

Digitalization of Islamic Religious Education Learning and Children's Moral Values (Management and Competency Analysis of teachers at PAUD Satya Prawira Academic Year 2024-2025)

Muhajirin Ramzi¹, Eliyana²

^{1,2} STKIP Hamzar

Article Info

Article history:

Accepted: 20 January 2025

Publish: 23 January 2025

Keywords:

Islamic Religious Learning and
Children's Moral Values

Abstract

In the 21st century, digital literacy is like a foundation to support a person's life, especially for young children, so that digital literacy is used as a teaching material, one of which is done by communicating via internet networks or utilizing social media by using digital media such as laptops or cellphones. which of course is not far from adult supervision. The development of the times is increasingly advanced, various discoveries and technological advances are increasingly real and have an impact on every aspect of life where not only adults feel it, but children are also involved in experiencing these technological advances so that digital literacy is now widely applied in good life. in the school environment and outside the school. This research aims to analyze the management and competence of teachers in learning in instilling Islamic religious and moral values and the implementation of digital-based learning media at PAUD Satya Prawira. Based on the results of this research, it provides recommendations that digital-based Islamic learning media in Satya Prawira PAUD can be used more optimally in the learning process and teachers are able to provide good learning in accordance with competency.

This is an open access article under the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Tarman

Universitas Muhammadiyah Makassar

Email : tarman@unismuh.ac.id

1. INTRODUCTION

The growth and development of human life is very important to do from an early age. During this period, all children's potential develops very quickly. One way to determine the development of a child's potential is through education. A principle and method of teaching as well as guidance for students that is carried out systematically in developing personality in accordance with the values that exist in society is called education. The quality of education of a generation in the future, especially in educational institutions and teachers, is a determinant of the development of a nation, one of which is characterized by a society that is capable of literacy. It should be noted that there are six basic types of literacy that have been established, namely reading and writing literacy, literacy numeration, scientific literacy, digital literacy, financial literacy, cultural and civic literacy. Referring to several types of literacy that have been determined, what the researchers want to focus on is learning media for Islamic Religious Education in early childhood.

Paul Gilster defines digital literacy as a skill in understanding and mastering information by utilizing various forms and sources that can be accessed via digital media, such as PCs/computers. The ability to access computer resources and use them is a precise concept. Knowledge is needed because the internet has developed from a person's tool scientist to become a worldwide publishing and research medium that is open to anyone with a computer and modem.

As times progress, various discoveries and technological advances are becoming more real and have an impact on every aspect of life, where not only adults feel it, but children are also involved in experiencing these technological advances so that digital literacy is now widely applied in life. Digital literacy should be introduced since children are still at an early age so that when they grow up, children are not technologically illiterate (technologically illiterate) and children are able to understand the consequences that occur, both positive and negative. Apart from that, children are also able to be responsible for how to use technology to interact with the surrounding environment, namely by using digital media positively.

The results of initial observations by researchers carried out at PAUD Satya Prawira, show that there are problems in implementing digital literacy in Islamic learning for early childhood, both in terms of learning media, teacher competency and the learning process. So, from this problem, students become less enthusiastic, lack enthusiasm and students quickly get bored in participating in digital literacy learning given by the teacher because the learning media used during digital literacy learning activities is still lacking. So, in these conditions, when implementing digital literacy learning, where teachers have an important role, they are required to provide innovation and motivation to students, and teachers are expected to be able to be innovative and creative in using learning media, especially those based on digital literacy, such as using laptops and LCD projectors so that when students learn, students are able to understand what is taught by the teacher.

2. THEORETICAL STUDY

According to Paul Gilster, Literacy literacy is the ability to access network computer resources and use them with appropriate concepts. It should be noted that the Internet has evolved from a scientist's tool to a worldwide medium of publication and research open to anyone with a computer and a modem. Apart from that, digital literacy is the ability to understand and use information in a very wide variety of forms and sources accessed via computer devices.

Meanwhile, according to Ba, Tally, Tsikalas said that learning digital literacy is a set of habits where children use computer technology or other technological media to study, work, socialize and have fun. So, digital literacy is something that makes it easier for someone to understand and obtain a very wide range of information available from various sources and can be accessed through technological media such as computers, laptops, etc. cell phone used as an activity for learning, socializing, working and having fun.

