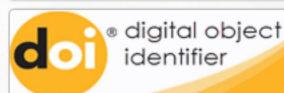




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The Role of Artificial Intelligence (AI) in the Learning Process PGMI Students at STIT Al-Bukhary Labuhanbatu North Sumatra

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ABSTRACT

Information technology has become an important part of human life, especially with the rapid development in the field of artificial intelligence (AI). AI plays a significant role in improving the effectiveness and efficiency of learning, especially in higher education environments. This study aims to explore the role of AI in students' lives, focusing on the application of AI in education and its impact on students' learning experiences. This study uses a quantitative descriptive method with data collection through a survey of 30 Elementary Madrasah Teacher Education (PGMI) students at STITA Labuhanbatu. The survey results show that the majority of students have a good understanding of AI and a positive perspective on its influence on learning. AI has been shown to improve personalization in learning, assist academic administration, and prepare students for an increasingly digital workforce. However, this study also identified negative impacts, such as the potential for declining student literacy and the risk of technology addiction. Therefore, it is important to improve digital literacy and education about AI so that students can utilize this technology optimally and responsibly.

1. INTRODUCTION

Information technology has become a necessity in all aspects of human life (Tri Septiyantono, 2017). Due to the rapid advancement of technology, people must adjust their needs in finding information. Artificial Intelligence is a computer science designed to do work as humans do. With that, Artificial Intelligence is believed to be able to help humans learn more effectively and efficiently.

The development of artificial intelligence (AI) has changed many aspects of human life (Ahmad Abdul Rochim, 2024), including the world of education. In the digital era, AI is increasingly important in helping students face learning challenges and achieve academic success. The existence of AI has made a significant contribution to the development of educational technology, facilitating more effective and personalized Learning. In this journal, I will explore the role of AI in students' lives, introduce the application of various AI in education, and detail its impact on students' learning experiences.

In addition, Artificial Intelligence can be used to improve access to education. This technology enables better distance learning (Iqbal Anas & Supratman Zakir, 2024). allows students to access learning materials from anywhere and anytime. Using Artificial Intelligence, learning materials can be adjusted to each student's speed and learning style so that no one is left behind. The problem formulation in this paper is: What are the Influences of Artificial Intelligence (AI) on students in Learning? What are the Benefits of Artificial Intelligence in Student Learning?

From the formulation of the problem above, we can draw the following writing objectives: (1) to find out what the Influences of Artificial Intelligence (AI) are for students in Learning, and (2) to find out what the Benefits of AI are in Student Learning.

2. THEORETICAL BASIS

a. Definition of Artificial Intelligence (AI)

Artificial Intelligence (AI), or artificial intelligence in Indonesian, is a branch of computer science that aims to develop systems and machines capable of performing tasks that normally require human intelligence. (Eka Suryokta W Taruklimbong and Hotmaulina Sihotang, 2023). AI uses algorithms and mathematical models to enable computers and other systems to learn from data, recognize patterns, and make intelligent decisions. (Hari Nugraha Saputra, Rahmat Rahmat, and Kokom Komalasari, 2024).

In the context of AI, there are several important concepts, such as machine learning, neural networks, natural language processing, and many more. The development of AI has had a major impact in various fields, such as speech recognition, facial recognition, autonomous cars, medicine, and many more. There are many definitions of Artificial Intelligence (AI) according to the development of Artificial Intelligence technology (Sehan Rifky and others, 2024).

According to John McCarthy, often referred to as the "father of AI," he defines AI as "the science and engineering of making intelligent machines, especially intelligent computer programs." This broad definition encompasses any form of intelligence that machines can perform. (Sriwanti Belani, 2023).

Stuart Russell and Peter Norvig. Also explained in their book entitled "Artificial Intelligence: A Modern Approach," Russell and Norvig define AI as "the study of intelligent agents." namely systems that can take perspective from their environment and take actions that maximize their chances of success. (Lathifa Lathifa, 2024).

In her book Artificial Intelligence, Elaine Rich defines AI as "the study of how to make computers do things that humans currently do better." (Siti Hanila and Muhammad Afif Alghaffaru, 2023).

b. Students' Understanding of Artificial Intelligence

Understanding the concept of artificial intelligence has significant implications for students. In the ever-growing digital era, students are among the groups most affected by technological developments, including Artificial Intelligence. Therefore, students' knowledge of Artificial Intelligence has the potential to have a major impact on their learning experience and preparation for the future. (Alfi Yuni Mustika, 2024).

Seberapa paham kamu mengenai Artificial Intelligence

30 jawaban

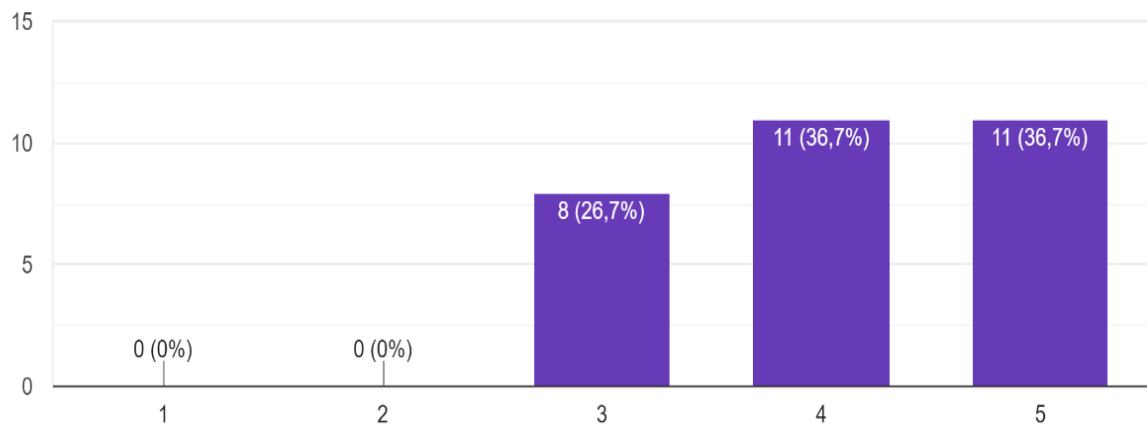


Figure 1. Level of understanding of students of STITA Labuhanbatu Elementary School Teacher Education Study Program (PGMI) regarding Artificial Intelligence (AI)

Based on the results of a survey that I conducted on 30 students of STITA Labuhanbatu Elementary School Teacher Education Study Program (PGMI), it shows that most respondents, around 73.3%, have a good to very good understanding of the concept of Artificial Intelligence, with values of 4 and 5. This indicates that most students have a strong understanding of Artificial Intelligence. This certainly makes students tend to be more prepared to face technological changes in the future.

