

IRE Teachers Competence In Using Information and Communication Technology In Aceh Barat District

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ABSTRACT

This study intends to examine the competence of Islamic religious education (IRE) teachers in Aceh Barat to utilize information and communication technology (ICT) in the classroom. This is a qualitative study employing the descriptive analysis method. Interviews and documentation are used to collect data. The study found that IRE teachers still lack competence in using ICT in the classroom, likely because they are used to using more traditional methods of instruction. In addition, IRE educators' familiarity with and comfort with ICT is restricted because they are not routinely used in their everyday work. The majority of instructional materials consist of slides and videos viewed through in focus. The absence of supporting facilities, such as in focus not being available in every classroom, hinders the use of information technology by IRE teachers. In addition, teachers have limited opportunity to participate in trainings. IRE teachers make efforts to inspire themselves by participating in school-based training and, if possible, studying with other teachers. The school wholeheartedly supports it despite the fact that not all teachers have the necessary facilities.

Keywords: *Islamic Religious Education Teachers, Teacher Competence, Information and Communication Technology (ICT)*

ABSTRAK

Penelitian ini bertujuan untuk mengkaji kompetensi guru pendidikan agama Islam (IRE) di Aceh Barat untuk memanfaatkan teknologi informasi dan komunikasi (TIK) di dalam kelas. Ini adalah penelitian kualitatif yang menggunakan metode analisis deskriptif. Wawancara dan dokumentasi digunakan untuk mengumpulkan data. Studi ini menemukan bahwa guru IRE masih kurang kompeten dalam menggunakan TIK di kelas, kemungkinan karena mereka terbiasa menggunakan metode pengajaran yang lebih tradisional. Selain itu, keakraban dan kenyamanan pendidik IRE dengan TIK dibatasi karena tidak rutin digunakan dalam pekerjaan sehari-hari. Sebagian besar materi instruksional terdiri dari slide dan video yang dilihat secara fokus. Tidak adanya fasilitas penunjang, seperti fokus tidak tersedia di setiap kelas, menghambat penggunaan teknologi informasi oleh guru IRE. Selain itu, guru memiliki kesempatan terbatas untuk mengikuti pelatihan. Guru IRE melakukan upaya untuk menginspirasi diri mereka sendiri dengan berpartisipasi dalam pelatihan berbasis sekolah dan, jika mungkin, belajar dengan guru lain. Sekolah dengan sepenuh hati mendukungnya meskipun faktanya tidak semua guru memiliki fasilitas yang diperlukan.

Kata Kunci: *Guru Pendidikan Agama Islam, Kompetensi Guru, Teknologi Informasi dan Komunikasi (TIK)*

A. INTRODUCTION

Learning in the twenty-first century cannot exist without information and communication technology (ICT). Teachers must therefore integrate ICT into classroom activities in order to enhance the quality of education. In this age of globalization, teachers are obliged to have knowledge of information and communication technologies (Aka, 2017). The use of ICT in learning can improve the quality of education and reduce technological stuttering. By the same token, the development of ICT such as the internet, computers, and others impacts the competencies that an educator must possess (Yustanti & Novita, 2019)

Every teacher must be competent since competency is vital to the learning process in elementary, middle, and high schools as well as in universities. In fact, a student's educational experience affects both his process and his learning outcomes. However, in this instance, effective teachers will be crucial to providing for the pupils' educational needs. In addition, competent teachers will be able to manage the classroom more effectively, resulting in an optimal learning environment.

A teacher must adapt his new role as a user of technology; traditional ways that boring children should be abandoned (Wijoyo, 2020). However, it is the responsibility of the instructor to allow pupils to develop through the use of ICT. A teacher has the ability to utilize technology successfully in order to enhance student learning (Zubaidah, 2016). The United Nations Educational, Scientific, and Cultural Organization (UNESCO) has developed a framework of ICT skills in the teaching and learning process. According to UNESCO, the development of learning will be facilitated and accelerated by the presence of ICT. In addition, it can combine formal and informal education and offers optimism that teachers will be able to implement the teaching and learning process using a greater variety of models and approaches (Muhsin, 2015).

