

Differences In Competency Of Islamic Religious Education Teachers Before And After Being Given Training In Creating Digital Learning Media

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Abstract: This research generally aims to find out how big the difference is in the competence of religious teachers before and after training in creating digital learning media. This research was conducted at the Rahmat Islamiyah Foundation, Medan. The research method used in this research is a quantitative research method and the data collection techniques used in this research are observation and documentation. The sample in this research were all teachers at the Rahmat Islamiyah Medan Foundation. Meanwhile, the data analysis technique used in this research is descriptive and inferential statistical analysis. This research produced findings including: 1) Teacher competency in using learning media before training in digital media creation was an average of 56; 2) Teacher competency in using learning media after training in digital media creation averages 87. 3) Digital media creation training has a positive impact on the competency of religious teachers in using learning media.

Keywords: Learning Media, Teacher Competency, Islamic Religious Education.

Artikel Info

Received:

August 19, 2023

Revised:

September 5, 2023

Accepted:

September 28, 2023

Published:

October 29, 2023

Abstrak: Penelitian ini secara umum memiliki tujuan untuk mengetahui seberapa besar perbedaan kompetensi guru agama sebelum dan sesudah pelatihan pembuatan media pembelajaran digital. Penelitian ini dilakukan di Yayasan Rahmat Islamiyah Medan. Metode penelitian yang digunakan dalam penelitian ini adalah metode penelitian kuantitatif dan teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi dan dokumentasi. Sampel dalam penelitian ini adalah seluruh guru di Yayasan Rahmat Islamiyah Medan. Sedangkan teknik analisis data yang digunakan dalam penelitian ini adalah analisis statistik deskriptif dan inferensial. Penelitian ini

menghasilkan temuan diantaranya: 1) Kompetensi guru dalam menggunakan media pembelajaran sebelum dilakukan pelatihan pembuatan media digital rata-rata 56; 2) Kompetensi guru dalam menggunakan media pembelajaran setelah dilakukan pelatihan pembuatan media digital rata-rata 87. 3) Pelatihan pembuatan media digital memiliki dampak yang positif terhadap kompetensi guru agama dalam menggunakan media pembelajaran.

Kata Kunci: Media Pembelajaran, Kompetensi Guru, Pendidikan Agama Islam

A. Introduction

Education is one of the initial capital in preparing the younger generation to welcome and face developments in the era of globalization (Limbong & Setiawan, 2022). Therefore, the management of education should be done as well as possible, so as to produce quality education and increase the quality of human resources.

If we look at the goals of national education, in which there are various targets that must be achieved, then education management should be directed at achieving these targets, including: 1) Developing the potential of students; 2) Make people believe and fear God Almighty; 3) To create humans with noble character, healthy, knowledgeable, capable, creative, independent; 4) Making citizens a democratic country; 5) Make humans responsible (Hamalik, 2002).

The targets that must be achieved in the implementation of education must be realized by every education manager, one of which is the teacher who is the person who is the main component in the implementation of education. Of course, a teacher must have competence, which can realize these national education targets. According to Setiawan (2021), these competencies can be used as attributes to provide human resources that have good and superior quality. These attributes include: skills, knowledge, and certain expertise or characteristics.

The competencies or attributes that a teacher must have, are expressed in Law of the Republic of Indonesia number 14 of 2005 article 8, that there are at least several competencies that a teacher must have, so that teaching and learning activities can be

carried out well, including: 1) Teachers must have personality competence, namely abilities that can reflect the personality of someone who is mature, wise and authoritative, steady, stable, has noble character, and can be a good role model for students (Harfiani & Setiawan, 2019); 2) Teachers must have pedagogical competence, namely the ability to understand students, design and implement learning, develop students, and evaluate student learning outcomes to actualize the potential they have (Mulyasa, 2010); 3) Teachers must have social competence, namely the ability to communicate and socialize with education staff, students, parents of students, and the community around the school (Setiawan, 2017); 4) Teachers must have professional competence, namely mastery of learning material more broadly and in depth. Includes mastery of the subject curriculum material and scientific substance that covers the learning material and mastery of the scientific structure and methodology (Nurzannah, 2018).

