

Computer-based lesson planning for the subject of Islamic Culture History

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Abstract

This study aims to describe the planning, implementation, evaluation, constraints and advantages of computer utilization in the History of Islamic Culture subject in MAN Salatiga. This research is a field study, aimed at studying intensively the background, current state, and environmental interaction of a social unit. Viewed from the type of data collected, this research is included in the category of qualitative research. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from the people, or their behavior that can be observed. Subjects of this study are teachers and students. Data collection techniques used are observation, interviews, and documentation. Data analysis uses data reduction, data presentation, and conclusions. The results of this study indicate that the planning is done by classroom teachers by making lesson plan based on 2013 Curriculum guideline. Teachers have written the utilization of computers on the lesson plan components. Utilization of computers in the classroom is as a medium and the one in the computer laboratory as media and learning resources. Computers are used as a substitute for books due to their

limited availability. It is also practiced as a habituation for preparing the computer-based national examination (UNBK).

Keywords: computer utilization, learning, history of Islamic culture subject

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan perencanaan, pelaksanaan, evaluasi, kendala dan kelebihan pemanfaatan komputer dalam pembelajaran mata pelajaran Sejarah Kebudayaan Islam di MAN Salatiga. Penelitian ini merupakan penelitian lapangan bertujuan mempelajari secara intensif latar belakang, keadaan sekarang, dan interaksi lingkungan suatu unit sosial. Jika dilihat dari jenis data yang dikumpulkan, maka penelitian ini termasuk dalam kategori penelitian kualitatif. Penelitian kualitatif sebagai prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang atau perilaku yang dapat diamati. Subjek penelitian ini adalah guru dan siswa. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Analisis data menggunakan langkah-langkah reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa perencanaan dilakukan oleh guru kelas dengan membuat RPP menggunakan pedoman Kurikulum 2013. Guru sudah menuliskan pemanfaatan komputer pada komponen RPP. Pemanfaatan komputer di kelas sebagai media dan di laboratorium komputer sebagai media dan sumber belajar. Komputer dijadikan sebagai alat pengganti buku karena terbatasnya ketersediaan buku. Sekaligus sebagai pembiasaan komputer untuk persiapan UNBK.

Kata kunci: pemanfaatan komputer, pembelajaran, SKI

Introduction

The world of education has a very important role in the rate of growth and development of science and technology. The advancement of science and technology demands the growth of qualified human resources. Humans also play a role as the steering of the progress of science itself, so that the result will not damage the values of humanity. Technological developments become part of the needs of modern humans, but at the same time, many humans are not able to use them professionally and proportionately.

Education is a major aspect of human self-development and as a bridge to improve knowledge. In an increasingly modern era with various facilities that make it easy to access knowledge, education should be in the formulation to adjust the demands of the times, so it is in accordance with people's needs. The forms and systems of education that are offered affect the level of acceptance and understanding of students in the learning process. That learning at this time not only focuses on verbal aspects alone with the system that is monotonous and boring, but also necessarily hones skills and understanding of students through visual aspects so as to think and imagine.

Eric Jensen in Hamruni (2009: 3) stated that the three main elements that influence the learning process are circumstances, strategies, and content. "Circumstances " creates the right atmosphere for learning. "Strategy" denotes style or method of presentation. "Content" is the

material topic. In order for learning to run well, it must meet the three elements.

The method is said to be an important thing because it poses as a means that can give meaning to the material, and without one, the subject matter can not proceed effectively and efficiently in achieving the goal (Suyadi, 2016: 68). It can be said that the method is a tool or a way that can connect the material with the purpose of learning. In fact, Islamic education materials require a special method of delivery. It requires careful planning and selection of appropriate methods and practices so as not to impede the learning process and in the end to achieve the goal of Islamic education itself.

The ability of educators in choosing and developing appropriate methods and instructional media is one of the determinants of the success of learners in achieving the expected competence. This rapid technological development should be the consideration and encouragement of teachers to develop learning media relevant with current conditions. Utilization of informatics technology (IT) is expected to be a solution to the weaknesses of the learning process that has been going on and can bring changes to the current tradition or learning culture. IT-based learning can make the learning system independent. A learning model that is related to IT and successfully grabs the attention of today's education world is the computer-based learning model (Computer-based Instruction).