To accelerate students' understanding of the material provided, the teacher must use the right technology media, so that it can increase the enthusiasm of students in the learning process (Sumiharsono & Hasanah, 2017). On the other hand, the use of inappropriate technology media will cause boredom for students so that optimal learning outcomes are not achieved. Now technology has become a necessity in order to help the learning process (Purba et al., 2020).

In line with that, in accordance with Government Regulation (PP) of the Republic of Indonesia Number: 19 of 2005 concerning National Education Standards in Chapter VI Article 28 paragraph (1) states that "Educators must have academic qualifications and competencies as learning agents, physically and mentally healthy and have the ability to

realize national education.” Competence can be interpreted as skills, power (motivation), authority (authority) knowledge and skills and so on to do something that is needed by learning, as the main factor in achieving goals (Nasional, 2005).

In fact, there are still many Islamic Religious Education teachers who still do not use Information and Communication technology (ICT) in the learning process (Abdullah, 2018). Therefore, efforts are needed to improve the skills of Islamic Religious Education teachers in optimizing learning by using technology. Information technology includes two elements, namely information technology and communication technology.

B. LITERATURE REVIEW

Teachers in the field of Islamic religious education who have information and communication technology (ICT) competency are those who are able to use ICT to provide innovative educational experiences for their students. The steps of using ICT for education are the design of a learning strategy, its implementation, and the assessment of student progress (Nikmatussaidah, 2021).

The term "information and communication technology" (ICT) refers to a broad category of electronic devices, including computers, invocuses, mobile phones, and the like, that are used to facilitate the transfer of knowledge during the educational process (Fahyuni, 2017). Everything that is done with, or used for, or done with or managed by information falls under the umbrella of "information technology." (Muhsin, 2015)

Mastering information technology, however, entails being fluent in both the usage of computers and other forms of ICT (such as the internet) and the ability to process and transfer data between devices, so "computer literate" and "information literate" are not mutually exclusive terms. Willy Kusuma paraphrases Tinio's take on what constitutes ICT as, "a collection of devices and systems for exchanging and processing information." Computers, the Internet, radio, television, and the telephone all fall under the umbrella term "involved technology." (Kusuma, 2008).

Each and every educator must be proficient in the use of ICT for pedagogical purposes, since this allows for more depth to the learning process and facilitates the creation of supplementary materials (Ruskandi et al., 2021). Students will be more engaged in class if their instructor uses ICT tools to supplement the traditional lecture format rather than relying on it alone. A good teacher is one who consistently improves his or her teaching skills, especially the ability to master and utilize information and communication technology (Darmadi, 2020). Learning how to effectively use information and communication

technologies is crucial because it enables more engaging, relevant, and time-efficient educational pursuits. Since the 4.0 era is characterized by the rapid and far-reaching growth of information and communication technology, it is crucial for people to master these tools if they are to thrive in the information age. Therefore, measuring a teacher's ICT proficiency is now a crucial part of professional development in any field that makes use of electronic communication and information systems (Mursid & Yulia, 2019).

In order to provide the students with the best possible foundation in Islamic knowledge, a qualified Islamic religious education teacher must invest heavily in the development of Information and Communication Technology (ICT). Active learning is promoted in the classroom when students are given opportunities to engage with a variety of learning media that take advantage of the full range of available technologies. So that, in accordance with UNESCO's recommendations, it can integrate formal and non-formal learning. Using technology as a bridge between traditional classroom instruction and students' own independent learning, pupils can be guided toward becoming productive citizens of a virtuous nation (Kusumah & Alawiyah, 2021).

Teachers at all levels (elementary, middle school, high school, junior high, senior high, and high school) and levels (universities) need to be competent. Not only are schools crucial to shaping students' educational experiences and achievements, but so are the instructors who lead those experiences. A well-trained educator will be better equipped to keep the classroom running smoothly.