Students will be more adaptable to Artificial Intelligence-based learning tools and be able to maximize the benefits of their learning process. However, around 26.7% of respondents scored 3, indicating a limited understanding of artificial intelligence. This indicates the importance of education and digital literacy among students. Students with limited understanding may need additional support in understanding the basic concepts of Artificial Intelligence, its implications in various fields, and how this technology can impact future jobs. Campuses and educational institutions are responsible for ensuring that no student is left behind in understanding this technology.

c. Student Perspectives on the Influence of Artificial Intelligence (AI) in Learning

The presence of artificial intelligence triggers various student perspectives on the influence of AI on learning. AI itself aims to help facilitate use with a framework of thinking and reasoning designed like humans based on human commands themselves. There are many benefits to be gained from AI. (Dwike Zaira Nurmila, 2024). However, there are also disadvantages to AI. After distributing a questionnaire with five research instrument indicators and being closed, here is the data that I have collected. I have 30 respondents from Elementary Madrasah Teacher Education (PGMI) students, Al-Bukhary Tarbiyah College (STITA) Labuhanbatu. Here is the data that I have collected.

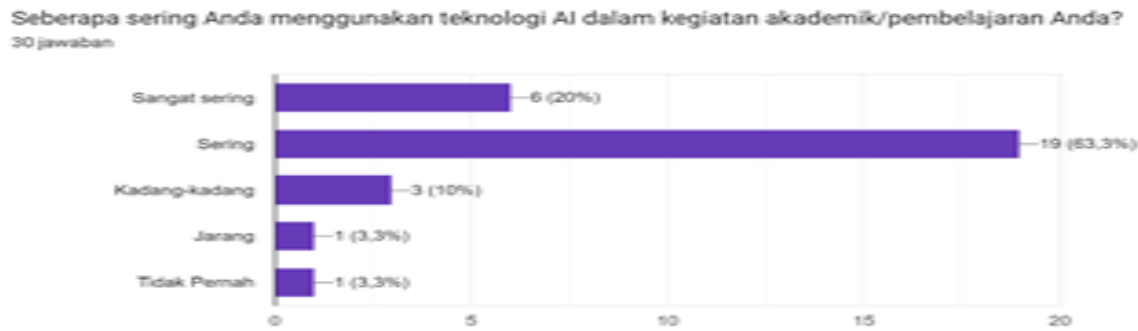


Figure 2.
Student perspective levels on the influence of AI in learning

Based on the second indicator, namely how students' perspectives on the influence of AI in learning, it can be concluded that more than half of the respondents claim familiarity with AI to apply in everyday life. This means that understanding of AI is quite widespread among respondents, but some are still less familiar with it.

Although most respondents claimed to be familiar with AI, not all were fully convinced that it can help or support the learning process. This suggests that despite awareness of AI, perspectives on its role and benefits in learning may vary based on individual experiences with the technology.

This data highlights the importance of further education on the role and benefits of AI in learning. By increasing understanding of the capabilities of AI and how it can be applied in educational contexts, it is expected that the level of support for using AI in learning will also increase. Educational institutions and policymakers need to continue strengthening educational programs about AI and how it can be used positively to assist the learning process. This can increase understanding and acceptance of AI technology among elementary school teacher education (PGMI) students. This data emphasizes the urgency of increasing understanding of the potential of AI in learning through a more targeted educational approach. With increasing awareness of the capabilities of AI and its implementation in learning contexts, support for the use of AI in learning will also increase. Therefore, educational institutions and policymakers must continue strengthening educational programs about AI to encourage better understanding and wider acceptance of this technology in educational environments.



Figure 3. Level of student respondents regarding AI can help improve understanding of learning materials.

Based on the third indicator, namely, How much do you agree with the following statement: "AI can help improve my understanding of learning materials, " most respondents tend to agree that AI can help in the learning process. However, there are still some who are neutral or even disagree. Some respondents have a positive view of using AI technology in learning, although some feel neutral or even have doubts. The results of respondents who mostly agree that AI technology shows that there is a positive adoption of the use of AI in the field of learning. Respondents also see the potential for implementing AI to increase efficiency and help the student learning process. The results of respondents also show the need to expand awareness and understanding of how AI can be used to improve inequality in education. Also, the respondents' answers show that there is room to clarify the concrete benefits and address concerns that some individuals may have regarding the use of AI technology in learning further.

Given the differences in opinions and understandings that need to be considered, it is important to continue to consider various perspectives and needs in developing and implementing AI technology in learning. Most respondents were optimistic about the role of AI technology in learning, although many still felt hesitant. This indicates a positive adoption of AI in education. In addition, respondents also identified the potential to improve student learning efficiency through the implementation of AI. However, the survey results also highlighted the need for increased awareness and understanding of how to use AI to address disparities in learning optimally. In addition, respondents' responses indicated the need for further explanation of the concrete benefits of AI and overcoming potential concerns related to its use. Therefore, differences in views and varying levels of understanding need to be seriously considered in developing and implementing AI technology in learning.

d. Benefits of Artificial Intelligence in Student Learning

The use of Artificial Intelligence (AI) for students has opened up new educational opportunities, bringing positive changes in how students learn, interact, and develop skills. Here are some paragraphs that describe the use of AI for students. (Velda Aurelia Putri, 2023).

