

## TECHNOLOGY-BASED ISLAMIC EDUCATION LEARNING FACILITIES DURING THE PANDEMIC AT SDIT AL MUMTAZ JAYANTI TANGERANG

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**Abstract:** Schools need to ensure that learning activities continue even though students are at home because it requires technology that supports the learning process. The purpose of the research is that learning facilities at SDIT Al Mumtaz are used so that teachers use learning-based facilities to facilitate the learning process. This research uses a qualitative approach with a descriptive approach. The data collection techniques are through observation, interviews and documentation. Data analysis was obtained through notes, observations, interviews, and documentation, then the data obtained were then analyzed. Data analysis is carried out through three activity lines that occur simultaneously, namely data reduction, data presentation, conclusion drawing or verification. The results of this study indicate that the learning facilities at SDIT Al Mumtaz have implications for changes in student behavior in terms of attitudes, knowledge and skills. Students are assessed thoroughly and objectively according to the student's condition. The use of technology during this pandemic is an alternative so that students are motivated in learning. As for the expectations of parents for learning during the pandemic to be more attractive in using learning technology during the pandemic to be more attractive in utilizing learning technology.

**Keywords:** Facilities, Islamic Religious Education and Technology.

### INTRODUCTION

The impact of Covid 19 is still being felt and this time becomes a major obstacle or big problem for the improvement of an education, especially for human life. One of the elements of human life is education where the emergence of this pandemic is nothing but a major disaster for education. For the sake of saving human life, government policy is spontaneously established the online-based education. This is a restriction of contact on the educational field that is still done not to face-to-face in school. The government is trying to minimize the transmission of Covid-19, among others, by the issuance of circular letter number 4 of 2020 on the implementation of education policy in the emergency period of the spread of Coronavirus Disease (Covid-19) which is the process of learning from home by the Minister of Education and Culture of the Republic of Indonesia. This ministerial regulation seriously entices prevention by the government by conducting learning by using technology, namely online learning. Therefore, learning strategies move from conventional models to modern technology-based learning. It is a challenge for schools to use technology. because a necessity of change in the world of education still can not change the fact that direct learning by presenting teachers and students in the classroom with various

learning methods and the use of the right media is said to be more meaningful and effective than online or online learning with even advanced technology.

The anxiety must ultimately be handled quickly, accurately and optimally as needed. Efforts to solve the condition emerged new ideas and ideas as an innovation. As an educator, it is necessary to have a firm and quick attitude and understanding in order to describe something that is lacking in learning today, so that the work ethic problems, as well as the weak spirit and workings of teachers in the development of education at school. Some of the factors supporting learning innovation as the following: (1) The ability of students is very supportive in the implementation of learning innovation and supported by the adaptation of students who are willing to accept changes in the teaching and learning process during the implementation; (2) The ability of the teacher, who is responsible in teaching the morals and attitudes of the students; (3) Supporting facilities and infrastructure to be used to foster skills and development of knowledge mastery by teachers and students in accordance with the development of science; (4) Technology in the learning of this pandemic period is widely spread the use of teaching application technology such as WhatsApp, Zoom, Google Meet, Youtube and so on. Besides that, this application is also very easy to be understood by students and educators. Thus, there must be seriousness of the school to prepare learning facilities to support the implementation of effective learning.

The urgency of technology-based learning so that teachers can deliver materials creatively so as to attract the attention of students and realize

meaningful learning activities and keep students motivated in their learning by being supported by adequate facilities.

Facilities needed in supporting students' learning activities are a variety of equipment and school supplies either consumables or school buildings including classrooms, labs, libraries, places of worship, sports fields, arts venues or learning facilities such as supporting books, media and other supporting tools. Therefore, educators and students must have these facilities in order to change their minds, how they work and help to facilitate the active learning. Facilities that needed to support educators and students are a tool or a cutting-edge tool with technology. There is no denying that a sophisticated means of course is the help of technology itself, so it is inevitable to use it especially in terms of helping to overcome various educational problems, especially in this pandemic era, namely learning with distance as the limit.

Furthermore, one of the real forms in the effort to help the learning process where educators and students do not come face to face is with the help of learning technology, it utilizes a variety of learning resources that are designed in such a way and managed well to provide optimal benefits as a facility prepared to overcome existing problems so that the learning objectives are achieved as they should be (Anggraini & Imaniyati, 2017).