Learning media are tools used to make learning activities more effective, delivered by teachers and accepted by students. Considering that times are increasingly developing, children need learning media to help children understand what the teacher is saying in learning. In the world of education, it is very important to use learning media, whether sourced from used goods, natural media or artificial media or even technological learning media or digital media that require electricity (electronic media).

Basic teacher abilities and basic teacher skills are two things that teachers must know and master, these two competencies strengthen learning material. A teacher's basic abilities consist of several parts, namely: a) having knowledge about learning and human behavior; b) have knowledge and master the learning material they provide; c) have skills in teaching techniques. Meanwhile, basic teacher skills consist of several parts, namely: a) skills to open and close learning; b) skills in explaining learning; c) skills in providing material reinforcement; d) skills in using various learning media; e) skills in guiding children in learning; f) skills in managing the classroom; and g) skills in teaching outside and inside the classroom.

By implementing digital literacy in early childhood learning, teachers hope that when children are adults, they will not feel awkward or technologically illiterate with information technology or digital media. Apart from that, children are expected to be able to use digital media wisely, effectively and efficiently.

In this modern world, digital literacy is very important and needed by every individual. The current generation and previous generations have different mindsets regarding digital technology. Everyone must have a sense of responsibility for how digital technology is used to interact with their environment. However, nowadays there is a lot of negative content that is damaging the digital ecosystem, so every individual needs to develop an attitude of self-awareness. So, in this modern era, digital literacy is very important to be taught and applied from an early age so that when they grow up, they can think critically about the various positive and negative impacts that may occur due to the use of technology in everyday life.

The Industrial Revolution 4.0 marked the era of globalization which has affected all people's lives internationally, including Indonesia. Currently, the big problem faced in the development of educational progress in Indonesia is that it has not been balanced with the equal quality of teacher resources and digital-based learning media. This problem is especially common among early childhood education teachers who occupy a strategic position in determining the flow of progress over time.

Azhar Arsyad revealed that developments in science and technology are increasingly encouraging efforts for renewal or innovation in the use of technological results in the learning process. Teachers are required to be able to use the tools that can be provided by the school and do not rule out the possibility that these tools are in accordance with developments and demands of the times.

3. RESEARCH METHOD

The type of research used in this research is qualitative research with a case design and an inductive approach model. According to Bogdan and Taylor, qualitative research defines behavior that can be observed and produces data in the form of written or spoken words as a procedure for qualitative research. This research was conducted at Satya Prawira PAUD which is located in Prawira Hamlet, Sokong Village, Tanjung District, North Lombok Regency.

The presence of researchers is very important because researchers must build good interactions especially in the environment where the researcher conducts research, in other words, the researcher comes directly to the research location to conduct research in the field. The data collection techniques used in this research are observation, interview and documentation techniques. In this research, data analysis was used in two stages, namely: 1) Individual Data Analysis. In individual analysis, researchers use the Matthew B. Miles, A. Michael Huberman, and Johny Saldana model, namely: condensation data (condensation data), data presentation (data display), conclusion (verification). Meanwhile, 2) Cross-Case Data Analysis is a process of comparing findings obtained from each case as well as an integration process between cases as well as an adjustment between findings and theory. Meanwhile, to check the validity of the researcher's data using triangulation techniques (triangulation of sources, techniques and time), member check, and colleagues.

4. RESULTS AND DISCUSSION

1. Research result

1) Management of Digital-based Islamic Religious Education Learning Media and moral values in PAUD Satya Prawira

As a result of these observations, interviews and documentation, it can be explained that learning management in early childhood is important to ensure that children are not technologically illiterate for both teachers and students. That management implemented among others; 1) forming classes that are facilitated with digital-based learning media such as preparing LCDs and audio in certain classes; 2) provide regular guidance and training to teachers about the importance of digital-based learning; 3) Providing learning videos in learning about Islam and cultivating moral values; 4) evaluate the teaching and learning process for teachers every month.

According to Mrs. Ari S., S.Pd. As the principal of the Satya PAUD school, learning media innovation is a change in the learning process that is based on conscious, planned, patterned efforts in learning which aims to direct learning, learning materials, learning media and learning evaluation in accordance with students' needs.