Computer-based learning is learning that uses computers as a tool. This learning presents teaching materials through computer media so that

teaching and learning process activities are more interesting and challenging for students, with interactive nature is expected to be more active and at the same time, it can improve student's motivation in learning. Computer-based learning is capable of bringing learning with multimedia into reality due to the ability of computers to display the subject matter in the form of words along with pictures and students can also interact with the learning media.

Learning will work if it is efficient, students have high learning motivation and high information digging, learning facilities are available, and learning on competencies using abstract objects requires a bridge approach for contextualizing objects with special learning media (Suyanto, 2005: 346). This suggests that the use of multimedia software in the learning process will improve efficiency and motivation, facilitate active learning, facilitate experimental learning consistent with student-centered learning, and guide to a better learning.

To become successful or not an education in a country, one of the major defining factors is the teacher. Teachers have a very important role in the development and the progress of their students. To make it happen, teachers are required to be able to perform the tasks as well as possible, to be able to achieve the expected teaching objectives. Teachers must be good at choosing appropriate methods and media, and in accordance with the needs of students. So that at the end it can be expected that students respond positively and happily in the learning process (Hadi, 2006: 38-39).

This research, which is related to computer-based learning method on learning the History of Islamic Culture (*SKI*), is very important to be done and is expected to provide both practical and theoretical benefits. Practically, the teacher would be able to create an efficient, effective, as well as interesting learning so that it stimulates for the development of his profession. Meanwhile, it helps the students achieve the standard of competence that has been formulated, increase the motivation to learn independently, and get an alternative source of learning. For educators, in general it helps develop the use of technology for learning and encourages making learning innovations. Additionally, it can improve the facilities and infrastructure of learning resources that can foster the spirit of advancing the world of education, especially Islamic Religious Education, and improve the quality of education. Furthermore, it encourages further research on computer-based especially in *SKI* learning, for it to be made real, and facilitates the learning process in Islamic schools according to the needs of each region and national quality standards.

Theoretically, the results of this research and development are expected to be used as comparative material by the future researchers who have concern in the same field, namely in the field of history, especially *SKI*. In addition, this development product will be evaluated and further developed in subsequent research.

Research Method

This research is a type of field research, which aims to intensively examine the background, current state, and environmental interactions of a social unit: individuals, groups, institutions or communities (Suryasubrata, 1998: 22). Viewed from the type of data collected, this research is included in the category of qualitative research. Bogdan and Tailor in Moleong (2006: 4) defined qualitative research as a research procedure that produces descriptive data in the form of written or oral words of persons or observable behavior.

Sources of data in this study are divided into two: First, primary sources who pose as informants for researchers consisting of the subject teachers of SKI in Class X and Class XI, and the headmaster deputy; Second, secondary sources in the form of school documents, lesson plan, syllabus, education calendar, school's website and photo or video as documentation.

Data collection techniques run through interviews, to dig information in depth from informants about SKI computer-based learning. The location of the research is at the A-graded State Islamic Senior High School (MAN) Salatiga, addressed at Jl. KH. Wahid Hasyim No. 2, Sidorejo Lor, Sidorejo, Salatiga Central Java. This study aims to find out the process of the learning activities that have been done by teachers to students in SKI subject in MAN Salatiga, and its relation to the achievement of learning processes and objectives set by the school.

Views on Learning Strategy

Learning strategy is an effort of educators to help learners do their learning activities, of which goal is to realize the efficiency and effectiveness in teaching and learning activities conducted by learners. The parties involved in learning are educators (individuals and/or groups) as well as learners (individuals, groups and/or communities) who interact with each other (Sudjana, 2000: 6). Learning strategy according to Uno (2008: 2), are ways that will be chosen and used by a teacher to deliver learning materials so that it will facilitate learners to accept and understand the learning materials, which ultimately is expected to achieve the learning objectives at the end of learning activities.