A teacher also needs to embrace the new role as a user of technology as traditional teaching methods are boring. Nonetheless, it is the educator's job to create an environment where kids can flourish with the aid of ICT. To enhance student learning, teachers might strategically implement technological tools. UNESCO (the United Nations Educational, Scientific, and Cultural Organization) has developed a set of standards for the use of ICT in education. UNCESO claims that the existence of ICT will facilitate a simpler and more rapid growth of the learning process. Moreover, it can merge formal and informal learning, providing teachers with new tools to integrate several models and approaches to education.

In line with that, the Minister of National Education's Regulation No. 16 of 2007 governing Academic Qualification Standards and Teacher Competencies states that teachers must use information and communication technologies for the purposes of learning, communicating, and improving themselves. Article 3 paragraph 4 of the Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Instructors indicates

that the pedagogic competencies that teachers must master in managing student learning, one of which is the use of learning technology.

To increase students' understanding of the subject offered, the teacher must use the appropriate technology media, which can boost students' passion for the learning process. On the other hand, the usage of improper electronic media will bore children, resulting in poor learning outcomes. Technology is now required to assist in the learning process. Because not all schools use ICT in the learning process, there must be an attempt to innovate in Islamic Religious Education in order to make it more effective and appealing to students. To move in the right route, all schools or teachers should have used technology in all of their learning, including Islamic Religious Education learning. It is because students become disinterested and bored with learning approaches that do not vary (Husain, 2014).

According to the findings of the researcher's study, to evaluate the ICT competence of madrasa teachers that ICT competency in Indonesia has to be enhanced, particularly for teachers in remote locations. Concerns have been raised about numerous aspects of teacher ICT competency, including mastery of ICT tools, understanding of the design of generating educational materials using ICT, and strategies of employing ICT tools in the classroom. The factors impacting teachers' ICT competency are split into two categories: internal factors originating within the instructor and external factors originating outside the teacher. The strategy for improving teacher ICT competence must involve the government, schools, teachers, professional organizations, and the community, specifically: a) central and local governments must collaborate in making policies and regulations on the use of ICT in schools, providing funds for teacher training, and improving ICT infrastructure; b) schools must have a plan to increase teacher competence on ICT and its supporters; and c) teachers must be open to change, confident, and knowledgeable about ICT (Batubara, 2018).

According to Sondang P. Siahaan: 2002 in (Lantip Diat Pasojo Riyanto, 2011:223), electronic learning has three functions for learning in the classroom (classroom instruction), namely as an optional supplement, complementary, and substitute.

1. **Supplements.** Learning using ICT is stated to be a supplement (extra) if students have the option of using learning resources through electronic means or not. Because there is no responsibility or requirement for students to utilize gadgets to access learning materials. Although it is optional, students who use it will undoubtedly gain more knowledge or insight.
2. **Complement.** If learning by electronics is programmed learning materials obtained by students (stuff being studied) in the classroom, learning through electronics is

said to work as a complement (complementary). In addition, it means that ICT-related learning resources are programmed to become reinforcement materials. And learning through ICT is considered to serve as enrichment if students can easily and quickly master/understand the subject matter provided by the teacher in face-to-face (fast learners) if they have access to electronic learning materials specifically designed for them. With the goal of increasing student mastery of the subject matter taught by the teacher in the classroom.

3. Substitutions. If electronic learning is meant to allow students to control learning activities according to their time and activities flexibly, it is considered to operate as a substitute. There are three alternative applications of learning by employing ICT that are claimed to operate as a substitute, namely: a) fully learning is carried out face-to-face (conventional), b) partly carried out face-to-face and partly by utilizing ICT. and c) fully learning through the internet (Learning by utilizing ICT).

There is an expectation that the integration of ICT into the educational process will encourage students to adapt to the ever-evolving ways in which people make use of information and communication technologies. Learners can save time and effort when conducting research, analyzing data, and sharing findings by utilizing ICT resources. Rapid exposure to new perspectives and contexts will be available to students. Students' abilities grow as a result of their exposure to ICT, allowing them to take the initiative to learn on their own time and acquire a growth mindset that allows them to weigh the pros and drawbacks of ICT use in various contexts and make informed decisions about how and when to apply it. Students can learn by recognizing the need for a variety of media and learning materials, creating those resources, organizing and making good use of them, and then applying what they've learned in a successful educational activity. In this way, utilizing learning resources and media is the approach to information and communication technology in education that works to solve problems. According to the textbook meaning of the phrase, "learning technology" encompasses both the theoretical foundations and practical applications of technological innovations in education. To signify this shift, "educational technology" is now "learning technology." (Civic Culture, 2021).