The form of digital literacy learning media that is applied to children at Satya Prawira PAUD by Islamic Religious Education teachers and is in accordance with the statement from Mrs. Nadia Dwipayana, S.Pd. among others:

- a) Using laptops and computers is a digital medium that is now widely used by people in this modern era. Laptops can be used for learning in the form of watching educational videos and learning basic typing. This is so that children do not feel bored with learning that only writes in the book. Apart from that, by implementing learning using laptop digital media, children will be more enthusiastic about learning. A number of video Islamic learning videos have been prepared by the teacher as well as Islamic videos which can build enthusiasm in instilling children's moral values for everyday life.
- b) Use *LCD*, *Sound system*, which can only produce sound or audio. Wireless is usually used to listen to music and rhythm, if in PAUD, *sound system* It is used during gymnastics and learning arts and languages when children sing, dance, and so on. LCD can be used as an audio-visual tool that looks bigger and attracts more children's attention.
- c) Digital media is also used as a result of printing out several visuals, of course with the results of the teachers' performance in designing learning. With media such as paper tests, animated images and so on, young children become more enthusiastic in the learning process.

2) Professional Competence and Pedagogical Competency of Teachers in Using Digital Literacy Learning Media in Islamic Religious Learning at PAUD Satya Prawira

The results of observations made by researchers regarding teacher competence in using digital literacy learning media at Satya Prawira PAUD show that teacher competence in using and mastering digital media is good, one of the reasons is because teachers receive support from the school principal in implementing digital literacy learning. When learning using digital literacy media, teachers demonstrate more professionalism and pedagogical competence which is implemented with children in schools where teachers are able to manage the teaching and learning environment. Teachers already know what digital-based learning media are, such as laptops, *cellphone*, *sound system*, printers, and other digital media.

Teachers are able to operate digital media in delivering material or learning such as watching learning videos, typing on a laptop, video *call* and telephone using *cellphone*, this is done so that the learning given and presented is not monotonous, becomes interesting, and is easy for students to understand. However, in this case teachers still need guidance and direction in using digital media, especially in operating and using it when delivering learning so that it becomes even better. Apart from that, teachers must be able to master and understand their students' feelings and behavior when learning digital literacy.

3) Implementation Digital-based Islamic and moral learning media in Satya Prawira PAUD

At PAUD Satya Prawira, digital literacy learning is carried out twice a week, namely every *Monday* and Friday. Usually on Mondays the teacher adjusts to the theme in the Daily Learning Implementation Plan (RPPH) which has been prepared and prepared the day *before* the activity, while on Friday the teacher usually invites children to learn digital literacy about religion, both Prophet stories and prayers. During the learning process, assessment of student learning outcomes is carried out in different ways.

According to Mrs. Nadia, a Satya Prawira PAUD teacher, teachers carry out assessments at irregular times, sometimes after learning has taken place, sometimes teachers set aside a certain time to carry out assessments by means of children experimenting with digital-based learning media such as laptops to improve children's knowledge and skills. However, it cannot be separated from the teacher's guidance and supervision which is the assessment of children's learning outcomes whether they are able or not to understand learning using digital media. Apart from conducting experiments using digital media, teachers also conduct questions and answers with students regarding what they have learned during learning. digital literacy such as the content of the video already listened.

b. Discussion

1) Digital-based Islamic Religious Education Learning Media Management at PAUD Satya Prawira

So that Islamic learning can run optimally, well and with variety, learning requires media. In digital literacy learning activities, of course schools or teachers need digital media as an aid in teaching and learning. Based on existing findings, learning media is important to use in learning. At Satya PAUD Private Private-average when learning by implementing digital-based media used in the form of laptops, *sound system*, *cellphone* and an LCD projector which is presented in the form of watching learning videos with Islamic nuances and instilling religious and moral values in children, which is a teacher's learning strategy so that children do not get bored and can attract children's attention.

From the results and findings obtained by researchers related to the form of digital-based Islamic Religious Education learning media at Satya Prawira PAUD in accordance with the theory put forward by Soegito Atmohoetomo regarding the types of learning media which are divided into three, namely: audio media, visual media, and audio-visual media. Of the three types of learning media, in the three research locations more audio media and audio-visual media were used. This media is used and obtained from various forms and sources. The results and findings are adapted to Paul Gilster's theory which states that digital literacy is the ability to understand and use information in a very wide variety of forms and sources that are accessed via computer devices or other digital media.

Based on the findings and theories related to the form of digital literacy learning media at PAUD Satya Prawira, it can be concluded that the form of digital literacy learning media is an ability and a life skill where children can understand and use digital technology obtained from various forms and sources for fun, happy, studying, working and socializing.