The components of the learning strategy, according to Uno (2008: 3-7) are as follows: a) preliminary learning activities, as a part of an overall learning system that plays an important role. In this section the teacher is expected to attract learners on the subject matter to be delivered; b) the delivery of information, as a most important activity in the learning process, as one component of the learning strategy to increase the attractiveness of learners in learning after preliminary activity; c) student participation based on student centered principles, known as CBSA (Student Active Learning), translated from SAT (Student Active Training), of which meaning is that learning process will be more successful if learners are actively doing the exercises directly and relevantly with certain defined learning objective; d) implementation of the test as the final stage

of learning activities for learners after going through various learning processes, exercises and practices.

Mager in Uno (2008: 8), conveyed some criteria that can be used in choosing a learning strategy, that is having orientation to the learning objectives, selecting the techniques in accordance with the skills that are expected to be possessed at work later (linked to the world of work), and using learning media as much as possible to provide stimulation to the learner's senses. This means that in one same unit of time, learner can perform both physical and psychological activities.

Learning Design

There are several definitions of planning. As Cunningham put it forward, planning is selecting and linking knowledge, facts, imaginations and assumptions for the foreseeable future with the aim of visualizing and formulating desired outcomes, the sequence of required activities, and the acceptable behavior within the limits. The definition can be altered into a new formulation of the planning, that is, a satisfactory way to make an activity work well, accompanied by various anticipatory steps to minimize the gap that occurs so that the activity reaches a predetermined goal (Uno, 2008: 82-83). While learning or teaching according to Degeng in Uno (2008: 83-84) is an effort to put students into learning dimension. In this sense, implicitly in learning there are activities of choosing, establishing, developing methods to achieve the desired learning outcomes. The choice, determination, and development of this method is based on existing

learning conditions. These activities are essentially the essence of lesson planning.

Uno (2008: 92-98) conveyed several steps that need to be done for an educator to make learning interesting and in line with the stated objectives by: a) identifying the general purpose of learning; b) conducting learning analysis; c) identifying the behavior of inputs and characteristics of students or students; d) formulating performance objectives; e) developing the benchmark reference test; f) developing learning strategies; g) developing and selecting learning materials; h) designing and carrying out formative evaluation; i) revising learning materials; and j) designing and implementing summative evaluation.

Identifying the general objectives of learning and conduct learning analysis help educators to identify subordinate skills. Thus, the general objective position of learning and instructional analysis in the overall instructional design are a prerequisite behavior, as the behavior which in the order of physical motion takes place first, the behavior which according to the psychological process appears earlier or chronologically occurs earlier so that this analysis is the basic reference in continuing the next design steps (Uno, 2008: 92).

Steps to identify the behavior of inputs and characteristics of students have a function to know the quality of individuals so that it can be used as a guide in prescribing learning management strategy. The steps to formulate the objectives of performance consist of: a) teacher sets the purpose that describes what will be done by the students; b) teacher

specifies the purpose, provides conditions or circumstances that become a condition, which is present at the time the students do; 3) teacher mentions the criteria used to assess the performance of the students intended for the purpose.

The steps to develop a benchmark reference test consist of questions that directly measure the benchmark terms described in a specific goal set. The term criterion is used because the questions are the signs to determine the eligibility of the student's performance in the goal. That is, the student's success in this test determines whether the student has achieved a specified predetermined goal or not. Therefore, the criterion-referenced test is also called the objective-referenced test.

Steps to develop learning strategies describe the general components of a learning material and develop procedural materials based on student characteristics. This is because the learning materials developed are ultimately intended to help the students to gain ease in learning (Uno, 2008: 97), which is then refined by developing and selecting learning materials so that educators can quickly improve and update learning in the event of change of content. However, the time consumed to convey information can disrupt the perfection in helping the development of learning for students (Uno, 2008: 98).

