

Integrated Technology In Learning Viewed From The Lens Of 21st Century Education: A Qualitative Study On Teacher's Efforts In Improving Islamic Education Quality

Bustanul Iman RN,¹ Masdiyah Nuris,² Rahmatullah Syaripuddin³

¹IAIN Palopo

²SMP Negeri 7 Parepare

³STAI DDI Pinrang

bustanulimanrn@gmail.com

ABSTRACT

The study discusses the efforts made by Islamic religious education (PAI) teachers to use ICT-based learning media, the use of information and communication technology-based learning media in PAI learning, and the quality of Islamic religious education. The type of the research was a descriptive qualitative study at a public junior high school in Soreang District, Parepare City. The data used were primary and secondary. The research instruments were observation, interview, and documentation guidelines. The research data was obtained through observation, interviews, and documentation. The results showed several efforts carried out by PAI teachers, namely preparing the lesson plan, selecting, and designing the media devices according to the religious education materials, using learning media based on information and communication technology, opening the teaching and learning activities by greeting and praying together, presented learning materials with various media, formed a study group by giving a problem needed to be solved from the observations of the films, videos, music, and images presented, discussed materials to find answers to the problems shown, provided confirmation or explanation and reinforcement of the results of the discussion of the material presented, and ended the class by saying hamdalah and greetings.

Keywords: *Integrated technology, Teacher's efforts, Islamic education, Instructional process.*

A. INTRODUCTION

In facing the era of globalization, education is a fundamental problem in local culture. Education is a guide to the development of the nation as a whole. Currently, education is required to be able to instill its role as the basis and fortress of responsibility that maintains and strengthens the nation's moral ethics. Education is a medium for socializing noble values, especially religious teachings which will be more effective if given to students from an early age (Muhtar, 2003). Therefore, the country will be developed if the education sector as the key to development becomes a priority scale. Developed and developing countries realize that the development of the education sector must be a priority (Isjoni, 2006).

The learning process in education in the 21st-century era, according to a certain strategy, is not only in the form of information processing but must be developed in such a way that it can develop creative human resources that are adaptive to growing demands (Surya Mohamad, 2004). It is because learning is a complex process, which happens to everyone and is carried out throughout life from he/she was a baby until the end of life. The characteristics that someone has learned something are a change in behavior towards the individual. Changes in behavior are like knowledge (cognitive) and skills (psychomotor), as well as those concerning values and attitudes (affective) (Sardiman et.al, 2003).

The world of education always follows all forms of technological change and renewal that have developed from time to time. This is evident in learning, when educators still apply the conventional model it will have a negative impact. Namely, students seem bored and desperate with a pile of assignments from several subjects crammed by educational institutions (Moh. Raqib, 2009). Along with the development of modern technology, as it is today, the role of technology can support teaching and learning activities, where the role of technology is already so prominent, especially in countries that have long been developing. In this case, the government and society pay special attention to the world of education, because they realize the importance of education being carried out supported by the role and function of the technology.

The presence of information and communication technology (ICT) in learning is a challenge for the world of education, especially learning technology today. According to Alessi and Trollip, as quoted in Sutrisno, ICT-based learning has many advantages. One of the advantages is in the form of using the time used to be more effective, subject matter materials become easily accessible, attractive, and inexpensive (Sutrisno, 2011). The

development of technology nowadays is increasingly sophisticated and modern and has penetrated all lines of life, including the implementation of education. Therefore, many people believe by using technology, everything will become easy, effective, practical, and fast. The use of technology knows no age limit, from children to adults. The use of technology in education is an alternative to improve the quality and quantity of results and processes, including learning resources, where teachers and students are required to actively use technology in the learning process. It is undeniable, that the software used in education is quite advanced, such as the provision of textbooks in electronic formats, in this case, the teachers just determine the time to signal to students when to start training activities and repeat or conduct tutorials via electronic, and the role of the lesson usually only chooses the correct answers in the program.

Based on observations in the field before this problem was raised, it can be said that the use of learning media has not been fully implemented and utilized especially in technology-based learning media so the actual application of the use of learning media has not been seen while a quality education process must be supported many things, such as educational facilities and infrastructure, media, and adequate learning resources, both in quality and quantity, adequate costs, proper management, and a supportive environment. Therefore, the study aims to explore the teachers' efforts in using ICT media to improve the quality of Islamic education. The quality of education is comprehensive, involving all components, implementers, and educational activities, referred to as total quality. It is impossible, quality educational outcomes can be achieved with only one quality component or activity. Educational activities are quite complex, one activity, component, actor, and other time (Nanang H and Cucu S, 2010).

