the finding that the implementation of learning with Zoom Meetings was considered less effective because what often happened was problems with the network or internet signal. However, the advantages of using Zoom Meetings are considered practical and efficient because by using Zoom Meetings, communication between educators and students is easier than communicating in writing or via chat (Haqien and Rahman 2020).

Departing from the existing literature review and considering the importance of *joyful learning*, the PAI teacher at SMP Ma'arif NU 1 Cilogok tries to utilize technology tools to design learning content to be more interesting and able to arouse student learning motivation. The approach used is *joyful learning* based on a digital platform which is expected to be able to liven up the classroom atmosphere and increase students' learning motivation in PAI learning.

This approach *joyful learning* digital platform-based to PAI learning is the novelty and novelty of this research, because teachers try to integrate PAI learning designs that focus on *learning centered* with the development of learning content that utilizes developments in information and communication technology.

Departing from this, the researchers focused their study on how to implement *joyful learning* based on digital platforms in increasing students' learning motivation in PAI learning at SMP Ma'arif NU 1 Cilogok?, so that the findings of this study are expected to be able to contribute to the creation of an active PAI learning atmosphere, creative, innovative and effective, capable of evoking a student learning atmosphere in the midst of a pandemic to achieve predetermined goals.

RESEARCH METHOD

The research in this paper uses a qualitative-descriptive approach, namely research on *Joyful Learning Based on Digital Platforms in Islamic Religious Learning in Junior High Schools* (Denzin and Lincoln 2019). With the scope of the research to be carried out, the place of this research is SMP Ma'arif NU 1 Cilogok. Data collection techniques used are in-depth interviews and documentation. In-depth interviews aim to dig up the data necessary. Researchers prepared a number of questions to respondents regarding the Digital Platform used in PAI learning. The informants interviewed were the principal, teachers, and seventh, eighth, and ninth grade students at SMP Ma'arif NU 1 Cilogok. The documents used are in the form of photos, videos, and writings that provide an overview of fun and interesting learning (*joyful learning*) based on digital platforms in Islamic religious learning during the COVID-19 pandemic. Analysis of documentation from various sources to inform of photos, videos and writings is managed to help display data that has not been obtained and check the truth to make description easier. In this study, the data analysis technique used used data analysis from Miles and Huberman (1992), where the researchers consistently performed data reduction; categorize data; presenting data and repeating data collection if necessary to arrive at conclusions.

RESULT AND ANALYSIS

Implementation of *Joyful Learning* Based on Digital Platforms in Islamic Religious Learning at SMP Ma'arif NU 1 Cilongok

Joyful learning is a student-centered learning approach and is able to provide enjoyable learning conditions for both educators and students (Nurul Fajri 2016). The principle of joyful learning is to create a class that is fun and not monotonous and not boring, so that students are comfortable and do not feel bored in learning. Through a fun learning atmosphere, students will be motivated to continue to find out and learn about something that makes them curious. Curiosity is a feeling that must be raised so that children are encouraged to find out for themselves so that their activity increases (Nasrullah 2018).

Joyful learning can develop students' thinking patterns, build their own concepts, and be able to formulate a conclusion, so as to make students interested in their learning (Permatasari et al., 2014). Joyful learning requires stimulus and tools to stimulate students to better understand the material and be more active in learning (Musbhirah, Muntari, and Idrus 2018).

In practice, through *joyful learning*, teachers try to communicate and interact with their students to foster new experiences in their learning. Students are required to actively argue in expressing their opinions, without any pressure and fear because the learning atmosphere is very pleasant (Mahalli 2017).

In learning activities, it is important to pay attention to the use of media that is appropriate to the situation and conditions appropriately, especially considering the circumstances of the students who will study (Ismail 2008). Learning media are all forms of communication tools that can be used to convey information from sources to students in a planned manner so as to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively (Hamzah 2011).

After being used for almost half a semester, researchers found that the digital PAI learning platform used and needed during the pandemic was divided into five platforms. The five platforms have their respective advantages and disadvantages. Therefore, researchers need to conduct ongoing studies so that PAI learning in the midst of a pandemic can take place effectively and pleasantly.

1. WhatsApp Group

Social media *WhatsApp* is often abbreviated as WA is one of the communication media that can be *installed* in the *Smartphone*. This social media is used as a means of communication *chat* by sending text messages, pictures, videos and even telephone calls. This media can be active if the user's phone card has an internet data package.

