

USE OF ICT TECHNOLOGY- BASED MEDIA (INFORMATION AND COMMUNICATION TECHNOLOGY) IN LEARNING

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Abstract. Nowadays technology has developed so fast. Developments that took affect patterns of human communication, including communication in the world of education , especially the process of learning in the classroom involving teachers and pupils. These audio-visual tools are used not only as educational aids but more than that, they function as an effective transmitter of educational messages. To support the success of teaching and learning activities in the classroom , the use of audio-visual tools must be maximized. Utilization of instructional media, especially based on Information and Communication Technology (ICT) now have already become a necessity that must be lived by every teacher covet effective learning efficiently.

Keywords: Learning, Media, Technology-Based.

INTRODUCTION

Along with the development of an increasingly advanced era, the conditions in the world of education have also experienced a shift. The role of the teacher as a transmitter of messages had to be supported by the media a good education so that the process of learning that does take place is effective and efficient. This is because the material that must be conveyed by teachers to students is getting wider and more diverse in scope. The situation is different from the past where the teacher was the main and only source of learning , now the conditions have changed. Since entering the latter half of the 20th century , theory has changed. communication social begin entry into the realm of world education, tools aids of view heard (audio- visual aids) began to be used in the delivery of educational messages. Media education in the form of tools are seen not only as a tool to help education, but also serves as a transmitter of messages efektif. Penggunaan educational aids or learning media in education has become a necessity that must be taken by each teacher. The application of learning media in the classroom is very helpful for the success of teachers in the teaching and learning process . It is applicable to teachers at all educational paths, whether formal or non-formal.

This article presents a discussion about the use of media Information and Communication Technology (ICT) -based learning at Madrasah Ibtidaiyah educational institutions . This paper deliberately limits itself to only discussing the use of ICT media in the classroom because it is based on the work of dedication to teachers at Madrasah Ibtidaiyah. So that the discussion focus the discussion in the paper is directed to answer the formulation of the problem raised by writing this, which include the points below: what are meant by the media, what is media-based learning ICT, and can diupayakan pembelajaran based ICT at institutes of education such as Madrasa. The problems that will be described in a systematic sub-sub discussion of this paper as follows.

RESEARCH METHOD

This research is field research, using a qualitative descriptive approach (Moleong, 2016). In this study, researchers presented data obtained directly from teachers at Madrasah Ibtidaiyah Khaerul Huda. The source of information in this study is the teacher. In collecting data researchers using direct interview techniques, this aims to get accurate information. Direct observation and documentation. As for analyzing the data of researchers using miles and huberman techniques, it starts with data reduction, data presentation and data verification (Miles, 2005).

RESULT AND ANALYSIS

Learning Media

Learning media is often also referred to as educational media. Both terms this could be used in alternate and contains meaning. Media learning is a tool or intermediary that is useful to facilitate the learning process, in order to streamline the communication between teachers and students. This greatly helps facilitate teachers' teaching and students receive and understand emphasized that this process takes the role of a professional teacher to be able to align the media learning and educational methods.

Media education has a great function in various lives, both in the world of education and in social, economic, and cultural life (Nasution, 2002). In the life of education, communication media make a major contribution to the progress and quality improvement of an educational institution. By taking the media of the child learners will easily digest and understand a lesson. Thus, through a systematic and rational scientific approach, educational goals can be achieved effectively and efficiently (Sudarman Danim, 1995).

To achieve these educational goals, teachers have an important role in delivering the success of students, therefore good communication between teachers and students is needed. To create a good communication needs of professional teachers who are able to balance between media learning and methods of teaching so that the information that is conveyed teachers can welcome the students with good (Sudarman Danim, 1995).

Literally the media is defined as an "intermediary" or "introduction". AECT (Association for Educational Communications and Technology) defines media as all forms used for the process of distributing information (Sudarman Danim, 1995). Robert Hanick and colleagues define the media as something that carries information between the source (source) and receiver (receiver) of information. Meanwhile, Kemp and Dayton suggested the role of media in the communication process as a sender (transfer) that transmits messages from the sender (sender) to the recipient of the message or information (receiver) (Benni Agus, 2017). Media

Learning is an intermediary or a tool to facilitate the process of learning that the purpose of teaching is achieved by effectively and efficiently. So thus be concluded that the media of learning is a tool, methodical and techniques used as an intermediary for communication between a teacher and students in order to more effective communication and interaction between teachers and students in the educational process of teaching in schools.

