



Teacher competence implementation in digital-based Islamic religious education at SMA Negeri 1 Parepare

Abdullah¹, Muhammad Yaumi², Syamsuddin³, Saefuddin⁴, & Mustaqimah⁵

¹Postgraduate Program, Universitas Islam Negeri Alauddin Makassar

⁴State Islamic Institute Parepare

⁵Islamic College of DDI Parepare

Correspondence Email: abdullahstaidi@gmail.com

ABSTRACT

The main challenge of this research is to describe how teacher competence is used in digital-based PAI learning at SMA Negeri 1 Parepare. Then it is broken down into three sub-problems: 1) how are the skills of educators in digital-based PAI learning at Parepare 1 Public High School? 2) How are PAI teacher competencies incorporated into digital-based PAI learning at Parepare 1 Public High School? 3) What are the factors which supports and hinders the implementation of digital-based PAI learning in SMA Negeri 1 Parepare? Qualitative research uses psychological, pedagogical, and normative theological approaches. Data collection techniques through interviews, observation, and documentation. Through data collection, data compaction, data presentation, and drawing conclusions, data analysis was carried out. Triangulation and checking methods are used to verify the validity of the data. SMA Negeri 1 Parepare has used various learning models, such as (1) discovery learning; and (2) problem-based learning and inquiring. Supporting factors include teachers who have the competence to manage digital-based learning as the main key to digital success factors and obstacles in the online learning process sometimes the signal is not good, wifi facilities provided by schools are limited, and there are differences in student characteristics in participating in digital learning. And the implementation of teaching and learning activities in class already uses various digital-based learning media.

Keywords: Implementation; competence; Digital-Based PAI Learning

1. INTRODUCTION

Keywords: Implementation, Competence, Digital-Based PAI Learning. In the digital era or industrial revolution 4.0, the development of digital technology and devices is increasingly sophisticated and continues to be developed and updated. This wave of civilization has made humans inseparable from digital products. In fact, everything is increasingly connected, open and interdependent. Even though they still have territorial areas and clear geographical dividing lines, these boundaries do not become a barrier for interacting, communicating and sharing information openly by digital users.

Islamic religious education can thus be made to appear with all of its resources' advantages by correctly planning and conducting it. In other words, it is difficult for Islamic religious education to turn out graduates with exceptional subject-matter expertise, transferable abilities, and personality competencies. (Musfah, 2012: 376). Because Islamic religious education broadly speaking entails all initiatives to uphold and develop human nature and the human resources that are present in it toward the formation of a fully formed human being in accordance with Islamic standards, so that they become true servants of Allah and are capable of acting as caliphs of Allah (Achmadi, 2004:179).

In line with the importance of education, the teacher is one of the factors in achieving educational success. They have an important role in the development of the world of education, because basically humans are God's creatures who have the potential to educate and be educated as the word of God Almighty. in QS. Ali 'Imran: 3/79:

مَا كَانَ لِبَشَرٍ أَنْ يُؤْتِيَهُ اللَّهُ الْكِتَابَ وَالْحُكْمَ وَالنُّبُوَّةَ ثُمَّ يَقُولَ لِلنَّاسِ كُونُوا عِبَادًا لِي مِنْ دُونِ اللَّهِ وَلَكِنْ كُونُوا رَبَّيِّنَ بِمَا كُنْتُمْ تُعَلِّمُونَ الْكِتَابَ وَبِمَا كُنْتُمْ تَدْرُسُونَ ﴿٧٩﴾

Translated:

"It is not fitting for a person to be given the Bible, law, and prophecy by Allah, then he says to people, "Be you my worshipers, not (worshippers) Allah," but (he should say), "Be you servants of Allah because you always teach the book and learn it!". (Departemen Agama, 2018)

Teachers who are professional and competent to meet the demands of the development of an increasingly advanced world of education, so they are able to compete in regional, national, and international forums, are needed in order to achieve the goals of national education, namely educating the life of the nation and developing the whole human being. The three primary responsibilities of a professional teacher are instruction, teaching, and training. The purpose of education is to cultivate and transmit life values. While developing students' talents through instruction, science and technology must be preserved and advanced (Moh, 2007 :4).