SDIT Al Mumtazharus is able to provide services despite the limitations of this pandemic as a form of accountability to the community because the school as an education manager is used as a reference and designated as a place that forms smart with good moral students. Achievement is not possible without the intervention of an educator. Therefore educators have a high

responsibility and contribution to educate the nation, among them educators must have professionalism that is able to build and develop the talents and interests of students to learn as mandated by law. That it is not just learning but gaining knowledge and meaning for life and as a provision to live independently by having life skills to organize a bright and better future. Therefore, teachers need learning tools in the process of transferring knowledge to students to facilitate interaction in the learning process that is exhilarating and provide meaning and significance in every learning that has been held. Thus, all components in the school participate in keeping, treating and maintaining the educational facilities owned. Using technology as a learning tool is a choice chosen by educators, namely the teacher, no exception Islamic Religious Education teachers. Besides that, each of those choices has consequences for those who choose the means to support and help learning. It closely relates to the facilities in each school. They have to make sure whether the school has adequate facilities for the technology base or not.

In addition, research related to the use of technology for learning has been done a lot (Salsabila et al., 2020) The application of online learning presents own challenges for educators, students, institutions and other educational roles, even for a wider range of fields. Society, like parents. In the implementation of learning, of course, the role of technology is inseparable. Technology can meet all needs in the teaching process. As the development of the technology era, there are many platforms that can help online learning, such as E-learning, Google Classroom, Ed Modo, Moodle, and Learning house. While in this study

discussed about the facilities used by Islamic education teachers in their learning during the pandemic by utilizing various learning technology facilities to keep the learning process even with limitations and expected not to reduce the quality and quality of education at SDIT Al Mumtaz.

Islamic education is the foundation in accordance with the philosophy of life of the first principle of Pancasila, namely the belief in the almighty God. Religious education is a reflection of the first precept that forms a religious human being convinced of the creator and follows all the teachings held firmly based on his beliefs. It used to form an Islamic generation who is able to maintain good relations between and inter-religious people. Religious education also has a noble purpose that is in the process of developing understanding. The cultivation and practice for the cultivation of faith, strong piety, developing the habits of students who have a good moral and always perform worship in accordance with Islamic law is a function of Islamic Religious Education. Islamic education, as a component of the national education system, in addition to cultivating and developing the religious values of learners, must also emphasize the mastery of science and technology, so that Islamic education can prepare and develop complete human resources, master technology, have faith, and be able to do so. Technology is a product and process, and its development methods affect all lives in a variety of forms of application, including education and learning. Because basically learning through the use of technology can motivate students, and ultimately impact the learning outcomes itself. (Afifuddin, 2017).

Religious education serves to form Indonesian people who believe and fear God Almighty and noble character and able to maintain harmony between inter-religious and interfaith relationships. Religious education aims to develop the ability of learners in understanding, living, and practicing religious values that harmonize their mastery in science, technology and art. While the function of Islamic Religious Education is to instill faith and piety to Allah SWT and familiarize students with noble character, fostering a sense of faith (Muslihah, 2011).

The purpose of this research is the learning facilities at SDIT Al Mumtaz are tailored to the needs of one of them using learning technology so that teachers can use the facility by utilizing technology-based learning facilities to demand educators to teach professionally, namely demanding creativity and active educators in creating and developing learning with various activities in accordance with the programed plan. Therefore, it is expected that educators can create a learning atmosphere with full of activities to activate all students during the learning process.

## **METHOD**

This research uses qualitative approach with descriptive approach with the aim to understand the phenomenon that occurred in SDIT Al Mumtaz related to the utilization of technology-based learning facilities in the Pandemic Period. The research site is located in Cendelekan Cikande Village, Jayanti Sub-district, Tangerang Regency. It is chosen because the school is one of the most open schools in Jayanti Sub-district then the place is strategic and easy to reach. In addition, the school is representative to be used as

research because it has a range of learning facilities from the internet, libraries, computer laboratories, science, worship facilities and sports fields. Therefore, it is necessary in SDIT Al Mumtaz school to conduct research related to the utilization of technology-based learning facilities. Data collection techniques are used is observation. Researcher began to conduct an observation in the field on Monday, March 19, 2021 at 08.00. Researchers observed directly from the start of the general overview of the school, vision and mission, learning facilities, and Islamic Education Teachers. This observation was conducted to collect data directly and systematically against the objects studied (Tohirin, 2012).

