

The Urgency of Learning the History of Islamic Culture Digital Literation Based

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Abstract. The aim of this research is to explain the significance of digital literacy-based learning in the study of SKI at Madrasah Ibtidaiyah. In fact, few teachers have introduced digital literacy-based learning in the classroom. This is due to teachers' lack of understanding of how to use digital technology. This thesis employs qualitative descriptive analysis techniques in conjunction with field research. Techniques for gathering data included observation, interviews, and documentation. Descriptive analysis methods were used to analyze the data. Furthermore, comparing, checking the data's validity, and decrypting the data are all tasks that must be completed. The study's findings show that SKI's digital literacy-based learning is divided into four stages: (1) learning preparation, which includes deciding digital content based on the syllabus and lesson plans that will be provided to students; (2) digital material selection, which includes choosing digital files that will be shown during learning, such as images, movies, animated videos, or songs by examining whether or not the digital file is authorized. The learning material presented becomes more relevant and students become more engaged in learning as a result of digital literacy. This study serves as a resource for teachers interested in implementing digital literacy-based SKI learning, especially at Madrasah Ibtidaiyah.

Keywords: Learning, Islamic Cultural History, Digital Literacy

Introduction

In conclusion, the digital age has brought about numerous changes, especially in the current educational paradigm. It is critical to move from a traditional to a new learning model. The lecture method is commonly used in the delivery of learning content in the traditional model with a teacher-centered learning process. Teachers describe more information from their own point of view. Students prefer to wait for input from the teacher and lack the initiative to gather information from their own experiences; as a result, students become less attentive,

quieter, and only listen and take notes about what they understand in class.¹ This is possible because students are merely the object of the teacher's experience. As a result, the learning process is less able to tap into students' potential. Learning, according to Majid, can be viewed as a formal teacher activity that is organized in an instructional design with the goal of ensuring that students learn actively by emphasizing the provision of learning opportunities². As a result, learning must be student-centered in order to achieve optimum quality and student learning outcomes (student-centered learning)³.

The instructor takes on the role of facilitator in student-centered learning. The instructor takes on the role of a friend for students as they explore their knowledge and skills in order to meet the learning objectives. Students take on the role of subjects in their own learning, and they can discuss and solve problems both individually and in groups, as well as assess the learning process. Students become more interested in learning materials, resulting in a more engaging and efficient learning environment.

To create student-centered learning, an instructor must be able to find a new model, since most of today's students are from the millennial generation, whose practices rely heavily on digital technology. According to Hoyles & Lagrange, digital technology has the greatest impact on the education system in different parts of the world today. This is due to advancements in digital technology that make the learning process more efficient and successful⁴. The instructor poses the greatest threat to learning in the modern age⁵. Teachers must be literate in Information Technology and Computers (ICT), be able to do literacy, be

¹ Hetti Sari Ramadhani, "Efektivitas Metode Pembelajaran Scl (Student Centered Learning) Dan Tcl (Teacher Centered Learning) Pada Motivasi Instrinsik & Ekstrinsik Mahasiswa Psikologi UNTAG Surabaya Angkatan Tahun 2014 - 2015," *Persona: Jurnal Psikologi Indonesia* 6, no. 2 (2017): 66-74.

² Usep Mudani Karim Abdullah and Abdul Azis, "Efektifitas Strategi Pembelajaran Analisis Nilai Terhadap Pengembangan Karakter Siswa Pada Mata Pelajaran Sejarah Kebudayaan Islam," *Jurnal Penelitian Pendidikan Islam* 7, no. 1 (2019): 51.

³ H.B.A. Jayawardana, "Paradigma Pembelajaran Biologi Di Era Digital," *Jurnal Bioedukatika* 5, no. 1 (2017): 12.

⁴ Susilahudin Putrawangsa and Uswatun Hasanah, "Integrasi Teknologi Digital Dalam Pembelajaran Di Era Industri 4.0 Kajian Dari Perspektif Pembelajaran Matematika," *Jurnal Pemikiran dan Penelitian Pendidikan* 16, no. 1 (2018): 42-54.

⁵ Hamidulloh Ibdia, "Penguatan Literasi Baru Pada Guru Madrasah Ibtidaiyah Dalam Menjawab Tantangan Era Revolusi Industri 4.0," *Journal of Research and Thought on Islamic Education (JRTIE)* 1, no. 1 (2018): 1-21.

able to make digital-based inventions, and have strong digital skills in order to adapt learning to the demands of the digital age⁶. The use of acceptable educational technologies is very likely to create a conducive, friendly learning environment, allowing students to learn more effectively and efficiently⁷.