Learning Sources, Learning Media And Pros

In the discussion on learning media there are some terms that mutualisme. To gain a true understanding of the need to clarify and explain some of the terms. Pertama is a source of learning, which is a resource that is designed or used for the benefit of the process of learning, either directly or not directly, partially or completely. AECT classify the source of learning for the six major groups, namely:

Table 1

<i>Types of Learning Resources</i>	<i>Definition</i>	<i>Example By</i>	
		<i>By Design</i>	<i>Utilization</i>
Message (<i>Message</i>)	Information to be passed by components others in the form of ideas, facts, meanings or data.	Study materials.	Folklore, fairy tales, advice.
Man (<i>People</i>)	The person who saves information or distribute it (not including those who carry out the function of securing and managing learning resources).	teacher, actor, students, players (excluding technicians, curriculum team).	Source person, community leaders, agency leaders, respondents.
Ingredients (<i>Materials</i>)	Something, we might call software media, that contains messages for served.	Transparent, slide, <i>tape</i> , book, picture.	Mosques, books, engineering equipment.
Equipment (<i>Devices</i>)	Something, one might call hardware media, that support delivery	OHP, TV, camera, whiteboard.	Generators, machines, tools car.

	message served.		
Method/technique (<i>Techniques</i>)	Disciplined procedures for using materials, equipment or situations to deliver a message.	Lectures, discussions, simulations, learning independent.	Games, workshops, spontaneous conversations, etc.
Environment (<i>Settings</i>)	The situation around which the message is delivered.	Classroom, studio, hall.	Parks, gardens, markets, museum.

The second is learning media, which has many limitations. AECT, for example, limits the media as all forms and channels used by people to channel messages/information. Gagne (1970) states that the media are different types of components in the environment that can stimulate learners to belajar. Sementara that Briggs (1970) states the media is all the physical tools that can present the message and stimulate peserta belajar. Sementara the NEA (National Education Association / Association of Education National) stated that the media is all something that can be used to deliver a message from the sender to the receiver so that it can stimulate the mind, feelings, concerns and interests and concerns of students in such a way that the learning process occurs (Sadiman, 2012).

In choosing this learning media, there are at least seven criteria that must be considered, namely: a) Suitability. Media learning was chosen because it can help the participant students gain an understanding on the material taught by the teacher and in accordance with the competencies that will be achieved. b) Objectivity. Media selection must be done objectively, should not be based on personal pleasure. c) Program targets. The learning media chosen must be adjusted to the level of understanding and development of students. d) Difficulty level. The selection of media needs to consider the level of difficulty faced by the teacher in its use. e) Cost. The selection and use of learning media needs to consider the size of the costs to be incurred compared to the results to be achieved. f) Availability. The selection and use of learning media need to consider their availability. And g) Technical quality. The learning media used should be of high quality.

Needs to be emphasized that the media of learning is not limited to the means of audio-visual alone but also include things such as behavior included also in it personally and behavior behavior of teachers.

In general, the forms of learning media can be in the form of: (a) Notes or reading materials, for example, such as books, comics, newspapers, magazines, bulletins, folders, periodicals and pamphlets, and others. (b) The tools of audio-visual, which include: 1) Media Learning without projection, for example whiteboard, clipboard, board flannel, schematic diagrams, graphs, cardboard, comics, drawings, 2) instructional media three-dimensional like object original and imitation objects, such as dioramas, dolls, etc., 3) Media that uses technical or manual techniques, such as film strips, films, radio, television, electro-tooling or instructive laboratories, automotive and computer classrooms. (c) Community resources, included in this category are objects, historical relics, documentation (about an event), used materials, and so on. (d) A collection of objects, namely objects brought from the community to school to be studied, for example pieces of glass, seeds, seeds, chemicals, blood and others. (e) Examples of behavior that is exemplified by guru. Covering all examples of behavior that is displayed by teachers teaching time, for example with the hands, the feet, the movement body, expression, and others.

The third is teaching aids, which in the context of learning are understood as a value benefit, in the sense of all tools that can support the effectiveness and efficiency of delivery, development and understanding of information or learning messages. As an illustration, for example, Pak Budi will teach how the images on television can be seen on the screen. So Mr. Budi brought the television to class, then he opened it in front of the class, then explained one by one the function of each component of the television to the students so that students understand why the image appears on the television screen. In this illustration the position of television is as a teaching aid, not as a medium.