In accordance with Law no. 14 of 2005 of the Republic of Indonesia concerning Teachers and Lecturers and Law no. 20 of 2003 of the Republic of Indonesia concerning the National Education System, competency is a set of knowledge, skills, and behaviors that teachers and lecturers must possess, internalize, and master in order to carry out their professional responsibilities. The teacher competencies in question are as follows: pedagogic, personality, social, and professional competencies obtained through professional education (Lubis, 2012: 4-5). However, of the four competencies, professional competence is prioritized, because teachers who have professional competence are not only required to master the fields of science, teaching materials, learning methods, motivate students, have high skills and broad insight into the world of education, but also must have a deep understanding of human nature and society.

Realizing the curriculum, human development, and learning, including learning styles, requires professionalism from teachers if knowledge-based schools are to be realized, (Uno et al., 2007:18). Meanwhile, professional competence is a competency that must be mastered by teachers in relation to the implementation of their main teaching duties. While in the elucidation of the National Education Standards paragraph 3 letter c of article 28, what is meant by "professional competence" is the ability to master subject matter as a whole and broadly, which enables teachers to assist students in meeting the competency standards set forth in the National Education Standards (Mulyasa, 2007).

In order for an educator to be able to carry out his responsibilities as a teacher effectively, the teacher must really have competency abilities. According to N. A. Ametembun in Syaiful Bahri Djamarah, a teacher is anyone who has authority over and is responsible for student education individually and in the sense tradition both inside and outside the classroom. This shows that a teacher at least has the authority and skills to carry out the task. Teachers have absolute competence as ability, skill, or ability to manage educational activities. Consequently, teacher competency refers to having the knowledge and abilities necessary to perform their duties as a teacher (Djamarah, 1994: 33-34).

One of the factors that can improve the quality of learning is motivation, because motivated students will study seriously. Teachers must be able to motivate students to learn so that they achieve learning objectives so that learning becomes of higher quality (Mulyasa, 2007:58).

2. METHODS

This research is qualitative and descriptive in nature. Research that provides a factual and systematic description of situations and events regarding factors, characteristics, and relationships between phenomena that are only meant to be accumulated is called qualitative research (Moleong, 2000: 6).

According to different points of view, descriptive qualitative research aims to describe and strengthen predictions of a phenomenon based on field data (Sukardi, 2021: 14). This research seeks to describe, record, analyze, and interpret what is researched through observation, interviews, and studying documents (Mardalis, 2000:26). This study

provides a systematic, careful, and accurate description of the implementation of teacher competence in digital-based Islamic religious education (PAI) learning at SMA Negeri 1 Parepare.

This research took place in the city of Parepare, precisely in Ujung Bulu Village, Ujung City of Parepare District. There was one school that was studied, namely SMA Negeri 1 Parepare. and form the basis for selection, taking into account the location of the existing school and the demographics of the surrounding population.

1. Types and Research Approaches

1. Research Approaches

This research uses normative theological, pedagogical, and psychological approaches (Nata, 2004:28), The reviews are as follows:

1. Normative theological approach

This approach is used in research because it involves the learning process of Islamic Religious Education learning. In addition, a normative theological approach is also used to reveal the basis of laws and government regulations related to education as a reference in this research.

2. Pedagogical approach

This approach is used to determine the teacher's ability to understand the intricacies of education, especially regarding the competencies they have in planning lessons, implementing learning, evaluating learning outcomes and their understanding of students with all their digital characteristics, especially Islamic Religious Education subjects.

3. Pedagogic Approach

This method is used to assess a teacher's understanding of the complexity of education, especially in terms of his or her ability to plan lessons, carry out lessons, evaluate learning outcomes, and understand students with all their digital characteristics, especially Islamic Religious Education subjects.

4. Psychological Approach

The psychological approach referred to in this study is an approach based on the condition of the object to be studied by considering the conditions encountered, especially during learning, and the teacher's activities in carrying out learning.

2. Data Source

The data sources in this study are adjusted to the focus and research objectives. In qualitative research, as used in this study, researchers select data sources and prioritize emic perspectives, meaning that they are concerned with the views of informants, namely how they view and interpret the world from their perspectives (Murdiyanto, 2020:181).

