

The Influence of The Teacher's Ability to Use Computer-Based Media on Student Attention in Islamic Religious Education Learning at Public Junior High School (SMPN) 2 Sidrap

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ABSTRACT

Background. Computer-based media enhances material acceptance and retention, facilitating teachers in efficient material storage and direct student engagement. Utilizing visuals and audio, it directly appeals to sight and hearing senses. Hence, the research titled "Effect of Computer-based Media Proficiency on Attention in Islamic Religious Education for Class VIII at Public Junior High School 2 Sidrap" is pertinent.

Purpose. Based on some of these definitions both linguistically and in terms, teachers can be understood as people who are responsible for the development of students. Where the task of a teacher is to educate, namely to strive for the development of all the potential of students, both cognitive potential, affective potential and psychomotor potential.

Method. This field research employs direct data collection and observation from respondents, falling under the quantitative category for obtaining objective, valid, and reliable numerical or scaled data. Utilizing associative research methods, its focus lies in establishing relationships between two or more variables.

Results. The distributed questionnaires among students at Public Junior High School 2 Sidrap Regency revealed diverse attitudes toward the teacher's proficiency in utilizing computer-based learning media for Islamic Religious Education. Descriptive statistical analysis was employed to present and summarize the data through frequency distribution tables, aiming to provide a comprehensive overview aligned with the research objectives and variable descriptions.

Conclusion. The study concludes that, based on questionnaire responses from 97 participants at Public Junior High School 2 Sidrap Regency, the teacher's proficiency in utilizing computer-based media for Islamic Religious Education learning (variable X) is at 79.9%, categorizing it as moderate. This determination is derived from a ratio of 7444 to 9312, signifying the identified criterion.

KEYWORDS

Ability, Attention, Computer-based Media.

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INTRODUCTION

Islamic Religious Education is very concerned about all aspects of human life including educational issues (Salami, 2019a). The Qur'an emphasizes the instructions and principles related to educational endeavors. Therefore, Islam not only encourages its people to study diligently and explore various knowledge, but also appreciates and elevates the degree of those who already have knowledge,

Based on the verse above, it shows that believers and knowledgeable people are a process of personality formation towards the happiness of life, which must be owned and embedded in every Muslim. The presence of learning media as a component in the learning process is very necessary, considering that the position of this media is not just a teaching aid, but is an integral part of learning, besides being able to replace some of the teacher's duties as a presenter of material (channeling messages) the media also has unique potentials, which can help students in learning (Salami, 2019b).

Media is an integral part of the learning process. It is not only as a tool, but also as a channel for educational messages (Agustiawan, 2022; Ahyanuardi, 2019). Teachers as the main source of learning for students, they should not be seen as the only source, because other learning sources such as: teaching textbooks, the natural environment, print media, and electronic mass media can play a role in the learning process (Alismaiel dkk., 2022; Anindita, 2020). Computer media will make it easier for learners to accept and remember the material that has been delivered. Another benefit, it will make it easier for teachers to store material, because it can be grown directly to students. A concrete evidence in the form of means and moving images because this media is directly related to the senses of sight and hearing. Based on the above reality, it is quite relevant for researchers to make it a research discourse with the title "The Effect of Ability to Use Computer-based Media on Students' Attention in Learning Islamic Religious Education in class VIII Public Junior High School 2 Sidrap".

A professional job requires several fields of knowledge that are deliberately studied and then applied for the public interest. Thus, the teacher's job is a professional task that requires special abilities and expertise in the field of teaching so that he is able to carry out his duties and functions as a teacher with optimal ability (Kurniasari dkk., 2022). Based on some of these definitions both linguistically and in terms, teachers can be understood as people who are responsible for the development of students. Where the task of a teacher is to educate, namely to strive for the development of all the potential of students, both cognitive potential, affective potential and psychomotor potential.

Teacher abilities according to Marsudi are in the (Aguirre, 2022; Bardach, 2020):

Teachers design and manage learning activities that encourage students to play an active role in learning.

Teachers use a variety of learning tools and resources and provide opportunities for learners to develop skills.

The teacher provides opportunities for learners to express their own ideas orally and in writing.

The teacher adapts learning materials and activities to the learners' own abilities.

The teacher relates the learning activities to his own experiences.

Teachers assess learning activities and learners' progress continuously.

Based on this description, researchers can conclude that the ability of teachers is related to their duties and responsibilities as educators. to perform their duties in the learning process.