Apart from differences in the understanding of the three terms above, basically a good source of learning, media learning and tool aids have a essence essential if all three are integrated in the process of learning, where the essence of importance is information. So the information that is contained, which through, which is processed, or are delivered, all will affect the power capacity of the success of all three in efforts to improve the quality of learning in question. At first the media was only known as a tool in teaching and learning activities, namely providing visual experiences to children in order to encourage learning motivation, clarify, and simplify complex and abstract concepts to become simpler, concrete, easy to understand. Today with the development of technology and knowledge, the learning media functions as follows; Help facilitate learning for students and also facilitate teaching for teachers. Provide a more real experience (abstract becomes concrete). Attracts greater student attention so that learning is not boring. All of the student's senses can be activated. It attracts the attention and interest of students in learning. And can evoke the world of theory with reality (Sadiman, 2012).

With this, the conception of the function of the media in the activities of teaching is no longer merely props from teachers, but carrier information or instructional messages that needed siswa. Dengan so teachers can be more focused and centered on the development and processing of individual and learning activities (Yusuf Hadi, 1984).

Learning media can improve the quality of students' understanding in the learning process, which in turn is expected to improve student learning achievement. There are several reasons why learning media are seen as being able to improve student learning achievement.

First, with regard to the benefits of learning media, the following points can be described: Teaching will attract the attention of students so that it can increase learning motivation. The meaning of teaching materials will be clearer so that they can be understood and mastered by students. Teaching methods will be more varied, not merely verbal communication. Students do more learning activities, because they do not only hear the teacher's description, but also have other activities such as observing, formulating, doing and demonstrating.

Second, the use of instructional media can be warned quality of the process and result of learning that with regard to the level of thought students (Nana Sudjana, 1990). Students' thinking starts from the concrete to the abstract, from the simple to the complex. In this connection, the use of learning media is closely related to the stages of their thinking so that the use of learning media must be adapted to their conditions, so that abstract things can be concretized.

In summary, there are 2 types of learning media, namely (1) two-dimensional media and (2) three-dimensional media. The first type is two-dimensional media. Media This is a tool aids which only has the size of the length and width of which are in the field of flat, covering graphics, media form boards, and print media contents belonging to the two-dimensional appearance. This media is in the form of silent visual media so that it can only be received through the senses of the eye. The advantages of this media are that it is simple, economical, easy to obtain materials, can convey summaries, is able to overcome the limitations of space and time, does not require special equipment and is easy to place, requires little additional information, can be varied between media one with other. As for drawback of the media this is it can be seen only looks forward, not able to reach a large group, only emphasizes the perception of the senses of sight, andnot featuring elements of audio and motion. Examples of media two-dimensional are (1) the board write, (2) the board paste, (3) the flannel board, and (4) the board magnet.

Furthermore, the second type of learning media is media 3-dimensions. Moedjiono (1992) says, three- dimensional simple media has advantages, including: (a) Provide direct experience, (b) Present concrete and avoid verbalism, (c) Can show the object in its entirety both in construction and how it works, (d) to show the structure of the organization is clear, (d) to indicate the flow of a process are clear. However, 3-dimensional media also has disadvantages such as: (a) It can not reach the target in large numbers, (b) Storage requires a large space, (c)The maintenance is complicated.

Assure Model and Learning Media Development

To get maximum results in the application of learning media, it is better if we understand the ASSURE model, which is a class-oriented teaching and learning activity formulation model. The ASSURE model, which is applied in the preparation of lesson plans, was first initiated by Sharon E. Maldino, Deborah L. Lowther and James D. Russell in his book entitled *Instructional Technology & Media For Learning*. The ASSURE model of learning planning includes 6 stages.

First, Analyze Learners. This first stage is done to find out certain characteristics of a group of students. There are 3 characteristics that need to be considered in learners, namely general characteristics, initial ability specifications, and learning styles. 1) General Characteristics. Included in the general characteristics are age, gender, education level, occupation, ethnicity, culture, and socio- economic factors. These general characteristics can be used to guide us in choosing methods, strategies and media for learning. 2) Second, Initial Capability Specification. This relates to the knowledge and abilities that the previous learner already has. We can get this information by giving an entry test/entry behavior to the learner before we carry out the lesson. The results of the entry test it can be used as a reference about the things what only the need and do not need further delivered to the learner. 3) Third, Learning Style. Style of learning arises from the comfort that we feel are psychological and emotional while interacting with the environment to learn, because it is the style of learning of students there who tend to audio, visual, or kinesthetic. Regarding this learning style, we should adjust the learning methods and media that will be used.