Based on the focus and objectives and usefulness of the research, the data sources in this study used two data sources namely:

a. Primary data

Data sumber pertama merupakan sumber data prime The first data source is the primary data source (Supranto, 1997:216). Field data collected through structured interviews with competent and knowledgeable informants became the main data source for this research. teachers and students.

b. Secondary Data

Sources of information that can be accessed by data collectors through individuals or other documents are referred to as secondary data (Murdiyanto, 2020: 62). Data from secondary sources or complementary informants are stories, narratives or notes about PAI learning.

3. Research Instrument

These instruments make a significant contribution to the production of accurate and reliable information because of their close relationship with the research subject. In fact, the quality of the instruments used to collect data is a big factor in the extent to which the findings of a study (Azwar, 2003:34). The tools or facilities used by researchers to collect data are called research instruments. These tools or facilities make it easier for researchers to do their work and produce better results that are more precise, complete, and organized for easier processing.

When conducting qualitative research, the validity and dependability of the research tool are tied to the quality of the data collection, which is related to the choice of the data collection methodology. Because of this, if an instrument is not utilized properly during data collection, it may not always be able to produce instruments that are tested for validity and reliability (Supranto, 1997:59). The instrument used in this study was an interview guide which contained a list of questions prepared related to the discussion in the research, observation guidelines, and some of the documentation needed in the research.

4. Data Collection Techniques

There are various settings, sources, and data collection methods. Data may be collected in natural settings when viewed from settings. Data collection can use primary and secondary sources when viewed from the point of view of data sources. In addition, data collection methods can be done through observation (observation), interviews (interviews), documentation, or a combination of the three methods (Supranto, 1997:62).

5. Data Processing and Analysis Techniques

Basically data analysis is a process of arranging data sequences and organizing them into a pattern, category and basic descriptive unit so that themes and formulations can be found (Moleong, 2000:103). Data analysis work in this case organizes, sorts, groups, codes and categorizes the data collected either from field notes, pictures, photos or documents in the form of reports.

To carry out this qualitative data analysis, it is necessary to emphasize the following stages and steps:

a. Data Reduction

Miles and Huberman define data reduction as a process that focuses on simplifying, abstracting, and transforming raw data derived from field notes. Summarizing, selecting what matters most, concentrating on what matters most, and looking for themes and patterns are all ways to reduce data (Supranto, 1997:92).

b. Data Presentation

According to Miles and Huberman, Imam Suprayogo and Tobroni, "presentation of information" refers to a structured set of information that gives readers the opportunity to make conclusions and act on those conclusions (Suprayogo, 2001:194).

c. Conclusion Drawing or Verification

In Harun Rasyid, Miles and Huberman state that data verification and drawing conclusions is an attempt to direct the displayed data by involving researchers' understanding (Rasyid, 2000:71). When researchers return to the field to collect data, initial conclusions are supported by valid and consistent evidence, making these conclusions credible (Supranto, 1997:99).

6. Data Validity Testing Techniques

Triangulation was used to examine the data's reliability and gauge the reliability of the study's findings. Triangulation is a method for gathering data that combines different methods and available sources of data.

Therefore, a series of stages of this research remain within a systematic framework, research procedures that are interrelated and mutually support one another, so that research results can be accounted for and research results can be declared as a representative scientific work.

3. RESULTS AND DISCUSSION

1. Description of the competency of SMA Negeri 1 Parepare teachers in digital-based PAI learning.

At the educational level, educators have competencies as learning agents as follows:

a) Pedagogic Competence

Pedagogic competence is an ability related to the understanding of managers of educational and dialogic learning. Operationally, the ability to manage learning involves three managerial functions, namely planning, implementing, and controlling or evaluating, namely:

- 1) Setting objectives and determining how to accomplish them are both part of planning. A key component of learning management is planning, which needs to be future-focused. For the purpose of forming fundamental competences and achieving learning objectives, teachers acting in the capacity of learning managers must be able to handle a variety of sources, including financial sources and learning materials.

