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Pai Learning Model and Character-based Digital in High School in Parepare, Indonesia

St Wardah Hanafie Das^{1*}, Bustanul Iman², Hasan³, Ridwan⁴, Suharto⁵, Syamsuddin⁶, Hisbul Rauf⁷, Sirajuddin⁸

Abstract

Contemporary learning trends refer to a digital basis. Digitization of learning has implications for processes that run effectively and efficiently in achieving learning objectives. A demand and need for implementing digital-based learning, especially in Islamic Education (PAI) and Character subjects, because the students are millennials and are in the digital era. Digital-based learning design includes objectives, teaching materials, digital media, methods, and evaluation (assessment tools). The learning components are adjusted to the digital platform (Learning Management System), the condition of the students, and the competence of the educators. The digital-based learning model uses a learner-centered approach, contextual strategies, problem solving, cooperative, authentic, and inquiry. learning methods are varied and collaborative, learning techniques with classroom management and the use of digital learning resources, as well as learning tactics emphasizing the implementation of educators' personal skills such as singing, humor, and others. The implications of digital-based learning models can create interactive and communicative learning processes, so that learning programs run effectively and efficiently, and trigger the achievement of the minimum criteria for mastery of student learning outcomes.

Keywords: Model, learning, digital, students, high school.

Introduction

Circular of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period and strengthened by the Circular of the Secretary General of the Republic of Indonesia Number 15 of 2020 concerning Guidelines for the Implementation of Learning from Home during the Covid-19 emergency, the system learning in schools is carried out online and students learn from home. The purpose of implementing BDR is to ensure the fulfillment of students' rights to obtain educational services during the Covid-19 emergency, protect education unit residents from the adverse effects of Covid-19, prevent the spread and transmission of Covid-19 in education units and ensure the fulfillment of psychosocial support for educators, students, and parents.

¹ Muhammadiyah University of Parepare, Indonesia. Email: wardahhadass@gmail.com

² Palopo State Islamic Institute, Indonesia. Email: bustanulimanm@gmail.com

³ Institut Agama Islam Al-Amanah Jeneponto, Indonesia. Email: mhasandgranca0272@gmail.com

⁴ IAI Al-Amanah Jeneponto, Indonesia. Email: ridwanbantaeng05@gmail.com

⁵ Muhammadiyah University of Parepare, Indonesia. Email: suhartosuharto682@mail.com

⁶ Muhammadiyah University of Parepare, Indonesia. Email: syambell102@gmail.com

⁷ Muhammadiyah University of Parepare, Indonesia. Email: hisbulrauf522@gmail.com

⁸ Muhammadiyah University of Parepare, Indonesia. Email: sirajuddinkamad@gmail.com

Facing the Covid-19 pandemic, learning can run with optimal use of ICT, because it contributes to: (a) Improving the quality of learning; (b) Expanding access to education and learning; (c) Reducing the cost of education; (d) Responding to the obligation to participate in ICT; (e) Develop ICT skills that students need when working and in later life (Kasmad, 2018). Therefore, educators and students are required to be ICT literate and have special abilities in digital literacy. The benefits of digital literacy include saving time, learning faster, saving money, making it safer, always getting the latest information, always connected, making better decisions, being able to make someone work, making people happier, influencing the world (Sumiati & Wijonarko, 2020).

The preparation of teaching materials must meet the elements of novelty, practicality/easy to use, accessibility, communicative, and interesting so that they can motivate students in the learning process (Yuliana et al., 2021). The selection of teaching materials must consider several principles including the principle of relevance, the principle of consistency and the principle of adequacy (Prastowo, 2017). Digital-based learning materials can be presented in the form of eBooks, plif books, e-modules, reference books, monographs, podcasts, videos, and other equivalent forms of learning resources (Junaidi, 2020). Trends in digital-based learning media, namely Infographics, Video Explainers, MotionGraphic, Interactive Multimedia, Vlogs, Private Online, Mobile Apps, Electronic Books (Interactive Electronic Books, Pdf Books, and Audiobooks), Podcasts, Virtual Labs, Gamification, Virtual Classes, Mat Web Application, Augmented Reality-Math, Virtual Reality-Math, 3D Animation, and Live Streaming Video (Riyana, 2021).