A quality education process involves various inputs, such as teaching materials (cognitive, affective, or psychomotor), methodologies (varies according to the ability of teachers), school facilities, administrative support and infrastructure, and other resources, as well as creating a conducive atmosphere. School management, and class support functions to synchronize these various inputs or synergize all components in the learning interaction (process), both between teachers, students, and supporting facilities in the classroom, both curricular and extracurricular contexts, both in the scope of academic and non-academic substance. academically in an atmosphere that supports the learning process. Quality in the context of educational outcomes refers to the achievements achieved by schools over a certain period (whether at the end of each semester, the end of the year, 2 years, 5 years, or even 10 years) (Nanang H and Cucu S, 2010).

Many quality problems are faced in the world of education, such as the quality of graduates, the quality of teaching, guidance, and training from teachers, as well as the quality of professionalism and teacher performance. These qualities are related to the managerial quality of educational leaders, limited funds, facilities and infrastructure, educational facilities, media, learning resources, training tools and materials, school climate, educational environment, and support from parties related to education. All the weaknesses in the quality of these educational components lead to the low quality of graduates.

The low quality of graduates can cause various problems, such as graduates being unable to continue their studies, unable to complete their studies at a higher level, unable to work/be accepted in the job field, unable to keep up with community developments, and not being productive. Unproductive graduates will become a burden on society, increase the cost of living and welfare of the community, and allow them to become research citizens of the community (Nana S, et al, 2008).

To become qualified graduates, the quality of education in schools must always be improved. Improving the quality of education in schools will only occur effectively if it is managed through proper management. So far, improving the quality of education tends to be through centralized management. So many programs to improve the quality of school education are determined and pursued centrally by the central government. So various teacher pieces of training are designed and implemented centrally to improve the quality of education in schools. How many dropping off library books, and textbooks are sought centrally, and schools have received what has been allocated by the central government, regardless of whether these items are needed by schools or not? This temporary improvement in the quality of education does not pay attention to conditions or is not school-based (Ibrahim B, 2009).

Quality education will produce graduates who are following community expectations, both in personal qualities, morals, knowledge, and work competencies which are absolute requirements for the demands and desires of the community. It is very beneficial for the whole community from various community needs, cultural development, welfare growth, and the liberation of ignorance.

1. Learning and Religious Education

Learning is a process organized by teachers to teach students how to acquire knowledge, skills, and attitudes (Dimiyati and Mujiono, 1999). In other words, learning can be interpreted as a systematic and deliberate effort by educators to create conditions for students to carry out teaching and learning activities. According to E. Mulyasa, learning is essentially an interaction between students and the environment so that changes occur for the better (E. Mulyasa, 2002). It is a process of educative interaction between teachers and students where the process of transferring values takes place by optimally, selectively, and effectively utilizing all teaching resources to achieve teaching goals (instructional) (H. Abdurrahman, 1999). This effort is a complex thing and is experienced by every human being and can happen anywhere and anytime.

Learning in principle is a process of developing an overall personality attitude, especially regarding the activities of students through various interactions and learning experiences. According to S. Nasution, learning is an interactive process that takes place between teachers and students or between a group of students to acquire knowledge, skills, or attitudes and determine what is learned. Learning can also be interpreted as a structured combination that includes human elements, materials, facilities, and equipment from procedures that influence each other to achieve learning objectives (Oemar Hamalik, 2001). The learning process in addition to starting with good planning, and supported by a good combination, must also be supported by developing strategies that can teach students (Abdul Madjid, 2005).