Furthermore, researchers conducted interviews with the principals of SDIT and Teachers of Islamic education as many as three people. The criteria for choosing an informant is because the principal is fully responsible for the development of the school and understands very well the policies taken in advancing the school. He also had a complete knowledge of school trips. Then another informant, Religious Teachers who numbered three people because of the necessary data related to Islamic education learning facilities then the teacher who can provide information related to the implementation of learning using technology. Interview techniques aim to obtain data on the utilization of technology-based learning facilities, their weaknesses and advantages or recommendations on such learning (Nazir, 2011).

Then, researchers used documentation in the form of documents, videos to complete data that is less than the method of interview and observation. The reason the author used documentation

techniques in this study, among others, is to complete the data that is not obtained from other methods. Besides that, it used as a comparison material from the data obtained earlier. Next is analyzing the researcher's data using qualitative descriptive methods that mostly record observations, interviews, and documentation. The data obtained is then being analyzed, the analysis in this study was conducted since and after the data collection. The results of interviews and field notes were immediately presented in the form of written exposure or tables in accordance with the categorization that has been determined, then analyzed. Data reduction is the process of selecting, focusing on simplification, abstraction, and transformation of rough data from written records in the field. Thus, the selection of selected data is only in accordance with the focus of research that includes the concept of technology-based learning facilities. Then, the presentation of data as a set of information is arranged that gives the possibility of withdrawal of conclusions and action taking. Presentation of data in the form of writing, tables, and documentation.

In short, based on the presentation of the researchers can understand what is going on and what needs to be done further. Further is withdrawal of conclusions or verification. The withdrawal of conclusions is only part of activities to complete the configuration. The conclusions are also verified. Verification with the thought of the reverse that passes in the analyzer's mind during writing, a review on the field notes (Tohirin, 2012).

## RESULTS

### Utilization of learning facilities at SDIT Al Mumtadz

The learning facilities at SDIT Al-Mumtaz reflect the quality of the school by looking at the magnificent buildings, various tools and quality equipments of course declared as a quality educational institution. Although it does not look real but there are still many other standards that must be met for quality educational institutions, but it cannot be denied that with complete facilities and infrastructure can reflect the capacity and ability of institutions in managing institutions well. One of them is the supporting facilities in learning (Barnawi & Arifin, 2012). As interviewed with Dede Komarudin (22) related to the learning of Islamic Religious Education in SDIT Al Mumtaz during the pandemic as follows:

"Learning Islamic Religious Education in SDIT Al Mumtaz before the pandemic by face-to-face, using varied learning media such as interactive CDs, package books, modules and various facilities provided by the school. But during the pandemic, learning is carried out in various ways such as through WhatsApp groups, sending video, through youtube and assignments through internet" (Dede Komarudin, 2021).

Based on the interview, it can be described that learning must still be carried out even in the current pandemic. So the school strives to create creative and innovative learning. In addition, changes occur when learning must be at home or online classes, the learning is adapted to the ability of the teacher in managing the good defense of the learning implementation plan, the learning

materials of the method, the media and assessment and evaluation. Teachers are required to master the ability to use technology in learning in order to adjust to the situation. Therefore, teachers make plans in making learning media from the start of audio-visual video sent through Youtube and WhatsApp groups. The advantages of using visual video can be stored and opened at any time and this makes it easier for educators and students to use learning technology that is used as a learning resource. So that learning can be obtained easily in the tracking process using applications that are already available in the learning media used and can be directly practiced by students. (Nuryana, 2019).

Therefore, the learning steps of technology-based Islamic Religious Education, namely (a) preparing learning media in accordance with the materials characteristics and needs of students, (b) making a planned online learning, (c) keeping students concentrated during the learning (d) conveying advice to students to always be active in learning and be a good person. (e) encouraging parents to be active, observe and accompany their children while learning. Thus, educators must be able to design detailed learning and determine the learning methods to be achieved using the available facilities (Azhari & Kurniady, 2016).

Through these learning facilities, students are expected to increase their knowledge and discover new things. As the interview with the Principal (45) related to the learning facilities owned by SDIT al Mumtaz as follows:

"Alhamdulillah this school has adequate television, inFocus, internet, sports equipment, arts, is in accordance with the needs of

students and teachers. And in his learning went well in accordance with the rules of the ministry of education and the directives of the office and direction of the foundation" (Kepala Sekolah, 2021).