The step for designing and executing formative evaluation is one of the steps in developing a learning design that serves to collect data for improvement of learning. In other words, because through formative evaluation will be found the shortcomings contained in learning activities

so that the deficiencies can be fixed (Uno, 2008: 98). Meanwhile, the revised step for learning materials is done to perfect the learning materials so that they become more interesting and effective when used in the learning needs and facilitate educators to achieve the learning objectives that have been set (Uno, 2008: 98). On the other hand, the step for designing and executing summative evaluation can give value to a learning design, where the basis of assessment decision is based on effectiveness and efficiency in teaching learning process (Uno, 2008: 99).

Development of 2013 Curriculum

Since Indonesia's independence the curriculum has undergone several changes in succession in 1947, 1952, 1964, 1968, 1975, 1984, 1994 and 2004, 2006. At this time it has been being implemented a Public Test for 2013 Curriculum 213 as the development of the 2006 Curriculum and Educational Unit Level Curriculum (KTSP). The dynamics is a logical consequence of the occurrence of changes in political system, socio-cultural, economic and science and technology in the nation and state (Hidayat, 2013: 111).

Since it was launched in 2006 through Permendiknas No. 22, 23, and 24, content standards which are then implemented in the form of Educational Unit Level Curriculum (KTSP), students' competency achievement is less clear and less directed. The diversity of teacher competence in various regions, made the implementation of the 2006

curriculum becomes very vulnerable to multiple interpretations, so that the quality of competence of students is difficult to be standardized.

2006 Curriculum or KTSP has entered the age of 7 years after the turn of the curriculum into the 2013 Curriculum, and it is associated with the spirit and challenges of the times of which time to change and revised has arrived. If the 2006 Curriculum did not change and develop, it could not be ascertained how the quality of education and the quality of its output. Results and impact were also questioned because the graduates were born from the educational system whose students' competence were less clear and less focused.

In the explanation of Law No. 20 of 2003, the general section: among other, it is affirmed that one of the national education development strategies is the development and implementation of competency-based curriculum. Elucidation of Article 35 of Law No. 20 of 2003 states the passing competency includes attitudes, knowledge, and skills in accordance with agreed national standards.

The development of the 2013 Curriculum is part of the strategy to improve educational outcomes. In addition to the curriculum, a number of factors add to that, including the number of students attending school, the length of the students staying in the school, the competency-based students' learning, the handbook, and the teacher's role as the frontlines of the education provider. The 2013 Curriculum orients to an increase and balance among attitude competence, skill and knowledge. Conceptually the draft of the 2013 Curriculum is aspired to be able to give rise to a

comprehensive intelligent future generation that is not only intellectually, but also emotionally, socially, and spiritually intelligent (Hidayat, 2013: 113).

In its development, the existence of the 2013 Curriculum is still a conversation that has not ended until now. So that there are some learning materials or field of study that reuse the 2006 curriculum or KTSP. However, Islamic studies still use the 2013 Curriculum.

Basis for Curriculum Development

Each stage of curriculum development from planning, designing, curriculum preparation, implementation, to evaluation should take into account the foundations and basic principles of curriculum development. As for the basis of the development of the 2013 Curriculum, Sholeh Hidayat (2013: 114-115) narrowed it down to as follows: First, Philosophical Aspects. The philosophical foundation is based on the foundation of an educational philosophy based on noble values, academic values, the needs of learners and the community, as well as development of competencies oriented curriculum. Second, the Juridical Aspect. The development of the 2013 Curriculum refers to the RPJMN 2014 Education Sector which contains changes in learner methodology and curriculum structuring. Presidential Instruction No. 11 Year 2010 on Acceleration of Implementation of National Development Priorities confirms that the improvement of curriculum and active learning method based on nation's cultural values establishes nation's character

competitiveness. Third, Conceptual Aspects. Conceptually the curriculum is developed to pay attention to the principle of relevance. This means that if this principle is not met in a curriculum, then the curriculum is no longer meaningful.