C. RESEARCH METHOD

This study employs qualitative methods with descriptive analysis. Qualitative research is a sort of research that yields results that cannot be obtained using statistical procedures or other quantitative methods. Qualitative research can be utilized to investigate the lives,

histories, behaviors, functionalization, social movements, and family relationships of individuals (Sugiyono, 2013).

According to the Research Design Module released by Ristekdikti (2019), qualitative research is a research method that use descriptive data in the form of written or spoken words from visible persons and acts. Qualitative research is undertaken in order to understand and study occurrences, events, social dynamics, attitudes, beliefs, and perceptions of an individual or group towards anything. Thus, qualitative research begins with the development of fundamental assumptions and thinking norms that will be applied to the investigation. The acquired research data are then interpreted.

1. Research Informants

This study's objective was to collect information from the Deputy Head of Curriculum and Islamic Religious Education instructors who worked in a variety of schools in West Aceh Regency. Here, the primary informants are the researchers. Other informants, including the Principals and Vice Principals.

2. Methods for the collection of data

Observation is done by the researcher from documenting information observed throughout the study; it is a method of collecting data through direct observation of the research field. On the basis of the preceding knowledge, the data collection technique consisted of observation utilizing an observation guide instrument, a documentation study utilizing a document completeness check sheet instrument, and interviews utilizing an interview guide instrument. Triangulation of data involves evaluating data and information from multiple sources. This is done to determine the amount of data reliability. The acquired data (in the form of notes, documents, hard copies, and soft copies) is then picked, sorted, classed, and categorized based on relevant categories, trends, and suitability. Referring to the aims and formulation of research problems, an exposure report presenting empirical data and information on the implementation of the appointment and development of religious instructors in Aceh Province is produced. In the subsequent phase, a study is conducted on the notion of Islamic Religious Education Teacher Competence in the Use of Information and Communication Technology using inductive and associative reasoning.

3. Interview

One of the methods of data collection in a study, interviews consist of a one-way exchange of oral questions and answers between researchers and research objects. According to Hopkins, interviews are a means to examine classroom circumstances from a different perspective. Interviews are a kind of direct connection between the researcher and

the research subject. Communication occurs in the form of question and answer in a face-to-face relationship, with the motions and expressions of the respondent serving as complementary media patterns to verbal words. The interview or interview approach is a way for collecting information through direct interviews with informants. Interview (Interview) that involves conducting questions and responses or systematically validating the researcher sample (structure). An interview is defined as a method of collecting information materials in which questions are asked orally, unilaterally, directly, and in a specified direction.

4. Documentation

As indicated by Sanapiah Faesal (2002), this method can be viewed as a strategy to collect data using data in the form of books, records (documents). The source of information for the documentary technique is written or recorded materials. In this procedure, the data collection officer simply puts the pertinent textual items onto the correctly prepared sheets. Documentation method is a technique for gathering qualitative data by seeing or evaluating documents created by the subject or someone else on his behalf. Documentation is one method qualitative researchers can use to obtain a picture of the subject's perspective through written materials and other papers created or written by the subject in question. Using this technique, researchers extract information from existing documents so that authors might acquire it.

D. RESULT AND DISCUSSION

Four schools, namely SD 4 of West Aceh, SMP Gampong Cot in the Samatiga District, SMA Arongan Lambalek, dan SMK2 Meulaboh, were involved in this research. After the researchers visited the field and conducted interviews with school principals, teachers of Islamic Religious Education, and students, the researcher uncovered a number of significant issues.