Religious education is very much needed in the fields of knowledge, skills, values, and religious attitudes through formal education and non-formal education. It is not only held in the family environment but needs to be developed through formal channels, namely schools. Islamic religious education in the family is limited as the basis for the formation of advanced attitudes towards the role of the family as controller. Because the role of the family cannot be fully in educating children, the family needs the help of other institutions in instilling the values of life in dealing with God, others, and the natural surroundings. This is because schools as formal institutions play a very important role in instilling religious values in children, especially in learning Islamic religious education. In the process of learning Islamic Religious Education, the presence of the media has quite an important meaning, considering that so far the results of learning Islamic Religious Education are considered to be lacking. Because the teacher pays less attention to other components that can help the learning process, including the teaching methods used are

still monotonous, without using media that can provide a more concrete picture of the material presented, often the objectives and learning cannot be achieved optimally.

2. Learning Media

Media is the plural form of the word medium which comes from Latin, namely "between or intermediary". In Arabic, the word media is represented by the plural word *wasail* from the word *wasala* which means intermediary. The expression *wasail al-ta'lim*, or *al-wasail al-ta'limiyah*, means learning media (Abdul Madjid, 2010). In communication science, the word medium, which is defined as an intermediary in the communication process, can also be interpreted as something that can help convey messages and information from the source of the message owner (communicator) to the recipient of the message (Benny A and Yuni Katrin, 2004). While learning media is a way or tool, or procedure used to convey messages from the source of the message to the recipient of the message that takes place in the learning process (Oemar Hamalik, 1994). If understood broadly, the media are humans, materials, or events that build conditions so that students can acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks, and the school environment are media. More specifically, the notion of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools, processing, and rearranging visual or verbal information (Azhar Arsyad, 2003).

The purpose of using learning media in the learning process is to make the learning process more effective and efficient. According to Peter Kline, *The Everyday Genius* as quoted in Dryden, G & Vos, J, says learning will be effective if it is done in a pleasant atmosphere (Dryden, G, and Vos, J, 2002). Media can be in the form of printed tools and electronic devices used to convey the content of the lesson. These print tools such as books, magazines, newspapers, and bulletins have long been used by teachers as the main media of learning. However, nowadays, audio-visual has also been used by teachers. Three audio-visual tools have been widely used in schools, blackboards, overhead projectors, and bulletin boards. Therefore, teachers must plan and incorporate technology into the learning experience (Zakiah Daradjat, 2005).

3. Information and Communication Technology (ICT)

ICT in a very short time has become one of the building foundations for modern society. Most countries are currently working on understanding ICT and mastering basic ICT skills and concepts as part of the heart of education, along with reading, writing, and arithmetic (UNESCO, 2009). Jacques Ellul defines technology as a whole method that rationally leads and has the characteristics of efficiency in every human activity. So

technology is how we use science to solve practical problems, in addition, the word communication comes from the Latin "communis" which means "together" while according to the dictionary, the definition of communication can include expressions such as information or knowledge, giving ideas or exchanging thoughts, information, or the like in writing or speech. Other definitions are limited to stimulus-response situations. Messages are intentionally conveyed to get a response, such as a question that requires an answer, a given instruction that needs to be followed, or an advertisement serving as a stimulus to get people to buy a product (Mas'ud, Machfoed, 2004). In the learning process, both at school and elsewhere, communication must occur. Communication is done by humans not only to convey or exchange messages/information but there is a purpose to build and maintain relationships. Even in learning practices, communication between teachers and students is not just a process of exchanging and delivering subject matter, but there is a dimension to the relationship between teachers and students (Yosal I and Usep S, 2013).

As information and communication technology (ICT) advances, communication media between teachers and students are also increasingly diverse. In addition to communicating with the real world, teachers and students can also interact in cyberspace through letters, electronics, mailing lists, and social media such as Facebook, Instagram, Twitter, and online chat. The ease of accessing the internet makes communication between teachers and students able to use various internet-based media. Therefore, it is proper for teachers to understand and master the workings of internet-based communication media. Information and communication technology (ICT) has indeed changed some ways of life, including the way we communicate (Yosal I and Usep S, 2013).

Information and communication technology contains a broad understanding, namely all activities related to processing, manipulating, managing, and transferring information between media. The term ICT emerged after the combination of computer technology (both hardware and software) with communication technology in the mid-20th century. The combination of these two technologies is growing rapidly beyond other technological fields. Until the beginning of the 21st century, ICT is still undergoing various changes and has not seen its saturation point. Other understandings related to information and communication technology (ICT), as part of science and technology (IPTEK), in general, are all technologies related to the retrieval, collection, management, storage, dissemination, and presentation of information (Rusman, et, al, 2013).