Digital-based Islamic religious education (PAI) learning planning is a learning design that utilizes digital media as a learning medium with student-centered teaching strategies. As a learning plan as follows:

- a. Previously, PAI teachers prepared lesson plans that referred to the syllabus set by the government (dikbud) and innovative PAI teachers in developing lesson plans, with group discussions and preparing lesson plans taking into account the objectives, materials, needs of students and the characteristics of students.
- b. The school always tries to improve the ability of teachers to make lesson plans through workshops/training.
- c. Teachers and students at SMA Negeri 1 Parepare already use digital tools such as laptops, infocus, video, and Android, as well as internet access to facilitate the learning process.

At SMA Negeri 1 Parepare, the use of digital-based learning comes from books, articles, and materials related to online PAI.

As for teacher preparation in the learning process can be categorized as good, this is evidenced by the readiness of teachers to prepare themselves in teaching by carrying out digital-based learning.

- 2) Implementation is the process of ensuring that the learning process has the necessary infrastructure and human resources to develop competence and achieve its goals. The implementation function is a managerial function that influences other parties to help them shape their personal competence and achieve learning goals.

In addition to being required to have planning tools, teachers must also equip themselves with good human resources (HR), so that in carrying out their duties and responsibilities they can run successfully as planned. Teachers in today's era are required to interact with technology so that in carrying out learning assignments it is digital based.

- 3) Making sure that the performance is in line with the goals or plans that have been established is the goal of control or. The teacher as a learning manager must take corrective steps or actions if there are significant differences.

b. Personality Competence

Personality competence is a personal ability that shows a strong, stable, mature, wise, and authoritative personality. Also showing noble character, being a role model for students, and is a personal ability (Yamin, 2010). Every teacher must have personality competence because it has a significant impact on students' personal growth and development.

The success of teachers in teaching can be implemented in personality development which includes:

1. Personal stability and integration.
2. Sensitive to change and renewal
3. Alternative Thinking (creative and insightful)
4. Fair, honest and objective.
5. Discipline in carrying out tasks.
6. Tenacious and diligent work.
7. Trying to get good work.
8. Sympathetic, attractive, flexible, wise, and simple.
9. Is open/democratic.
10. Creative teachers who must be able to see various possibilities that are estimated to be equally good,
11. Authoritative.

Personal competence must be used as a source of strength, inspiration, motivation and innovation for their students, so that teachers as role models for their students must

have a complete attitude and personality so that they can become role models and idols in all aspects of life.

PAI teachers must be patrons or models for students, both in offline and online interactions with digital-based oriented learning. Opening words in starting learning should begin with polite words because it will have a big impact on instilling attitudes and behavior for students.

And PAI teachers at SMA Negeri 1 Parepare have good personality competence, where teachers always position themselves as educators and also parents by teaching with love so that students do not feel forced to follow the material but are increasingly encouraged and motivated to follow the lesson that will be presented by the teacher.

c. Social Competence

The ability to connect and communicate successfully with students, other teachers, school personnel, parents/guardians of children, and society at large is referred to as teacher social competence in Article 28 of the National Education Standards, paragraph (3) letter d.

Being able to communicate and get along with students, other teachers, education staff, parents and guardians, the community, and the surrounding environment is an indicator of a teacher's social competence.

The teacher as a person who is prominent in society is no longer seen only as a teacher in the classroom, but is also expected to appear as an educator in society who should set a good example for the community.

Social competence for PAI teachers is of course not only in direct interaction in the community but also in communication through digital-based technology tools, such as communication via cell phones, whatsapp, Facebook, Instagram, class rooms, Google meet, zoom, etc. And all of these media can display the teacher's social competence in building communication with the community.

b) Profesionalism Competence

In this case, the Professional Competence of Islamic Religious Education Teachers at SMA Negeri 1 Parepare in question is the teacher's capacity for explain scientific concepts, structures, and mindsets that support Islamic Religious Education subjects.

Teaching materials that students will receive have been prepared carefully and methodically beforehand. Usually, educators provide content in the curriculum guide during the learning process to ensure that each educator delivers content in a methodical, clear and comprehensive manner. Therefore, Islamic Religious Education teachers at SMA Negeri 1 Parepare can master the knowledge being taught and master the knowledge in

their field reflected in their understanding. complete understanding of the subject matter in the curriculum and enriched with other scientific insights.

From the author's observations on the learning process and this is also felt by students regarding the mastery of material by Islamic Religious Education teachers. In both offline and online presentations, the Islamic Religious Education teacher at SMA Negeri 1 Parepare mastered the material well, that is, when students asked questions, the teacher was able to answer questions precisely and clearly.