- a. *Islamic Religious Education is taught through the use of internet and communication technology medium by teachers.*

According to the findings of interviews with school principals, IRE teachers in their individual schools have not all used ICT media, as there are IRE teachers in every school who are nearing retirement and therefore never use media. Therefore they have never utilized ICT in the learning process. Based on interviews with school principals at SD 4 Meulaboh, it can be seen that senior IRE teachers are less eager to incorporate technology into their lessons. Unlike IRE instructors who are younger in

age. This is a result of their enhanced IT skills. As Wahyudi noted, "Even though the Islamic Religious Education teacher has never utilized ICT media in the learning process, there are still young Islamic Religious Education instructors who are able to use ICT media in the learning process. Meanwhile, the IRE teachers respond that, "Insufficient or inaccessible information and communication technology learning media in schools that are suitable for use during every learning hour. Therefore, employ information and communication technology medium when necessary.

Based on the findings of the aforementioned interviews, it is clear that teachers continue to favor and rely on basic teaching techniques such as lectures, discussions, and assignments. This is because there is still a shortage of teacher competency in the use of information and communication technology learning media, particularly during the learning process. Infrequently, though, they utilize information and communication technology medium. This will have an effect on student interest in learning, as students are generally more motivated when the teacher employs information technology media in the classroom.

b. *Religious Education instructors' ability to use information technology for learning*

In addition, the skills of Islamic Religious Education teachers in utilizing ICT in the learning process were determined through interviews with headmaster at SD 4 Aceh Barat, "there are still Islamic Religious Education teachers who have not mastered the use of information technology in the classroom. Students' learning outcomes may be negatively impacted by the underutilization of digital technology in Islamic Religious Education instruction.

This is consistent with the results of the researcher's interviews with several IRE teachers in some Meulaboh schools, who admitted that they are not too skilled in the use of information technology as a learning medium in the learning process, due to a lack of training, despite the fact that smart students or they are more familiar with technology and are more interested if the teacher uses information and communication technology learning media. Because learning resources are no longer confined to the teacher's manual, but may be downloaded from the Internet, to obtain the necessary materials for the learning process through the media. For the aforementioned issues, IRE teachers will do their utmost to be competent and skilled in the use of information technology learning media in the classroom learning process, so that students are motivated to learn; if students are motivated to learn, then student achievement will undoubtedly increase."

- c. *The appropriateness of the teacher in designing the presentation's content using information technology in relation to the subject matter being taught.*

The suitability in designing learning materials between content and information technology media used by IRE teachers for the material being taught is the result of interviews with researchers at SMA N 1 Arongan Lambalek named Fitria. "The teacher in designing the content of the presentation with the material to be taught is still not appropriate, even though we like it not. Because we are concentrated with slideshows or videos that have to do with learning materials."

1. IRE Teacher Use Of Information And Communication Technology Media

- a. *Utilization of information technology media by teachers of Islamic Religious Education.*

Nana Fitria, a student of SMA N 1 Arongan Lambalek, acknowledges that she is more interested in studying through IT media, "such as hajj and umrah materials, movies will be shown on how the process of completing hajj and umrah, but not all teachers include information technology into the learning process. Due to the video and slide presentations, we required focus in order for the classroom to become tranquil and devoid of chaos. Therefore, the learning process conforms to expectations."

Meanwhile, an interview with the Islamic Religious Education teacher at SMK N 2 Meulaboh Pak Martunis indicates that, Learning using information and communication technology media can create a quiet classroom away from the noise of students' behavior, because the media used requires students' concentration and seriousness. To observe and listen, regardless of whether movies or slides are provided. Then, the selection of media must be tailored to the instructional content and learning objectives. If there is a fit between the topic and the medium, then pupils can comprehend the learning material in a joyful, pressure-free manner.

- b. *Islamic Religious Education instructors get knowledge of information and communication technology*

Learning has no age limit, and neither do teachers, even if they are no longer young; yet, in this 4.0 era, all teachers must comprehend information and communication technologies. The majority of today's students are ecstatic when their instructors use information and communication technology medium. This is consistent with the

findings from the researcher's interview with the principle of SMA N 1 Arongan Lambalek, which revealed that "children prefer to learn through the use of information and communication technology media." Students become bored and disinterested in studying as a result of the widespread use of conventional teaching methods, which make the teacher the focal point (teacher-centered) such that students have little opportunities to be engaged. In the meantime, the information and communication technology media have a visually appealing appearance so as to boost students' concentration when compared to simply listening to teacher lectures. When there was a demand for training from the Education Office, we always dispatched IRE teachers, and they also studied privately with other teachers during empty teaching hours.