Weller, in Abdulhak (2020), explains that electronic learning, including mobile learning, is at least supported by constructivism theory, resource based learning, collaborative learning, problem based learning, narrative based teaching, situated learning. The Center for Data and Information Technology of the Ministry of Education and Culture, provides information on the competence of teachers in the ICT field based on UNESCO mapping, namely: 1) Level one ICT Literacy (ICT literacy); 2) Level two, the ability to operate and apply; 3) Level three, the ability to create content; and 4) Level four, the ability to become a trainer. Further information, out of 28.000 teachers, only 46% master the first level, the second level is only 14% (Fin Indonesia, 2020).

Digital learning design includes the objectives to be achieved, the development of digital-based and teaching materials, the application of a practical and eligible Learning Management System (LMS) and learning platform, the selection of collaborative, contextual, active learning strategies, inquiry, and research, as well as the use of assessment tools. Learning becomes more effective and dynamic, especially for students (as millennials) if the implementation of digital learning can be maximized.

The problem of this research is the mastery of using digital media in online-based learning; no training on the application of online learning platforms from the City Education Office; Difficulty in choosing an online learning platform with consideration of effectiveness and efficiency; The affordability of students in online learning that can be accessed by students; Design of digital content and assessment tools for Islamic Education (PAI) and BP learning that are in line with the achievement of the Minimum Completeness Criteria. The research is considered very urgent to be carried out to improve the quality of PAI and BP learning at the high/vocational school level in Parepare City, even in the midst of the Covid-19 pandemic and the disruption of the industrial revolution 4.0.

Research Methods

The type of research is qualitative, namely studying, exploring, and constructing a digital learning system that is relevant to the era of the industrial revolution 4.0 which can be adapted to PAI and BP educators at SMA/SMK in Parepare City. This research approach is carried out by Research and Development (R & D), including: (1) research and information collection, (2) planning, (3) development of the initial form of the product, (4) initial field test, (5) major revision of the product, (6) main field test, (7) operational product revision, (8) operational field test, (9) final product revision, and (10) dissemination and implementation (Gall et al., 2003). Data collection can be done in various settings, various sources, and in various ways (Sugiyono, 2017). Data can be collected in natural settings such as input from school principals, teachers and members of MGMP PAI and BP, as well as from experts (expert judgment); data is collected in terms of sources, namely primary sources (school leaders, teachers, students, and experts) and secondary sources (from documents, research results, and applications, and YouTube videos); then in terms of methods or techniques, data were collected through observation, interviews, documentation, FGD, and expert judgment. The data collected is the context aspect, namely digital media, government regulations, social situations such as the Covid-19 pandemic, and others; Input aspects are digital-based learning variables, including objectives, educators, students, materials, media, methods, and evaluations, process aspects, namely when implementing research products by looking at relevance, dynamics, exploration, communication, and class management; and output aspects, namely learning achievement, effectiveness, and efficiency.

The research instruments are in the form of interview guides, observation guides, document studies, FGD guidelines, discussion guides with experts, product trial guides, and publication guidelines. The guide refers to the problem being studied and the data needed in this research. The data analysis technique used in this study is the approach applied by Miles and Huberman (Miles & Huberman, 2005), which is carried out in three activity lines which are one unit (interrelated), namely; (1) data reduction; (2) data presentation; (3) drawing conclusions/verification (Sugiyono, 2017). Activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated (complete) (Sugiyono, 2017). The data measured are regulatory data, data from experts, FGD data, and trial data that are analyzed and measured to obtain research products. The validity test of data in qualitative research according to Sugiyono includes credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity) (Sugiyono, 2017).