The 2013 Curriculum was developed to improve educational outcomes with two main strategies: improving the effectiveness of learning in educational units and adding learning time in school. The strategy for improving learning effectiveness is achieved through three stages: interaction effectiveness, understanding effectiveness, absorption effectiveness. The synergy of the three effectiveness of learning will result in a universal transformation of values (Hidayat, 2013: 116)

New things of curriculum changes that characterize the 2013 curriculum are related to four educational standards, namely the Graduate Competency Standards (SKL), Process Standards, Content Standards, and Assessment Standards. These four standards are formulated in the purpose of elements such as graduate competence, subject position, approach, curriculum structure (subject and time allocation), assessment process, assessment, and extracurricular (Hidayat, 2013: 126).

Thus, the function of national education is to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life. The purpose of national education is to develop the potential of learners to become human beings who believe in and are cautious to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become democratic

and responsible citizens. Then there are four standards in the 2013 Curriculum developed, including graduate competency standards, processes, content, and assessment standards (Hidayat, 2013: 132-133).

Theoretical Overview of Learning Media

The development of learning media is influenced by the concept of teaching and learning itself. The old concept of teaching is considered as the process of delivering learning materials from teachers to a group of students or learners. In this concept, the media serves to facilitate the teacher to deliver the subject matter. Therefore, the orientation of the use of instructional media is the teacher itself. According to Briggs (in Sadiman 2006: 6), the media are all physical tools that can present the message and stimulate students to learn. While Trianto (2010: 199) defined it as a component of learning strategy which is a container of a message by the source forwarded to the target or recipient of the message, and the material to be conveyed is a learning message, and that the goal to be achieved is the occurrence of learning process.

Based on the opinions of the experts above, the researchers concluded that the learning media is a tool used by teachers to support the success of the learning process and stimulate students to be passionate in learning. It can be assumed that learning by using media will run more effectively and efficiently.

Media includes all learning resources needed by students to increase student activity in the learning process. Learning media have

many types, which can be used in accordance with the needs of teachers and is required when learning activities take place. Rudi & Breatz in Trianto (2010: 201) classified media into seven media components: a) motion audio visual media, b) non-motion audio visual media, c) semi-motion audio media, d) motion visual media, e) non-motion visual media, f) audio media, and g) printed media

Asyhar (2012: 44) clarified that there are four types of learning media, namely: a) Visual media, the type of media used only relying solely on the eyesight of the learners, for example: non-projection visual media (objects of reality, protetive models, and graphics), and projection media (power point presentation, paint and auto cad), b) Audio media, the type of media used in the learning process by relying solely on students' hearing senses, such as radio, cassette sound tape, and LPs, c) Audio-visual media, the type of media used in the learning activity by involving hearing and sightings simultaneously in a process or activity, for example: cassette video and frame film, d) Multimedia, the type of media involving several types of media and other equipment(s) integrated in a process of learning activities, for example: TV, LCD and power point presentation.

Based on the opinion of the experts above, the researcher conclude that the types of media that can be applied in the classroom learning are very diverse. Teachers can use the media according to their needs. In this case, the researcher used visual media specified into graphic media use in the 'think pair share' cooperative model, as the graphic media are

considered to enable student active learning activities on thematic learning.

Graphic media includes media that is graphized in the form of images. According to Sadiman (2006: 28), graphic media includes visual contents that serve to distribute messages from source to the recipient, as well as to attract attention, clarify the presentation of ideas, illustrate or decorate facts that may be quickly forgotten if not graphized. Hamdani (2010: 188) stated that graphic media are images or visuals whose appearance is not projected (graphics, charts, posters, cards).

According to Asyhar (2012: 57), graphic media is a means to distribute messages and information through visual symbols. Meanwhile Angkowo and Kosasih (2007: 13) suggested that the graphic media is a message that will be delivered and converted into the symbols of visual communication (concerning the senses of vision). Furthermore, Hamdani (2010: 188) stated that graphic media is simple, easy and relatively cheap when viewed in terms of its cost. Many types of graphic media include images or photos, sketches, diagram, chart, and graphs).

Based on the opinion of the experts above, the researcher concludes that what is meant by graphic media in this research is a learning media that can be seen by the sense of vision through visual symbols such as pictures or photos, sketches, diagrams, charts, graphs, posters and cartoons. Grafic media referred to in this study is the ones in the form of images as a tool for teachers to deliver messages, information and subject matter to students. The graphic media indicators that can be

developed in this research are (1) are easy and relatively inexpensive, (2) produce messages that attract students' attention, (3) clarify the presentation of ideas or subject matter, (4) can illustrate a fact well, and (5) in which messages are conveyed through visual communication symbols.

