



The Role of Technology in the Utilization of Methods for Learning Aqidah Ahlak in Society 5.0 Era (Case Study for VIII A Students at Mts. Al-Isro' Batealit Jepara)

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ABSTRACT

This paper discusses the influence of educational technology on the learning methods of Aqidah Akhlak with a case study in class VIII A MTs. Al-Isro' Batealit Jepara in the Society 5.0 era. It is an era where society is highly connected to technology. The research in this paper aims to investigate the impact on students and educators. The research uses a descriptive qualitative method with observation, interviews, and document analysis as data collection techniques. The research findings show that educational technology has made access to various sources of information related to moral beliefs easier and faster. It resulted in more interactive learning methods with online discussions and forums and provided opportunities for students to participate actively. However, it is essential to exercise caution and ensure careful supervision in the use of educational technology to prevent students from being exposed to inappropriate content that might be inconsistent with religious values and morals. The research in this paper highlights the importance of emphasizing moral and ethical values in the learning process, even in the era of highly connected technology. In addition, the valuable insights on educators can optimize educational technology to improve students' religious understanding and practice.

Keywords: *educational technology, learning methods, Aqidah Akhlak, society 5.0*

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INTRODUCTION

The advancement of educational technology has revolutionized the way students learn and access information. With easy and fast access to various sources of information, learning methods have become more interactive, personalized, and affordable. It's amazing how technology has transformed the education industry and made education accessible to more people than ever before (Adisel & Pranansa, 2020). As an educator, having a thorough understanding of learning principles is essential when it comes to planning effective teaching and learning activities. One such principle is determining the appropriate method for the learning mechanism. The method chosen can greatly impact the effectiveness of the learning outcomes. Therefore, it is crucial for educators to carefully consider and choose the most appropriate learning method for their students. Planning effective teaching and learning activities requires educators to have a thorough understanding of learning principles. This includes the ability to determine the appropriate method in the learning mechanism. Choosing an appropriate learning method will determine effective results for learning outcomes (Sahalluddin et al., 2023). In order to support the achievement of learning objectives, it's imperative to apply learning methods correctly. However, educators often face many obstacles in implementing learning methods due to inadequate infrastructure. Despite the advancements in technology, many educators, especially those teaching religious subjects, are still using traditional lecture methods without any involvement of technology in the learning process. This can result in students not fully meeting the competency achievements that have been determined, which can hamper their overall learning experience. In the era of Society 5.0, it's important for educators to embrace technology in their teaching methods to ensure that students receive a well-rounded education that prepares them for the future. As an educator, having

a thorough understanding of learning principles is essential when it comes to planning effective teaching and learning activities. One such principle is determining the appropriate method for the learning mechanism. The method chosen can greatly impact the effectiveness of the learning outcomes. Therefore, it is crucial for educators to carefully consider and choose the most appropriate learning method for their students. Planning effective teaching and learning activities requires educators to have a thorough understanding of learning principles. This includes the ability to determine the appropriate method in the learning mechanism. Choosing an appropriate learning method will determine effective results for learning outcomes (Qodriani et al., 2022).

Society 5.0 is a concept introduced by the Japanese government that aims to bring about a major transformation in society by integrating advanced technology and a human approach as the main focus. It envisions a society where technology is used to solve social problems and enhance the quality of life for all citizens. This concept recognizes the importance of striking a balance between technology and humanity, and emphasizes the need for innovation and creativity to achieve sustainable development. The goal of Society 5.0 is to create a better future for all by leveraging the power of technology and human ingenuity. In order to support the achievement of learning objectives, it's imperative to apply learning methods correctly. However, educators often face many obstacles in implementing learning methods due to inadequate infrastructure. Despite the advancements in technology, many educators, especially those teaching religious subjects, are still using traditional lecture methods without any involvement of technology in the learning process. This can result in students not fully meeting the competency achievements that have been determined, which can hamper their overall learning experience. In the era of Society 5.0, it's important for educators to embrace technology in their teaching methods to ensure that students receive a well-rounded education that prepares them for the future. As an educator, having a thorough understanding of learning principles is essential when it comes to planning effective teaching and learning activities. One such principle is determining the appropriate method for the learning mechanism. The method chosen can greatly impact the effectiveness of the learning outcomes. Therefore, it is crucial for educators to carefully consider and choose the most appropriate learning method for their students. Planning effective teaching and learning activities requires educators to have a thorough understanding of learning principles. This includes the ability to determine the appropriate method in the learning mechanism. Choosing an appropriate learning method will determine effective results for learning outcomes (Apyanto, 2022). Society 5.0 is widely recognized as a major milestone in the evolution of a technology-based society. Its design is centered around empowering humans to solve social problems using a combination of physical and virtual spaces, making it easier for individuals to find solutions throughout their lives. By understanding the skills that are necessary for students to succeed in the era of Society 5.0, educators can adapt the appropriate characteristics, models, and approaches when evaluating their learning. This will help ensure that students are able to develop the skills they need to thrive in the modern world.