- c. *Using information and communication technology medium for learning increases academic attainment.*

Media is a tool used to express and aid a process; hence, teacher learning will be facilitated by the media's ability to impart information and knowledge when teachers and students engage in the classroom. The use of media by educators who employ information and communication technologies can boost students' excitement and motivation to learn. In accordance with the findings of interviews conducted by researchers with students of SMK N 2 Meulaboh, "information and communication technologies utilized by teachers throughout the Islamic Religious Education learning process might enhance the learning spirit" This is a result of the range and variety of learning media utilized by the teacher, allowing us/students to focus on paying attention and listening to the material presented by the teacher. Using this media, teachers can customize the presentation of subject content using presentations, videos, and audio, among other formats. Because learning with teachers through the use of information and communication technology media is really enjoyable and enlivens the learning process.

- d. *Using information and communication technologies, the learning content is simple to comprehend.*

Information and communication technology encompasses all operations associated with the processing, management, delivery, or transfer of information across media. Utilizing information and communication technology in the learning process is an endeavor to determine how technology can facilitate the achievement of learning

objectives and comprehension of learning content. The results of the researcher's interview with the principal of SMP N 4 Samatiga indicated that, "It is easier for students to understand Islamic Religious Education learning material if the teacher uses information and communication technology media. This is because the presentation is attractive, easy to access and easy to find references." This makes sense because students are used to using information and communication technology media in their daily lives so they are not rigid and easy to use gadgets. Students are also easier to understand learning materials using ICT media.

e. *Impact after using information and communication technology media in IRE learning*

The use of information technology and communication media is able to create a positive learning environment, because the learning process is more impressed as learner-centred, where students are the center of learning, on the other hand the use of conventional methods leads to the teacher's learning environment as a central teacher-centered environment.

Based on the results of researcher interviews with students at SMA N 1 Arongan Lambalek, there are two versions of the answer, the first "that the use of information and communication technology media in the learning process of Islamic Religious Education can improve learning outcomes, and we as students respond positively even though the suitability of the material with the media displayed does not meet the criteria or is not good. Because we really want and are interested in participating in the learning process if the teacher uses information and communication technology media properly. So if we have an interest in participating in learning well, it will have an impact on increasing learning outcomes. This is because of the ease of accessing information, making it easier for us to find information and can add references in the PAI learning process so that learning outcomes can improve."

The second is that the technology media used by PAI teachers in the learning process does not make students motivated to learn, because the technology and information media used by teachers have not been used optimally, this is because the ability of PAI teachers to use information and communication technology media is still not good. Thus, the information technology used is an alternative that can be considered by teachers if they want the seriousness of students in learning. Because not all learning materials can be presented easily using information and communication

technology media, the selected learning media should be able to align with the abilities and needs of students in exploring the contents of the learning materials.

2. Efforts and Solutions Made by IRE Teachers In The Learning Process Using Information And Communication Technology

The learning process based on information and communication technology can be in the form of internet, intranet, mobile phone, cd/flasd disk. Advances in information and communication technology have caused a lot of changes, including in the field of education. With the development of information and communication technology will certainly trigger the development of learning media. In this 4.0 era, the use of information and communication technology in the learning process has become a demand. The learning process can be done anywhere and anytime with the conditions and situations of teachers and students.

It is undeniable that every work profession has its obstacles, and the solutions need to be found. Indeed, there are many obstacles, for example a teacher is not proficient in making learning videos. Meanwhile, the facilities for making learning videos are also lacking, also in terms of the language in the learning videos that are not in accordance with the intelligence conditions of students, teachers sometimes find it difficult to manage the time during the learning process and others. The following is an analysis of the results of interviews with researchers regarding the obstacles and solutions in using information and communication technology media in the PAI learning process

a. Barriers to Islamic Religious Education teachers using information and communication technology.