First, using Artificial Intelligence AI in education has created a more personalized learning experience. Using intelligent algorithms, AI systems can analyze students' preferences, abilities, and learning styles. (uhdan Abdullah Muarif and others, 2022). This allows for the delivery of customized learning materials, ensuring that each student can access information according to their needs and level of understanding. In addition to being a learning aid, AI contributes to the administrative aspect. AI virtual assistants and chatbots can provide information about schedules, registration procedures, and other academic services. This makes it easier for students to access information and manage their academic activities.

Finally, the use of Artificial Intelligence (AI) opens up opportunities to develop digital and technological skills. Students can become familiar with AI technology, preparing them for the workplace demands that are increasingly related to innovation and technological development.

e. Positive and Negative Impacts of Using AI in Student Learning

a. Positive impact

Precision and accuracy in doing their tasks. This technology is set to help facilitate human work, including students' work. Work will be more flexible and take less time. All that students ask will be answered in it.

Replacing repetitive and routine human tasks. Not only flexible, AI can also be a student assistant that can work repeatedly and continuously. Students do not need to bother looking for their assignments.

AI has no time limits. Students can use it anytime, even for a long period of time, which is a unique attraction for AI.

Cheaper: By using AI, students do not need to spend money to complete their assignments. AI knows the ins and outs of the problems because AI is designed like humans. Can do work faster and better. Using AI will shorten the time spent doing something. Students will have more free time because of the ease of AI in doing work. (Astrid Savitri, 2019).

b. Negative impact

This makes students much lazier than before because the features offered make it easy to complete their college work. Students will easily underestimate the work given.

Artificial Intelligence (AI) does not have Common Sense. Although it is able to learn and work on its own like humans, AI cannot understand the purpose of the information it was created for because a complete understanding can only be had by humans. Although designed like humans, AI also has shortcomings.

AI is still lagging behind in vertical information processing and requires complex sense. Behind the convenience offered, AI is still a technology that requires time for such information.

Student literacy will decline because students do not need to bother reading journals or books. AI has an appeal that makes students prefer an easy way rather than having to read references.

Using AI for a long time can potentially be addictive. Just like online games, AI is the same. If used for too long, someone can become addicted. (uhdan Abdullah Muarif and others, 2022).

3. RESEARCH METHODS

In this study, I use a quantitative descriptive method to support the analysis of "The Role of Artificial Intelligence in the Learning Process of PGMI Students at STITA Labuhanbatu". This method aims to describe phenomena, understand individual perspectives, gain in-depth insights, provide a basis for further research, and support theory development.

This research will collect survey data that I will publish through Google Form media to several Elementary Madrasah Teacher Education Study Program (PGMI) students at the Al-Bukhary Islamic Education College (STITA) Labuhanbatu. The survey questions will focus on the extent to which students have used Artificial Intelligence in their studies, such as using online learning platforms based on Artificial Intelligence, Artificial Intelligence tutors, or automated learning tools. The data generated from this survey will provide insight into the extent of the adoption of Artificial Intelligence in the learning of students of the Elementary Madrasah Teacher Education Study Program (PGMI) at the Al-Bukhary Islamic Education College (STITA) Labuhanbatu.

4. RESULTS AND DISCUSSION

1. Research result

This study uses a quantitative descriptive method with data collection through a survey involving 30 Elementary Madrasah Teacher Education Study Program (PGMI)

students at STITA Labuhanbatu. The following are the results and discussions based on the survey that has been conducted.

Students' Understanding of Artificial Intelligence: The survey results showed that 73.3% of respondents had a good to very good understanding of the concept of Artificial Intelligence, while 26.7% of respondents showed limited understanding. This shows that most students already have a fairly strong understanding of AI, which will help them adopt this technology in their learning.

Student Perspectives on the Impact of AI in Learning: Most respondents stated that they have a positive view of using AI in learning. As many as 60% of respondents agreed that AI can help improve their understanding of learning materials, while 30% of respondents were neutral, and 10% disagreed. These results show that although some students are still hesitant, most have seen the positive potential of AI in learning.

Benefits of AI in Student Learning: AI has been shown to benefit the learning of PGMI students at STITA Labuhanbatu significantly. Some of the benefits identified from the survey results include personalized learning: AI allows the delivery of materials tailored to each student's needs and level of understanding. Administrative Support: AI virtual assistants and chatbots make it easier for students to access academic information and manage their activities. Digital Skills Development: Students are accustomed to using AI technology, preparing them for an increasingly digital workforce.

2. Discussion

This study shows that AI has great potential to improve the effectiveness and efficiency of learning in higher education environments. Most PGMI students at STITA Labuhanbatu have a positive view of using AI in learning, and various benefits have been felt. However, it is important to pay attention to the negative impacts that may arise, such as decreased literacy and the risk of technology addiction.

To optimize the use of AI in learning, digital literacy and education about AI among students need to be improved. Educational institutions are important in ensuring students can utilize this technology optimally and responsibly. Education about AI should include understanding the potential benefits and risks and how to integrate this technology into the learning process wisely.

5. CONCLUSION AND SUGGESTIONS

This study reveals the important role of AI in improving the effectiveness and efficiency of learning in higher education environments, especially for PGMI students at STITA Labuhanbatu. The results of a survey involving 30 students showed that the majority had a good understanding of AI and viewed its impact on the learning process positively.

The development of artificial intelligence (AI) has changed many aspects of human life, including the world of education. In the digital era, AI is increasingly important in helping students face learning challenges and achieve academic success. The existence of AI has made a significant contribution to the development of educational technology, facilitating more effective and personalized learning. In this journal, I will explore the role of AI in students' lives, introduce various applications of AI in education, and detail its impact on students' learning experiences.

This research shows that AI has great potential in supporting student learning, but it needs to be balanced with good understanding and wise use to avoid possible negative impacts.