Second, State Standards and Objectives. The second stage is to formulate standards and learning objectives to be achieved. Standards are taken from the Competency Standards that have been set. Third, Select Strategies, Media, and Materials. The third stage in planning effective learning is choosing appropriate strategies, technology, media and learning materials. Learning strategy should be selected if that is centered on the student or centered on the teacher as well as determining the method to be used. Fourth, Utilize Technology, Media and Materials. The fourth stage is using technology, media and materials. This stage involves planning our role as teachers in using technology, media and materials. To perform this stage follow the "5 Ps", namely: Preview (preview), check the technology, media and materials to be used for learning in accordance with its objectives and still feasible to use or not. Prepare (prepare) technology, media and materials that support our learning. Prepare (prepare) the environmental study that supports the use of technology, media and materials in the learning process. Prepare (prepare) the learners so that they are ready to learn and of course will obtain maximum learning results. And provide (provide) learning experiences (centered on the teacher or learner), so that students get the maximum learning experience.

Fifth, Require Learner Participation. The fifth stage is activating learner participation. Learning is not enough just to know, but must be able to feel and implement and evaluate the things that are learned as a result of learning. In activating learners in the learning process that uses technology, media and materials, it would be nice if there was a psychological touch, because it will greatly determine the process and success of learning. Psychology of learning in the learning process that needs to be considered are: Behaviorist, because the appropriate response from the teacher can strengthen the stimulus shown by the learner. Cognitive, because the information received by the learner can enrich his mental schema. Constructivists, because the knowledge and skills that learners receive will be more meaningful and last longer in their heads if they experience directly each activity in the learning process. And Social, for feedback or responses are given teacher or friend in the process of learning can be used as an arena for correcting any information that has been received as well as the support it emotionally.

Sixth, Evaluate and Revise. The sixth stage is to evaluate and revise the lesson plan and its implementation. Evaluation and revisions were made to see how far the technology, media and materials that we select / use can achieve the objectives that had we set earlier. From the evaluation results will be concluded: whether the technology, media and materials we choose are good, or must be improved again.

Ict- Based Learning Media

ICT (Information and Communication Technology) or in the language Indonesia interpreted as Information and Communication Technology (ICT) are the various aspects that involve technology, engineering and technical processing of the used in the control and processing of information and its use, computer-human relations and social, economic and cultural matters (British Advisory, 1980).

Thus, ICT covers two aspects, namely information technology and communication technology. Technology information covering all things which relate to the process, use as a tool, manipulation, and management of information. While communication technology is everything related to the use of tools to process and transfer data from one device to another. So Information and Communication Technology contains a broad understanding, namely all activities related to processing, manipulating, managing, transferring information between media.

The general principles of using technology, in this case ICT are as follows; first, Effective and efficient. The use of ICT must pay attention to the benefits of this technology in terms of making learning effective, including the acquisition of knowledge, convenience and affordability, both time and cost. Second, Optimal. By using ICT, at least learning becomes worth "more" than without using it. The added value given by ICT is the breadth of coverage, current, modernity and openness. Third, Interesting. This means that in principle, learning in the classroom will be more interesting and provoke curiosity are over. Learning that is not interesting and provokes more curiosity will run boring and counter productive for learning. And fourth, Stimulate students' creative thinking power. By using ICT, of course, students are expected to be able to grow their creativity to the maximum that is contained within them.

Thus, the goals of ICT will be in line with the goals of education itself when used in learning. The use of ICT does not actually become an obstacle in learning but will provide more benefits in learning. At this time, the learning of ICT in the school or university is the thing that is very important. Hal is because more and more increasing need for information and communication in various purposes in line with the development of science and technology (Science and Technology). ICT which is simply symbolized by computer devices and internet networks as well as communication devices have been widely used to increase the work productivity of students from elementary schools to colleges. One of the forms of products of ICT which were becoming "trend" is the internet which is growing rapidly at the end of the century 20 and the beginning of the century 21. The presence of the Internet has impacted quite large on the lives of people in various aspects and dimensions. The Internet is one of the instruments in the era of globalization has made the world is becoming transparent and connected to very easily and quickly without boundaries: geographic regions and countries. Through the internet everyone can communicate. In fact, the world of education was able to easily to use it so that virtual classes can be created.

It the most advanced is the development of what are called "cyber-teaching" or virtual teaching, the teaching process is done by using the internet. The term another are increasingly popular when it is e-learning is a learning model using the medium of ICT, especially the Internet. With e-learning allows the process of learning to teach distance away. E-learning is the basis of the development of information and communication technology.