LITERATURE REVIEW

Gerlach & Ely (1971) quoted by Azhar Arsyad states that media when understood broadly are people, materials or events that build conditions that make learners able to gain knowledge. In this sense, teachers, textbooks, and the school environment are media. More specifically, the definition of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools to capture, process and reconstruct visual or verbal information

(Astuti, 2020; Hannah, 2019). In line with the above understanding, the media is a vehicle for channeling messages or learning information, namely everything that can be used to stimulate the thoughts, feelings, attention and willingness of students so that it can encourage the learning process in students. From some of the above opinions, it can be concluded that media is anything that can be used to channel messages from the sender to the recipient so that it can stimulate the thoughts, feelings, attention, and interests and attention of students in such a way that the learning process occurs.

According to Khairani, attention is the activeness of increasing awareness in focusing on something both inside and outside ourselves. Meanwhile, attention according to Sumadi Suryabrata is the concentration of psychic energy focused on an object (Dityawati, 2019). So, attention is the concentration of psychic energy aimed at an object both inside and outside us. This is in line with what Baharudin said, attention is the concentration or concentration of all individual activities directed at a set of objects. Hendra Surya states that attention is a process of concentration of exertion the activity of psychic (mind) and physical energy, especially the senses and body movements at a particular focus.

Based on the description above, it can be concluded that attention is an activity to focus psychic energy or mind and physical on an object. The attention of students in the learning process is the activity of students to concentrate on listening and looking at what the teacher says about the ongoing learning. Syaiful Bahri Djamarah states that the indicators of attention in learning activities include:

Listening. Every student who learns in school must listen. In listening to what the teacher is lecturing, it is not permissible for things to interfere with the lecture. Because it can interfere with student attention. Students who pay attention must be concentrating on listening to the teacher who is explaining. And there are no other activities that interfere with students in listening. However, distractions do exist and cannot be eliminated, but can be reduced.

Looking. To look is to direct one's vision to an object. In the classroom, students look at the blackboard that contains the writing that the teacher has just written. If students do not look at what the teacher is explaining on the board, it will be difficult for them to understand what the teacher is saying. Good looking is maintaining eye contact with the teacher.

Writing or note-taking. In traditional education, note-taking is a frequent activity. Although at certain times students have to listen to the content of the lecture, students cannot ignore the problem of recording things that are considered important. Note-taking is a student activity that makes it easier for students themselves. To get good results, note-taking should be with self-awareness. Students can take notes on what the teacher says.

Reading. Reading is the most common learning activity during school and even college. If learning is to gain knowledge, then reading is the way to the door of knowledge. Without reading, students cannot be said to be learning. Because learning always begins with reading. Reading in terms of learning

not just reading a piece of writing, but also understanding the meaning of what students read.

Summarize and underline. Summarizing can be helpful in terms of remembering or retrieving material in a book. While reading in important things need to be underlined. For students, making a summary is writing down the important things in learning.

Observe tables, diagrams and charts. Tables, diagrams or charts are often found in books.

This non-verbal material is very useful for learners in learning relevant material. Similarly, pictures, maps and others can be illustrative materials that help students' understanding of something. To clarify certain material, teachers usually use the help of tables, diagrams or charts in delivering the material.

Remembering. Memory is the ability of the soul to enter, store, and re-evoke things that have passed. The act of remembering is clearly visible when students are memorizing learning materials, in the form of postulates, rules, notions, formulas and so on. For a learner, certain subjects require a good memory. Memory is not just one day immediately lost, but a good memory that can last a long time.

Thinking. By thinking, students gain new discoveries, at least students become aware of the relationship between things. Thinking is not just any thinking, but there are certain levels. Students who can do the problem but only copy a friend's answer, then the student cannot be said to be thinking.

Exercise or practice. Learning by doing involves practice. Practice is a good way to strengthen memory. With a lot of practice the impressions received are more functional. Thus, practice can support learning.

Learning activities are learner activities that are shown to pay attention during teaching and learning activities. Learner activities in terms of attention are listening, looking, writing, reading, and thinking.

THEORETICAL FRAMEWORK

The theoretical framework intended in this research is a line of thought that is used as a foothold or reference in understanding the problem under study. This framework is a synthesis of the relationship between variables compiled from various theories that have been described. Based on the theories that have been described, they are then analyzed systematically so as to produce a synthesis between the variables studied.

The theories used in this study include those put forward by Marsudi and Wina Sanjaya regarding teacher ability. As well as according to Syaiful Bahri Djamarah about the attention of students. Details can be seen in the chart or theoretical framework scheme below.

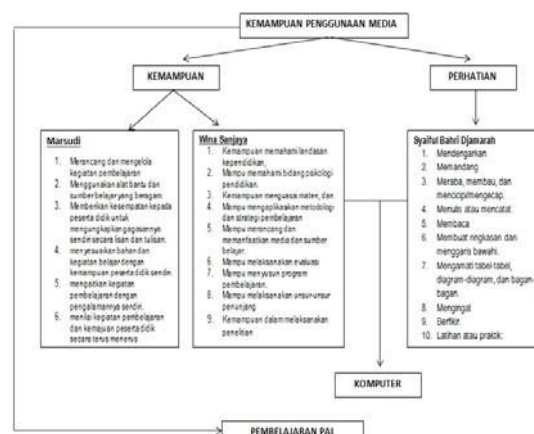


Figure 1.

