

Embedding Religious Characters in Elementary School Through E-Learning Materials

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ABSTRACT

Technological advances make it easy for teachers to build and design teaching materials with character values such as religious values. Creative teachers can use various multimedia technologies to present teaching materials that can transfer character values in every communication process, attitude and behaviour during online learning activities. This study aims to determine the extent to which religious characteristics are instilled in elementary schools through e-learning teaching materials. The design in this study is descriptive qualitative research. The research data was taken from observation and interviews. The participants involved were Religious teachers and students at the Pungging District Elementary School. The results showed that religious character values in electronic teaching materials presented by Religious teachers were seen in classroom activities such as praying, praying dhuha and memorizing juz amma. In addition, the interaction communication built by the teachers has made it easier for students to understand the religious values of each teaching material being taught. While the level of creativity of the teachers from the teaching materials used can be seen in the use of multimedia technology. The results of the study have implications for Religious teachers' understanding of the design of teaching materials by utilizing multimedia technology that can contain character values, with an attractive appearance and increase interest in learning

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1. INTRODUCTION

The development of science and technology in education has demanded that teachers become creative and innovative educators. Especially during the Covid-19 pandemic, the teaching and learning process is required to be carried out online or known as distance learning by utilizing various multimedia technologies as facilitators in achieving educational goals. Distance learning is considered

an appropriate concept in the current pandemic period (Sutiah et al., 2020; Mishra et al., 2020). Teachers use various technology applications or technological devices and online resources to carry out teaching activities (Arulogun et al., 2020). Technology is considered efficient in the current education system to assist in implementing learning activities (Bidarian et al., 2011; Arulogun et al., 2020; Holmgren, 2012; Shen et al., 2017). Many learning applications can be used by educational actors in creating breakthroughs in the world of education, both in terms of producing learning products and in the learning process. Many various resources are used in teaching and distance learning that utilizes the internet network so that students can easily access learning resources from teachers.

In addition, teachers have also taken advantage of the internet, which has brought significant changes to the dimensions of the education sector. In a good learning process, maximum supporting media is needed because learning media will make it easier for educators to provide good understanding and understanding to students. On the other hand, the increasingly advanced era also impacts the behaviour of students. At this time, smartphones/gadgets have become a mandatory practice, especially in distance learning (Chachil et al., 2015). This condition makes it easy for everyone to access information around the world. Therefore, a filter is needed for students in filtering the information they get because it can have a negative impact. Moreover, elementary school students who are still children and teenagers still find it difficult to filter out good and bad things. This, of course, can have an impact on the formation of bad characters. So, teachers must be able to instil religious character values that can be used to fortify students' conditions in the middle of the distance learning process due to the Covid-19 pandemic. The issuance of a "national emergency" curriculum policy based on Kepmendikbud Number 719/P/2020 is expected to be effective in grounding the character of Pancasila. From elementary to higher education, education providers must follow up regulations responsively by reconstructing the curriculum (Adi, 2020). In achieving these goals, teachers must be able to build cooperation with parents (Subianto, 2013).

However, character planting cannot be achieved as expected if learning activities experience obstacles or the knowledge transfer process from the required teaching materials is not by the learning objectives. Moreover, elementary school students' online teaching and learning activities require more creative efforts so that the value of the religious character of each teaching material can be conveyed. Advances in technology are increasingly rapid now, and teaching materials are also developing. One of them is e-learning based teaching materials in distance learning. Electronic learning (E-learning) as an educator's effort to steer the teaching and learning process is structured clearly and still pays attention to the religious character of students and allocates time appropriately. E-learning displays learning efforts to make it more attractive to educators, students and the community. With E-learning, students still pay attention to educators such as face-to-face and are easily supervised by their parents. The things that must be considered in teaching materials include competencies to be achieved, indicators, and learning objectives (Kadek Suartama et al., 2020; Makhroji & Imran, 2020; Indartono, 2011). The creation of these digital teaching materials started by showing learning videos on the Internet that pay attention to material content about the religious culture that must be applied/delivered to Islamic Religious Education subjects.

From several previous studies, it is known that technology has become a necessity for the implementation of education. Moreover, human life is also always developing, including knowledge. Therefore, educators often use technology in the classroom, including to apply the values of a religious character. Many various technological applications can be used to learn the values of religious characters that can be applied in Islamic religious education classes. This is a strong reason why teachers must be able to present Islamic Religious Education teaching materials creatively and innovatively, but these teaching materials are full of meanings and values of a religious character. This is a strong reason why teacher creativity is needed and demanded to develop religious character values. Thus, the research gap raised in this study is the inculcation of religious character values in e-learning teaching materials. Teachers can also easily use online teaching materials for learning (Mishra et al., 2020). In general, the digital-based teaching materials used in this study are expected to be a

breakthrough to attract more students' interest so that teachers can innovate and be creative in instilling religious character in elementary schools.