Research Findings

Analysis Result

Based on the results of FGDs and field trials based on R & D procedures, the results of the research can be stated as follows:

Digital-Based PAI And BP Learning Design

Digital learning design begins with the preparation of syllabus and lesson plans, which are stored in the LMS (Learning Management System) platform. The LMS platform provides space in the preparation of the structure of teaching materials and learning schedules. Model of interaction between educators and students, among fellow students, both in the form of video

and live chat (FGD, 2022). The search for learning resources can be provided with links such as YouTube videos and online references. Student assignments and questions can be stored on the platform and can be uploaded or downloaded on time (interview, 2022). Likewise, students can see their assignments, provide responses, see their grades online and in real time (FGD, 2022).

Learning Objectives

The learning objectives consider aspects of scientific trends, institutional orientation, market share, ICT dynamics, subject expectations, student psychology, and the situation of institutional facilities and infrastructure. Learning objectives lead to standards that are easy to measure, operational, and graded (according to levels ranging from instructional, institutional, to national goals). Learning objectives are developed based on graduate profiles and graduate learning outcomes of 21st century learning because it contains aspects of basic literacy, HOTS (Higher Order Thinking Skills), 4C (Critical Thinking, Creativity, Communication, Collaboration), and character education (Malik & Nugraheni, 2020).

Materials (Teaching Materials)

Learning materials are designed by adjusting the learning objectives, the conditions of the students, the ICT media used, the strategies and methods chosen, and the evaluation system applied (interview, 2022). The development of teaching materials can be done by strengthening novelty, proximity (affordable), conflict (suing), and humor (entertaining) (Sanjaya, 2008). Teaching materials can be designed in the form of text such as e-books, pdf books, or flip books, presentation teaching materials, and video teaching materials (FGD, 2022).

Learning Media

Learning media is designed by adapting digital-based learning platforms. Digital learning media can be developed through several options, such as digital presentations, namely power presentation, prezy, Canva, infographics, and others (Interview, 2022). Digital learning media can also be used such as motion graphics, vlogs, podcasts, gamification, 3D animation, video live streaming (FGD, 2022). Trends in digital-based learning media, in the form of Augmented reality, Holography, 3D/4D Simulation, Interactive Board, Smart Glass, Virtual Reality, Artificial Intelligent, Werable Media, and others (Interview, 2022).

Learning Methods

Digital-based learning methods are mostly carried out on lecture and assignment methods (Observation, 2022). Digital-based learning methods put forward a learner-centered approach, with varied strategies that are more directed towards strengthening critical thinking, communication, and literacy skills (interview, 2022). The learning method emphasizes aspects of effective and participatory interaction in the learning process, so that positive feedback occurs and triggers the achievement of learning objectives.

Learning Evaluation

Learning evaluation is directed at measuring and assessing achievement in three domains, namely knowledge, attitudes, and psychomotor (Interview, 2022). Evaluation models that can be applied in the distance learning process include online-based assessments, portfolio assessments, and self-assessments (Interview, 2022). Digital learning evaluation has various options, as known in assessment tools, such as Kahoot, Quizizz, QuizCreator, SurveyMonkey, ProProfs, Quiz Maker, and Google Cloud Platform (FGD, 2022).