A more detailed explanation of *WhatsApp*, as stated by Hartanto, is that *WhatsApp* is a messaging application for *smartphones* that is basically similar to *Black Berry Messenger*. *WhatsApp Messenger* is a cross-platform messaging application that allows people to exchange messages without SMS fees, because *WhatsApp Messenger* uses the same internet data plan for email, web browsing, and so on. The application *WhatsApp Messenger* uses a 3G/4G or *WiFi* connection for data communication. By using *WhatsApp*, we can have chats *online*, share files, exchange photos, and others (Hartanto 2010).

Meanwhile, another source explained that *WhatsApp* is an instant messaging application for smartphones. When viewed from the function of *WhatsApp*, it is almost the same as the SMS application that is usually used on old cellphones. But *WhatsApp* does not use credit, but internet data. So, in this application, one does not have to worry about the length of the character. There is no limit, as long as the internet data is sufficient. Although it is an instant messaging application, there is something unique about *WhatsApp*. So, the contact recognition system, verification and sending of messages is still carried out through a mobile number that has been registered beforehand. This method is different from BBM, which uses a PIN, or LINE, which in addition to cell phone numbers also supports email, and user names.

When online learning was first announced in mid-March 2020, students in grades VII, VIII and IX of SMP Ma'arif NU 1 Cilongok were very enthusiastic about participating in online learning. For this reason, a created *WhatsApp group* was to represent each of these classes. The function of the *group chat* is as the first medium in addition to preparing other online media. Subject matter and assignments in the form of Text (Word/Excel), Image, Audio and Video are delivered in groups and if there is an assignment, the answer sheet is photographed and sent to the teacher. There are weaknesses and obstacles in the group platform, *WhatsApp* namely communication patterns that are less responsive, only in one direction, unlimited time and less than optimal material is conveyed so that there is no feedback from students. This can be seen in PAI learning, where the material presented is in the form of theory, memorization and practice. The theory is still well conveyed, however, in memorization and practice, there are problems due to limited information and lack of understanding of the material presented.

However, the advantage of this *WhatsApp* group is as an effective coordination, because each student and also the teacher chooses this application on a cellphone, so that information will be easily obtained.

2. **Google Class Room**

Google Classroom is an application that allows the creation of classrooms in cyberspace. In addition, *Google Classroom* can be a means of distributing assignments, submitting assignments and even assessing submitted assignments (Hammi 2017). Thus, this application can help facilitate lecturers and students in carrying out the learning process more deeply. This is because both students and lecturers can collect assignments, distribute assignments, assess assignments at home or anywhere without being bound by time limits or lesson hours.

Google classroom is actually designed to make it easier for lecturers and students to interact in cyberspace. This application provides an opportunity for lecturers to explore their scientific ideas to students. Lecturers have the flexibility of time to share scientific studies and give independent assignments to students. In addition, lecturers can also open discussion rooms for students online. However, there is an absolute requirement in applying *Google Classroom*, which is that it requires qualified internet access.

The application *google classroom* can be used by anyone who is a member of the class. The class is a class designed by the Lecturer in accordance with the real class or real class at school. Regarding class members in *google classroom* Herman in Hammi (2017) explains that *google classroom* uses classes available to anyone who has *Google Apps for Education*, a set of free productivity tools including gmail, documents, and drive.

After going through 3 months of learning using the *WhatsApp Group*, the new decision from SMP Ma'arif NU 1 Cilongok is to continue online learning through *Google Classroom*.

As reported on its official website, *edu.google.com*, Google states that *Google Classroom* is an efficient portal service to make it easier for teachers to manage teaching materials and assignments. In addition to making it easier for teachers, from the learner's perspective, also *Google Classroom* is considered an online learning medium that is internet quota friendly, because the online class service access pattern on the platform was created like social media, which does not require an excess quota to access it.

Google Classroom is made up of classes with members of the teachers and students in the class. Submission of material according to the scheduled time, is no exception for PAI lessons. Behind the convenience felt by students, researchers who act as teachers actually feel the opposite. According to researchers, *Google Classroom* actually eliminates the interaction side between teachers and students, especially in terms of PAI teaching.