In order to evaluate student learning effectively, educators need to adopt an approach that is aligned with the skills necessary for success in the era of Society 5.0. This may involve incorporating new teaching models, such as project-based learning or blended learning, that encourage critical thinking, problem solving, and creativity. It may also involve using new assessment tools and techniques that measure a student's ability to think critically, solve problems, and create innovative solutions (Hani Subakti et al., 2022). Islamic religious education covers a variety of subjects, with Aqidah Morals being one of them. The aim of moral education is to develop students' religious character, and learning moral beliefs can help students develop good behavior, good speaking skills, and self-discipline, while avoiding immoral activities. (Nurjanah et al., 2020).

The results of this research can provide valuable guidance on the role of educational technology in learning methods, based on various opinions and direct studies (observations) of teachers and students in class VIII A MTs. Al-Isro' Batealit. By examining the Aqidah moral teaching methods used in class VIII A MTs. Al-Isro' Batealit, we can gain a better understanding of how to make it easier for students to master each learning material.

The purpose of the research conducted by the researcher is to understand the role of educational technology in the method of learning Aqidah Akhlak in the era of Society 5.0 in class VIII A MTs Al-Isro' Batealit. This research aims to identify the supporting aspects and obstacles in learning Aqidah Akhlak in class VIII A MT's Al-Isro' Batealit, and to provide valuable insights that can be used to improve the quality of learning in educational institutions. By conducting this research, the author hopes to provide guidance on how to effectively integrate educational technology into the learning process, and to identify the benefits and challenges of doing so. The results of this research can be used to develop new teaching methods, improve existing ones, and enhance the overall quality of education provided to students.

METHOD

The approach model used to determine the role of educational technology in the method of learning moral beliefs in the era of Society 5.0 in class VIII A MTs Al-Isro' Batealit is a descriptive qualitative approach. This approach involves developing data analytically, scientifically, and in detail, in proportion to the conditions obtained in the field. By using a descriptive qualitative approach, the author can gain deeper insights into the role of educational technology in the learning process, as well as the supporting aspects and obstacles that may arise. This approach allows for a more detailed and nuanced understanding of the research topic, which can help identify areas for improvement and inform future research in the field of Islamic religious education. The purpose of the research conducted by the author is to understand the role of educational technology in the method of learning Aqidah Akhlak in the era of Society 5.0 in class VIII A MTs Al-Isro' Batealit. This research aims to identify the supporting aspects and obstacles in learning Aqidah Akhlak in class VIII A MT's Al-Isro' Batealit, and to provide valuable insights that can be used to improve the quality of learning in educational institutions (Luthfiyani & Fadlan, 2023). The research was conducted in class VIII A of MTs Al-Isro' Batealit, using a descriptive qualitative approach. The object of this research is one educator in the subject of moral beliefs and three students in class VIII A MTs Al-Isro' Batealit. The aim of the research is to gain insights into the role of educational technology in learning methods for moral beliefs in the era of Society 5.0.

The author used observation and interview techniques to collect data for the research (Nurjanah et al., 2020). These techniques were used to gain a deeper understanding of the role of educational technology in learning methods for moral beliefs in the era of Society 5.0. Observation was used to observe the teaching and learning process, while interviews were conducted with the educator and students to gain their perspectives on the effectiveness of the learning methods used. By using these techniques, the author was able to develop a detailed and nuanced understanding of the research topic, which can help inform future research and improve the quality of education provided to students in the era of Society 5.0.

RESULTS AND DISCUSSION

Educational Technology in the Era of Society 5.0: Theoretical Study

Technology comes from the Greek word "technologia", and it involves the systematic control of something. Educational technology is the systematic implementation of control in the educational process. The term "techne" is a basic element of the word "technology" and includes the concepts of art, expertise, knowledge, and ability. Engineering is a clear human endeavor that encompasses both practical application and theoretical understanding, according to ancient Greek philosophy (Salsabila & Agustian, 2021).