Digital-based PAI and BP learning designs can be seen in the following figure:

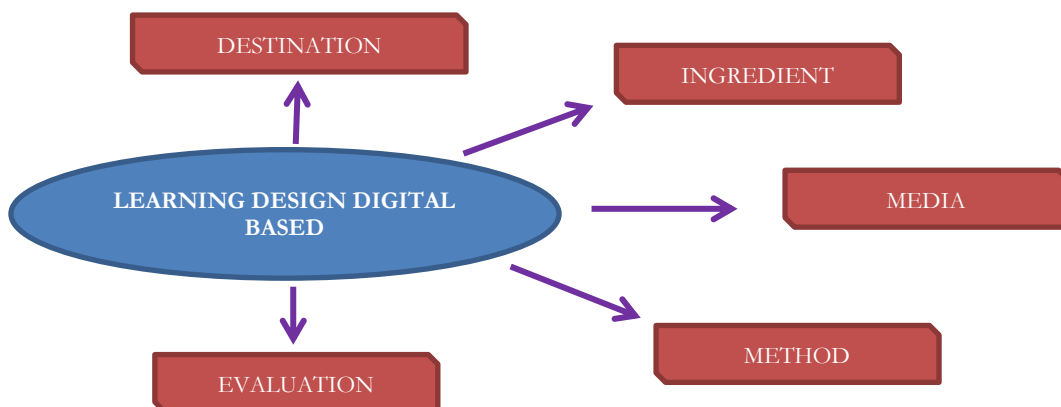


Figure 1: Digital-Based PAI And BP Learning Designs.

Digital-Based PAI And BP Learning Models

1) Approach

Digital learning activities use the Student Center Learning (SCL) approach, where students are the center and subject of learning, while lecturers are facilitators and motivators (Interview, 2022). The digital-based learning approach is actually centered on educators and students, because educators are required to be able to design learning content and students are required to participate in providing input in the preparation of curriculum and learning tools (FGD, 2022).

2) Strategy

The strategy for interactive digital learning emphasizes the importance of student engagement. Students are encouraged to actively participate and delve into the learning materials presented through interactive media and projected by educators using projectors (Sanjaya, 2015). Research-based learning is also incorporated as part of this strategy, along with other approaches like problem-based learning, contextual learning, collaborative learning, communication, inquiry-based learning, independent learning, comprehensive learning, and more (FGD, 2022).

3) Method

Learning methods are formulated by aligning learning strategies, according to the abilities of educators, media characteristics, and classroom environmental conditions (Interview, 2022). Learning methods that can be developed are lecture methods, assignments, simulations, field trips, demonstrations, debates (discussions), inquiry, and other relevant methods (Interview, 2022). In the context of PAI and BP subjects, relevant learning methods developed are habituation, example, and appreciation (FGD, 2022).

4) Technique

Learning techniques are formulated based on the approaches, strategies, and methods chosen to be implemented. PAI and BP learning techniques emphasize digital implementation in learning with available platforms (FGD, 2022). The learning technique used is a simple platform, namely through social media such as WhatsApp, due to practical considerations, accessibility, and efficiency (Interview, 2022).

5) Tactics

Tactics in learning are related to the personal skills of each educator in interacting with students. Digital-based PAI and BP learning are carried out with humor, song interludes, voice intonation, and other techniques (Interview, 2022). Important learning tactics are developed by every educator as an attraction and a surefire way to eliminate the boredom of students in learning (FGD, 2022).

Implications of Digital-based Learning Models on the Achievement of Learning Outcomes

Digital-based learning helps students participate in learning because it is online and real-time (FGD, 2022). Digital-based learning can help students find more varied learning resources, such as online references, YouTube videos, and other sources (interview, 2022). Learners can discuss with their friends anytime and anywhere, because teaching materials are available online and in reality (FGD, 2022). The development of student attitudes is created through discipline, patience, prudence, dedication, sportsmanship, and perseverance (FGD, 2022). Aspects of psychomotor development can also be realized through skills in the field of computers, problem solving, literature searches, making scientific papers, and so on (FGD, 2022).

Digital-based learning media becomes effective and efficient in improving student learning outcomes if: (a) According to the characteristics of students, namely learning styles, interests, motivations, ideals, and so on; (b) The results of media testing are valid and reliable, namely the validity of the instrument and can be scientifically justified so that it can be used to collect data scientifically; (c) Repeated media reviews, namely inspections are carried out repeatedly to obtain saturated and perfect data; (d) Tested, namely the media can be verified on an ongoing basis so that it can be generalized to be applied to different places; and (e) very high Eligible (Eligibility) (Riyana, 2021).