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Philosophy of Religion and An-Nafs

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Philosophy of
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ABSTRACT

Studying a nafs is still interesting, especially when interpreting the part about its importance, usefulness, and function. The understanding of nafs has many opinions and varies according to each diverse perspective and the background of those more focused on it. Meanwhile, from the other side, the understanding of a nafs is quite essential in line with its existence in every human being. This article attempts to peel the thoughts of Al-Kindi, one of the most popular and prominent figures in Islamic philosophy. His thoughts on nafs will be studied from the perspective of religious philosophy. Through the search for the form of literature research with a qualitative approach, it was found that Al-Kindi was one of the first Arab Islamic philosophers who succeeded in combining or uniting philosophy and religion. For him, philosophy is a systematic human effort to know the truth, while religion is the source of the truth itself. Therefore, revelation does not conflict with philosophy. The position of the soul for the body is as a giver of life, while the body is only a vehicle. The soul and body are two components that complement each other. The soul is the first perfection of the organic body, by which the body has life potentially. The soul takes on the role of life for the body; if there is no soul, then the body cannot feel anything, and even the body will disappear by itself.

I. INTRODUCTION

According to the historical outline of the development of philosophy in the Islamic world, it occurred through a long process, both through external and internal channels of Islamic teachings. The external channel in question is the discovery of Greek, Egyptian, and Persian philosophical thoughts and dialogue between Muslims and non-Muslim figures, often inviting theological debates that can only be done using philosophical logical arguments. The internal channel is the emergence of strong encouragement from holy texts, both verses of the

Qur'an and examples given by the Prophet Muhammad regarding the importance of the role of common sense. 1 There are quite a few verses in the Qur'an that initiate and even command the use of logical reasoning to learn how to know God and others.

The verses of the Qur'an about thinking, plus the findings of philosophical works outside Islam, are enough to support the development of philosophy among Muslims. It did not take long before the arrival of Islam for philosophers to emerge as the leading spearheads of the growth and development of philosophy. The thoughts of Ancient Greek philosophy were mixed and developed so that they became the basis for the development of science and technology in its time. However, Islamic Philosophy did not remain silent; they then appeared and dared to pour out their thoughts and take over the role of Greek philosophy, so the Islamic world also developed into a center for the development of philosophy and science. There was almost nothing taboo to think about except what Allah forbade. One of the great figures of Muslim philosophy was Al-Kindi. As a Muslim philosopher, he was one of several figures who defended philosophy from attacks from various opposing parties. According to him, religion and philosophy should not be pitted against each other; they should collaborate and stick together toward a truth.

Al-Kindi believes philosophy is "the science of the essence of everything people learn according to their ability." Precisely because of that, the science of philosophy is the science with the highest dignity and position compared to other sciences that only focus on discussing phenomena and the external properties of an object. Unlike philosophy, it tries to explain "the essence of the essence, or wisdom about something behind the object of its form. Philosophy seeks something fundamental, the basis and core behind the external nature."

That is why, for Al-Kindi, philosophy should not be opposed or pitted against religion because religion (revelation) is the source of truth, which teaches about Divinity (Theology) and sharia. In contrast, philosophy is a science that tries to find the truth in a detailed way; even theology is part of philosophy. Therefore, it can be concluded that the name "philosophy of religion" is used because both meet and join hands in truth and goodness, simultaneously becoming the object of both.

In line with the above, Prof. Dr. Harun Nasution, an Indonesian intellectual figure/expert, defines "Philosophy of Religion" as a science that "discusses the basics of religion analytically and critically, to state the truth of religious teachings, or at least to explain that what is taught by religion is not impossible and does not contradict logic." At the same time, An-Nafs can be interpreted as potential reason before thinking about the object of thought, and after having its object, it turns into actual reason.

From the various arguments put forward by al-Kindi about the existence of philosophy, he came to a stopping point to the conclusion that studying philosophy is obligatory. That is why he studied philosophy seriously and reached the level of a philosopher who was given the title of "First Arab Philosopher" in the Islamic world.

Equipped with his perseverance and tenacity in studying to the finest level, al-Kindi emerged as a productive thinker who produced several great works. Al-Kindi's works, numbering 421, consist of various disciplines, ranging from philosophy and art to astronomy and astronomyeorology, prophecy, medicine, geometry, logic, etc.

Of his many works, this article will limit itself to one scientific field, philosophy, and the discussion will only focus on his thoughts on the philosophy of religion and an-Nafs.

II. RESEARCH METHODS

Viewed from the perspective of its type, this writing can be classified as a study of figures, in this case, the thought of Al-Kindi. For that, an analysis of the literature or library study is needed as an effort to explore Al-Kindi's thoughts, especially those related to "Philosophy of Religion and An-Nafs," which are taken from secondary sources related to Al-Kindi's thoughts. Therefore, this study uses a rationalistic approach with interpretative-comparative analysis techniques. The things that want to be explored by a figure are Al-Kindi's ideas, concepts, or thoughts, especially regarding his thoughts on the philosophy of Religion and an-Nafs. Because this study is also based on written sources, the significant analysis is content analysis.

A BRIEF HISTORY OF AL-KINDI

Al-Kindi's full name is Abu Yusuf Ya'kub bin Ishaq bin Sabbah bin Imran bin Ismail al-Ash'ats bin Qais al-Kindi. He was born around 185 H, coinciding with the year 801 AD, and died in 260 H/873 AD. In the West, his name is more popularly known as al-Kindus. Al-Kindi was a descendant of the Kindah tribe in South Arabia. His father was named Ishaq al-Sabah, who had served as Governor in Kufa during the reign of the Caliph Al-Mahdi (775-785 AD) and Harun ar-Rasyid (786-804). Because of his mastery of various disciplines, it is not surprising that the son of Harun al-Rasyid, Caliph Ma'mun ar-Raysid, was given the trust to translate Aristotle's works into Arabic. Al-Kindi's expertise and intelligence of thought made him receive protection and support from the government of the Abbasid Dynasty, namely during the time of al-Amin (809-812 AD) Al-Ma'mun (813-833 AD), al-Mu'tashim (833-842 AD), al-Watsiq (842-847 AD) and al-Mutawakkil (847-861 AD), even the caliphs al-Ma'mun and al-Mu'tashim entrusted their children to be educated by al-Kindi. Al-Kindi was an Islamic philosopher who was very productive in writing books on various branches of science known at that time. In the book *al-Fihrits*, Ibn Nadim once wrote a list containing the names of books al-Kindi had written. These books were divided by Ibn Nadim into 17 chapters consisting of 241 books. The first group consists of twenty-two philosophical books and treatises. Some of these books are in thick format, and some of his books consist of only a few sheets of paper. Unfortunately, most of these books have been lost and never found again, and some are still in manuscript form and stored in various libraries in Arab and European countries. Only a few books have been published, including by Muhd. A. Hadi Abu Ridah in his book *Rasa'il al-Kindi al-Falsafiyyah*, which consists of two volumes; among these books are:

1. In the Philosophy of Law
2. For the hudud of the Ashya'warusumuha
3. Fi al-Fa'il al-Haq al-Awwalal-Tam
4. Fi I-dhah the land of the world
5. Fi Wahdaniyyati 'I-lah wa Tanahi jirmal-'Alam
6. The Law of Allah and the Law of the Fasad

7. For the sake of the soul

8. Fi'n-Nafs

Philosophy of Religion

During the Abbasid caliphate, still led by the caliphs Al-Amin, Al-Ma'mun, Al-Mu'tashim, and Al-Watsiq, al-Kindi's thoughts, besides having a place in the hearts of the people, also received full support from the rulers of that time. Even during al-Ma'mun's reign, he entrusted the Mu'tazilah school as the official state school. This means that the philosophical thoughts developed by al-Kindi received full support from the rulers besides his people, so it is not surprising that al-Kindi became popular and his thoughts were admired at that time.

However, when the ruler of al-Mutawakkil after the Abbasid dynasty, the Mu'tazilah school as the official state school gradually became unpopular because the ruler at that time popularized the Ash'ariyah school. This moment was used by people who were anti-philosophy to attack al-Kindi.

During the Abbasid dynasty ruled by Al-Mutawakkil, the Ash'ariyah school was entrusted to the community as the official state school. Anti-philosophy groups exploited this situation. At the instigation of Muhammad and Ahmad, two sons of Ibn Syakir. Among these instigations are people who study philosophy because they lack respect for religion. As a result of this incitement, the emotion was so intense that Mutawakkil ordered al-Kindi to be punished and his library, named Kindiyah, to be confiscated. Still, it was not long before his library was returned.

Even though al-Kindi received strong attacks from people who were against philosophy, especially its relationship with religion, with the various arguments he put forward, both naql and rational arguments, he emerged as a defender of philosophy. He came to the conclusion that philosophy was not at all in conflict with religion; in fact, according to him, studying philosophy was obligatory.

According to al-Kindi, philosophy is knowledge about what is true (الحق عن بحث), while the purpose of religion is to explain what is true and what is good¹³; likewise, with philosophy, it tries to find the truth based on logical, radical, universal, and systematic thinking to find the truth. Al-Kindi's perspective above seems to want to show that philosophy is part of the teachings of Islam, which is the knowledge that comes from Islamic thought that is based on revelation.

In the meantime, philosophizing is an effort to find the truths contained in the Qur'an because "the Qur'an, which brings more convincing and correct arguments, cannot possibly contradict the truth produced by philosophy. Therefore, studying philosophy and philosophizing is not prohibited; even theology is part of philosophy, while Muslims are required to study theology. Meeting religion and philosophy in truth and goodness is simultaneously the goal of both. Religion, besides revelation, uses reason, and philosophy also uses reason." From the explanation above, for al-Kindi, religion and philosophy do not have to be opposed and at odds because both carry similar truths.

According to al-Kindi, philosophy is "the science of the essence of everything that people study according to their ability." Because of that, philosophy is the science with the highest dignity and level compared to other sciences that are only interested in discussing phenomena and the external characteristics of a target of study. In the dimension of philosophy, there are three ways or paths to obtain the truth: science, philosophy, and religion, "both science, philosophy, and religion aim, at least, to deal with the same thing, namely the truth." The sciences included in the philosophy field are the science of divinity (fadhillah) and other sciences that are beneficial to humans and keep them away from loss and suffering. However, it should be noted that not all sciences occupy the same level, because the problems and objects that are the subject of discussion are different, so the way to solve them is not the same. The most important and high-ranking part, according to philosophers, is the science of divinity, which al-Kindi calls the "first philosophy." it is the science that discusses the first truth (ilmul-haqqi'I-awwal), which is the cause of all truth. From that, al-Kindi emphasized that studying the science of "first philosophy" will make a philosopher more perfect because a person's knowledge of the cause of something is much nobler than his knowledge of its effects (ma'lul).

Thus, al-Kindi's principle is about the meaning and purpose of the obligation of philosophical knowledge. Therefore, there can certainly be no conflict or opposition between religion and philosophy, and they must embrace each other because both contain convincing truths within themselves. Religion is not a teaching that cannot be understood by reason, as he stated:

Indeed, the words of the truthful person, Muhammad (peace and blessings of Allah be upon him) and what he conveys from Allah, the Great, and Mighty, can be known to others by (using) the analogy of reason (al-maqayis al'aqliyah). Only people who do not have the image of reason and have placed themselves in ignorance reject the science of philosophy.

Thus, religion and philosophy contain the same knowledge and truth. These two types of knowledge can't contradict each other in truth. This belief was defended with all his might by al-Kindi so that he harshly attacked those who were hostile to philosophical science. His philosophical attitude is visible in his expression of defense of philosophy as follows:

We should not be ashamed to welcome the truth and accept it from any source, even from a nation and people far from us. Indeed, nothing is more important for those who seek the truth and belittle those who say and teach it. No one will be low because of the truth; on the contrary, everyone will be noble because of the truth, and that is certain. From some of the quotes above, studying philosophy, according to al-Kindi, is mandatory. Therefore, he has studied it seriously to reach the level of a philosopher who was given the title of "the first Arab philosopher" in the Islamic world. As the first Arab philosopher, Al-Kindi was an Arab Islamic scientist who could be said to have succeeded in combining and harmonizing philosophy and religion, or reason and revelation, because, according to him, the two are not contradictory because both are the science of truth. While the truth is only one, in the development of the first philosophy, Al-Kindi said: "The noblest and most noble among all human arts is the art of philosophy, knowledge of all things, as far as the limits of human reason, the goal is to know the essence of truth and act by that truth." An-Nafs, according to al-Kindi