Historical study, which is basically a narrative about knowing what, who, where, why, and how historical events happened, necessitates an instructor with broad and deep narrative skills. It can be difficult for a teacher to instill in students an appreciation and knowledge of the good principles associated with the historical events they are studying. When a teacher's knowledge of a subject is minimal, however, this method becomes less successful. Especially if the only learning tools available are textbooks. Because of its breadth, students will find it difficult to comprehend the material as a whole. Sayono reiterated this, stating that students' overall experience of history subjects was that they were less interesting, more rote, and dull⁸.

According to Fauziah's research, the psychological and physical factors that contribute to student boredom in learning include students' feelings about the learning environment, boredom with the teacher's teaching methods, a lack of variety in the assignments given, and a lack of attention. In the classroom, teachers should strive to motivate students⁹. Students, on the other hand, are often exhausted because they are required to write a description of the material presented due to a shortage of SKI reference books in stock. Fauziah also noted that in order to combat student boredom, teachers must use a variety of learning strategies, assign a variety of tasks, increase teacher attention to students during the learning process, implement learning outside the classroom (outdoor), and provide references and learning tools¹⁰. As a result, it is up to the teacher to build an optimal history learning environment.

⁶ Ibid.

⁷ Reflianto and Syamsuar, "Pendidikan Dan Tantangan Pembelajaran Berbasis Teknologi Informasi Di Era Revolusi Industri 4.0," *Jurnal Ilmiah Teknologi Pendidikan* 6, no. 2 (2018): 1–13.

⁸Joko. Sayono, "Pembelajaran Sejarah Di Sekolah: Dari Pragmatis Ke Idealis," *Jurnal Sejarah Dan Budaya* 7, no. 1 (2013): 9–17

⁹ Ni'matul Fauziah, "Faktor Penyebab Kejenuhan Belajar Sejarah Kebudayaan Islam (SKI) Pada Siswa Kelas Xi Jurusan Keagamaan Di MAN Tempel Sleman," *Banjarbaru: Grafika Wangi Kalimantan* 2, no. 1705045066 (2017): 1–111.

¹⁰ Ibid.

According to Sayono, there are many techniques that can be used to build an optimal history learning environment in schools, including: (1) improving history teachers' academic skill by deepening curriculum content, (2) developing personal abilities by training or seminars on the use of appropriate models or techniques in learning, and (3) improving ability in the field of science and technology, (4) developing learning materials that emphasize not only the development of skills but also the development of attitudes, and (5) procuring adequate and representative audiovisual learning devices¹¹.

A teacher must be willing to make breakthroughs in learning, particularly when teaching Islamic Cultural History (hereinafter abbreviated as SKI), in order to provide a meaningful learning environment and provide content that is interesting and easy to understand. Teachers, according to Jayawardana, may combine their existing teaching methods, such as lectures, with various techniques, tactics, and other learning strategies or methods that are more applicable to current information technology trends, such as digital literacy¹². Individuals' interest, mindset, and ability to use digital technology and communication tools to access, handle, incorporate, interpret, and evaluate information, develop new knowledge, construct, and interact with others in order to effectively participate in society is referred to as digital literacy¹³. Mastery in digital literacy will improve the performance, facilitation, and strength of educational processes and outcomes. Learners can develop their cognitive, affective, and psychomotor competencies through digital literacy by engaging in safer, quicker, simpler, and more enjoyable learning experiences¹⁴.

This study aims to clarify the value of introducing digital literacy-based learning, specifically in Madrasah Ibtidaiyah, by going through the stages of learning planning, digital material selection, implementation, and evaluation of SKI learning. This thesis employs qualitative descriptive analysis techniques in conjunction with field research. Techniques for gathering data include observation, interviews, and documentation. Descriptive analysis methods were used to analyze the

¹¹ Joko. Sayono, "Pembelajaran Sejarah Di Sekolah: Dari Pragmatis Ke Idealis," *Jurnal Sejarah Dan Budaya* 7, no. 1 (2013): 9-17

¹² Jayawardana, "Paradigma Pembelajaran Biologi Di Era Digital."

