Elementary School Teachers' Responses in Implementing Religious Character Values Using Android-Based Learning Media

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ABSTRACT

The use of smartphones or gadgets may be something new in the world of education. However, if you look the use of smartphones as a learning medium is very good, because students will find it easier to find learning materials is needed and can also provide opportunities and freedom for students to access wider subject matter which may not have been taught by educators.This research aims to find out how elementary school teachers respond in implementing religious characters using Android-based learning media. This research uses descriptive research methods. The results of the research, namely implementing religious characters with the help of Android-based learning media, are a concrete manifestation of current technological advances which were created to make it easier for humans to communicate and so on. This Android-based learning media is easy for teachers and students to use, and the appearance of the application on Android can attract and motivate students. Teachers also find it easy to teach examples so that religious values are easily understood by students. These application products can be downloaded on smartphones and gadgets with the Android operating system, usually available on Google Play or Play Store. Basically, Android application-based learning media is a learning media product in the form of an application that can be downloaded or downloaded on an Android-based smartphone.

Keywords: Religious characters, Learning Media, Android

INTRODUCTION

Currently, education in Indonesia is intensively implementing character education to educate the nation's next generation to become people with morals and character. Character education is carried out by instilling character values in every subject in elementary school[1][2]. Character education seeks to instill various good habits in students so that they behave and act in accordance with cultural values and national character[3][4]. Values themselves are general principles used by society with one measure or standard to make judgments and choices regarding actions that are considered good or bad. There are 18 character values developed in character education consisting of religious, tolerant, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievements, friendly or communicative, love peaceful, likes to read, cares about the environment, cares socially, and is responsible. Among these character values, each school is free to prioritize which values to develop according to the characteristics and needs of students and the surrounding environment[5][6].

The problem currently occurring is the low level of awareness among students to understand and apply religious attitudes to their daily lives. It's a shame that the character that reflects a religious person is not always awakened in everyone even though they have a religion[7][8][9]. This happens because of a lack of awareness of diversity. It is even sadder if someone is religious only to the extent of their confession, but in the practice of daily life, they do not at all act, view, and behave in accordance with the teachings of the religion they adhere to. For example, students who are Muslim do not perform the five daily prayers, students who speak rudely to parents, there are cases of bullying and many other problems[10]

Based on the problems described above, religious values have not really developed within a person, this case even happens to someone who is considered to be most closely related to religion. Therefore, the instillation of religious values needs to be taught to students from an early age because religious teachings are very important for guiding human life because with sufficient religious provisions it will provide a strong basis when acting, in religious values containing the rules of life and self-control of actions. which is not in accordance with religious law [11].

In implementing religious character values, based on the results of research studies, it is necessary

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6 Safitri, Desy-Desy. "Managing school based on character building in the context of religious school culture (Case in Indonesia)." *Journal of Social Studies Education Research* 9.4 (2018): 274-294.

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10 Aswidar, Rika, and Siti Zahara Saragih. "Karakter Religius, Toleransi, dan Disiplin pada Siswa Sekolah Menengah Pertama." *Jurnal Ilmiah Pendidikan dan Pembelajaran* 6.1 (2022): 134-142.

11 Maharani, Siti Dewi, M. S. Zulela, and Nadiroh Nadiroh. "Transformation of The Value of Religious Characters in Civic Education Learning in Elementary Schools." *International Journal of Multicultural and Multireligious Understanding* 6.2 (2019): 295-302.

to use learning media as a means of conveying messages and material so that students can easily understand them. The selection of learning media must be based on certain criteria, namely: (1) in accordance with the objectives to be achieved, (2) appropriate to support the lesson content, (3) practical, flexible and durable, 4) teachers are skilled in using it, (5) target grouping, and (6) technical quality [12]. Media that can be used to instill religious character values must also be chosen appropriately according to needs to be effective in achieving learning objectives. The media must at least meet several criteria, including: (1) Easily accessed by teachers and students, (2) Motivate students to learn, (3) support students' independent learning, (4) support the achievement of learning goals. The use of Android as a learning medium according to Rogozin stated that by using Android as a learning medium then, (1). provide deeper learning opportunities (2). students can develop their learning through searching for information from the internet, (3). train their skills in carrying out practicums because of Android's mobility principles. (4). It is further said that by using Android students are able to build their competencies in a dynamic way. Android-based learning media (Android) can be categorized into two, namely (1) requires an internet connection to use it (on-line based), (2) does not require an internet connection (off-line). At least Android-based learning media can be realized in two forms, namely games and second, Interactive Multimedia. The selection of the type and form of media to be developed must be based on needs analysis. Needs analysis is very necessary so that the media developed can be used effectively.

RESEARCH METHODOLOGY

Research Design

This research aims to find out how elementary school teachers respond in implementing religious characters with the help of Android-based learning media. This research uses a qualitative descriptive research method. Qualitative research as a research method based on the philosophy of postpositivism, is used to research the conditions of natural objects, where the researcher is the key instrument, data collection techniques are triangulation, data analysis is inductive or qualitative, and the results of qualitative research emphasize meaning rather than generalization[13].