As is known, philosophy is the result of thinking in searching for the nature of things systematically, radically, and universally; it discusses "the basics of religion analytically and critically, to state the truth of religious teachings or at least to explain that what religion teaches is not impossible and does not contradict logic." The basics of religion referred to here include, among others, revelation, sending of prophets and apostles, divinity, eternity of life, human relationship with God (free from or bound to God's will), evil, life after death, including spirit or soul, and others. In the Qur'an, it has been explained that matters of the spirit (soul) are God's business; you are not given knowledge except a little. Allah explains this in the Qur'an surah al-Isra' verse 85. Asbabun nujul, this verse, according to the history of Bukhari from Ibn Mas'ud, said, "Once, I walked with the Messenger of Allah in Medina. Then we passed in front of several groups of people from the Quraysh; some of them said, "Why don't you ask him something? Then, they asked us to tell us about the nature of spirits. The Prophet stood for a moment and raised his head. I knew that a revelation was coming down to him. When finished, he read this verse.

The verse above raises several questions, such as: What is meant by the verse with its substance? Is it eternity or transience, happiness or misery? Does the verse mean, " You were not given knowledge except a little," which concerns the nature of the soul, or "that little" is our knowledge, not including the issue of the soul because our knowledge is only a little?

Problems like these bring Muslim thinkers (especially Muslim philosophers) to the table as if they are called to discuss these matters based on their existing abilities, with the clear aim that mankind can properly understand the meaning contained in the revelation.

According to al-Kindi, "an-Nafs" (soul) "is not composed (بسيطة, simple) but has an important, perfect, and noble meaning. Its substance (الجوهر) comes from the substance of God. Its relationship to God is the same as that of light to the sun."

With the explanation above, it means that the soul is different from the jism, but both are interconnected because if one of the two (the soul) separates itself from the jism, then the jism no longer functions (dies), and the soul will return to its origin. Therefore, according to al-Kindi, the soul is "the first perfection for a natural jism that has potential life." Or the soul is "the perfection of a natural jism that organically receives life. The difference between the two definitions lies only in the wording, not in the understanding. This means that the soul is an essential perfection for the jism without which the jism does not function at all. The jism will perish if the soul has left it. We are presented as a footbridge or bridge crossed by travelers, not having a long and eternal peace. The permanent place we hope for is the high, noble realm where our souls will move after death. The statement above shows that al-Kindi acknowledges the soul's immortality, which is strengthened by his statement: "O ignorant people! Don't you know that your place in this world is only for a short time? Then you will go to the real world, where you will live forever."

Thus, it can be said that the relationship between the soul and the body is only accidental, and it is an energy that can give rise to...

Strength for the mass to carry out its activities.

According to al-Kindi, the soul has three powers, namely, the power of lust, the power of anger, and the power of thinking. This power of thinking is called reason, and according to him, reason is divided into three types:

1. Potential intellect (بالقوة الذی)
2. The mind that has moved from potential to actual (الفعال بالقوة منخر جالذی)
3. The mind that has reached the second level of actuality (الثانینسمیة الذی)

Potential reasons cannot become actual if no power moves them from outside. Therefore, there is one kind of reason that has a form outside the human spirit: reason that is forever in actuality. This reason is forever in actuality that moves potential to become actual.

III. CONCLUSION

Al-Kindi was the first Arab Islamic Philosopher who succeeded in integrating philosophy and religion. For him, revelation is not contradictory to philosophy because philosophy is a systematic human effort to know the truth, while religion is the source of truth itself. According to al-Kindi, the soul is the first perfection of the natural jism that has potential life. In other words, the soul is the perfection of the natural jism that organically receives life. A person who philosophizes is a person who always tries to build a good relationship with the Creator because potential reason will never change into actual reason as long as the Almighty Mover does not move it.

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Improving Counting Skills Through Number Card Games in Children at RA Al-Basithiyah Batu Tunggal

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ABSTRACT

This research is based on child development in Raudhatul Athfal Al-Bashithiyah. In learning activities in early childhood education RA Al-Basithiyah in group B, the ability to recognize children's numbers is still very low. When asked to show numbers and match the shape of the numbers. In addition, there are only 13 children who can write numbers 1-10, and only 17 can re-state numbers 1-10 in sequence. The reason for the inability of children in RA Al-Basithiyah to recognize and mention the concept of numbers 1-10 is that the learning method used in recognizing numbers is not optimal. Very minimal learning media is used to recognize numbers, so it cannot stimulate children to recognize them. This study aims to determine whether using number card media can improve children's counting skills in RA Al Bashithiyah. This research is Classroom Action Research (CAR). Data collection techniques in this study were observation and documentation. The subjects in this study were children of RA Al Bashithiyah. The results of this study used two cycles: in cycle I, the MB category had 18 children (60%) and BSH 12 children (40%). In cycle II, the MB category was two children (7%), and the BSB category was 28 children (93%), meaning cycle II was declared complete. It can be concluded that number card games can improve children's counting skills.

I. INTRODUCTION

Early childhood education is organized to facilitate the growth and development of children because early childhood is a fundamental phase in influencing child development. The characteristics of early childhood are that they are active, have very high curiosity, often ask questions, and enjoy exploring their environment, which is reflected in fun learning activities for children—early childhood education, in particular. Early childhood education is organized to facilitate the growth and development of children or emphasize the development of all aspects of the child's personality.

The developmental aspect that researchers will examine is the cognitive development aspect. Cognitive development is a process in which children actively build a system of meaning and understanding of reality through children's experiences and interactions. This cognitive aspect is the ability to recognize, mention and use the concept of numbers using objects. (Fadillah, and Muhamad. 2012) Early childhood is important for children's cognitive development, as they can absorb information quickly. Therefore, early childhood is often referred to as the golden age or golden age, which, in essence, is the period of laying the foundation for subsequent growth and development.