Digital-based learning media is more directed to the creation of an interactive and educative learning process, anytime and anywhere, so that students can follow it comprehensively. Students need an access vehicle that can help to obtain valid knowledge and information. Students can develop their potential and achieve learning outcomes if they use the right, correct, and relevant LMS in learning.

Discussion

Digital-based learning is a demand and need in the era of the industrial revolution 4.0. students as the millennial generation, who were born with ICT familiarity, are more respectful and happier to learn using ICT. Likewise in high school, students are more directed to digital-based learning. The learning content is expected to be able to fulfill the skills in the contemporary era, namely; 1) Learning and innovation skills include mastery of diverse knowledge and skills, critical thinking and problem solving, communication and collaboration, and creativity; 2) Digital literacy skills include information literacy, media literacy, and ICT literacy; 3) Career and life skills include flexibility and adaptability, initiative, social and cultural interaction, productivity and accountability,

Competencies needed for education graduates in the era of the industrial revolution 4.0, as mentioned by Sihite (Sihite, 2018), include: 1. Ability to think critically and make decisions; 2. Ability to solve problems or problems that are complex, and cross-sector quickly and accurately; 3. Entrepreneurship and innovative thinking skills; 4. Ability to

communicate and cooperate or collaborate; 5. The ability to use existing knowledge, information, and opportunities in an innovative way; 6. Ability to take responsibility in financial matters and make policies (adopted from Partnership for Century Skills); 7. Emotional ability or intelligence; 8. Social and cross-cultural adaptability; 9. Ability to lead (leadership), responsibility and negotiation; 10. Creative and flexible knowledge skills; 11. Operational management capability; 12. Information literacy, media literacy, and ICT literacy skills,

Contemporary learning, considering approaches and strategies Problem solving-based learning, contextual-based learning, cooperative-based learning, authentic-based learning, and inquiry-based learning (Rangkuti, 2017). A relatively new learning strategy that has developed in the digital era is the flipped classroom. In the flipped classroom, students participate in preparing for learning through watching videos, understanding PowerPoints and accessing learning resources provided by educators either through online media such as e-learning (Susanti & Pitra, 2019). The millennial generation's learning trend is more focused on independence, contextual in nature, departing from problems, conducting treatment or trials, cooperative learning, discussion and debate methods, and others (Hardika et al., 2018).

Suripto et al (Suripto et al., 2010) explains the positive impact of digitalization on the world of education, including the availability of mass media to obtain and conduct publications, creating the latest learning methods, making learning not always through face-to-face, meeting the need for educational facilities can be met quickly and in learning activities can make it more interesting, effective, facilitate the explanation of complex/abstract material, speed up long processes, present rare events, show events that are dangerous or out of reach.

Digital-based learning models utilize digital platforms in designing, implementing, and evaluating learning. Learning Management System (LMS) is important in educational institutions, making it easier to store, process, and produce learning data. All relevant stakeholders, it is urgent to fix digital-based learning through the desired LMS platform. The existence of an LMS that is used in schools can increase the effectiveness and efficiency of learning, which ultimately has implications for student learning outcomes.

Conclusion

The trend of contemporary learning leads to a digital basis. Digital instruments can help learning programs become more effective and efficient. Digital-based learning includes the use of the LMS platform as a vehicle for access and management of learning data, digital selection in the presentation of learning, development of teaching materials and content creation, adjustment of learning methods, and application of assessment tools. The digital-based learning model emphasizes a learner-centered approach, problem-based, contextual, cooperative, authentic, and inquiry-based learning strategies. Learning methods that are varied and collaborative, digital-based techniques, and tactics that match the skills of educators. The implications of digital-based learning models can trigger and spur the improvement of student learning outcomes.

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