E-learning facilitates interaction between students and materials, students and teachers as well as fellow students. Students can exchange information and can access learning materials at any time and repeatedly. With such conditions, students can be more stable mastery of learning materials. In addition to e-learning, the potential of ICT in learning in schools can also take advantage of e-laboratory and e-library. The existence of a virtual laboratory (virtual lab) allows teachers and students to learn to use laboratory equipment or practicum not in a physical laboratory, but with using computer media. Electronic libraries (e-libraries) have now reached unlimited sources of books to be accessed without having to buy the books/learning resources.

Several applications of information and communication technology or ICT in the development of learning that can be developed include: first, Computer-Based Learning. Computer-based learning is the use of computers as a tool in the world of education and teaching. The use of computers is directly with the participants of learners can be done to deliver learning content, provide exercise and evaluate the progress of study participants learners. Learning materials are made in the form of Power Points or interactive learning CDs.

Second, E-Learning. Blended E-Learning is an integrated learning / integrated with the use of a network the Internet (network), intranet (LAN), or extranet (WAN) as introductory material, interaction or facilities. Blended E-Learning is also known as online learning. In this learning model, learning can be presented in the following formats: (1) E-mail (teachers and students interact in learning by using e-mail facilities). (2) Mailing lists/ discussion groups, can use e-mail facilities or social networking facilities such as facebook or twitter. (3) Downloading teaching materials from the internet, students can search for teaching materials via the internet to increase knowledge about the subject being studied. (4) Interactive learning through web/blog. (5) Interactive Conferencing, in the form of direct distance learning.

Third, web -based learning. Schools must provide a school website, which includes subject matter. Each teacher can have his own blog that contains the subjects taught, can communicate about the subject matter with the learners in the virtual world, with so would create a virtual class room (class world virtual) that can motivate and add insight knowledge of the participant students.

Fourth, ICT -based assessment. Assessment of learning outcomes of students requires processing and analysis of accurate, objective, transparent and integral in order to account. By because it needs to be developed ratings -based computer that can be accessed by the participant students, teachers and parents.

Fifth, online library. One of the computer-based library service strategies is an online library. An online library is a library facility in the digital world on the internet that allows an information seeker to access all sources of knowledge in an easy way without any time and distance limitations. Along the development of the times, ICT increasingly used in the world learning, things that could happen because ICT is felt to bring benefit for both teachers and students, the advantages or positive impact of learning using ICT, among others are: Student easier to learn, since most students would rather practice than theory. It becomes easier for teachers to teach and it is easier to convey material by making presentations. For students and teachers, giving and receiving materials or assignments does not have to be face - to -face, so if the teacher is unable to attend, they can still give assignments or materials by e-mail. In making the report, both for students and teachers so much easier because if wearing a computer would easily be corrected if there are mistakes. In learning, both teachers and students will find it easier to find sources because of the internet. And learning that uses ICT technology can be made more interesting, for example by bringing up images or sounds so that students are more enthusiastic about learning.

Everything must have positive and negative impacts, including learning that uses technology. The negative impact of learning to use the Technology ICT include: Learning to use Technology can only be carried out by the school were able, for the schools that are less able to lag, and the students would have trouble if they go to school in a big city that has often using Technology . Each student must have the same facilities, so in learning using a computer, each student must use an adequate computer, if only a part of the computer is in good condition, there will be students who only watch, so they do not master the use of computers. In the study, students who are not enthusiastic about the acceptance of the material is often times more like to play games for learning, so that they are not concentrating and did not receive the material being taught. In learning to use the internet are not restricted, often times students use the Internet not for purposes of study, for example, open a website youtube to watch a video in the process of learning.

In general, a device that is required to develop the media learning-based Technology includes the device hardware (hardware) and software (software). Hardware can be: computers, LCD projectors, scanners, speakers, microphones, CD-ROMs, DVD-ROMs, flash drives, memory cards, digital cameras, video cameras and so on. While the device software (software) that can be used to develop media-based learning ICT are now widely available, for example: MS Word: can be used to create a display textual (text or images). MS Power Point: can be used to create presentation slides, has the ability to display text, sound, animation, video, and to create interactive media with its hyperlink facilities. MS Excel:

The Use Of Technology- Based Learning Media In Ibtidaiyah Madrasah Education Institutions

Media learning -based ICT can be applied in the process of learning on the path of education formal and non-formal. Writing articles is only discusses utilization in formal education especially Madrasah Ibtidaiyah. Ini based on the dedication by the author in Khaerul Huda Islamic Elementary School Brits.