Every child can count on developing their abilities; the characteristics of their development start from the environment closest to them and align with the development that can increase to the stage of understanding numbers, namely about addition and subtraction. (Ahmad Susanto. 2020) Recognizing numbers in early childhood is counting or mentioning the sequence of numbers, counting by showing objects, making a sequence of numbers with objects, connecting or pairing number symbols with objects, and distinguishing two groups of objects based on their number. Cognitive abilities are through number card games. (Muhammad Fadillah, 2014)

Based on the researcher's observation of the learning activities in early childhood education, RA Al-Basithiyah in group B (5-6) consisted of 30 people. The researcher found that the children's ability to recognize numbers is still very low. While learning to recognize numbers, the researcher found that out of 30 children, only 17 understood how to say the numbers 1-10, but 13 were still confused about writing the numbers 1-10. When asked to show the numbers and match the shape of the numbers. In addition, there were only 13 children who could write the numbers 1-10, and only 17 could re-state the numbers 1-10 in sequence.

The reason for the inability of children in early childhood education at RA Al-Basithiyah to recognize and mention the concept of numbers 1-10 is that the learning method used in number recognition is not optimal. In number recognition, very minimal learning media are used so that they cannot stimulate children in their ability to recognize numbers, for example in number recognition 1-10 using media from paper written with numbers, so that children find it difficult to understand and become easily bored with the tasks given by the teacher.

For this reason, researchers use number card games to learn to recognize numbers so that children will be more interested and not easily bored during learning, especially when learning to recognize numbers. The methods used in recognizing numbers in RA Al-Basithiyah's early childhood education are less varied. In recognizing numbers, we only use lecture and singing methods. While teaching basic mathematical concepts. Just ask the children to read together to name the numbers. Children are only given a worksheet containing the numbers 1-10; then, the child is assigned to write and name the numbers individually.

The author interviewed one of the teachers in early childhood education, RA Al-Basithiyah. The results of the interview showed that there was a lack of use of games in introducing the concept of numbers to children. However, the material studied will only be introduced directly. Therefore, the author is interested in introducing the concept of

mathematical numbers through games. Seeing the results above, the researcher tried to provide a solution to the problem. The solution offered by the researcher is a demonstration method using a number card game. The number card game is one type of game that is played by showing the appropriate picture by distributing number cards and picture number cards and asking for a picture of the number card by showing a picture number card and trying the child to play the number card that matches the number of number cards and letting the child try and match the number of number cards by arranging the numbers 1-10 with objects and arranging the numbers 1-10 and distinguishing and making two groups of objects with different numbers the game is played individually but still guided by the teacher.

Providing 5-6-year-olds with playing experience using number card games allows children to develop their cognitive abilities, especially in recognizing the concept of numbers. With the number card game, children will have a direct experience by exploring themselves through the game.

Based on the background of the problem, the author is interested in conducting a study entitled "Improving Counting Skills Through Number Card Games in Children at RA Al-Basithiyah Batu Tunggal".

II. THEORETICAL BASIS

1. Early Childhood

The definition of early childhood is a child who is just born until the age of 6 years. This age is decisive in forming a child's character and personality. That age is important for developing his permanent intelligence, and he can absorb important information. (Sujiono. 2011) Early childhood is a child who is in the age range between 1-5 years. This definition is based on the limitations of developmental psychology, which includes infants aged 0-1 years, early age aged 1-5 years, and childhood aged 6-12 years. (Ahmad Susanto. 2017)

Early childhood education aims to develop the knowledge and understanding of parents, teachers, and other parties related to early childhood education and development by developing children's potential from birth as a preparation for life and to adapt to their environment. (Ahmad Susanto, 2017)

2. Arithmetic Ability

Numeracy is the ability to use reasoning, logic, and numbers. Early numeracy is when every child can develop their abilities; the characteristics of their development start from the environment closest to them, which is in line with the development of their abilities. Children can increase to the stage of understanding numbers. (Rosa Imani Khan and Ninik Yuliani. 2016) Numeracy is an ability that every child has related to addition, subtraction, multiplication and division, which are important abilities in everyday life. (Ariyanti, Zidni Immawan Muslim. 2015)

Arithmetic Ability in Erik Hidayati is an ability that requires reasoning and algebraic skills, including arithmetic operations. So, in arithmetic, several indicators must be met during the process of a learning objective, namely:

a. Able to solve problems

Students are able to work on the test questions given by teachers related to the understanding that being able is being able/competent in carrying out tasks and being agile.

b. Able to create questions and solutions

In addition to being able to work on questions given by the teacher, students are also expected to be able to create and complete them independently. This is by the definition of ability itself, namely that ability is the ability to master something.. (Enik Hidayati. 2015)

3. Number Card Game

In the Great Dictionary of the Indonesian Language, playing comes from the basic word main, which means doing activities or activities to please the heart (using certain tools or not). (Depdiknas. 2012) Many observers use several criteria in defining games. First, games are fun. Second, games do not have extrinsic goals; children's motivation is subjective and does not have practical goals. Third, games are spontaneous and voluntary, freely chosen by the player. Fourth, games include active involvement from the player. (Mansur. 2013)

The media for playing number cards is a picture made of cardboard paper and then written with numbers from 1 to 10. The cards can be played individually or in groups arranged according to learning objectives that are often used in the learning process in early childhood education. Using media to play with number cards is considered very appropriate for helping children understand the concept of numbers. When seeing the media for playing number cards, children can be interested in paying attention and then playing the media for playing number cards.

The illustrated number card media as one of the media that can be used in the learning process has advantages and disadvantages of the number card media according to Dhieni et al.:

1. The image is concrete.
2. Images can limit space, time and the capabilities of human senses.
3. Images can be used to explain a problem, whether concrete or abstract.
4. Images are a medium that is easily available and cheap.
5. Images are also easy to use, either individually or in groups, classically, throughout the class or school so that the message implied in the image can be re-stated in words or sentences. (Made Pande Megawati, Ni Ketut Suami, Made Sulastri, 2012)

According to Aisyah, picture number cards, in addition to the advantages of picture media, also have several disadvantages, namely:

1. It isn't easy to show movement in image media.
2. The costs that will be incurred will be large if you want to make better and more varied images.
3. Picture card media must be designed in such a way that it is not too numerous and boring for children
4. If not properly maintained, image media will easily be damaged and lost,

It requires high creativity from teachers to provide innovation from image media so that children are not bored.

