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## Designing Islamic Religious Education Teaching Based on Digital Innovation Creativity at Universitas Islam Negeri Antasari Banjarmasin

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### ABSTRACT

Designing Islamic religious education teaching based on creative digital application innovations in high rooms was an exciting and vital issue to study. For this reason, this study has met many academics from the state Islamic University of Antasari for us to hear their opinions, thoughts, and perspectives on how to design creative and innovative technology-based Islamic learning. The researcher recorded their thoughts and voices through question-and-answer, semi-chartered interviews with seven speakers, then collected the data. The researcher examined it with a phenomenological approach, namely, trying to understand some interview data to answer the problems of this study. The study process involves a phenomenological approach that coding the evaluation and interpreting the data in order to answer the problems. In addition, searching the data on secondary publications was also carried out electronically with the same treatment. It examined them to get their thoughts and problem formulation. Based on the answers and analysis, it concluded that designing Islamic religious learning with technological innovation and creativity has been done effectively at Antasari State Islamic University. The technology has innovated learning creatively to produce very high output.

**Keywords:** *Designing Islamic Education, Digital Innovation Creativity, Islamic Religious Education*

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### INTRODUCTION

Along with the development of science, technology, and information in the 21st century, due to the increasingly globalized era of technology, it has penetrated various business and educational practices to even the minor things (Susilawati et al., 2021; Putra et al., 2020). One of the impacts of the emergence of this technology has an impact on education and teaching of the Islamic religion in universities (Suroso et al., 2021). As we know today, technology is not new in universities, both in terms of finding information and inseparable from electronic teaching methods, namely digital applications that function as learning media because of their ability to renovate the distribution of information and communication. In the digital era that continues to develop, the pandemic situation that has penetrated campus makes the use of technology such as

smartphones increasingly rapid and is used by all age groups, from parents to university students. It is no longer just a medium of entertainment but also a medium for learning and working, namely compiling programs and teaching materials. One of them is the work of designing Islamic religious teaching materials in universities (Khojir et al., 2021). Understanding the preparation of digital-based learning teaching materials is teaching materials that are prepared, run, and utilized with web media. Utilizing the web can make it easier for teachers to teach and facilitate students in learning.

Entering the period of data and correspondence innovation right now, it is vital to involve ICT in learning exercises, particularly planning tough Islamic subjects at the college level to work on the routine nature of learning. Data innovation creates following the advancement of hypothesis, correspondence, and innovation that upholds the act of learning exercises. PC-based learning (CBI), Web-based learning (e-learning), and PC helped to learn (CAI) are types of utilizing ICT that should be carried out in this day and age of training. Learning is a course of understudy communication with teachers and learning assets in a learning climate (UURI No. 20/2003: National Education System Chapter I, Article 1, section 20). As per the National Education System Law, learning is not just a connection between educators and understudies yet additionally includes learning assets, so understudies do not just get data on the topic from the instructor; however, understudies can likewise get it from other learning sources (No, 2003).

What is more, the educator's job here is as a facilitator, a middle person who causes what is going on to develop information in understudies. The growing experience is not simply an exchange of information from teachers to understudies; yet, instruction can work with understudies to have information, perspectives, character, and freedom (Garg et al., 2020). Doing the instructive interaction requires a great deal of work and the contribution of the learning part, one of which is the instructor. An instructor is expected to plan the growing experience by introducing the proper learning air so that the educational experience can be productive and fun (Peteros et al., 2019). Educators as training implementers should have the option to plan fitting learning through learning models that are as per the necessities and capacities of understudies by thinking about the condition of the understudy's current circumstance in order to accomplish the base skills that are still up in the air and present changes in the growing experience to work on the nature of schooling. To accomplish this, educators can involve different learning models that can animate understudy movement in the learning process. One of the plan models for rigid showing materials can be utilized (Shahroom & Hussin, 2018).