From the results of interviews with informants, a common obstacle faced by PAI teachers at the Meulaboh school is the inadequate internet network. Besides, there are often technical problems such as power outages. sy. Alawiyah, an IRE teacher at Elementary School 4 Meulaboh, said the obstacles faced by Islamic Religious Education teachers in using information and communication technology were inadequate facilities such as not all classrooms with infocus, and not all teachers having laptops, in addition to a lack of motivation. , training and coaching.

b. The efforts of Islamic Religious Education teachers to overcome obstacles in the use of information and communication technology in learning.

As is known, the use of information and communication technology is a mandate from the 2013 curriculum, where learning is carried out based on various learning

resources. Here the teacher is no longer the only source of learning. Although information and communication technology is one of the media used in the classroom, there are still many teachers who try to be able to integrate it, so that they are really able to use the technology.

sy. Alawiyah as an IRE teacher at Elementary School 4 Meulaboh said that to overcome these obstacles, the first is by generating motivation in teachers to try and strive to be able to use information and communication technology in the IRE learning process. Secondly, the school must provide adequate facilities, especially infocus, which must be in every class." In line with the results of the researcher's interview with Mrs. Nyak Azizah, a PAI teacher at SMP N 4 Samatiga that to overcome obstacles, "teachers should prepare other alternatives, when problems occur such as power outages and others. Alternatives that are carried out are various, including the teacher asking students to make case studies on problems related to learning materials or by using other learning methods so that the teaching and learning process continues as expected.

Furthermore, the IRE teacher at SMA N 1 Arongan Lambalek said that "always strive to overcome obstacles in the use of information and communication technology in the learning process. That is by studying and continuing to dig up information about the use of good information and communication technology in the learning process. In addition, we began to practice the use of information and communication technology in learning. Although it is still not optimal, the school is very supportive. With instructions from the school principal in the event of a power outage and unstable internet, one must prepare other alternatives, one of which is preparing offline materials."

The results of the researcher's interview with the Deputy Head of Curriculum at SMK N 2 Meulaboh that "the use of information technology in IRE learning must be carried out optimally, because if IRE learning only relies on the use of conventional learning methods which are very simple in nature, it will cause boredom and boredom for students in learning." learn PAI subjects. The school strongly supports all teachers to always use information and communication technology in the learning process, especially for IRE teachers. By giving the authority to be able and allowed to use in focus and computer laboratories, as evidence of the seriousness of the school in supporting the learning process in the classroom. The school also seeks training to improve the ability of IRE teachers in the use of information and communication technology in the learning process. We hope that by maximizing the ability of PAI teachers in the use of information and communication technology, it can

increase students' enthusiasm and interest in learning so that students' learning achievements will also increase. "

C. CONCLUSION

On the basis of overall information, discussion, and research findings, the following conclusion can be drawn:

1. Teachers of IRE in West Aceh are poorly competent in the use of information and communication technologies in the learning process, since they are still more comfortable with traditional learning techniques. Due to their inability to handle information and communication technologies, this is one of the reasons why these teachers feel comfortable employing extremely simple approaches like lectures, discussion, and assignments.
2. Teachers of Islamic Religious Education in Aceh Barat make use of information technology despite their limitations in the learning process, but they continue to use simple media such as presentations, videos, photos, and audio to study. According to the results of interviews with researchers, pupils will be inspired and committed to studying if their teachers employ information and communication technologies in the classroom.
3. Islamic Religious Education teachers in West Aceh are attempting to overcome a lack of competence in the use of information and communication technology in learning by attending training held in schools, studying with other teachers, and researching how to use information and communication technology in teaching and learning.
4. This study is a result of the fact that many IRE teachers in West Aceh are still unfamiliar with the use of ICT in the classroom learning process. This study also proposes that teachers, particularly teachers of IRE, increase their knowledge of the use of information and information technology in the learning process in order to motivate students to pursue Islamic Religious Education classes.

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