Participants

The participants in this research were two elementary school teachers in the city of Surabaya. The selection of participants was based on criteria determined by the researcher, namely class teachers who had five years of teaching experience and had implemented character education in elementary schools. In this research, the teacher's name is kept confidential and given an initial. For the first teacher research participant, it is abbreviated as TC1 while for the second teacher research participant, it is abbreviated as TC2,

Data collection

Data is the most important part of research because with data researchers can find out the results of the research. In this research, data was obtained from various sources, using various data collection techniques, and carried out continuously until the data was saturated. In accordance with the characteristics of the data required in this research, the data collection techniques used were observation and interviews. Collecting data by observation is a fundamental technique in non-test research. Observation is carried out

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with clear, detailed, complete and conscious observations about actual individual behavior in certain circumstances. The importance of observation is the ability to determine the initial factors of behavior and the ability to accurately describe the reactions of individuals observed under certain conditions.

Meanwhile, an interview is the process of obtaining information for research purposes by means of questions and answers while looking face to face between the questioner or interviewer and the answerer or respondent using an interview guide. In this study, researchers recorded all answers from respondents as they were. The interviewer occasionally interjects the respondent's answers, either to ask for an explanation or to correct them if an answer deviates from the question. The type of interview used in this research is a structured interview. This means that when conducting interviews, researchers have prepared research instruments in the form of written questions.

Data analysis

Data analysis is the process of systematically searching and compiling data obtained from interviews, observations, and documentation, by organizing data into categories, describing it into units, synthesizing it, arranging it into patterns, and choosing what is important and what is important. will be studied, and make conclusions so that they are easily understood by yourself and others. Data analysis in qualitative research is carried out before entering the field, while in the field, and after finishing in the field.

RESULTS AND DISCUSSION
Results

This research was conducted in two schools in the city of Surabaya and two respondents, namely teachers, based on the results of observations made by researchers, the process of learning and teaching activities in the field was in accordance with the Learning Implementation Plan, this can be seen from the preliminary activities carried out by the teacher as a step prepare students to receive learning. The function of preliminary activities is primarily to create an effective initial atmosphere that allows students to follow learning process well. The core activity is a learning process to achieve goals which is carried out in an interactive, inspiring, fun, challenging manner, motivating students to actively seek information, and providing sufficient space for initiative, creativity and independence according to talents and interests. This core activity uses the method, media, as well as strategies adapted to the characteristics of students which are carried out in an interactive, inspiring, fun, and challenging manner, motivating students to actively seek information, and providing sufficient space for initiative, creativity, and independence according to talents, interests, and physical and psychological development learners. Meanwhile, in the closing activity, the teacher provides supervision and evaluates what has been learned together with the students.

In the process of learning activities by applying religious characters with the help of Android-based learning media applications, students felt happy because they saw from the field that all the students were enthusiastic, no one protested or complained, and students were very critical in asking questions regarding the material presented. And the teachers as educators also seemed happy because the teachers were enthusiastic about teaching and even the teachers found it easy to provide real examples through the application created by researchers via Android. This is by the results of interviews with teachers in response to the use of Android-based learning media:

I feel happy teaching using an application designed by researchers regarding material about spiritual and religious values which is very easy to access on our and students' Androids (TC1)

I feel happy because this application is very easy to use, even whenever and wherever students will understand the material more easily (TC2).

Next, regarding the response to how the application developed by the researcher looks, namely an Android-based learning media application

The appearance is good and the background color is white, it doesn't hurt the eyes of teachers and students, the writing is also standard, but the video in the application is too long. It's best if the video isn't too long (TC1).

The appearance is good, the color selection and navigation are also good, videos that exemplify actions that violate religious values should be provided in a separate menu (TC2).

Android-based learning media will be an effective learning tool or tool in using Android as a learning medium when teachers meet or train outside the city. Teachers can instruct or provide information via Android-based learning that will be studied because in both research locations there are no Android-based learning media. Android has advantages, namely: User friendly, what is meant here is the system. Android is very easy to run. It also makes it easier for teachers to explain examples of material to lower grade students regarding the implementation of religious values.

DISCUSSION

Applying religious character with the help of Android-based learning media is a concrete manifestation of current technological advances which were created to make it easier for humans to communicate and so on. For a student, Android is a learning medium. After getting to know Android technology, students can easily search for study material and increase their own knowledge by using applications on Android anywhere and anytime. the use of Android-based learning media is very good. With the emergence of Android, it is active in observing, demonstrating, performing, and so on. Apart from that, Android is also very suitable to be applied as an online learning medium without having to have direct face-to-face meetings between educators and students[14]. When using Android, educators must really consider several things, for example students' abilities in using technology, parents' conditions or background, and existing infrastructure. This needs to be done so that later when you use the selected device it does not cause new problems[15] [16].

The use of Android-based learning media to instill religious character values has a positive impact because it can motivate children to grow their enthusiasm and is also very necessary as are the facilities provided by parents[17]. Such as giving encouragement to children to encourage them to study hard, and also listening to complaints they feel to find out the problems. So you have a solution to raise enthusiasm for learning in children. Meanwhile, in facilitating quotas for children to study, more precisely for browsing looking for answers on the internet, but not with a large quota amount, it should not be misused to download

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and play online games[18] [19].

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CONCLUSION

This research explains that the use of Android-based learning media has a positive impact on the implementation of elementary school students' religious character values. Because this Android-based learning media is easy for teachers and students to use, the appearance of the application on Android can attract and motivate students. Teachers also find it easy to teach examples so that religious values are easily understood by students.

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