The use of information technology in the preparation of learning programs is one approach that is very effective in helping students to deepen the learning that is being given (Ottenbreit-Leftwich et al., 2012). In designing information and application-based learning, a way is needed to be strategic in helping deliver learning content to students. This is why instructors can design technology-based learning because technology has been widely used in many ways because of its ability to reproduce and innovate current learning abilities. Moreover, today the existence of technology is associated with learning where technology can give more attention and thought compared to conventional learning design solutions (Duhaney, 2012). Likewise, technology-based learning design is one of the media that teachers can use in assisting students with electronic modules, which is one way of learning resources that encourage students to be more miserable and active so that students are aware and love of technology and religion remains something exciting (Bull et al., 2017).

Using Islamic religious learning content with electronics or modules is more efficient and easier to distribute and saves time. This is one of the learning models that

makes the learning process more exciting and is presented equipped with various animation and video models that provide a unique attraction for students who are now more millennial. as expressed by Haidir et al., (2021)who said that religious learning is often identified with solutions and traditional approach methods. However, in the modern era, the Islamic religious learning design approach is no longer done on paper using chalk and blackboards but can be designed with various assistances. This technology, where animation is equipped with online drops and also provides highly automatic feedback, are all good solutions to be applied in designing learning so that they can increase the motivation of both students and teachers, which would eventually give birth to very interactive payment content and would eventually create students become more learning so that learning would increase (Khan & Rabbani, 2021).

Based on the description above, it is essential to understand how lecturers at various universities develop learning modules using both manual and technological methods. These are significant issues to study and disseminate the results so that the existence of technology that is now increasingly cheap and effective can be utilized (Edlin et al., 2014). All learning majors in investing not only in general learning but Islamic religious learning. By getting various scientific pieces of evidence which would be discussed directly later, this is a way in which the suitability between the needs of students in the era of technology and the ability of the lecturers in designing, then later we would try to enter and get closer to the university to interview to hear opinions and thoughts. as well as experience that has been applied at the State Islamic University Antasari in Kalimantan.

## **METHODS**

This study aims to gain gain the experience of academics at Antasari state Islamic University in designing digital technology-based Islamic religious learning to understand how and the experience of academics in designing learning (Reich, 2015). Other experiences and views related to technology adoption. In teaching Islam, including the effectiveness and transformation provided by technology in innovating Islamic religious learning, increasing understanding and application of Islam through technical assistance. Information and relevant answers to questions after we examine them with a phenomenological approach that wants to get some information that is carried out in answering the problems of this study with the most This study used both primary and secondary data in the form of publication related to problems by interviewing academics from university (Cunningham et al., 2017). We did it electronically on many applications and in the form of books and scientific journals, while the data was direct and encountered the learning process. For primary data, we came directly and asked several questions, such as interview questions. Open all the questions we ask each source, and their voice would be recorded, and we transfer it to the text and analyze it as mentioned above. Thus the simple process we carry out this study from the beginning of the formulation of the problem into electronic data and conducting interviews, and finally analyzing the data with the final report the results (Deterding & Waters, 2021).

## **RESULT AND DISCUSSION**

In this section, we would present the results of interviews with several academics, especially lecturers and researchers teaching Islamic religious materials, majoring in Islamic education and other majors. The interviews we got were recorded, and we

transferred them into the text; here are the results of the interviews that would enter (Anis et al., 2018). Our first question was about how lecturers prepare to learn materials when they become lecturers for students who have to teach with various student characteristics, especially if they have to be in class for hours; of course, this is an exciting experience to understand regarding the ability of lecturers. In designing lessons that make students not bored and even enthusiastic about learning.

It can be explained why the teaching method and the learning of teaching materials are carried out utilizing the application of digital technology; even though many see Islamic religious teaching as often done conventionally in the form of lectures and interactive discussions in class, why now tends to be integrated into technology?

The answer is that the function of technology can be used for various purposes. However, learning Islamic religious material is carried out by adopting technology because technology can motivate students to be more enthusiastic and have a strong desire. Teaching materials are very objective and scientific to increase the effectiveness of the learning process (participant#1).