This study focuses on analyzing the impact of designing electronic teaching materials by Islamic Religious Education teachers on the cultivation of students' religious character because teaching materials should represent meaning. So, this study aims to determine teachers' creativity in utilizing e-learning teaching materials as the inculcation of religious character in elementary schools. This research is also expected to have implications for the understanding of teachers in designing teaching materials that can convey the value of character education. It can also be used to develop character values in teaching materials that can be taken from online sources. Educators in elementary schools can use the results of this research as well as a guide for providing interesting teaching materials and the process of teaching religious character values.

2. METHOD

This research uses a descriptive qualitative research method. This study describes a phenomenon and its characteristics according to what happened and is more concerned with what than how or why something happens (Nassaji, 2015). So that things that stand out in the research process and the use of the theoretical basis are carried out with a research focus that is by the facts on the ground. In this case, the research describes the results of observing the behaviour of students related to the value of religious characters. This study aims to determine the creativity of teachers in utilizing e-learning teaching materials as the inculcation of religious character in elementary schools. So, this qualitative method focuses on observing phenomena and the substance of these phenomena.

The participants in this study were Islamic Religious Education teachers and elementary school students in Pungging District with a total sample of 4 Islamic Religious Education teachers and 580 students. The data collection technique used observation of the behaviour of students and teachers of Islamic Religious Education during the teaching and learning process. The observation process was carried out to determine student behaviour related to the value of religious characters. This observation took place during Islam's teaching and learning process for 3 months in the even semester of the 2020-2021 academic year. The results of the observations are recorded in the form of field notes. While the interviews were conducted on Islamic Religious Education teachers. Interviews were conducted face-to-face with 4 Islamic religious teachers. The interview questions have been prepared beforehand with an open-ended question model to develop according to the participants' answers. Interviews were carried out four times after the Islamic religious learning activities were completed.

The data analysis technique consists of three stages, including 1) data reduction; at this stage data is collected from observations of Islamic Religious Education learning classes in elementary schools and interviews with Islamic Religious Education teachers in January-May 2021. 2) Data presentation is done by categorizing or classifying data according to the problems studied and analyzed. 3) Conclusions are drawn after the analysis phase is complete to describe the results of data analysis of the problems studied (Miles & Huberman, 1994).

3. FINDINGS AND DISCUSSION

Data that has been obtained from observations and interviews in the analysis related to the research problem. The results of the data analysis concluded that there were several ways of teaching religious character by Islamic Religious Education teachers in Pungging District. The teachers use e-learning teaching materials that contain a lot of religious character values that are easily understood by students so that teachers can easily demonstrate the concept of religious character values. The teacher uses various creative and interesting ways to instil religious character values, such as from the results of the following interview data;

"Instilling the values of religious character at State Elementary School Kalipuro, by providing special guidance, then getting used to religious activities, greeting when meeting with teachers, habituation of Dhuha prayer, Istighotsah, "Hadrach" extracurricular activities, and habituation of reading Juz 'Amma (Munawaroh, 2021: Elementary School Islamic Education teacher in Kalipuro).

"Introducing students to His creator and providing an understanding of good behaviour to do and not to do" (Kholili, 2021: Elementary School Islamic Education teacher in Watukenongo).

"Inculcating religious characters in students, of course, can be done through educational teachings in which education itself can participate and play a role. The growth of religious characters in schools such as attitudes, behaviour, and even school morals, requires the cooperation of parents by increasing three forms of education, namely education from the family, environmental/community education, and education in schools" (Annur & Rohmadi, 2018).

Growing religious character values in general, teachers can show examples, use methods by giving direction, and provide motivation or encouragement. So, inculcating religious character values in elementary school students, starting with the introduction of morality and monotheism. While the cultivation of character education in elementary school students outside the classroom is still facing obstacles, the religious character is still instilled through various learning media and sources of teaching materials taught to students. Therefore, the cultivation of religious character along with growing its values by utilizing the sophistication of information technology. This agrees with the resource persons for Islamic Religious Education teachers at Islamic Elementary Schools in Pungging:

"Implementation of distance learning as it is today must involve parents in their learning, reflecting by providing video presentations containing religious values in daily behaviour. For monitoring and evaluation through a list of reports on religious activities with the active role of parents via online" (Khoirunnisa, 2021: Islamic Religious Education Teacher)

So, the cultivation of religious character learning outside the classroom is still carried out, namely by involving or monitoring parents and utilizing mass media. It does not make an excuse to instill the religious character of students because it is not face-to-face, it can be through learning in the classroom or outside the classroom.

The research results related to the Creativity of E-Learning Teaching Materials, Islamic Religious Education teachers in elementary schools in the Pungging sub-district, 50% or 4 of 8 teachers have been creative in implementing learning using E-Learning materials. Creative, what is meant is creativity in using methods, sources and varied media, critical thinking, which is able to improve something (originally students are not used to praying before and after carrying out activities fervently, praying dhuha, reading juz Amma to get used to even though learning is carried out online). From these 4 schools, data can be obtained after teachers innovate more creatively in using E-Learning teaching materials, students who were previously unfamiliar with becoming accustomed to an average of 75%. The results are detailed in the table 1.