2) Teachers' Professionalism and Pedagogical Competencies in Using Islamic Learning Media in Satya Prawira PAUD

The achievement of good quality educational institutions is demonstrated by the quality of performance and the ability of teachers to master school programs which are constantly being improved from various aspects. One way is to improve your abilities or competencies as a teacher, both professional and pedagogical competencies. To improve teacher competency, the principal at PAUD Satya Prawira has the same role, namely that the principal always supports what teachers do in managing learning, especially when learning digital literacy, facilitates infrastructure to support the smooth learning process, and the principal always provides freedom and opportunities for teachers to carry out various activities to improve their competence such as training, seminars, and so on.

Based on existing research findings, teacher competence in using digital literacy learning media at Satya Prawira PAUD has different levels of competence. As can be seen from the teacher's way or ability to manage and use digital media such as

laptops and *sound systems*, prepare or manage the learning environment, manage interactions with students, and so on.

3) **implementation of Digital-based Islamic Religious and Moral Education Learning Media in Satya Prawira PAUD**

The learning process is the culmination of activities carried out by all schools. From the three research locations, researchers found that all three carried out almost the same learning process. However, what differentiates it is the way the assessment is carried out.

Based on facts found by researchers at PAUD Satya Prawira, the digital literacy learning process is implemented twice a week, every Monday and Friday, digital literacy learning is adjusted to the themes in the Daily Learning Implementation Plan (RPPH) which has been compiled and prepared by the teacher.

From the process carried out at the research location, researchers found data that in PAUD Satya Prawira has the benefit of implementing digital literacy learning. These benefits include: 1) Can attract children's attention in learning; 2) Children focus more on the learning process; 3) Children understand what they are learning; 4) Make children's study time more efficient; 5) Children can get the latest information; 6) Learning information can be clearer; 7) Save time; 8) Children are more active, enthusiastic, focused and happy; 9) The information obtained is easy to understand both from experience and knowledge.

5. CONCLUSION

Based on the results of research on the application of digital literacy in Islamic Religious Education learning at PAUD Satya Private can concluded as follows:

- a. The form of digital literacy learning media in group B at PAUD Satya Prawira is using media learning consisting of a laptop, *sound system*, *cellphone*, LCD projector, and *microphone*. Of all the media used in digital literacy learning in the form of displaying learning videos, typing using a laptop, *sound system* used during gymnastics and as a loudspeaker when watching videos, the LCD projector is used as a display screen so that when watching videos children become more enthusiastic. Lastly, the *microphone* which is used when children sing together.
- b. At Satya Prawira PAUD, each teacher has different competencies in using digital media. At PAUD Satya Prawira shows that teacher competence in using digital literacy learning media is good. To increase teacher competence in using digital literacy learning media, there is a role for the principal, namely where the principal supports, facilitates and provides opportunities to participate in training.
- c. The implementation process is carried out systematically, namely opening activities, core activities, rest, *recalling*, and closing activities. However, don't forget that during the core activities in the process of implementing digital literacy learning media, teachers assess children's learning outcomes when using digital media and after using digital media. In carrying out teaching and learning activities in Islamic Learning using learning media, both teachers and students get various benefits produced the use of digital-based learning media includes: (a) it can attract children's attention; (b) Children focus more on the learning process; (c) Providing children with an understanding of the information provided by the teacher; (d) Can save time in studying.

6. BIBLIOGRAPHY

- Bloom, Benyamin Samuel, Robert J. Marzano & John S. kandal. 2007. "*The New The Taxonomy of Education Objectives*". Amerika: Corwin Press.
- Djamaluddin, Ahdar & Wardana. 2019. *Belajar dan Pembelajaran: 4 Pilar Peningkatan Kompetensi Pedagogis*. Parepare: CV. Kaaffah Learning Center.
- Gilster, Paul. 1997. *Digital Literacy*. New York: Wiley Computer Pub.