Based on the answers above, the reason why lecturers introduce technology applications in teaching, especially teaching materials, is because technology has many functions, including designing teaching materials because, through teaching materials designed using this technology application, it would provide a bit high motivation and breakfast power. The point is that apart from that, it is designed for convenient and efficient purposes and can innovate and even transform learning even though it is a religious subject that is understood more than textual learning, which is very descriptive.

So far, what contributions have been made when the faculty and Antasari University in developing Islamic religious teaching with a technological approach?

For this reason, if you look at the contribution, it is quite a lot. However, in short, technology plays a role in teaching Islamic religious education at our university; the presence of technology can solve problems, for example, expensive books and the unavailability of teaching materials places here. Integrating technology is easier for lecturers. as well as from the student's point of view, the existence of technology is clear to develop from the aspect of the curriculum providing Islamic information to learning and also on skills, in other words, the great religion of Islam (participant#2).

At the Antasari Islamic University, as mentioned above, the university has a strong reason why Islam, especially in the preparation of teachers, involves the application of technology and technology, which makes it easier in all respects, both in terms of and also in designing highly effective and productive evaluations to support the Islamic religious learning process.

Can you explain the views of the educators at the Antasari state university in viewing what is Islamic education and teaching technology in terms of the point of view and use of technology?

Technology and applications in Islamic education are not so different from the view of technology, where we see that technology has innovation as well as a transformation in education intending to improve the quality of Islamic religious learning better in the future, so in this case, it is very in line with the concept of Islamic education which views that Islam needs to respond to positive things that develop in the academic and intellectual world which is a characteristic of Islamic science which is constantly changing and developing, there is no mistaking that

teaching and learning design and learning in the context of technology are very appropriate and in line (participant#3).

Based on the explanation established by the university on how the view of technology is a very innovative tool for Islamic religious learning in order to improve the quality of teaching, so here the university is very positive in responding to scientific developments often with energy flows so that the campus welcomes the adoption of technology in teaching, especially in technology material design. It is something new and in line with the concepts and principles of Islamic religious education.

The first question is, how do you present Islamic religious learning materials in the places you invite them to daily. As we all know that now the era is full of technology, how has your experience been in designing Islamic religious subject matter?

We design teaching materials for Islamic religious studies in the Islamic religious education department and other majors. We use technology and its applications, from preparing learning objectives, teaching materials, and evaluation materials to publishing learning outcomes. We think it is the same as strategies and models for using ICT technology in the teaching-learning program in other universities (participant#4).

Based on the answers given above about how to write a solution for teaching material design at universities, the answer is like in many investments, and the academy has compiled several documents related to teaching, such as preparation of teaching documents, teaching materials, evaluation materials and even publication of learning outcomes to students, all of them have used the convenience of technology. This is none other because technology has become essential to university teaching.

The next question in compiling teaching materials, developed mainly by lecturers where you teach, is about what media-based teaching materials developed by teachers for learning religious education are categorized as innovative?

Our experience here many things are effective media; for example, lecturers design inspirational teaching materials such as designing posters; this may be considered conventional, meaning that it has been done a lot before, but the use of accessible and inspiring, and exciting posters becomes this teaching material when done with an application. Then this would produce something very visual so that it would attract student interest in learning because the factor can present more detailed information compared to the ability of the lecturers with the lecture method as is commonly heard in the learning system in universities, especially in the Islamic religion department where a lot of content very good people who also need an explanation, then designing teaching materials in the form of posters with the help of this application is very innovative (participant#5).

In this second part, we ask what models and forms are designed for students, one of which is designed as a poster because posture is a very comprehensive form of information delivery with the help of digital applications so that visualizations can easily be made varied. The design model is very suitable for Islamic religious learning, and this is exciting because it can be designed as attractively as possible so that students' attention would be greater.

In the above section, you have mentioned that designing teaching methods and materials for religion is by designing posters. In addition to posters, there are many other design models of teaching materials. Can you explain what is often used to involve

students in learning, so they do not feel bored but become more enthusiastic about participating?