Based on the interview, it can be described that SDIT Al Mumtaz strives to provide the best service for teachers and students for the completeness of equipment, and educational facilities. The continuity of learning in this pandemic can be eliminated easily and smoothly if supported by adequate learning facilities of multi-story school buildings, outdoor parking lots, Computer Labs and Sciences, sports fields, security posts, stable internet, projectors, TVs, Laptops and so on. In addition, the utilization of existing learning facilities can be the motivation of teachers and students in carrying out tasks and obligations so as to realize a quality school and make students who are smart, knowledgeable and have a good moral. As the interview with the Principal (45) related to the utilization of learning facilities at SDIT Al Mumtaz:

"The utilization of learning facilities during the current pandemic is hardly used because all students study at home. But in the learning process teachers use laptops, computers and the internet and other facilities" (Kepala Sekolah, 2021).

Based on the interview, it can be argued that online learning is one of the alternatives in order for students to be insulated by a dangerous virus. For online learning can be done with the use or assistance of technology provided by the school. Utilization felt by students and educators can interact directly through

media or applications that have been shared. Ease and accuracy in the network with the use of technology makes it easier for teachers and students to do their job. In addition, (Danim, 2013) utilization of various learning facilities such as whiteboards, images, slides, movies, recordings, radio, television, globe maps, textbooks, projectors as a unique alternative facility students will have a diverse intelligence, so as to grow and trigger talents and interests. Technology-based learning can support all learning activities so that students are motivated to do learning activities well and optimally so as to improve their learning achievements. Then, educators can directly supervise whether students do learning activities or not, because at the same time the two interact with each other like the learning process in class when face-to-face. In addition, educators can also use other technologies such as zoom to emphasize the material delivered so that two-way communication is well established. Furthermore, the use of technology can be used as a record of learning *jejak* and can store all learning activities that have been done such as uploading learning activities on youtube or stored privately in the learning folder (Warsita, 2008).

Therefore, the use of learning technology has a good impact, and students can review the lesson. In addition, with the internet network students easily can search and obtain the desired information related to assignments given by teachers in the google application space, Wikipedia and so on.

### **Disadvantages and Advantages of Using Technology in Islamic Religious Education Learning at SDIT Al Mumtaz**

The use of learning system in multimedia has many advantages that are easy to create ideas or ideas and displayed through the media with interesting, interactive and encouraging and one of the easier delivery from educator to learner. Utilization is displayed through learning videos or recording forms that students easily learn independently with the use of technology in their own homes. Various data processing or animations, drawings, graphics, lines, sounds or songs can be presented in computer programs whose processing can be adjusted to the needs of the students' subject matter be it hearing, vision and come up with creative imaginative ideas for students in the future. Of course, there are still shortcomings and advantages in the use of such technology.

As the interview with Mr. Dede Komarudin (22) Related year about the lack of technology use in Islamic education learning in SDIT Al Mumtadz as follows:

"I think the weakness of the use of Technology in Islamic learning is the lack of supporting infrastructure in the learning process such as adequate InFocus, teaching materials relevant to learning methods that use technology and other internet network availability and signals. availability of electricity. The teacher's technical knowledge of information and communication technology is limited to be the next obstacle in the use of Islamic learning technology for classroom

learning. Then, fear and consideration of the negative impact of the use of tools in the form of mobile phones and laptops in schools become obstacles teachers utilize technology in classroom learning. In addition, lack of time, lack of training in the use of technology in Islamic learning, lack of opportunities to expand themselves and so on" (Dede Komarudin, 2021).

Based on the interview, it can be described that the weaknesses that occur in learning the use of technology is natural because the use of technology during the pandemic is a newcomer to learning so that it requires the completion and improvement of the future. Furthermore, the obstacles faced by child concentration educators easily break down this certainly required the skill and ability of educators to try to maintain the concentration of learners in learning. Mental support is also needed for students to stay on positive and healthy minds during pandemics like this. So teachers should seek lessons that not only transfer knowledge but more to the filling of the spirit and support learners spiritually and emotionally in order to maintain health and adhere to health protocols and of course must be the spirit of learning (Megasari, 2020).

Furthermore, learning using technology cannot control the child completely so that the authorities are fully supervised by parents at home. While parents are busy with their business and take out the control activities in learning, it can affect the students to be lazy in learning at home. Thus, the weakness should not be used as an excuse for not developing but to be used as input and improvement for Islamic Religious

Education teachers in improving cognitive and affective students. Therefore, it is necessary to initiate the lack of technology in the use of technology as interviewed with Nur Jazira's mother (25) as follows:

"The thing that needs to be anticipated from the beginning is to integrate the output of the learning process with technology-based methods and tools. Efforts to optimize the development of technology in the learning process of Islamic Religious Education and prepare everything from the beginning related to teaching materials given to students according to the materials to be taught" (Nur jazira, 2021).