History of Islamic Culture

The learning of History of Islamic Culture (SKI) in the Regulation of the Minister of Religious Affairs of the Republic of Indonesia 165 of 2014 on 2013 Curriculum, The Subject of Islamic Religious Education and Arabic Language at Madrasah, emphasizes the ability to take wisdom (lessons) from Islamic history, to emulate figures of achievement and link it with social, cultural, political, economic, scientific and technological, and other phenomena in order to develop Islamic culture and civilization in the present and future time (Sofi, 2016: 38).

The learning of History of Islamic Culture has several purposes, among others: a) to build learners' awareness of the importance of learning the foundation of Islamic teachings, values, and norms that have been established by the Prophet Muhammad in order to develop the culture and civilization of Islam; b) to build learners' awareness of the importance of time and place that defines the processes in the past, present, and future; c) to train learners' critical power to understand historical facts correctly based on a scientific approach; d) to cultivate the appreciation and salutation of learners of the historical heritage of Islam as evidence of Muslim civilization in the past; e) to develop students' ability to take

lessons from historical events (Islam), to emulate prominent figures, and to relate them to social, cultural, political, economic, scientific and artistic phenomena, etc. in order to develop Islamic culture and civilization (Sofi, 2016: 49).

The Subject of History of Islamic Culture is as a part of Islamic religious education. The teaching of Islamic history is principally the teaching of history: the history that is connected with the growth and development of Muslims, therefore we can call it the history of Muslims. Murdani in Usman (2015: 251) conveyed, the viewed from the general aspect, history is one aspect of the teachings of Islam. Islam was born and continues to live through the cross-line of history. Islam was born in life in the historical line since the first convert to Islam brought by the Prophet Muhammad. Tafsir in Murdani (2015: 251) stated not all events that occurred during the process of Islamic history is contained in the sheet of Islamic history, there are selection made by the Muslim historians themselves.

Discussion

Effective learning requires good planning. The media to be used in the learning process also requires good planning. Nevertheless, the reality in the field indicates that a teacher chooses one medium in his or her classroom activities with various considerations, including: a) feeling familiar with the media; b) feeling that the chosen media could describe than better himself or herself; b) believing the selected media can attract

students' interest and attention and guide to a more structured and organized presentation.

It is the influence of this modern era that provides space for teachers to choose the computer media to become the main preference in the learning process because it is seen more easily used and effectively influencing. Computer is considered to be able to present the subject matter in various packing formats. According to Wina Sanjaya (2012: 1997), there are three forms of packaging offered through the computer, that is, in the form of supplementary, complementary, and substituting packaging. Therefore, various terms used for the use of computers in education emerge, including CBL, CBI, CAI, CAL, and CBE. The five terms have similarities and differences. The equation is that all the five terms describe the use of computers in education, while the difference lies in the specification of its use.

Those five terms are best described as follows: a) CBL (computer based learning), the computer becomes the main media in learning activities, but its use has not been specifically designed for learning activities (by utilization); b) CBI (computer based instruction), the computer becomes the main media in learning, and CBI is specifically designed to achieve certain learning objectives, so there is control and evaluation (by design); c). CAI (computer assisted instruction), the computer is used as a tool designed specifically to achieve certain learning objectives; d) CAL (computer assisted learning), the computer is used as a tool not specifically designed for learning activities; e) CBE (computer

based education), the computer is used as the main reference in education in general, but there is no control and evaluation in its use, such as the use of search engines to find reference material.