In addition to our posters in Islamic religious education, especially in universities, we often also design teaching board applications or interactive books; with these materials, we can invite students to take part in learning because one of the best ways is to invite students to be active and not find boredom even if they linger. - long in learning. Moreover, this interactive board is designed interactively, involving all students interacting to build conversations with Islamic religious subject matter so that teachers can create various teaching materials when they want to teach certain religious content. This electronically designed interactive book is practical and impressively interactive with students and teachers where each party can ask questions and simultaneously provide answers so that there is learning that plays an active role for both lecturers and students (participant#6).

Based on the answer to the question, apart from designing posters, what materials can be done by Western with the help of digital applications, the answer the lecturer give is that the lecturer design an interactive board where both students and hamlets can interact online because the material allows conversation and discussion to take place online. Interactive, it can be said that it is possible to ask questions online.

In addition to the things that support or the usefulness and effectiveness of technology in supporting religious teaching, it can be explained the challenges of Islamic religious education in the era of digital applications and how to prepare for teachers and students when learning is adopted with technology?

The problem with the challenges faced in technology-based teaching is indeed quite heavy; where every lecturer and student must understand that the characteristics of learning in the technological era must sometimes be balanced with the abilities of academics, and then technology must also consider safety and comfort because technology is a way of life. A way closely related to cybercrime and copyright where it often happens that it is difficult to detect plagiarism then related to the readiness of academics to introduce technology. It is also a very challenging issue, how every an academic must prepare himself before using technology, say a small thing he has to know then with technology the wants to improve and collaborate with academics and must be committed to using technology both in teaching face to face especially online. These are among the challenges faced when adopting technology in Islamic religious lessons (participant#7).

We can conclude based on the answers given by academics at the Antasari Islamic State University that the challenges faced by academics at the faculty include understanding the characteristics of learning technology with a balanced understanding because if it is called, it also provides things such as factors of safety and comfort where now when a generation with technology is often found I lack, and there is also often plagiarism in academic circles, so according to the explanation above, academics, lecturers and students must prepare themselves to understand and be able to apply technology so that teaching Islam which was previously conventional and can be successfully carried out online and technology.

In this section, the researchers discuss the study's results and interview seven academics from the Islamic state university of Antasari Kalimantan to get the experience



and views of academics on technology-based Islamic religious learning. By asking seven questions to each of the 7 data source participants, we designed the questions in a semi-structured interview where all of them gave their views on the application of technology in learning, including designing teaching materials with a technology application approach (Ahmed & Matthes, 2017). In general, we can say that the seven resource persons who are academics have given their views that using technology in teaching Islam is beneficial. It has become part of teaching because technology is designed to facilitate teaching so that academics, especially students, are attracted to great attention because technology-assisted presentations are very interactive and exciting. This is also following the study of (Rousmaniere et al., 2014).

In another part, we asked what the purposes and functions of technology used at the State Islamic University of Antasari, then the answer they gave was that technology had functioned well which was able to increase student motivation so that they became more enthusiastic in following lessons. This is because the material designed using technology is fascinating and very scientific, so it can increase interest in learning Islamic religion. Generally, the learning process becomes more interesting (Graber et al., 2016). This answer shows that technology-based learning in Islamic religious lessons is fascinating and motivating. Likewise, the questions asked were what contributions were made by technology so that the campus accepted it. The answer given is that technology is here to help both. In teaching in general, problem-solving, such as providing information that physically printed books cannot be presented but can be obtained electronically, which is located on the Internet, is helpful.

Another contribution to developing curriculum and teaching materials is also followed by evaluation design, which is very helpful. A similar study was also conducted by River et al., (2016) where the effectiveness and contribution of technology in teaching Islam is very interesting, and technology is very transformative. Likewise, when asked how the views of educators at essential Islamic universities on technology. The clear answer is that technology is indeed following the principles of teaching or the religion of Islam, where Islam is very appreciative of every change and development, so it is clear here that technology can innovate and bring transformation to scientific development in intellectual development and also the characteristics of Islam which is indeed very hopeful and scientific appreciation and change. Likewise, the existence of technology does not contradict Islamic concepts and principles; however, it also has harmful consequences as a technology. Often dealing with cyber crimes and plagiarism practices in academics must call for attention and readiness (Weber-Wulff, 2014).