Based on the survey that the authors did in Madrasah is , the authors found the fact that there are problems in the areas of learning, such as the use of methods conventionally with lectures monotony and lack of means of visual and media learning. This condition is clearly not favorable for the development and progress of students.

Reality in the field stated that educational institutions Huda Islamic Elementary School Khaerul assume responsibility responsible large to provide educational services to the children in order to become a pious child / sholehah and has a religious basis which strong, But dear, in fact study conducted by the teachers still not optimal because it uses conventional methods and does not follow technological developments, so that the learning carried out by teachers in Madrasahs does not attract the attention of students. The condition of some sort is also in our neighboring Madrasah.

After knowing the real problems faced by several Madrasah Ibtidaiyah Khaerul Huda, the author is of the view that the solution is to take action to improve the performance and quality of learning for these teachers. From the standpoint of academic science teacher, learning that no powered tool props, without learning media exposure will have an impact on not optimal learning outcomes. Master who became the main factor that is able to control and revive the atmosphere of the class is currently learning, while students with itself will follow the rhythm that is created by the teacher. The student's absorption of the material presented by the teacher can also depend on the way the teacher delivers the material. Education expert named Silberman said that students who learn by way of listening then he would forget (what I hear, I forget), students who learn by way of notice then he will be remembered (what I see, I remember), and the students learn by doing so he to understand (what I do I understand) (Melvin Silberman, 2007) .

From this it can be understood that the level of absorption by students is not the same when learning is carried out with different learning methods and media. When the teacher conveys material only by lecturing, it means that students only hear and the material that is absorbed by listening will be forgotten more quickly. When the teacher presenting the material with the use of media, means that the student will be heard at the same time see what is in the media for learning or teaching aids, then the absorption is much better than with learning without tools props. If teachers in teaching practice accompanied by the memory of the student will be getting good again as he becomes more familiar.

Learning with conventional manner, for example by means of a lecture alone is timed to coincide with the development of time. The use of media learning already time to be applied to every learning, both in learning in formal education or nonformal. Because it when learning the teacher should be creative in using and learning media. Based on a theoretical basis like this, Madrasah teachers who are the target of mentoring are trained to make good learning media according to the demands and developments of the times. On this basis , the writer/ servant provides training in making ICT -based learning media (Information and Computer Technology)) to teachers Madrasah Ibtidayah Khaerul Huda, so that teachers can more efficiently carry out learning and the students more enthusiastic so that the material that is given can be absorbed by the students is optimal.

In the context of empowering Madrasah teachers and in the context of improve the outcomes of learning for the students of Madrasah, the source of power major in Madrasah that the teacher should be upgraded capacity that is the way one of them is they are trained in making and using media learning berbasis ICT . The most important target of this training is how to make these teachers have the knowledge, understanding and skills in the use of instructional media -based Technology.

In line large can be concluded that the media learning -based ICT can be used and utilized to improve the efficiency and effectiveness of learning in the classroom, not only in the institutions of education formal like the school but also the non-formal as well as TPQ. The training given to the teachers Elementary School Khaerul Huda in the use of media learning -based technology proves the enthusiasm of those who are high to learn and understand what the media learning -based technology, and want to apply and practice in the learning process in the classroom each. There is added value when teachers apply technology -based learning media , although in a simple form, namely Power Point. The added value is that the use of technology -based learning media at Madrasah Ibtidaiyah educational institutions can increase students' interest in learning because learning is more interesting. From the teachers, they also feel challenged to be able to display the content of learning with packaging that is more appealing through the media LCD projector and Power Point as well and encourage them to get to know and use modern technology, so the class became alive and dynamic.

CONCLUSION

Along with the times, where science and technology have evolved so rapidly, it is the parties who are involved in education, especially teachers should be able to adapt to today's technology. Technology-based learning media is already time to be introduced and controlled by the teacher to then be used in the learning process in the classroom that can be absorbed by the material presented optimal. Learning pupils accompanied by a visual tool or media learning are good and memudahkan proven theory obtain results that better good. The author believes that it is important to strengthen the capacity and capability of Madrasah teachers in the learning process by applying media-based learning Technology (eg, in the form of an LCD projector and power point). The use of media learning -based Technology teachers Elementary School Khaerul Huda in the classroom will be able to stimulate active learners and facilitate teachers in delivering the material that he teaches, because the material was prepared and submitted through an LCD projector and in the form of Power Point so that teachers stay convey only, then learning will be more effective and efficient.

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