From the information above, the authors can conclude that Islamic Religious Education teachers at SMA Negeri 1 Parepare have fully mastered the material and scientific mindset relevant to Islamic Religious Education lessons.

Achievement of competency standards for mastery of Islamic Religious Education subjects and basic competencies. A professional educator should always be able to make competency standards, basic competencies, and learning objectives for materials to be effective, as well as lesson plans in advance, to provide practical guidance on how well the learning process is going. Especially if the appropriate learning objectives are used, and can help students complete the material. The implementation stage of learning begins with understanding competency standards and basic competencies, formulating learning objectives, making evaluation tools, making learning activities, and so on. According to the author, PAI teachers at SMA Negeri 1 Parepare have been able to understand competency standards and basic competencies in the subjects to be taught by looking at the current conditions.

2. Developing Islamic Religious Education Creatively

An educator must understand and develop learning materials. The most important ability that must be possessed by an educator is the ability to describe standard material in the curriculum. For this purpose, an educator must be able to determine precisely the material that is relevant to the needs and abilities of his students. There are at least three types of learning materials that concern the role of educators in developing and delivering material in the learning process namely

First, designing and developing individual learning materials, the teacher's role in conveying the material is passive, the educator's task is only to monitor and guide the progress of students in completing the material.

Second, educators choose existing material and adapt it to the learning strategies used, the educator's role becomes more active in delivering the material.

Third, learning is very dependent on the teacher. This type usually occurs in schools that have very limited funds to develop materials.

Teachers do not develop into creative educators overnight; rather, he emerged from the experiences he had. When we say "creative teachers," we are referring to educators

who are able to think outside the box when it comes to teaching methods, media tools, and curricula. Student motivation will increase both now and in the future as a result of creative teachers. because during the learning process, students usually learn from the activities and creativity of their teachers. The enthusiasm for learning and student interest in learning can be ignited by various learning activities.

From the author's observation, the teacher of Islamic Religious Education at SMA Negeri 1 Parepare has a fairly good mastery of the material, this is stated when the material is delivered smoothly and systematically. In delivering the material the teacher uses learning strategies that are adapted to the material to be delivered.

Always exercise your professionalism and reflect on your actions. In accordance with the difficulties of world life, the work and obligations of a teacher will become increasingly complicated, so teachers must always make various improvements and adjustments to build their skills. In terms of helping students learn, educators must be more creative and dynamic. In the future, smarter students will include educators as well as other individuals. Students, parents and the community will lose trust in educators if they do not immediately understand the mechanisms and patterns of information dissemination. Educators need to think both passively and actively to meet this professional challenge. Educators must always update their knowledge.

In addition, educators must understand the evidence of the effectiveness of their learning so that they are not entangled in learning practices that contradict their assumptions, which are actually effective but hinder student creativity. In line with that, it allows educators to carry out learning from year to year that is adapted to the context of ongoing technological and scientific advances, supported by the latest research findings.

In this case, PAI teachers at SMA Negeri 1 Parepare always improve their professionalism in carrying out their duties as Islamic education teachers by reading books that reflect current events.

Communicate and develop themselves through the use of information and communication technology. The socio-cultural composition of Indonesian society as a whole is being influenced by the current globalization, especially Islamic Religious Education in schools. The process of globalization cannot be avoided by humans, especially if one wants to survive and develop in an increasingly competitive world today and in the future. science and technology and do not abandon national ideology and Islamic ideology as a guide.

This information technology basically gives a very big influence in improving human resources. This means that information and communication technology can be utilized in the world of education. Information and communication technology in the world of education is a form of innovation that can influence success and improve the quality of learning in addition to objectives, educators, students, learning activities, teaching materials, evaluation and learning atmosphere.

To achieve these educational goals, the world of education is required to always make all kinds of creative, innovative and varied changes as well as create life skills that are able to have a significant impact on the world of education. One form of change is to take advantage of technological developments in the world of education. The form of innovation by utilizing information and communication technology in the world of education is the internet.