Likewise, when asked how readiness and testing are used to design learning, such as using technology in teaching design (Liu et al., 2016). The speakers for this answered that they used existing technology and applications in designing Islamic religious learning materials. In preparing lesson content well, determine teaching objectives, teaching materials, and materials for teaching evaluation. They can also use technology to publish all learning outcomes related to learning. The same thing was also studied by (Ibrahim & Callaway, 2014). They stated that the effectiveness of technology is not only in administrative matters but also in learning, namely managing lesson administration, curriculum design, and evaluation. In another section, it is explained that media teaching activities such as ability and being able to inspire students in applying technology is indeed exciting and informative, increasing motivation as well as pedagogical and collaborative elements (Tsai et al., 2021).

In the end, we asked about the effectiveness of technology in supporting learning and what challenges academics face. All academics agree that technology in learning is

would outstanding, providing more effectiveness and productivity. However, all academics convey that they need an understanding and application of the characteristics of technology-based learning (Ismail et al., 2018). This must be balanced so that academics can apply technology on a safe and comfortable basis because it is often found that technological applications present difficulties such as plagiarism and cybercrime, where this requires readiness and commitment to be more severe in learning and preparing and anticipating any problems so that the application of religious technology Islam can be made. Everything conveyed was also proven by (Henderson et al., 2017).

Thus the discussion of the findings that we have summarized and the hope that the findings from interviews with several commissions at Antasari University would become input for the study of teaching Islamic religion in Islamic schools and how technology capabilities provide solutions to learning effectiveness is genuinely productive.

The implications of getting experience in designing digital-based learning programs are, among others, getting examples of how the positive impact of digital applications on the convenience for academics in designing digital literacy-based learning both in terms of accelerating information and managing application-based learning because its existence has provided many benefits. Advantages in teaching both from the latest learning sources as well as methodologies for obtaining and distributing learning content and with the development of learning literacy, the acceleration of collaboration between academics would continue to bring multiple opportunities compared to conventional learning design systems, which are believed since the presence of technology has become a pressing demand must be done when the university wants to appear as an agent of change, significantly increasing educational resources in Indonesia.

We realize that in addition to the advantages of this study, of course, it also has limitations which are weaknesses both in terms of design problems and hypotheses as well as in terms of obtaining data through interviews with several academics in the place where this study was carried out. By how we analyze these results to the conclusions we draw. For example, our weakness in formulating the questions that we address to several academics would, of course, determine the more and fewer answers they give, which, in the end, not all the information that should have been revealed, but due to weaknesses in the questions the answers we got were not so optimal. Therefore, researchers must inform the results academically so that the information we collect and communicate must have the power of validity and be free from what we might unknowingly do. Weaknesses could be due to our inability to cover the problem as well as we were only able to get six sources and also other weaknesses related to the study methodology with a straightforward presentation of the results.

## **CONCLUSION**

In this final section, we conclude that the interviews with seven academics at the Antasari Islamic State University have resulted in several understandings, including how technology has innovated Islamic religious learning both in terms of preparing learning activities and materials and also evaluating and publishing teaching results. Supported by experts in the fields of religion and technology, we believe this interview has answered the problem we examined in this study, where the existence of technology has been able to provide innovative solutions and products. Indeed, every technology, of course, provides added value and problems such as cybercrime and the practice of plagiarism among academics. Moreover, despite the powerlessness to apply technology.

Therefore the university hopes for the readiness of all academics and students to use the convenience of technology for good learning purposes. Islam and other religions in general so that the existence of technology can make a very contributive and valuable impact on the entire academic community at the State Islamic University of Antasari Kalimantan.

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The author had participated in the research and approved the final version of the manuscript

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