RESEARCH METHODOLOGY

This research is a type of field research, which is research conducted by collecting data and information obtained directly from respondents and observing directly. When viewed from the type of data, this research includes quantitative research, because it tries to obtain objective, valid, and reliable data by using data in the form of numbers, or data that is scaled (Abad-Segura, 2022). This type of research uses associative research methods. Associative research is research that aims to determine the relationship between two or more variables. With this associative research, a theory can be built that can serve to explain, predict and control a symptom. The approach used in this research is a multidisciplinary approach including paedagogical, psychological and management approaches. This research was conducted in May-June 2017. After conducting a proposal seminar and being approved by a team of examiners and supervisors, and having obtained a research permit from the local government (Adorjan, 2023).

The location of this research is Public Junior High School 2 Sidrap, which is located in Benteng, Macinnae, Paleteang District, Sidrap Regency, South Sulawesi. The general description of Public Junior High School 2 Sidrap is a formal educational institution at the level of junior high school.

Population is all individuals who are a source of data information. Information about something that has to do with research on the data needed. The population in this study were students of class VIII Public Junior High School 2 Sidrap which consisted of 12 study groups with a total of 400 students. The population has diverse characteristics both academic ability, and social background. For more details can be seen in the following table: Samples are defined as part of the population that is the actual source of data in a study. In other words, a sample is a portion of the population to represent the entire population, or a sample is a portion taken from the population using certain methods. Because the sample is part of the population, the sample taken must reflect the general state of the population.

The sample is part of a representative population so that the sample research results can be generalized to the entire population. So the number of samples in this study were 97 respondents. Researchers took a sample of 3 classes, namely, from class VIII. as many as 33 respondents, class VIII. as many as 31 respondents and class VIII. as many as 33 respondents using purposive sampling technique. The purposive sampling technique is the determination of samples with certain considerations. The selected sample is a sample that represents the upper, middle and lower classes.

Research Instruments

The instruments used in this thesis research are:

The observation guidelines that researchers use when observing the activities carried out by educators while performing their duties at Public Junior High School 2 Sidrap, and the attention of students during Public Junior High School learning.

A questionnaire sheet to measure the variables of ability to use computer- based media and students' attention in Public Junior High School learning.

Data Processing and Analysis Techniques

The process of compiling, organizing, and processing data so that it can be used to justify or refute hypotheses. The data that has been collected is processed and then analyzed. Data processing is intended to convert rough data into finer and more meaningful data, while analysis is intended to examine data in relation to the need to test research hypotheses.

The collected data were then analyzed using descriptive analysis and inferential analysis. Descriptive analysis was used to obtain an overview of the effect of the ability to use computer-based media and students' attention on Public Junior High School learning. While inferential analysis was used to test the hypothesis of the effect of the ability to use computer-based media on students' attention to Public Junior High School learning.

For this purpose, the regression analysis equation formula is used as follows:

$$Y = a + bX$$

Description:

X = Ability to use computer-based media
Y = Students' attention to Public Junior High School learning

A = Constant

B = The coefficient of influence of the ability to use computer-based media on students' attention to Public Junior High School learning

The calculation process of the above formulas for regression, correlation, validity and reliability results was carried out with the help of the SPSS for Windows program software.

Technically, the writing of this thesis refers to the 2015 scientific writing guidelines published by the state Islamic high school Parepare Postgraduate Program Compilation Team.²¹ So the procedure for writing this thesis uses the guidelines determined by the Academic PPs of state Islamic high school Parepare.

RESULT AND DISCUSSION

The use of computer-based media in the learning process has an important meaning. Because in these activities the obscurity of the material conveyed can be helped by using learning media as an intermediary medium. The complexity of the material delivered to students can be simplified with the help of the use of learning media in this case computer-based learning media. The use of computer-based learning media can represent what the teacher is less able to say through words.

or certain sentences. Even the abstractness of the material can be concretized by the presence of visual media in learning. Thus students digest the material more easily, than not using learning media. Based on the questionnaire distributed to students in this study, it shows a diverse attitude about the teacher's ability to use computer-based learning media in Public Junior High School learning at Public Junior High School 2 Sidrap Regency. Descriptive statistical analysis technique is intended to determine the general description of the data, how to present the data, and how to summarize the calculated data in accordance with the research objectives and to determine the general description of the variables. Data presentation is intended to describe the use of frequency distribution tables.