Based on the interview, it can be argued that technology-based learning is the right way to conduct learning activities during this pandemic. So the school strives through the principal to use various existing learning facilities with the aim to facilitate students to learn and not reduce the quality of learning. In addition, the learning materials have also been designed and pursued to the maximum extent possible so that the objectives of learning are achieved. The integration of Islamic Religious Education with technology entices the capabilities and potentials that have to optimize the learning process that is considered better and useful in order to make meaningful improvements in order to support lessons that can make it easier to obtain the desired information.

Thus the way I overcome these weaknesses is that teachers must have a clear plan to use learning technology in teaching. Second, school leadership needs to have a clear vision and mission to integrate technology, and have a plan to make it happen and invest in the use of



Islamic education learning information technology in the classroom. Third, the government needs to allocate investment in education infrastructure that encourages the use of ICT. Meanwhile, due to the lack of availability of network, electricity and other supporting facilities, which include the availability of computers, laptops and inFocus to be an obstacle to the lack of equipment, the School should provide a budget to hold internet facilities in schools. When associated with the school literacy movement program, an indicator that the school is already running a digital literacy program is the availability of internet facilities in schools.

Therefore, it is necessary to recommend the use of technology in order to be utilized by all parties. As the interview with Mr. Agung Dwi (26) related to the recommendations of the weakness of the use of technology in the learning of Islamic Religious Education as follows.

"My recommendation along with the advancement of technology, it is required that an Educator master at least understand learning technology, the infrastructure associated with learning technology must be completed and must hold the competence of teachers in using learning technology" (Agung Dwi, 2021).

Based on the interview can be described that the weakness of the technology is certainly to be sought solutions. One of my recommendations related to the weakness of the technology is the application of byod model (*bring your own devices*). It has many advantages, such as reducing school costs and improving teacher or student productivity, saving budgets in hardware

procurement, software, licensing, service agreements, and additional insurance, as well as improving mobility, flexibility, productivity and satisfaction of teachers and students in learning. In addition, bring your own devices is a growing phenomenon that can be utilized in the world of education, where teachers or students bring their own electronic devices (such as laptops, tablets, USB flash drives and other similar devices) for teaching and learning activities based on Information and Communication Technology. As it is known, technological advances have entered all levels of society.

Therefore, the implementation of learning programs using technology has the advantage of making it easier to learn and is expected to increase students' learning success. As the interview with Mr. Agung Dwi related to the advantages of the use of technology in the study of Islamic Religious Education as follows.

"I think the advantages of using technology in religious learning are: it can be able to provide visual learning delivery, for example: the use of power points, clipt art, and other images. It is able to convey learning audio: voice recording, voice note, and recitation of Al-Quran, etc. It is also able to deliver audio visuals: movies, VCDs, DVDs, projectors, and other video players even in the modern era such as now religious learning is factually done with the use of media / technology for example: online religious seminars (webinars), live streaming da'wah, etc." (Agung Dwi, 2021).

Based on the interview, it can be described that the excess of using technology in learning can expand the

scope, paradigm and curriculum of Islamic Religious Education and integrate Islamic Religious Education with modern education. The development of technology is very useful for teachers. It can make the material delivered easier to understand by students. In addition, by using technology, students can access various information related to the material without having to wait for the educator to convey the information (Pulungan, 2017).

Besides that, Hasanah (2018) explained the advantages of using technology in learning can provide learning motivation. It proves that learning is done repeatedly in accordance with the level of ability of learners and not burdensome, giving permission for students to learn independently and freely in accordance with the provisions that have been agreed naturally and provide the widest possible opportunities. As well as integrating valuable learning media and learning experiences so that students export their learning experience so as to foster an active spirit and acquire knowledge built on learning experience and the acquisition of new information. Therefore, the use of technology has the following benefits: (a) a place for educators to motivate students who have less passion and desire to learn. (b) As an objective and scientific teaching materials. It can improve effectiveness in the learning process. (c) Make it easier for educators and students to present in the classroom. (d) As a forum to facilitate the presentation of design in the learning process. It can facilitate students in delivering learning materials.