B. METHOD

This research is descriptive qualitative research, which intends to describe what it is or the research is carried out by collecting information about the status of existing symptoms (Suharsimi A, 2005). Qualitative research aims to understand the phenomena that occur in communication in descriptive form, namely a study that is comprehensive, intense, detailed, and in-depth and is directed as an effort to examine problems in this case the efforts of Islamic education teachers in improving the quality of learning by using media-based learning. information and communication technology (Study at a State Junior High School in Soreang District, Parepare City).

In obtaining data, researchers dealt directly with informants to obtain accurate data, so that researchers in processing data did not experience difficulties. The primary data sources in this study were teachers of Islamic Religious Education and several students studying at a State Junior High School in Soreang District, Parepare City. Additional data sources in the form of interviews with the Head Master, Deputy of Head Master, PAI Supervisor, writings, books, and other forms of documents related to the object of the research. The data in the form of writings, books, and other documents are used by researchers to strengthen the findings in the field so that data about the problems experienced by teachers and students can be fully revealed. The types of instruments used in this research include interview guidelines, observation guidelines, and checklist documentation.

The data analysis modal used in this research is an interactive model developed by Miles and Huberman which begins with data collection, data presentation, and conclusion drawing/verification. To analyze the qualitative data in the form of interviews, documents, and observations, the authors conducted field notes sorting, classifying, making an overview, and ending by interpreting the data. Qualitative methods were used because the data was collected in the form of words and pictures so it was possible to analyze by considering religious information. Data analysis was carried out continuously both in the field and after the field. The analysis was carried out through data filtering, classification, and retesting. The collected data was filtered and organized into categories and linked together. Besides, conclusion drawing or data verification was prioritized to the validity of the data source or the level of objectivity of the data and the relationship between one data source and another and then conclusions were drawn. In this case, the writer concludes what was drawn and the target as the final part of the research.

C. RESULT AND DISCUSSION

1. Efforts Made by PAI Teachers in Using ICT Learning Media

The use of learning media based on information and communication technology (ICT) in this globalization era requires teachers to be able to liven up an effective, efficient, creative, innovative, and fun classroom atmosphere. In particular, Islamic Religious Education teachers at SMP Negeri 6 Parepare and SMP Negeri 2 Parepare integrated the results of information and communication technology (ICT) as a learning medium in every learning activity. Efforts made by teachers in the use of information and communication technology (ICT)-based learning media in learning Islamic Religious Education in schools were divided into several stages in the process of using it, as follows:

2. Initial Preparation of Islamic Religious Education Teachers Before Using Information And Communication Technology (ICT) Based Learning Media

Islamic Religious Education teachers at SMP Negeri 6 Parepare and SMP Negeri 2 Parepare before starting the learning process, firstly prepared lesson plans (RPP). "All the things we want to convey when teaching is already there (in the lesson plan)". After the RPP has been prepared, the teacher decided what media devices will be used by knowing the media in advance and designing them according to the Religious Education learning materials. Then it will be presented so that the teaching and learning process creates a conducive and more interesting atmosphere.

With the interest of students, they could give a sense of pleasure and enthusiasm in participating in the class. In the process of searching, creating, and processing then stored in the hard disk as a storage medium in computer technology. Along with the development of data storage technology can be stored outside the computer/laptop by using a flash disk and it can provide convenience. This can be seen in the following table:

Table 1. Information on Islamic Religious Education Teacher Learning Materials

Media	ICT media	Message
Text	Books, Computer Devices	Printed books, lesson plans, power points, etc.
Audio	CD, Live Presenter, Sound	Music
Visual	Classroom Pictures	Pictures of Wudhu, Prayer Procedures
Videos	Movies	Ways of Wudhu, Hajj, etc.
Transparency	LCD Projector	Videos, Images, Music, etc.

3. The Learning Process of Islamic Religious Education by Using Learning Media Based On Information And Communication Technology

The initial step was taken by Islamic Religious Education teachers before entering the process of teaching and learning activities, namely making a lesson plan (RPP). In the lesson plan (RPP), there were core activity points for the process of using the device as a learning medium used in delivering subject matter, namely by preparing and delivering learning objectives by the material to be conveyed in each meeting. As well as various learning media in the form of messages/information that has been processed, designed, and manipulated interestingly, the use of learning media is adjusted to the characteristics of the subject matter before delivering it to students.