Technology is a set of tools, machines, methods, procedures, efforts, and concepts that improve human activities in daily life. The development of information technology has given rise to a new lifestyle called electronic living, which has removed regional boundaries and facilitated seamless connections and interactions. Students are familiar with the digital world and educators must enhance their skills to navigate the society 5.0 era and stay at the forefront of the global education landscape (Aspi & Syahrani, 2022). Educational technology aims to improve existing learning through the application of research, behavioral science, and learning theory. According to Tom Cuthall, it involves a learning systems-based approach to enhance the quality and effectiveness of the learning experience (Miasari et al., 2022).

Educational technology takes a comprehensive approach to planning, implementing, and evaluating classroom practices. It aims to optimize the effectiveness of the training process and results, and is a methodical approach to identifying and responding to learning challenges. Overall, educational technology functions as a framework to facilitate the learning process and achieve desired results (Lestari, 2018). Educational technology aims to meet the educational needs of many people by creating various learning systems and methods. It facilitates social, economic, scientific, and technological development (Yuberti, 2015).

Educational technology requires a tailored approach to teaching methods. While some argue that its principles cover a wide range of methods, not all are equally effective when it comes to technology-based learning. To maximize its potential, we must identify each method's unique needs and attributes, and strategically integrate appropriate technological tools and resources. Only then can we create truly engaging and effective learning experiences for students (Nurdyansyah & Aini, 2017).

Educational technology, or ET2, is a powerful tool that can provide valuable support and assistance in the teaching process. Its software-based approach is designed to enhance curriculum development, teaching methodology, and assessment. By facilitating experiential learning and serving as a tool for communication and presentation, ET2 can help educators overcome new challenges and improve existing systems. When combined with hardware, as in ET3, educational technology offers a problem-solving approach with a focus on innovative research. It is important to recognize that educational technology encompasses both hardware and software components, and is an essential tool for optimizing existing mechanisms. By leveraging the benefits of ET2 and ET3, educators can improve student outcomes and drive positive change in the educational landscape (Hasibuan, 2015). Educational technology should enhance teaching, not replace it. Its implementation should prioritize its use as a pedagogical tool. The process should be divided into three phases: before, during, and after use. Factors such as subject suitability, learning objectives, and student background should influence the selection process (Syafri et al., 2018).

Online platforms and school computer labs have made learning more accessible. Teachers now play a dual role as both educators and facilitators (Akbar & Noviani, 2019). Indonesia's education sector must address the challenges of Society 5.0 by expanding internet connectivity and promoting digital competency and innovative thinking among educators. Effective coordination between education and industry is also crucial for reducing unemployment and ensuring graduates have the necessary qualifications. Technology can serve as a tool to facilitate teaching and learning.

Understanding learning methods is essential for effective teaching. Different methods, such as experiential learning, problem-based learning, and collaborative learning, can be used to engage students and enhance their learning experience. Educators must evaluate the needs of their students and adapt their teaching methods accordingly. By doing so, they can create a dynamic and interactive learning environment that facilitates students' learning and retention of information.

The term "method" refers to a systematic approach for achieving a specific goal. It comes from the Greek words "meta" meaning "through" and "hodos" meaning "path". Method is closely related to methodology, which involves understanding a particular approach or path to achieving a desired goal (Hidayat, 2018). Methods are pedagogical tools used to convey teaching content and implement teaching practices. Choosing appropriate methods is crucial for ensuring students can access and comprehend course content. Using inappropriate methods may hinder students' ability to understand and retain information (Maesaroh, 2013; Ulfa & Saifuddin, 2018).

A learning method is a way for educators to carry out their duties and ensure that their students achieve the desired learning outcomes. It is essentially a tool that helps facilitate the learning process, making it easier for students to understand and apply what they have learned. According to Reigeluch, effective learning methods are those that are easy to comprehend, apply, and theorize, and ultimately lead to successful learning outcomes (Pertiwi et al., 2023).

Learning techniques are practical strategies that educators use to accomplish their learning objectives. These techniques involve the implementation of well-crafted plans in the form of actionable steps that are

designed to yield positive learning outcomes. By deploying these techniques, educators can create a structured and effective learning environment that fosters student engagement and leads to successful learning outcomes. Whether it's through hands-on activities, group discussions, or other forms of interactive learning, effective use of learning techniques can help ensure that students are equipped with the knowledge and skills they need to thrive in their academic and professional pursuits.