Referring to the above concept, materials for the subject of History of Islamic Culture (*SKI*) at MAN Salatiga are in accordance with the syllabus and refer to each Basic Competence (*KD*), in which the materials are be adjusted to make them conveyable to the learners. The material contents of *SKI* at Islamic senior high school level (*MA*) are different from those at Islamic junior high school level. The materials at *MA* are more specialized, deep and a continuation of the ones at *MTs*, which are not explained in detail. *SKI* learning at MAN Salatiga uses technology media system such as LCD, paper, and discussion, while students' coursebook (*LKS*) is used only as a supporter for the learning. The lessons given in MAN Salatiga are such as Badar and Uhud war videos, drawings and randomly matching images, and the material is given according to the grade level. *SKI* subject at MAN Salatiga from Class X to Class XI only lasted for one hour. However, it has currently been added into two hours of lesson or 2x45 minutes for each subject taught in the learning process.

To prepare the learning, teachers make the selection of teaching materials in the form of files or CDs in accordance with the *KD* in the syllabus. This files selection is part of the process of planning the needs of certain materials so that there is no mistake in the utilization of instructional media. Media devices that can not be abandoned are of

course laptop and LCD. Computer-based learning makes it easier for teachers to deliver materials that require visualization.

Teachers make the lessons planning by making syllabus and lesson plan (*RPP*). Teachers make lesson plans at the beginning of the semester for each meeting based on the 2013 Curriculum guideline. The teacher's lesson plan components include identity, core competence (KI), basic competence (KD), achievement indicators, learning objectives, learning materials, learning models and methods, learning activities, remedial learning sources and instructional media, and assessment. This is in accordance with the Article 3 of the Minister of Education and Culture Regulation No. 103 of 2014.

Tests given to learners are in the form of written tests, memorization of early revealed Qur'an verses, and in the form of tasks such as searching the text of Medina Charter. Best student test results are attached on the class board to motivate other learners and appreciate the best-rated learners. In one semester, minimally two exams are conducted, and the test production refers to *KD*. If students' scores are under the qualification as written in the *KKM*, remedial test must be taken. To meet with the learning objectives, teachers make extra assessment by observing what happens in the classroom, for instance, in the time of presentation, students who could answers questions from peers are interpreted to have understood the materials, and inactive and no participation can also be considered. Usually, students who are not active or have not answered are given the opportunity to answer in order to let them proceed and

understand the material. Fair learning objectives takes account students' participation too because what they write in the tests can also be a result of cheating or copying.

In the presentation activity, teachers give an extra score for students who are active or can answer questions from other groups. In take-home or group tasks, not all students can or understand the material, to know it, teachers often ask the students the ones doing or participating and the ones who do not. In *SKI* learning, students are happier with not using a computer, but due to the lack of books availability at school, the computer media are used. In addition, because UNBK (Computer Based National Examination) makes use of computer to work, this practice also helps train student habits of using computers.

Computers are used as a tool to overcome the issue of insufficient book availability for students. Computers become the main tool of evaluation for class XII in following the national examination so that students need to be trained to get used to with the computer. During the interview, the teacher revealed the advantages of using computer-based learning model, among others: a) Students are familiar with the technological use of the computer; d) The practice facilitates teachers in teaching because computers can replace teachers' positions when needed; d) The practice increases student enthusiasm and motivation; d) It makes it become easier and clearer for students in understanding the material.

This is in accordance with what has been disclosed by Zainal Arifin and Adhi Setiyawan (2012: 44-45) about the beneficial role of using

computer technology in the learning process, namely: a) Delivery of lesson material becomes more interesting and fun; b) It helps assist students who tend to have different learning styles; c) Students get better quality of understanding of the lesson information; d) Students may study individually without teacher assistance; e) It can assist the teacher in delivering the subject matter more interesting and deeper.

Conclusion

Computer-based learning requires the support of technological tools that must be adequate. Learning activities are conducted in the classroom by the subject teacher by utilizing the LCD projector to display the images to the students. Planning of the learning is done by making lesson plan by subject teacher of the History of Islamic Culture. Lesson plan is prepared using the guidance of 2013 Curriculum. In learning the History of Islamic Culture, students do not really like to use computer. However, computers are used as a tool to address insufficient book availability issues for students. In addition, because UNBK (Computer-based National Examination) makes use of computer to regulate, then the idea discussed in this paper remains to be recommended in order to train the habits of children in using computers.

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