Before presenting the subject matter, the teacher prepared a computer/laptop and an LCD projector, even though the room was ready to be used, it was necessary to make sure that it could be used optimally or not, because usually if it was not prepared/checked beforehand, problems would occur whether it was an electrical problem or the connection. This was one of the preparation efforts before use. Especially in the use of LCD projectors that function to display (show) material in the form of images, videos, films, and music. For example in presenting the history of the Prophet's death and where the Prophet was buried, the teacher reduced the limitations of the time gap in presenting information about the subject matter.

After the preparations have been completed. The teacher opened the teaching and learning activities by greeting and praying together. Then the teacher was ready to present learning materials with various media in the form of learning information such as films (about the history of the Prophet), especially multimedia reading of the Qur'an (makhraj), and pictures or videos (ablution and pilgrimage practices). For example, in the learning process, the teacher formed a study group by being given a problem that needed to be solved from the observations of the films, videos, music, and images presented. Then, students discussed it to find answers to the problems presented. Eventually, a representative from the group came forward to explain the results of the discussion that had been going on. After all, the teacher provided confirmation or explanation and reinforcement of the results of the discussion of the material presented and ended the class by reading hamdalah and saying greetings.

4. The Use of ICT Learning Media

What information and communication technology (ICT)-based learning media are used in public junior high schools in Soreang District, Parepare City, among others, laptops/computers and LCD projectors, local area network (LAN), internet (wifi), multimedia technology (digital cameras, etc.), video player), telecommunications technology (smartphone), and equipped with a language laboratory. In addition, it also used smartphones as a communication medium outside the classroom in delivering material when the teacher forgot to give opportunities for students to ask questions when they found problems in the community. All problems faced must have a solution. In this case, the learning process at school with the existence of information and communication technology (ICT) could provide a solution to the limitations of teachers or educators in conveying lesson messages/information.

The learning system at SMP Negeri 6 Parepare has implemented a moving class system. Therefore, for Islamic Religious Education teachers when delivering subject matter, a special religious room (religious room) has been provided with various supporting devices. Such as laptops/computers along with devices with internet access (wifi), LCD projectors, and sound.

The use of learning media based on information and communication technology (ICT) in this globalization era requires teachers to be able to liven up an effective, efficient, creative, innovative, and fun classroom atmosphere. In particular, Islamic Religious Education teachers at State Junior High Schools in Soreang District, Parepare City used information and communication technology (ICT)-based learning media in Islamic Religious Education lessons. Every teacher in improving the learning process in the classroom integrated the results of information and communication technology (ICT) as a learning medium in every learning activity.

Based on the results of research conducted through interviews and observations with Islamic Religious Education teachers at State Junior High Schools in Soreang District, Parepare City, interviews were conducted with Islamic Religious Education teachers in grades (VII), eight (VIII), and nine (IX), namely Abdullah Faqih, S.Pd.I and Drs. Muliawan for SMP Negeri 2 Parepare namely Nur Baroroh, S.Ag and Muh. Rusydi, S.Pd.I as well as by doing observations as supporting data in collecting research data on the use of devices as learning media based on information and communication technology (ICT) in learning Islamic Religious Education.

From several uses of information and communication technology (ICT)-based learning media, State Junior High School teachers in Soreang District, Parepare City, used the following in teaching:

a. Laptop/Computer Technology

Utilization of computers/laptops in the world of education, especially in teaching as learning tools/media is very helpful in processing and manipulating so that it looks more interesting to convey during teaching and learning activities (Sutrisno, 2011). From laptop/computer technology, it is divided into several devices, both hardware and software, of which those used in State Junior High Schools in Soreang District, Parepare City were:

1) Flash Disk

Technology developments can create something small and can be useful in helping store data in digital form with media/tools called flash drives. Flashdisk is a digital data storage place that is used instantly and can be carried everywhere, thus making it easier for teachers (users) to store the data they want to convey without carrying books or computer/laptop devices.

2) Speaker/Sound

Sound is a medium for learning loudspeakers so that they could hear what the teacher said. With audio media, students could convey voice messages, movies/videos, music, and so on. The benefit was that students (listeners) could listen clearly and evenly in the process of delivering the subject matter delivered by the teacher.