¹³ Rila Setyaningsih et al., "Model Penguatan Literasi Digital Melalui Pemanfaatan E-Learning," *Jurnal ASPIKOM* 3, no. 6 (2019): 1200.

¹⁴ Hary Soedarto Harjono, "Literasi Digital: Prospek Dan Implikasinya Dalam Pembelajaran Bahasa," *Pena : Jurnal Pendidikan Bahasa dan Sastra* 8, no. 1 (2019): 1-7.

data. Furthermore, comparing, checking the data's validity, and decrypting the data are all tasks that must be completed.

SKI Learning at Madrasah Ibtidaiyah

Students at Madrasah Ibtidaiyah must take Islamic Cultural History (SKI) as a requirement. SKI content examines current and historical events through the works, campaigns, and inventions of Muslims founded on Islamic beliefs, such as the Quran and Hadith. The following is the reach of the SKI material: (1) the history of pre-Islamic Arab society, the history of the Prophet Muhammad's birth, and the Prophet Muhammad's apostolate, (2) the Prophet Muhammad's Da'wah and personality, and the events of the Prophet Muhammad SAW's hijrah to Habasyah, Taif, and Yastrib, as well as the Isra 'Mi'raj incident, (3) the Fathul Makkah incident and the Prophet Muhammad SAW's final case, (4) the Khulafaurrasyidin era and the past of Islamic figures in Indonesia's struggle. This study was conducted at several Madrasah Ibtidaiyah in the Rejang Lebong Regency, where most teachers have smartphones to help the digital literacy-based learning process, and most schools have digital devices in the form of personal computers (PCs), laptops, and internet networks. However, teachers have not made the best use of the resources and facilities available to them.

From the results of the interviews conducted, that in learning SKI only some teachers apply digital literacy-based learning, generally teachers still use the lecture method in classroom learning. One of the factors that cause this occurs due to the lack of knowledge of teachers in the use of digital devices. On the other hand, the teacher realizes that the lecture method has many disadvantages, including students feeling bored quickly, not concentrating, and less motivated in participating in learning, so that the learning objectives cannot be achieved optimally. This is supported by Muliawanti's study, which shows that the limitations of digital devices, internet networks, and teachers' expertise and skills in using them are the most common roadblocks in the implementation of digital learning¹⁵.

However, some other teachers at Madrasah Ibtidaiyah have successfully implemented digital literacy-based SKI learning. Digital literacy is practiced both separately and with the assistance of the school's facilities and technology, such as personal computers (PCs),

¹⁵ Sari Muliawanti and Anggun Badu Kusuma, "Literasi Digital Matematika Di Era Revolusi Industri 4.0," *Prosiding Sendika : Vol 5, No 1, 2019* 317 *Prosiding Sendika : Vol 5, No 1, 2019* 318 5, no. 1 (2019): 317–324.

smartphones, and internet networks. Recognizing the limitations of the school's resources, teachers typically conduct digital literacy on their own time and cost, using computers, tablets, and internet networks. The teacher searches for digital content, which is typically sourced from video sharing sites, using his or her digital literacy knowledge and skills as well as the resources.

Digital Literacy-based SKI learning

1. Learning Planning

The teacher begins the learning planning stage by studying the materials that will be transmitted to students by learning documents such as syllabus and lesson plans. In addition, the instructor will search for a digital content format that is compatible with the material that will be shown to students. Of course, not all content can be communicated in this manner; thus, teachers continue to incorporate traditional and interactive learning methods. Because the instructor believes there is content that needs to be communicated to students by lectures or narration.

In order to learn SKI, you must first choose which materials will be delivered in digital format. Teachers must be able to choose which content is appropriate for delivery in digital format, including films, audiovisuals, animated videos, and even songs. The material on the history of the Prophet Muhammad's birth and apostolate, for example, can be conveyed in the form of a film, since it contains full historical details from beginning to end, as well as an appealing presence.

2. Digital Material Collection

SKI-related digital materials are widely available on the internet in a variety of formats and file forms, and are presented audio-visually as photographs, films, animated videos, and even songs. These multimedia files can be found on video-sharing websites like youtube.com. Teachers may use this page to download digital files that correspond to the learning materials that will be distributed in the classroom. Digital files can be saved on a variety of storage media, like smartphones, tablets, and external storage devices including hard drives and flash drives.