Table 1 The results of the creative use of E-Learning teaching materials in instilling religious character

School	Total of Students	Prayer		Dhuha Prayer		Reading Juz Amma	
		Before	After	Before	After	Before	After
School 1	128	50	75	40	60	60	100
School 2	124	45	70	40	60	55	85
School 3	197	80	100	65	95	85	150
School 4	131	60	90	60	75	90	131

The data findings show that the process of instilling character education values by Islamic Religious Education teachers in Pungging District is shown in every utterance of teaching materials and activities before learning activities begin, such as praying, praying dhuha and reading juz amma with the meaning presentation. This is reinforced by the results of classroom learning observations,

namely that Islamic Religious Education teachers have made great efforts in utilizing multimedia technology to present teaching materials so that the value of religious character education can still be understood by students. Islamic Religious Education teachers also continue to facilitate interactive communication with parents to jointly carry out online learning activities so that the values of religious characters are also taught appropriately by parents by the teaching materials that have been provided by the teacher (Setiawan, 2019). The Covid-19 pandemic has directed all elements to play an important role in the implementation of character education (Intania & Sutama, 2020). Moreover, character education is a combination of morals, ethics, and morals that parents always teach at home.

This character education more or less uses a comprehensive approach which is expected to obtain graduates who can regulate morals and at the same time have commendable behaviour through continuous habituation in the learning process (Cece, 2019). Character education in the education unit includes; integrated learning inside and outside the classroom, daily activities (school culture), and extracurricular activities. Why is there a need for character education? Because character education is already embedded in the educational curriculum, Islamic Religious Education teachers' religious values interpreted in the classroom learning process in Pungging District are more varied, which still directs students to carry out religious activities and daily activities with manners. Some of these findings are practising worship, namely praying, reading the Qur'an and memorizing, respecting parents, respecting teachers, establishing friendship and being patient (Yusuf & Sugandhi, 2013).

These character values are still understood even though classes are conducted online with electronic learning media and electronic teaching materials. The characteristics and appearance of e-learning are adapted to learning easy to access. Of course, character values have been instilled in each learning process. Now the purpose of character education is seen as an effort to improve the quality of implementation and by the direction for achieving the formation of noble character in students according to graduate competency standards (Purwanto, 2014). Changing a person's character to be good is not formed directly or automatically. The change from time to time is through gradual teaching process. In the National policy, to build a generation of character, four categories are mentioned: classroom activities, outside the classroom, extracurricular activities, activities at home and in the community. Thus, e-learning is considered by the public as a learning approach, acting as a media and strategy and acting as an active, creative, innovative learning method.

E-learning (electronic learning) is a formal or informal learning activity carried out through electronic media, such as the internet, videotapes, DVDs, TV, mobile phones, PDAs, intranets, CD-ROMs, and others (Tomlinson, 2011). In this study, many benefits have been obtained from electronic teaching materials to instil religious character values, including;

1. There is a learning interaction between students and teachers. With careful design, electronic learning is carried out to increase interaction in a lesson.
2. The existence of learning interactions from any time and anywhere.
3. Facilitate the improvement and storage of learning materials
4. Can reach students for external coverage.

Currently, e-learning is the dominant learning method using the internet (web-based). The success of utilizing an integrated E-Learning environment will not be separated from various aspects such as the information technology tools used, content design, methods and teaching and learning behaviour of students and teachers and others. The findings show that teachers have built interactive classes because students interact with teaching materials, which emerges attitudes or behaviours that are by religious values.

CONCLUSION

The data findings conclude that religious character education is cultivated through an interactive communication process and activities carried out at the online learning stage by presenting teaching materials that utilize multimedia technology. The value of religious character is seen in prayer activities, suggestions for dhuha prayer, and reading juz amma as a form of memorizing letters before starting to study. While the electronic teaching materials that have been designed are presented in the

form of videos, where educators can improve competence in making a display of teaching materials in a more attractive form so that learning objectives can be delivered to the maximum.

This research is still limited to analyzing the impact of the use of teaching materials with multimedia technology which has the meaning of religious character values. Then, these values are implemented in various student activities when carrying out teaching and learning activities. Therefore, this research can still be redeveloped by developing technology learning media according to the needs of students and the student learning environment at home and school. Products that can be developed such as weblogs of teacher teaching materials that can be used for the learning process in the classroom and outside the classroom. If the teachers are more creative, the teaching materials that have been made can be developed into digital books that can be accessed from mobile phones or computers. This research is expected to have implications for the design of programs to improve the quality and competence of teachers in the provision of teaching materials and the use of multimedia technology.

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