3) LCD Projector

The utilization of LCD projectors in the world of education can provide understanding and explanations to students in receiving subject matter with a focus and evenly. The media produced from the LCD Projector as a messenger (message) were audio, visual, and audio-visual which could be in the form of films (pilgrimage practices), and images (recitation illustrations) with the help of sound as video media.

The function of a laptop/computer device is to process, design, display, and manipulate. Thus, several media/messages were produced in the form of text, audio, visual, and audiovisual. Such media, for example, the practice of the pilgrimage, videos about morals in everyday life (sympathy and empathy), pictures (illustrations of recitation), and videos about the history of the Prophet

(Rasulullah and his companions) as messages conveyed by teachers to students through learning media. with a computer/laptop. In addition, the media used such as the digital Qur'an and office applications.

While supporting devices such as flash drives and speakers/sound are part of the input and output of the processing, design, and manipulation of subject data, using the LCD projector media device, the projector is capable of displaying information messages in the form of text, sound, video, and images that can be displayed thoroughly and evenly.

The data above is part of the results of observations and interviews that researchers conducted at public junior high schools in Soreang District, Parepare City, especially in learning Islamic Religious Education.

b. Multimedia technology via digital camera

In learning Islamic Religious Education, the schools used messages/media in the form of films, for example, the practice of hajj and ablution. With the media, the teachers provided understanding and explanations to students so that they were following the wishes and expectations of educational institutions in creating quality educational models.

c. Telecommunication Technology with Mobile/Smartphone Media

In addition to teaching and learning activities carried out in the classroom, teachers also used the results of technological developments, namely with cellphones/smartphones as a medium of communication between teachers and students related to the subject matter.

d. Internet Computer Network Technology, Wireless Fidelity (Wifi)

The internet is the most important part of a laptop/computer as a connection to connect to the internet network in accessing various information and communications. The information and knowledge obtained are used in the world of education quickly and accurately and increased the knowledge of teachers and students for success in learning. So in the world of the internet education is very helpful for teachers because of limited material in delivering subject matter to students. In addition, the benefits of using the internet as a learning medium in the learning process are not limited by time.

With internet access via google, teachers got information as the message conveyed in the form of film/video of the procedure for ablution, pilgrimage, prayer practices, funeral

arrangements, etc. In addition, it was also in the form of a digital Qur'an, articles/papers that could be accessed directly and quickly as material for learning.

The use of information and communication technology (ICT) is very important in the world of education, especially in the implementation of teaching and learning activities in schools, it was very easy, especially for Islamic Religious Education teachers at State Junior High Schools in Soreang District, Parepare City in conveying messages/information on Islamic Religious Education lessons in the classroom. Technological devices used as learning media contributed to the learning process. Therefore, the students became very enthusiastic about participating in learning. It was because the learning process should start with good planning and be supported by a good combination so that it developed strategies that involved students in learning (E Mulyasa, 2002). This is the benefit of using information and communication technology (ICT) devices as learning media because it directed students to be more focused on receiving subject matter (H. Abdurrahman, 1991). Thus, to make Islamic Religious Education effective, teachers must plan and incorporate technology into the learning experience (Zakiah D, 1991).

D. CONCLUSION

In improving the quality of Islamic Religious Education learning in State Junior High Schools in Soreang District, Parepare City, several efforts have been carried out by the teachers, namely: (1) initial preparation of Islamic religious education teachers before using information and communication technology (ICT) based learning media where the teachers prepared the lesson plan, selected, and designed the media devices according to the religious education materials; (2) the learning process of Islamic religious education teacher used learning media based on information and communication technology, namely Laptop/Computer which consisted of several devices both hardware and software such as flash disk, speaker, and LCD Projector, multimedia technology via digital camera, telecommunication technology with mobile/smartphone, and Internet Computer Network Technology, Wireless Fidelity (Wifi). Before starting the learning process, the teacher opened the teaching and learning activities by greeting and praying together, presenting learning materials with various media, formed a study group by giving a problem that needed to be solved from the observations of the films, videos, music, and images presented. Then, students discussed it to find answers to the problems shown, the teacher provided confirmation or explanation and reinforcement of the results of the discussion of the material presented and ended the class by reading *hamdalah* and saying greetings.

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