Literacy-based learning can present information in a variety of ways. If the textbook only includes two-dimensional (2D) text and photographs, the digital content in three-dimensional (3D) image format with more vivid coloring is even more appealing. The image format

shown is not only static, but also dynamic and shifting. Almost all of the multimedia content available on the youtube.com page is in an audio-visual format. According to Ainina's study, using audio-visual-based history learning media improves the quality of learning and has an important impact on the outcomes of learning history¹⁶. According to Sulfemi's study, students' learning results can be improved by using demonstration methods and image media¹⁷.

The pre-Islamic history of Arab society, which includes an explanation of the Arabian Peninsula region, the pre-Islamic Arab community's socio-cultural existence, the pre-Islamic Arab community's economic situation, and the pre-Islamic Arab community's religion and beliefs, can be used to begin the collection of digital content. Birth and apostolate history When these materials are viewed in a digital format with static images, such as the video tutorial shown in Figure 1 below, they become more interesting.



Figure1: An Introduction to the Arabian Peninsula in Video (with license) (<https://www.youtube.com/watch?v=iZpJp0YFoJs>)

The video tutorial in Figure 1 is presented in a video format that includes a static image display with text on each slide as well as a digital narration. Video tutorials can be found using the keyword Arabian Peninsula and are published by Mas Guru Official. They can be found on YouTube at <https://www.youtube.com/watch?v=iZpJp0YFoJs>. For a

¹⁶ Indah Ayu Ainina, "Pemanfaatan Media Audio Visual Sebagai Sumber Pembelajaran Sejarah," *Indonesian Journal of History Education* 3, no. 1 (2014).

¹⁷ Wahyu Bagja Sulfemi, "Penggunaan Metode Demontrasi Dan Media Audio Visual Dalam Meningkatkan Hasil Belajar Peserta Didik Mata Pelajaran Ips," *Pendas Mahakam: Jurnal Pendidikan Dasar* 3, no. 2 (2018): 151-158.

duration of 13 minutes and 32 seconds. A license declaration can be found in the details contained in the video tutorial in Figure 1 with licensed to HAAWK for a 3rd Party (on behalf of Hooksounds); Publish by HAAWK. Some videos can only be viewed on YouTube and not downloaded.

The YouTube page can include hundreds of video tutorials of the same categories as the keywords we write down, so as users, we must be able to select carefully which videos are needed based on the learning content. We, as users, must also exercise caution when accessing digital data. Regardless of whether they are certified or not. For example, picture 1 is licensed so that files can only be viewed on the YouTube page. Image 2 below, on the other hand, is not licensed but was found using the same keywords as image 1, namely the Arabian Peninsula. Here's how it works:



Figure2. Video Tutorials About the Arabian Peninsula (Unlicensed)
(<https://www.youtube.com/watch?v=HJ6XxLyKdFI>.)

Figure 2's video tutorial has the same features as Figure 1's video tutorial. A static image show with text and a digital narration on each slide. Obtained using the same keyword, namely Arabian Peninsula, from Indismart Kreatif Solusi's YouTube page at <https://www.youtube.com/watch?v=HJ6XxLyKdFI>. For a duration of 14 minutes and 14 seconds. The video tutorial in Figure 1 does not have a license statement, so it can be downloaded and played using the available video replay software in addition to being viewed on the YouTube website..

The next piece of content is the history of an event that becomes more fascinating and meaningful when viewed in digital format as interactive moving images shown in audio-visual formats such as films and animated videos. Such as the Prophet Muhammad SAW's birth and apostolate, his childhood, adolescence, and adulthood, and other significant events of the Prophet Muhammad's hijrah, such as Isra 'Mi'raj and Fathul Makkah.



Figure3. Animated film depicting the Prophet Muhammad's birth (Islamic story page)

<https://www.youtube.com/watch?v=RSkT1Wb0pIE>

The animated film in Figure 3 is presented in an animated film style, with a moving image display, digital narration, and dialogue from each of the characters. Video tutorials can be found by searching for "Birth of the Prophet Muhammad SAW" on the Kisah Islami channel on YouTube, which can be found at <https://www.youtube.com/watch?v=RSkT1Wb0pIE>. For a duration of 13 minutes and 56 seconds. The story of the Prophet Muhammad SAW's birth can also be told through songs, which can be found on YouTube and downloaded. The Islamic Story Channel offers animated films and other events about the life of the Prophet Muhammad SAW, including the animated film Little Muhammad Bringing Blessings, which can be found at the following link: <https://www.youtube.com/watch?v=sIUtsIOz00M>. Prophet Muhammad SAW was alive before the events of Isra 'Mi'rajnya. Students' ability to process historical knowledge can be improved by film media, according

to L. Widiani¹⁸. *Hal ini Senada dengan penelitian yang dilakukan oleh Dedi Setyawan yang mengungkapkan bahwa terdapat pengaruh yang signifikan pemanfaatan media film terhadap pemahaman peserta didik pada materi SKI*¹⁹.