In the learning process, the presence of the internet is an absolute thing and is a necessity. As a necessity, the presence of the internet is basically very helpful for the world of education to develop more conducive and interactive learning situations. Where students are no longer faced with more conventional situations, but they will be greatly helped by the existence of learning methods that place more emphasis on aspects of using the environment as a learning tool. Therefore, the internet provides many benefits for the learning process.

Within the scope of educational institutions, especially at SMA Negeri 1 Parepare, this form of learning that utilizes the internet has been implemented, namely the use of the internet by educators and students as a source and media in the learning process.

As one of the teaching staff at the school, Islamic Religious Education teachers at SMA Negeri 1 Parepare are required to have this competency. This is because the professional competence of teachers will make it easier for them to follow the learning process.

According to the information collected, the four PAI teachers at SMA Negeri 1 Parepare have high professional competence. This assertion suggests that educators can dominate and develop topics and use advanced-based innovations in educational experiences.

PAI teachers at SMA Negeri 1 Parepare master and develop their subject matter, are able to participate in learning activities, and often increase the effectiveness of student learning activities as well as take part in additional learning to expand student knowledge. With continuous professionalism and taking reflective actions and utilizing digital-based technology, Islamic Religious Education teachers at SMA Negeri 1 Parepare in providing subject matter to all students feel motivated by teaching the teacher.

Teachers need to be developed into a dignified profession because they have a very strategic role in the growth of the world of education. UU no. Article 4 of Law 14 of 2005 concerning Teachers and Lecturers emphasizes that teachers act as learning agents to improve the quality of national education. Teachers must meet a number of requirements in order to carry out their duties effectively, one of which is competence. In accordance with the Law on Teachers and Lecturers No. Article 1 number 10 of 2005 defines competence as a collection of knowledge, skills and behaviors that must be possessed, internalized and mastered by teachers in order to carry out professional tasks.

(Khalifah & Quthub, 2011) argues that a professional teacher must feel that he is the "owner of the treatise" and he must be aware of his nobility and understand its urgency, in addition, he is not stingy in conveying kindness and does not underestimate things that can hinder his treatise, truly the glory of a teacher is due to his duties are a continuous view of his treatise, his defense of his treatise, his defense of truth, his call to maintain the purity of the soul in life, purify the heart from evil and maintain the noble mission of education and defending it.

The word competence can literally be interpreted as ability. This word is now a key in the world of education. The important meaning of competence in the world of education is based on rational considerations that the learning process is a complicated and complex process. There are various aspects that are interrelated and influence the success or failure of learning activities (Ngainun, 2009: 56). So the role of competence in a teacher is very large if the competency is able to be applied in the learning process to students.

If we re-interpret it in the context of present reality, we will find that the ideal teacher is a teacher who carries out his duties professionally. Professional teachers always try their best to carry out their duties properly. The word professional shows that teaching is a profession, which for teachers, should carry out their profession well. Thus, he will be called a professional teacher (Yamin, 2010 : 10).

3. Leadership Competence

There are those who argue that leadership can be taught and trained, and not acquired from birth. It is often debated, and it has been scientifically proven in many surveys that with training and in a supportive climate, one can develop and become a leader and most people have to strive for sensitivity about leadership itself and become competent through practice and experience.

(Matondang, 2018) in his book states that there are several types of intelligence that can be learned by prospective leaders, especially in facing the 21st century, namely leaders who have "Multi Intelligent". This is reflected in the quality of his leadership which has better and more correct attitudes, behavior, actions and conscience because he is able to use various types of intelligence such as: (1) Traditional Intelligence (IQ) so he can think well, (2) Emotional Intelligence (EQ), (3) Physical Intelligence (Good Acting), and (4) Spiritual Intelligence (SQ) leaders who glorify God.

According to Peter F. Drucker, leaders should have at least 3 areas of ability/competence namely:

- a. Personal ability, high integrity, clear vision, high intelligence, creative and innovative, not young to feel satisfied, flexible and has mental maturity, physically and mentally healthy, dignified and charismatic, has idealism and love for the country. Leadership skills (Leadership Mastery), have the ability to motivate others,

make quick and correct decisions, influence others, manage conflict, organize, lead work teams, control stress and communication skills.

- b. Organizational skills (Organizational Mastery), which has the ability to develop organizations, strategic management, seize opportunities, organize cadre of the next generation, understand macro and micro economic aspects and operational skills (Matondang, 2018: 4).

