THE USE OF INTERNET AS A MEDIUM FOR LEARNING

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Abstrat

This study aims to determine the use of the Internet as a learning medium for Islamic Religious Education at SMK Negeri 3 Palembang. The research is descriptive qualitative research using data collection instruments in the form of observation, interview, and documentation. The informants in this study were three Islamic Education teachers, the principal, vice principal, and students in grades X, XI, and XII. Data analysis is done by data reduction, then presenting and finally drawing conclusions from the data that has been obtained.

The results showed that the utilization of the internet as a learning medium for Islamic religious education at SMK Negeri 3 Palembang has been going well, this is evidenced by: a). the internet helps facilitate access to Islamic Religious Education subjects, b). The availability of the Internet as a learning resource for Islamic religious education, c). The accuracy of the internet function as a learning resource, and d). The use of the internet can help learning achievement. The supporting factors for the use of the Internet as a learning medium for Islamic Religious Education at SMK Negeri 3 Palembang are: a). Teachers master information technology/computer science, b). Students master the operation of computers, schools provide computer facilities, and also subscribe to internet service providers at PT Telkom, and also provide internet hotspots that can be accessed in classrooms. While the inhibiting factors of using the internet as a learning media for Islamic Religious Education at SMK Negeri 3 Palembang are: a). Computer damage due to virus attacks, b). Internet network links and slow internet access because too many people use it simultaneously.

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

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INTRODUCTION

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

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

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

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

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

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

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

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

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

The internet is an information medium that is very beneficial for the development of student knowledge; all data in the form of pictures and descriptions

are very much available on the internet; teachers can also broaden theirknowledge and horizons of thinking by developing teaching materials from the internet, with the development of teacher knowledge, the knowledge transferredby the teacher be better and better quality (Munir, 2008, p. 152). With the knowledge of how to use the internet, students will have the opportunity to develop and deepen the material that has been taught; besides that, internet skills will also provide a more developed horizon of thinking in the future.

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

RESEARCH METHODS

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

The approach of this research is a qualitative case study to obtain a descriptive picture of the use of the internet as a learning medium for Islamic religious education at SMK Negeri 3 Palembang.

Data Collection Methods

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

In-depth interview (in-depth interview) using an interview guide (structured interview) (Anggito & Johan Setiawan, 2018, p. 50) conducted on three teachers of Islamic religious education. The guide is used flexibly; it can be removed or replaced during the interview. This method is used to obtain information related to using the internet as a learning medium for Islamic Religious Education and its supporting and inhibiting factors.

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

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

RESEARCH RESULTS AND DISCUSSION

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

SMK Negeri 3 Palembang is one of the schools that uses the internet as a learning medium. The importance of media that helps learning has begun to be felt. Management of learning aids is urgently needed. Even this growth is gradual. The metamorphosis from the library, which emphasizes the provision of print media to demand and provide services in a multi-sensory manner from the diversity of individual abilities to absorb information, makes the services provided

mandatory and varied widely. In addition, with the increasingly widespread advances in communication and technology and the discovery of the dynamics of the learning process, the implementation of educational and teaching activities is increasingly demanding and obtaining a wide variety of educational media.

The choice of one particular teaching method will affect the appropriate type of teaching media. However, several other aspects must be considered in selecting media, including teaching objectives, types of assignments, responses expected by students after teaching, and the learning context, including student characteristics. Even so, one of the main functions of teaching media is as a teaching aid that also influences the climate, conditions, and learning environment the teacher arranges and creates.

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

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

The internet can connect computers and computer networks in hundreds of countries and departments or agencies, both private and government. Anyone can freely access various kinds of information from various places through the internet. Information that can be accessed can be text, graphics, sound, or video. As stated by Idris, quoted by (Setiyani, 2010, p. 118), it is recognized that the internet is an innumerable network of information, communication, investigations, and various sources that can be used to help students produce theses, project work, and others.

The internet is known as a tool to reach information on a global scale. Students can now get more information than in textbooks by searching and browsing all websites worldwide.

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

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

Given the vital role of the internet in increasing students' knowledge and insights about the material that the teacher has given, it is appropriate for every student to know how to use the internet. The hope is That by using many internet media related to lessons and other things that are still related to lessons, the learning achievement that these students will achieve will be better. As a consequence of being active on the internet, students can meet the needs of better subject matter besides using the school library. The internet can make teaching and training processes much more "fun" and much more accessible because various information, data, and knowledge can be obtained instantly,

For students, using the internet to gather information in the form of education will trigger and increase motivation in their learning process. The availability of up-to-date information has encouraged students toread and follow developments

in science and technology (IPTEK) happening in various parts of the world (Talib, 2022, p. 30).

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

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

Islamic religious education lessons in schools aim to grow and improve faith through the provision and fertilization of knowledge, appreciation, practice, and experience of students about Islam so that they become Muslim human beings who continue to develop in terms of faith, piety, nation, and state and to be able to continue at a higher education level.(Monicha et al., 2021, p. 200)Therefore educators are expected to be able to develop learning methods following competency standards and basic competencies. The achievement of all essential competencies of commendable behavior can be carried out irregularly. The role of all school elements, parents, and the community is crucial in supporting the achievement of the goals of Islamic Religious Education.

Islamic Religious Education in schools referred to here is the implementation of Islamic religious education and religious activities of students at SMK Negeri 3 Palembang. Meanwhile, according to Chabib Thoha and Toto Suharto quoted by

(Samrin, 2015, p. 105), Islamic Religious Education, namely, a conscious effort to prepare students to believe, understand, live, and practice the Islamic religion through guidance, teaching, and training activities with due regard to the guidance to respect other religions in inter-religious harmony relations in realizing national unity.

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

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

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

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

Students can also learn to cooperate by sending e-mails to discuss teaching materials, especially regarding Islamic religious education assignments, which can be accessed easily online. The teacher, as an educator, can also check what is being taught and done by students online.

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

CONCLUSION

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

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

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