The Role of Educational Technology in Learning Methods for Aqidah Akhlak Learning

The use of educational technology has become increasingly important in modern learning methods, especially in the context of the Aqidah Akhlak. In Class VIII A at MTs Al-Isro' Batealit, educators have recognized the value of incorporating technology into their teaching methods, as it allows for more interactive and engaging learning experiences. By leveraging tools like online resources, educational apps, and multimedia content, educators can create a dynamic and personalized learning environment that caters to the needs of each individual student. This approach not only helps students develop a strong foundation in Aqidah Akhlak, but also equips them with the technological skills they need to thrive in today's digital world.

Educational technology is a vital discipline that plays a significant role in developing quality educational resources. Its impact on learning methods for Aqidah Akhlak is unparalleled. Through its various functions, educational technology facilitates learning in different environments, addresses challenges in the learning process, and promotes innovation in education and learning. With the help of educational technology, we can create a better learning experience for students, and equip them with the skills they need to succeed in the 21st century.

Aqidah Akhlaq demands a higher level of understanding, and incorporating additional media aids in the learning process. Video shows related to the subject can significantly enhance the acquisition of moral education, reduce monotony, and encourage active participation and creativity among students. This approach can significantly contribute to the effectiveness of teaching Aqidah Akhlaq in the classroom (Muammar & Suhartina, 2018).

The use of educational technology in learning Aqidah Akhlak at MTs Al-Isro' Batelit Class VIII A is crucial to the entire learning process. However, subject teachers do not always integrate it into their teaching methodology. Based on observations and interviews, it is clear that teachers lay the foundation for learning by connecting pre-existing knowledge or experience to future lessons before teaching Aqidah Akhlak. As per the interview with researchers, he stated the following: “...*Before starting to study Aqidah Morals, I usually do an appreciation at the beginning of the lesson ...*” (Interview with Ulfatun Ni'mah, Aqidah Akhlak Teacher for Class VIII, on May 9, 2023).

According to Ulfatun Ni'mah, the Aqidah Moral Teacher for Class VIII, the methods used in teaching Aqidah Moral include lectures and discussions. However, she admitted that electronic-based learning media such as projectors and laptops are not always utilized by the teachers. “...*Aqidah Akhlak in Class VIII is taught through lectures and discussions without much use of electronic-based learning media. However, integrating technology can create a more engaging learning environment. Teachers should consider implementing electronic-based learning media to improve the quality of education. ...*” (Interview with Ulfatun Ni'mah, Aqidah Akhlak Teacher for Class VIII, on May 9, 2023).

According to the Aqidah Moral Teacher for Class VIII, the implementation of learning methods using electronic media requires careful planning. However, he believes that this approach is suitable for teaching Aqidah Moral, especially for students who face difficulties in mastering this subject. The use of electronic media is also an additional source of insight for students in the digital era. By making the material easily accessible and providing online practice questions, the learning experience can be more interactive and effective. These insights were shared by the Aqidah Akhlak Teacher for Class VIII during an interview with researchers.: “...*I believe that utilizing electronic media as a learning method is highly effective especially when it comes to learning Aqidah Akhlak. Personally, I make sure to plan ahead when using electronic media as a tool for learning. Despite this, there are still students who struggle to grasp the concept of moral beliefs. However, I firmly believe that using electronic media as a method for learning moral beliefs is appropriate*

and can provide additional materials and insights for students in the current digital era. ...” (Interview with Ulfatun Ni'mah, Aqidah Akhlak Teacher for Class VIII, on May 9, 2023).

Using electronic media as a tool for learning Aqidah Akhlak can engage students. Planning ahead and creating materials using tools such as Canva or Google Forms is important. Electronic devices like cellphones and laptops can support the learning process by providing additional resources. *“The response from students to learning using lecture and discussion methods was very enthusiastic. The steps that I use in implementing the strategy for learning moral beliefs using electronic media, one of which is planning material made through Canva or questions using Google Forms. The obstacle encountered in implementing the method of learning moral beliefs using electronic media is that the planning takes longer and requires careful thought. The supporting factor in using moral belief learning media is using electronic media such as cellphones and laptops because they are definitely available in schools. Students are very enthusiastic about responding to the use of learning methods used by teachers in the classroom. The steps in implementing the strategy for learning moral beliefs using electronic media are by making a plan (material created using Canva or questions using Google Forms). ripe. Supporting factors in using moral belief learning media using electronic media, namely cellphones and laptops.”* (Interview with Ulfatun Ni'mah, Aqidah Akhlak Teacher for Class VIII, on May 9, 2023). A follow-up plan (RTL) is carried out at the end of learning activities, which includes teacher evaluation and follow-up using the moral belief learning method by holding daily tests. According to experts, the use of electronic media makes it easier for students to master the material on moral beliefs and can optimize their interest in learning.