- Hariyani, Meli. 2018. *Penerapan Metode Eksperimen dalam Mengembangkan Kemampuan Kognitif Anak Kelompok B di Taman Kanak-kanak Gelora Mekar Tanjung Raya Lampung Barat*, Skripsi, Pendidikan Islam Anak Usia Dini: Universitas Islam Negeri Raden Intan Lampung.
- Hasan, Muhammad., dkk. 2021. *Media Pembelajaran*. Klaten: Tahta Media Group.
- Hasbi, Muhammad. 2021. *Panduan APE Aman bagi Anak Usia Dini*. Jakarta: Direktorat Pendidikan Anak Usia Dini.
- Hatta, Muhammad H.S. 2018. *Empat Kompetensi untuk Membangun Profesionalisme Guru*. Sidoarjo: Nizamia Learning Center.
- Hergenhahn, B. R & Matthew H. Olson. 2008. *Theories of Learning: edisi ketujuh*. Jakarta: KENCANA.
- Herpratiwi. 2016. *Teori Belajar dan Pembelajaran*. Yogyakarta: Media Akademi.
- Hidayati, Sri. 2021. *Strategi Pembelajaran Anak Usia Dini*. Surabaya: CV. KANAKA Renee.
2010. "Digital and Media Literacy: A Plan of Action". Washington, D.C: the Aspen Institute Communication and Society Program.
- Husna, Aftina Nurul. 2021. *Memberdayakan Masyarakat Digital*. Magelang: Unimma Press.
- Kazakoff, Elizabeth R. 2014. "Toward a The-Predicated Definition of Digital Literacy for Early Childhood", *Journal of Youth Development* Vol. 9, No. 1.
- Khadijah. 2015. *Media Pembelajaran Anak Usia Dini*. Medan: Perdana Publishing.
- Khadijah. 2016. *Perkembangan Kognitif Anak Usia Dini*. Medan: Kelompok Penerbit Perdana Mulya Serang.
- Leedy, Paul.D, *Practical Research Planning and Design*. USA. Macmillan Publishing. 1974.
- May, Tim. *Qualitative Research in Action*. USA. SAGE Publications, 2002
- Miles, Matthew B. and A. Michael Huberman. *Qualitative Data Analysis, A Methods Sourcebook*, Third Edition. USA: SAGE Publications, 2014.
- Miles, Metthrew B. and others, eds. 2014. *Qualitative Data Analysis*. America: United States.
- Mujib, Abdul dan Jusuf Mudzakkar. *Ilmu Pendidikan Islam*. Jakarta; Prenadamedia Group. 2019.
- Musiin & Richardus Eko Indrajit. 2020. *Literasi Digital Nusantara: Meningkatkan Daya Saing Generasi Muda melalui Literasi*. Yogyakarta: ANDI.
- Musution, Iron. 2019. *Kompetensi Kepribadian Guru PAUD dan Upaya Pengembangannya*. Medan: PERDANA PUBLISING.
- Newman, Isadore and Carolyn R. Benz. *Qualitative-Quantitative, Reseacrh Methodology "Exploring The Interactive Continuum"*. USA, Southern Illinois University. 1998
- Nunan, David, *Research Methods in Language Learning*. USA Cambridge University Press, 1992.
- Reiser, Robert A. dan John V. Dempsey. *Trend And Issues In Instructional Design And Technology*. Pearson Merrill Prentice Hall. USA. 2002.
- Rianto, Milan. 2006. *Pendekatan, Strategi, dan Metode Pembelajaran*. Malang: Departemen Pendidikan Nasional.
- Safitri, Ajeng Rizki. 2020. *Media Pembelajaran Anak Usia Dini*. Jawa Timur: Caremedia Communication.
- Schunk, Dale H. 2012. "Learning Theories An Educational Perspective". Amerika: Pearson Education.
- Siregar, Eveline & Hartini Nara. 2011. *Teori Belajar dan Pembelajaran*. Bogor: Ghalia Indonesia.
- Strauss, Anselm and Juliet Corbin. *Basic of Qualitative Research: Gounded Theory Procedures And Techniques*. USA. SAGE Publications, 1990.
- Suhardi, Didik., dkk. 2017. *Materi Pendukung Literasi Digital*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Sum, Theresia Alviani. 2019. *Kompetensi Guru PAUD dalam Pembelajaran di PAUD di Kecamatan Langke Rembang Kabupaten Magelang*. *Jurnal Lonto Leok Pendidikan Anak Usia Dini*, Vol. 2. No. 1.

- Suryana, Dadan & Nenny Mahyudin. 2016. *Dasar-dasar Pendidikan TK*. Tangerang Selatan: Universitas Terbuka.
- Tafsir, Ahmad *Ilmu Pendidikan Dalam Prespektif Islam*, Bandung, ROSDA, 2001.
- Winataputra, Udin S. 2007. *Teori Belajar dan Pembelajaran*, Jakarta: Universitas Terbuka.
- Zaman, Badru & Cucu Eliyanti. 2010. *Media Pembelajaran Anak Usia Dini*. Universitas Pendidikan Indonesia: PPG.