Today's technological developments are very rapid and have an impact especially on the education sector. Today's teaching profession is required to always continue to be creative in making it easier for students to receive the information and learning materials they convey (Arsyad, 2003). Of course, today, teachers who cannot master technology and utilize learning media will be left behind by teachers who can master technology and utilize learning media. The role of learning media in the learning and teaching process is an integral part of the world of education. Learning media is anything that can be used to channel the sender's message to the recipient, so that it can stimulate students' thoughts, feelings, attention and interest in learning. In line with what Yudhi (2013) said, learning media is a teaching aid for teachers to convey teaching material, increase students' creativity and increase students' attention in the learning process.

The Rahmat Islamiyah Medan College Foundation is an educational institution located in Medan, North Sumatra. Based on the results of initial interviews with school principals, there were several problems, including: a) Many teachers are still unable to utilize technology properly, especially in creating learning media; b) The teacher in presenting learning material to students is still only modest. This can be seen from the appearance of teachers who, when teaching, generally do not use learning media to clarify the material being presented; 3) There are still many teachers who do not have

expertise in using learning media, or even have no expertise at all in creating learning media. So many teachers in teaching only rely on white boards to explain learning material to their students. Therefore, improving the quality of teachers needs to be a concern, especially in the use and creation of learning media by utilizing various existing digital applications.

This background is the basis for conducting research, which aims to find out how competent teachers are in using learning media after and before training in creating digital learning media. Apart from that, how big is the difference in competency in using learning media before and after being given training at the Rahmat Islamiyah Medan College Foundation.

B. Research Methods

This research uses quantitative experimental methods. The experimental quantitative research method is a research method used if you want to find out the causal influence between variables. As stated by Sugiyono (2016), quantitative experimental research is a method used to determine the influence of the independent variable on the dependent variable.

The population in this study were all teachers who taught at the Rahmat Islamiyah Medan Foundation, totaling 54 people. The sample in this research was determined using a non-probability technique with a purposive type, namely a sampling technique where the sample is determined first, then the sample is taken according to criteria only. Thus, the sample in this study was all 15 Islamic religious education teachers at the Rahmat Islamiyah Medan Foundation.

The technique used to collect data uses observation and documentation. Observations and documentation were carried out to see how competent teachers were in using learning media after and before training in creating digital learning media. Meanwhile, the data analysis technique in this research uses descriptive and inferential analysis. Data management is carried out using the SPSS 21 application.

C. Results and Discussion

After this research was carried out, it had several findings, including regarding teacher competence in using learning media after and before training in creating digital learning media. Apart from that, How big is the difference in teacher competency before and after being given training in creating digital learning media at the Rahmat Islamiyah Medan College Foundation.

1. Teacher Competence in Using Learning Media Before Carrying Out Digital Media Creation Training.

Based on research results related to the competence of teachers at the Rahmat Islamiyah Education Foundation in using learning media before being given training in making digital learning media. Can be seen in table C.1:

Table C.1
Teacher Competencies Before Being Given Digital Learning Media Creation Training

	Frequency	Percent	Valid Percent	Cumulative Percent
40	2	13.3	13.3	13.3
50	2	13.3	13.3	26.7
55	4	26.7	26.7	53.3
60	1	6.7	6.7	60.0
65	2	13.3	13.3	73.3
70	1	6.7	6.7	80.0
80	3	20.0	20.0	100.0
Total	15	100.0	100.0	

N	Valid	15
	Missing	0
Mean		60.00
Median		55.00
Mode		55
Std. Deviation		13.229
Variance		175.000
Range		40
Sum		900

Based on findings related to the competence of teachers at the Rahmat Islamiyah Education Foundation in using learning media before being given training in making digital learning media, of the four indicators that describe teacher competence in using learning media, the finding was that the average teacher competence in using learning media was: 60 This illustrates that teacher competence in using learning media before being given training is still relatively low. Meanwhile, from the findings of this research, there are also several teachers out of the 15 teachers sampled in this research who have the same competencies.