4. Implementation of Teacher Competence in Digital-Based PAI Learning at SMA Negeri 1 Parepare

The main component that determines the success of education is the teacher. The role of the teacher determines the success of student learning. The success of the teacher in carrying out the learning process is determined by the competence of the teacher and the abilities of the students. Teachers who have competence as educators will be more successful in carrying out learning compared to teachers who do not have competence.

Learning is carried out using various models and approaches in the 2013 curriculum according to the characteristics of the material being studied and the competencies to be achieved. All PAI teachers at SMA Negeri 1 Parepare have taken a scientific approach in response to the observation of the planned Islamic religious education learning program. In addition, they have also implemented various learning models including: (1) discovery learning; and (2) problem-based learning. (3) Inquiry. While the learning methods implemented include: (1) question and answer; (2) interviews; (3) discussion; and (4) role playing. the implementation of the learning process of this method is also digital-based.

The role-playing method can be used to show fair, wise, happy, productive, and efficient behavior when studying material about commendable behavior. This method also uses digital technology to carry out the learning process. Students search for and collect material through various sources, and of course, it is coupled with the use of internet-based media.

In learning material Fifth Prayer Worship using a Project Based Learning approach (Project Based Learning), for example in instilling moral messages the impact of Sahal Prayer on improving the behavior of akhlakul karimah and character formation in students.

The implementation of teaching and learning activities in the classroom using various digital-based learning media is in accordance with the principles of the use of media in the learning process, namely:

- a. Clarify the delivery of the message so that it doesn't seem too verbal;
- b. Utilization of appropriate and varied learning media to overcome the bored, passive attitude of students;

- c. Parepare 1 Public High School in the learning process in PAI subjects already uses a digital system,
- d. Various digital media used in PAI learning at Parepare 1 Public High School, namely; Zoom, google meet, whatsapp, video, audio visual, power point, android, etc.

The results of implementing digital learning are more effective, efficient, fun for students and can improve student learning outcomes.

5. Supporting and Inhibiting Factors in the Implementation of Digital-Based PAI Learning at SMA Negeri 1 Parepare.

The supporting factors in learning at SMA Negeri 1 Parepare are:

- a. The primary responsibility of Islamic education teachers is to master the skills of managing digital-based learning, which are essential for digital success. In the digital era, teachers must be able to teach content for both face-to-face and online learning. Educators must also have knowledge and skills in creating computerized learning assets and be able to combine at least two learning strategies for students.
- b. Activities in the learning system can be influenced by the availability of teachers, students, facilities, tools, and media, as well as the surrounding environment.

The factors that can be regarded as obstacles in the digital-based learning process are constrained by signals that are not optimal during online learning, limited wifi facilities available at schools, and there are still students who do not have an Android cellphone and another obstacle is the difference in characteristics students, individual differences which include intelligence, character and background, so that it is difficult to determine material that fits the psychology of students, difficulties in adapting subject matter to various methods so that students do not get bored immediately, difficulties in obtaining learning resources and tools, difficulties in Conduct evaluation and time management.

- a) Internal factors are factors related to the physical and psychological conditions of students. The problem that may occur in the physical condition of students is illness. However, for psychological conditions various conditions can occur.
- b) External factors, namely factors related to environmental conditions that do not support student learning activities.

CONCLUSION

1. Students in digital-based learning are the central point, because digital media-based learning planning is a learning design that utilizes technology as the most strategic learning media.
2. SMA Negeri 1 Parepare implements teaching and learning activities in class by using various digital-based learning media, namely with learning models: (1) discovery learning; and (2) problem based learning. (3) Inquiry. By using the learning method: (1) question and answer; (2) interviews; (3) discussion; and (4) role playing.
3. The role of competent teachers in managing digital-based learning which is the main key to digital success is one of the supporting factors. Teachers in the digital era must be able to communicate the content being studied effectively directly. In addition, teachers must be able to develop digital-based learning resources and combine two or more learning methods for students. Inhibiting factors in the online learning process include the inability to deal with differences in student characteristics, such as intelligence, character, and background, as well as difficulties in choosing content that is appropriate to the psychology and educational level of students.

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