The results of interviews with several class VIII A students showed contradictory views. Some students expressed feeling interested and happy when learning moral beliefs in class with the strategies applied by the teacher, and found the situation enjoyable. However, the teacher never uses projectors, laptops, computers, or cellphones. According to some students, learning moral beliefs through electronic media would be more interesting and easier to understand. The obstacles felt in learning moral beliefs were that the methods used by the teacher when presenting the material were not comprehensible and boring. The teacher evaluates students at the end of each material with daily tests. *“As a student, I felt very interested and happy when learning moral beliefs with the strategies applied by Mrs. Ulfa. The situation I experienced when learning moral beliefs was enjoyable. As far as I can remember, Mrs. Ulfa never used a projector, laptop, computer, or cellphone in her teaching. In my opinion, learning moral beliefs through electronic media would be more interesting and easier to understand. However, the obstacles I felt in learning moral beliefs were when Mrs. Ulfa delivered material that I didn't understand and found boring. Mrs. Ulfa holds daily tests at the end of each material.”* (Interview with Shonia Devi, Class VIII A, 9 May 2023).

Some students expressed feeling interested and happy when learning moral beliefs in class VIII A with the applied strategies. They found the learning situation very enjoyable. However, the teacher rarely applied learning methods using electronic media, such as projectors, laptops, computers, or cellphones. According to some students, learning moral beliefs through electronic media would be more interesting and easier to understand. The obstacles felt in learning moral beliefs were that the methods used by the teacher in presenting the material were not comprehensible and boring. The teacher evaluates students at the end of each material with a quiz or memorization. *“In class VIII A, learning moral beliefs was enjoyable, but Mrs. Ulfa rarely used electronic media. I think using electronic media would make it more interesting and understandable. Mrs. Ulfa's teaching methods were often boring and not comprehensible. She evaluates us with a quiz or memorization at the end of each material.”* (Interview with Ferdy Muhammad Ibrahim, Class VIII A, 9 May 2023).

Some students in my class, VIII A, found learning about moral beliefs enjoyable due to the strategies applied by our teacher. However, the learning situation itself was often boring. Our teacher rarely used electronic media (such as projectors, laptops, computers, or cellphones) in teaching, but I think it would make the subject more interesting and understandable. The obstacles I faced in learning moral beliefs were that the teacher's methods of delivering the material were often not comprehensible and boring. Moreover, there was

no evaluation at the end of each material, but rather directly at the Mid-Semester Exam or Final Semester Exam (Interview with Khoirun Niam, Class VIII A, 9 May 2023).



Figure 1. Conventional Lecture Learning Method

The conventional lecture learning method is a traditional teaching approach where the teacher delivers information to the students through lecturing. This method usually involves the teacher standing in front of the class and speaking while the students listen and take notes. The teacher may use visual aids such as a chalkboard or whiteboard to help convey information. This method is still widely used in many educational institutions, although it has been criticized for being one-dimensional and not engaging enough for some students.

In the current Society 5.0 era, education emphasizes the cultivation of character, moral values, and exemplary teaching. This is because technological advances can replace individual student knowledge, but the application of soft or hard skills inherent in each student cannot be replaced by technology. In this research, there must be competency training readiness to effectively understand and use IoT, virtual or augmented reality, and artificial intelligence (Asih et al., 2022).

CONCLUSIONS AND RECOMMENDATION

Based on interviews with several students in class VIII A, the Aqidah Akhlak subject in MTs Al-Isro' Batealit relies heavily on traditional teaching methods such as lectures and discussions, with limited use of educational technology. However, both educators and students express a desire for more technology-based learning in the classroom. The longer planning process associated with implementing electronic learning media in teaching methods poses a challenge. Some students feel bored and lack understanding of the moral creed material due to the absence of electronic-based learning media, despite its suitability for teaching moral creeds and providing additional insights for students in the digital era.

The research conducted suggests several recommendations for improving the teaching and learning experience in the Aqidah Akhlak subject in class VIII A. Firstly, educators can consider implementing various learning methods that incorporate electronic media in addition to traditional lectures and discussions. This can help to keep students engaged and interested in the material. Secondly, to overcome the challenge posed by the longer planning process associated with using electronic learning media, educators can consider leveraging existing electronic devices such as cellphones and laptops to support the use of Aqidah Akhlak learning media. By doing so, educators can potentially create a more interactive and dynamic learning environment for students.

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