The total score of the variable ability to use computer-based learning media in Islamic religious education learning at Public Junior High School 2 Sidrap Regency obtained from the research results is 7444, the highest theoretical score of this variable for each respondent is $24 \times 4 = 96$, because the number of respondents is 97 people, the criterion score is $96 \times 97 = 9312$. Thus, the ability to use computer-based learning media in Public Junior High School learning is $7444 : 9312 = 0.799$ or 79.9 percent of the specified criterion. So it can be concluded that the ability to use computer-based learning media in Islamic Religious Education learning is in the medium category. Based on the data from the questionnaire results of the student attention variable in Islamic Religious Education learning at Public Junior High School 2 Sidrap Regency (variable Y). the

number of questionnaire items before the validity and reliability test was 21 question items, and after the validity and reliability test the questionnaire items became 19 question items. The total score of the students' attention variable on Islamic Religious Education learning at Public Junior High School 2 Sidrap Regency (variable Y) obtained from the research results is 6004, the highest theoretical score of this variable for each respondent is $19 \times 4 = 76$, because the number of respondents is 97 people, the criterion score is $76 \times 97 = 7372$. Thus, the attention of students to Islamic Religious Education learning at Public Junior High School 2 Sidrap Regency (variable Y) is 6004: $7372 = 0.815$ or 81.5 percent of the specified criterion. So it can be concluded that the attention of students on Islamic Religious Education learning at Public Junior High School 2 Sidrap Regency (variable Y) is in the high category. This is in accordance with the observations in the field that the attention of students on Islamic Religious Education learning at Public Junior High School 2 Sidrap Regency has been running optimally because of the teacher's ability to use the media.

To determine the effect of the ability to use computer-based learning media with the attention of students in Public Junior High School 2 Sidrap Regency, it is necessary to test the hypothesis. Hypothesis testing contains the truth of the hypothesis based on data obtained from the research sample. The statistical technique used to determine the effect of the teacher's ability to use computer-based media (variable x) on the attention of students (variable y) at Public Junior High School 2 Sidrap Regency is to use the person product moment formula.

This study uses correlation analysis and linear regression. Correlation analysis aims to predict the magnitude of the relationship between the dependent variable (dependent) using the independent variable (independent) which has a known equation. While regression analysis aims to determine the effect caused on the dependent variable (dependent) using the independent variable (independent) which is also known to the equation. The results of the calculation of the correlation analysis of the F test, obtained the value of F count of 36.351 with a significance of 0.000 much smaller than 0.5, this value is compared with the value of F table $(0.05; 2; 95) = 3.94$ shows F count greater than F table means H_0 is rejected and H_a is accepted, meaning that the ability to use computer-based learning media on the attention of students of Public Junior High School 2 Sidrap Regency is identical. The F test {Anova} emphasizes that because the probability value is less than 0.5, the regression model obtained can be applied in general at the research location and represents the actual condition of the population.

CONCLUSION

Based on the description of the research results and discussion, the results of this study can be concluded as follows: The ability to use computer-based learning media at Public Junior High School 2 Sidrap Regency, can be known from the questionnaire that has been distributed to 97 respondents, namely the teacher's ability to use computer-based media in Islamic Religious Education learning (variable X) is $7444 : 9312 = 0.799$ or 79.9 percent of the specified criterion. So it can be concluded that the teacher's ability to use computer-based learning media in PAI learning is in the medium category.

The attention of students known by the results of the questionnaire that has been distributed to 97 respondents, it can be seen that the attention of students to Islamic Religious Education learning at Public Junior High School 2 Sidrap Regency (variable Y) is 6004: $7372 = 0.815$ or 81.5 percent of the specified criterion. So it can be concluded that the attention of students on PAI learning at Public Junior High School 2 Sidrap Regency (variable Y) is in the high category.

The teacher's ability to use computer-based learning media significantly affects students' attention to PAI learning at Public Junior High School 2 Sidrap Regency. It is known from the

results of hypothesis testing that the proposed alternative hypothesis is acceptable. Based on the calculation results, obtained $r_{count} = 0.461 > r_{table} = 0.169$ at a significant level of 5 % so it is concluded that H_0 is rejected and H_a is accepted. This means that there is a significant positive influence between variable x and variable y . The T test results show that the t_{count} is greater than the t_{table} , $6.029 > 1.985$, meaning that H_0 is rejected or H_a is accepted. And the calculation results obtained the coefficient of determination of 0.27.7 means that the correlation value of 27.7 percent of the independent variable can explain the deviation and the dependent variable, while the remaining 72.3 percent is determined by other variables.

Based on the research that has been done, it will have an impact on a better learning process. Some of the implications in this research as a form of development of the learning process are as follows: Schools are expected to facilitate the computer-based learning process. The availability of infrastructure in the learning process will maximize the motivation, interest and attention of students so that achievement and learning outcomes can be maximized.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

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