According to researchers, the interaction between teachers and students is a bit lost, because the interactions that take place in this virtual class are only channeled through text in the comments column, different from direct interaction patterns such as those found in the application *WhatsApp Group*. This will certainly make it difficult for teachers to assess students personally, considering the lessons that the researchers are capable of in this study are PAI (Aqidah-Fiqh) subjects, which require the personal skills of each student in mastering memorization and the practice being taught.

3. **Zoom Meeting**

One application that provides face-to-face interaction facilities for educators and students virtually via *video conference* with a PC or laptop or smartphone is *Zoom Cloud Meeting*, this application is an application that is used as a medium for remote communication by combining video conferencing, chat, meetings. *online* and mobile collaboration. The use of meetings in this application can accommodate 1000 participants together in one virtual meeting. This application can be downloaded for free, but still functional, features include calls *telephone*, webinars, presentations, and many others. This application is considered to have good quality, it can be proven by companies that have entered the Fortune 500 already using this service (Wibawanto 2020). The continuity of the video conference at the time of the recording security meeting is more secure (Brahma 2020).

Zoom Meeting is a video conferencing service that has the practical ability to present an online meeting atmosphere. As reported by id.cloudhost.com, active Zoom users have increased rapidly by around 2.22 million per month since the COVID-19 pandemic spread globally as of March 2020. This paid application can be accessed for free with a maximum user capacity of 100 people and a conference duration limit of around 40 minutes.

After carrying out teaching and learning activities for one month of July 2020, SMP Ma'arif NU 1 Cilongok evaluated online learning using *Google Classroom* and several obstacles were found, including complaints from parents, so the decision was made to use the application *Zoom Meeting*, as an online learning medium for PAI subjects and lessons. another. As a teacher, the researcher also tries to facilitate this decision.

In online teaching, which has been through about 1 meeting for all classes, researchers have experienced many conveniences when using *Zoom Meeting*. This application is equipped with a Sharing Screen feature that is able to facilitate the needs of teachers in presenting teaching materials like face-to-face meetings in conventional classes to students.

Researchers consider that *Zoom Meetings* are indeed good at being used as a mainstay online learning medium. But on the learner side, researchers found different responses. After being evaluated, the majority of students at SMP Ma'arif NU 1 Cilongok considered that learning through *Zoom Meetings* was very draining on their credit quota. This is because the background of students who are competent researchers has heterogeneous economic conditions. For this reason, obstacles that are directly related to economic value must be handled wisely, so that the online learning process can take place fairly.

In addition to the quota issue which is considered burdensome, online learning through *Zoom Meetings* is sometimes, according to some, they are constrained by an unstable signal, so that the *Zoom* they access is sometimes intermittent. This factor is due to the location range of each provider that students use, with the location where they access *Zoom* varies so that this can happen. For this factor it can be considered as the most crucial aspect, because if learning via *Zoom* is still forced, then not all students can benefit from the material presented, because some of them are still constrained by poor signal conditions, "Not all students take part in learning using zoom, an average of 50-70%". Even though there are some others who feel comfortable using *Zoom*, because they access it with a more stable subscribed home internet.

4. YouTube

The selection of media *YouTube* is one of the suitable media in implementing the teaching and learning process. The advantages of teachers in using media *YouTube* are *YouTube* as a good instructional source, as a source of teaching motivational tools that can involve students and modern learning styles, as a free learning resource in consideration of the education budget, through *YouTube* the online teaching and learning process is more practical. simply by pasting the URL of the video on the *YouTube* site to be selected. Users can account for display in front of the class (Burke and Snyder 2008).

This web-based application offers its own uniqueness because it has become a popular medium for uploading video files from low to high quality file sizes. This application *YouTube* is used to minimize the process of uploading video files and save internet data because it is one-way. In addition, saving files on *YouTube* will provide opportunities for students to be able to play back learning materials without time restrictions. And during the learning of Islamic Religious Education through Youtube in 2020 students were helped to understand the material presented.

5. Independent

Videos *Independent* videos are videos that are made independently using a *smartphone* according to the PAI learning material to be taught to students. Making this video is quite effective and can achieve the learning objectives.

CONCLUSION

Based on the results and discussion of the research, it can be concluded that the implementation of digital platform-based joyful learning in Islamic religious learning at SMP Ma'arif NU 1 Cilongok during the COVID-19 pandemic used five platforms, namely *WhatsApp Group*, *Google Class Room*, *Zoom Meeting*, *YouTube*, and *Standalone Video*.

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