When uploading digital files in the form of video tutorials, animations, and films using the YouTube page's convenience, users must consider a number of factors, including file formats, file sizes, and the availability of software that can help serving digital files. Since there are many video tutorials in the same category as the material to be learned, the selection of video tutorials must be adapted to the learning material's requirements, based on practicality, completeness, and consistency in the video tutorial's delivery of the material. Most importantly, pay more attention to the details found in the video to determine if it is approved or not. This is a literacy ethic that consumers should be aware of while practicing digital literacy.

Users can now access digital files from anywhere, at any time, without regard for space or time constraints, thanks to advances in information technology. As a result, SKI materials are now accessible in digital format, which can be accessed using a smartphone. Via the Google Play Store, which is available for free and can be downloaded quickly and easily.

¹⁸ Lusiana Surya Widiani, Wawan Darmawan, and Tarunasena Ma'mur, "Penerapan Media Film Sebagai Sumber Belajar Untuk Meningkatkan Kemampuan Mengolah Informasi Siswa Dalam Pembelajaran Sejarah," *Factum: Jurnal Sejarah dan Pendidikan Sejarah* 7, no. 1 (2018): 123-132.

¹⁹ Dedi Setyawan and Andini Dwi Arumsari, "Pengembangan Media Pembelajaran Audio Visual Pada Mata Pelajaran Sejarah Kebudayaan Islam (SKI)," *Educultural: International Journal of Education, Culture and Humanities* 1, no. 2 (2019): 1-10.



Figure4. SKI Learning Application (*Screenshot Google Play Store*)

Figure 4 shows the SKI learning program, which includes a display in the form of text, similar to a digital book, with sub-material and practice questions.

It is clear that digital-based learning facilitates teaching and learning both face-to-face through digital literacy and face-to-face through distance learning applications such as Zoom Meeting and Google Meet. Digital literacy makes learning more enjoyable, encourages students to be more involved and imaginative, as well as increases the student motivation. It corresponds to the findings of Jayawardana's study, which reveals that digital learning has numerous benefits, including the ability to increase student learning activities, promote student learning motivation, increase student creativity, and train students in the proper use of digital devices, especially gadgets. Positive aspects, such as performing remote learning and gaining access to interactive learning materials²⁰. In his study, Djamal Effendi also found that the use of audio-visual media had an important impact on student motivation and learning outcomes in the field of history²¹.

²⁰ Jayawardana, "Paradigma Pembelajaran Biologi Di Era Digital."

²¹ Donatus Wea S. Turu and Mensiana Rio, "Pengaruh Penggunaan Media Audio Visual Terhadap Motivasi Belajar Mahasiswa," *JURNAL JUMPA Vol. VIII, No. 1, April 2020/ 30 VIII, no. 1 (2020): 30–45.*

Conclusion

The literacy-based learning that some Madrasah teachers have been doing in the field of SKI has been going well. Digital literacy is practiced both separately and with the assistance of the school's facilities and technology, such as personal computers (PCs), smartphones, and internet networks. SKI learning focused on digital literacy is divided into three stages: (1) learning preparation, which includes deciding digital content based on the syllabus and lesson plans that will be provided to students; (2) digital material selection, which includes choosing digital files that will be shown during learning, such as images, movies, animated videos, or songs. By examining whether or not the digital file is authorised. Downloading digital files from the youtube.com page and storing them on storage media such as smartphones, tablets, and flash drives is possible.

In three-dimensional (3D) picture format with more vivid coloring, the material in visual format is far more appealing. The image format shown may be static or dynamically moving images that are audio-visually displayed. At Madrasah Ibtidaiyah, digital literacy-based learning on SKI content is critical to implement in order to build a positive learning environment and cultivate a sense of love for the Prophet Muhammad SAW among the students.

Suggestion

Following that, there will be research into combining traditional teaching methods with digital literacy-based audiovisuals to achieve optimal student learning outcomes, as well as research into the creation of digital literacy-based SKI learning teaching materials.

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