2. Teacher Competence in Using Learning Media After Carrying Out Digital Media Creation Training.

Based on research results related to the competence of teachers at the Rahmat Islamiyah Education Foundation in using learning media after being given training in making digital learning media. Can be seen in table C.2:

Table C.2
Teacher Competencies After Being Given Training in Making Digital Learning Media

	Frequency	Percent	Valid Percent	Cumulative Percent
55	1	6.7	6.7	6.7
60	1	6.7	6.7	13.3
65	3	20.0	20.0	33.3
75	1	6.7	6.7	40.0
80	3	20.0	20.0	60.0
85	3	20.0	20.0	80.0
90	3	20.0	20.0	100.0
Total	15	100.0	100.0	

N	Valid	15
	Missing	0
Mean		76.67

Median	80.00
Mode	65 ^a
Std. Deviation	11.751
Variance	138.095
Range	35
Sum	1150

Based on findings related to the competence of teachers at the Rahmat Islamiyah Education Foundation in using learning media after being given training in making digital learning media, of the four indicators that describe teacher competence in using learning media, the finding was that the average teacher competence in using learning media was: 76.67. This illustrates that teacher competence in using learning media after training in creating digital learning media has increased compared to before the training was given.

3. The Magnitude Of The Difference In Teacher Competency Before And After Being Given Training In Creating Digital Learning Media

The research findings are related to how big the difference is in teacher competence before and after being given training in making digital learning media, so it can be seen that there is a difference in increasing teacher competence in using learning media. This can be seen in table C.3.

Table C.3
Average Difference in Increasing Teacher Competence in Using Learning Media

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Teacher Competencies Before Training	60.00	15	13.229	3.416
	Teacher Competency After Training	76.67	15	11.751	3.034

From table C.3, it is clear that there is a difference between teacher competence in using learning media before and after being given training in creating digital learning media at the Rahmat Islamiyah Middle School Foundation in Medan. So to find out how big the correlation is between being given and not being given training in increasing teacher competence using learning media. So it can be seen in table C.4.

Table C.4
The Magnitude Of The Correlation Between Being Given And Not Being Given Training In Improving Teacher Competency Using Learning Media

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 Teacher Competency Before Training & Teacher Competency After Training	15	.333	.225

Based on table C.4, it can be seen that there is a correlation between being given and not given training in using learning media on teacher competence in using learning media. This can be seen in table C.4 that there is a 0.225% correlation between being given and not being given training in using learning media on teacher competence in using learning media.

Likewise, the research results also show differences between teacher competence before and after being given training in creating digital learning media. This can be seen in table C.5.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Teacher Competency Before Training - Teacher Competency After Training	-16.667	14.475	3.737	-24.683	-8.651	-4.459	14	.001

Based on table C.5, it can be seen that the t count is 4.456, while the t table with a significance level of 5% is 2.14. Therefore, it can be concluded that $t_{\text{count}} > t_{\text{table}}$, meaning that there is a significant difference in teacher competence in using learning media between those who were given training and those who were not given training in making digital learning media. Because of this, it is important for schools to provide various

training to improve teacher competency, especially in using and creating learning media. This is as stated by Suarman (2022), that schools as educational institutions have a big obligation to improve the competence of their teachers, because teacher competence will increase if they are always provided with training. Apart from that, if it is said that teachers are the most important component that determines the success of education, then it is these teachers whose knowledge and skills must be updated, so that they can make more contributions in carrying out their duties in teaching and learning activities.

D. Conclusion

Based on the findings at the Medan Rahmat Islamiyah Education Foundation regarding differences in teacher competence in using learning media before and after being given training, it can be concluded that: There is an increase in teacher competence in using learning media after being given training in making learning media.

Teacher competency is not just born, training and habituation are needed to improve teacher competency. Therefore, schools as educational institutions have an obligation to provide training to teachers, so that teacher competence can increase, which will have an impact on improving the quality of graduates.

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