## **DISCUSSION**

This study discusses the ability of Islamic Religious Education teachers in

utilizing technology-based learning facilities that develop in the community. The weakness of Islamic Religious Education Teachers in the use of technology as follows: facilities or supporting infrastructure are still limited, namely the availability of internet networks and signals and the availability of electricity. Furthermore, teachers' knowledge about the limited use of information and communication technology becomes an obstacle. Lack of training of religious teachers in relation to the use and utilization of learning technology. The way to overcome these weaknesses is that teachers must have a clear plan to use technology in teaching. Second, school leadership needs to have a clear vision and mission to integrate technology, and have a plan to make it happen and invest in the use of Islamic Religious Education learning information technology in the classroom. Third, the government needs to allocate investment in education infrastructure that encourages the use of technology. Meanwhile, due to the lack of availability of network, electricity and other supporting facilities, which include the availability of computers, laptops and infocus, to be an obstacle to the lack of equipment, the School should provide a budget to hold internet facilities in schools. When associated with the school literacy movement program, an indicator that the school is already running a digital literacy program is the availability of internet facilities in schools.

The advantages of using Islamic Religious Education learning technology as a means of educators to motivate students who have a lack of spirit and desire to learn. It is an objective and scientific teaching material. Besides that, it

is also as a means to improve effectiveness in the learning process. It used to make it easier for educators and students to present in the classroom. It also helps them in supporting the implementation of more systematic distance learning programs.

The utilization of Islamic Religious Education learning facilities needs to integrate between materials and learning media. Competence in the mastery of technology by Islamic Religious Education Teachers teachers in order to support activities in targeted and guided learning in accordance with the procedure set by the school. Therefore, Islamic Religious Education Teachers must have the following abilities. (a) develop a learning implementation plan supported by integrated technology (b) design interactive learning media (c) create emails and search for references on the internet (d) process and analyze the results of assessment (e) conduct e-learning (Afifuddin, 2017).

The implementation of the integration can produce input to students so that Islamic Religious Education learning is directed. The benefits and objectives of technology-based learning facilities are for the effectiveness and efficiency of the learning process itself. Therefore SDIT al Mumtaz needs to do good and targeted facilities management to avoid improper facilities.

As a research conducted by (Almah et al., 2020) about learning facilities at SMKN 5 Malang has prepared Web-based learning facilities. However, freeing every teacher to use other applications that are considered easier in the learning process. During online learning there is no change in the curriculum or learning tools, but there are unwritten changes in the learning method.

While in the study of Islamic Religious Education in SDIT Al Mumtaz the use of technology through the first two ways audiovisual and guessing. On the praiseworthy moral material then the teacher sent an animated film entitled Syamil and Dodo to the class using WhatsApp group by sending the link of the film. Furthermore, teacher gives instructions and techniques in following the learning. As first command is to watch the animated film Syamil and Dodo until finished. (a) retelling the animated film Syamil and Dodo related to the material. (b) mention which scenes reflect bad and noble morals (c) then the teacher gives a review of the material related to commendable morality. Furthermore, for homework students make video related to daily activities related to commendable moral behavior, such as sweeping the yard, cleaning the house to sleep, washing dishes, sending photos, saying good and polite, parenting adek, completing schoolwork. Then sent through video or photo to WhatsApp group then the teacher checks the task and if found the student's homework is not appropriate and does not do the task then the teacher gives notice to the student.

## **CONCLUSION**

SDIT Al Mumtaz strives to provide the best service for teachers and students for the completeness of their studies. Learning can be facilitated by being supported by adequate learning facilities utilizing various learning facilities such as whiteboards, drawings, slides, movies, recordings, radio, television, globe maps, textbooks, projectors, audio visuals as unique alternative facilities learners will have a diverse intelligence, so as to grow and spark talent and interest. Weaknesses

and advantages of learning require the completion and improvement of the future from the start of internet signal, lights out and necessary to use technology so that its use can be maximized. In addition, the obstacles faced by educators of child concentration easily broken it certainly required the skill and ability of educators to try to maintain the concentration of learners in learning. Furthermore, cognitive and affective development of the child can not be measured may be the one who does the task of his child is his parents. In short, it measures the ability to feel the difficulties. The advantages of using technology in learning can expand the scope, paradigm, curriculum, and integrate Islamic Religious Education with modern education. the development of technology is very useful for teachers and students so that the materials delivered will be easier to understand by students and easy to access various information related to learning materials.

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