III. RESEARCH METHOD

a. Place and Time of Research

The author conducted research at RA Al-Basithiyah, which is located not far from Rantau Prapat, more precisely in Jalan Batu Tunggal, NA IX-X District, North Labuhanbatu Regency.

The research period starts from April to June 2022. The determination refers to the school's academic calendar.

b. Subjects and Objects of Research

Many argue that the subject of research is the person who conducts the research, while the research is the person or thing being researched. The subject in research refers to the respondent, the informant who is to be asked for information or whose data is to be extracted. (Muh. Fitrah & Luthfiah, 2017) The subjects of this study were 30 students at RA Al-Basithiyah.

Object refers to the problem or theme being studied. While the object of this study is to improve numeracy skills.

c. Type of Research

The type of research used in this study is Classroom Action Research (CAR). According to Wina Sanjaya, CAR can be interpreted as studying learning problems in the classroom through self-reflection to solve the problem by carrying out various planned actions in the situation and analyzing each problem from the treatment. (Wina Sanjaya 2016) Meanwhile, according to Totok Sukardi Yono Classroom action research (CAR) is an observation that applies reflective actions in the classroom by carrying out certain actions or using rules by the research methodology carried out in several periods or cycles to improve and or enhance learning practices carried out together in the classroom professionally so that an increase in understanding or quality or predetermined targets is obtained. (Totok Sukardiyono, 2015)

IV. RESEARCH RESULTS

Physical development in children can be identified in several ways, such as paying attention to the various types of games and the steps. Before ending this teaching and learning activity, the teacher can ask students who can tell them what number they have made. Early childhood education is education to help the growth and development, both physically and spiritually, of children outside the family environment before entering elementary education, as an effort made so that children aged 4-6 years are more ready to follow the next level of education. Every child has creative potential; with creative potential, children need creative activities or activities to hone their creativity. Using strategies in learning helps children achieve their learning goals, but this requires more time and varied and interesting learning preparation for children.

The research does not solve the existing problems; often, the objectives to be achieved are less successful because strategies are too monotonous. Learning strategies are a way to carry out good and effective teaching. In improving children's numeracy skills, it is necessary to use interesting and fun strategies so that children do not get bored and tired. However, using the right strategy will develop children's activity and creativity. Interview with Mrs Midahtul Hanim and students of RA AL-Basithiyah Batu Tunggal After the researcher applied the method of giving assignments, he said that during the first implementation of playing number cards, children felt confused and were not used to the tasks they used, after the implementation of the following number card game, children began to be enthusiastic about the tasks that had been determined. Children could train their numeracy skills to play number cards neatly. According to students of RA Al-Basithiyahh, they felt happy because they could be directly involved in the activities assigned, so they did not feel bored learning by being given assignments to play number cards. It can be concluded from the interview results above that giving assignments to play number cards makes children feel happy, joyful, and not bored when participating in learning activities while playing. Besides that, when carried out, children can play neatly and become a form taught by their teacher, meaning that this activity gives a positive impression and meaning in children's lives. The implementation of the activity of giving assignments to play number cards in learning, namely:

1. Learning by using the strategy of playing number cards is very appropriate for improving the fine motor skills of early childhood, such as children's ability to play number cards neatly, recognize the shape of numbers, and recognize colours.

2. Children who participate in learning by being assigned to play number cards can further stimulate their creativity and imagination, as well as their varied creations, so that they can learn, such as the concept of learning while playing.
3. Learning to play with the strategy of number cards is very appropriate for training children's imagination, creativity, and interaction with other people.

In the implementation of cycle I through three meetings with the implementation of classical learning at RA Al-Basithiyah, several obstacles and weaknesses were found, including lack of time efficiency, time constraints so that number card playing activities have not developed well, children's self-confidence not developed well, this can be seen from there are still children who tend to be nervous, and do not understand the instructions given. The interest and motivation of students in participating in learning activities began to be seen but were still not optimal. This can be seen from the fact that some students still do not focus on the material, and some are still playing. In cycle II, learning went better and smoother; teacher readiness was more solid in providing learning direction so that the learning flow given to students could be clear and coherent, and students were more enthusiastic and active in number card playing learning activities. Number card playing activities were carried out.

Based on the analysis of cycle I and cycle II, the author can conclude that children's counting ability with the method of giving number card playing tasks has an important role in improving early childhood counting ability. By giving number card tasks, children can complete the tasks instructed by the teacher so that children can play number cards neatly, as exemplified by the teacher.

V. CONCLUSION

Based on the research results and discussion description, it can be concluded that children's numeracy skills at RA AL-Basithiyah Batu Tunggal can be improved through number card games. The results of the study showed that there had been an increase in children's early numeracy skills in each cycle. In the observation results in the pre-cycle, the average value of children was 48, with the number of children in the category not yet developing, namely 10 (33%), children in the category starting to develop, namely 12 (40%), children in the category developing according to expectations, namely 8 (27%). In the results of the observation value in cycle I, with the number of children in the category starting to develop, namely 18 (60%), children in the category developing according to expectations, namely 12 (40%). In the results of the observation value in cycle II, with the number of children in the category starting to develop, namely 2 (7%), children in the category are developing very well, namely 28 (93%). This increase in early numeracy skills includes children being able to count pictures, point to the requested number symbols, unite numbers, unite meaningful numbers, and group numbers.

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Improvement Of Fine Motor Skills Development In Children Aged 4-5 Years Through Paper Folding Activities At Tk Diponegoro Asam Jawa District Torgamba Regency Labuhanbatu Selatan

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ABSTRACT

The basis for this study is the observation that children's fine motor abilities at TK Diponegoro Asam Jawa, Torgamba District, South Labuhanbatu Regency, have not grown to their full potential. Nearly 80% of students need help from the teacher to finish learning activities like paper weaving, which are designed to improve fine motor skills. Children find the methods less engaging because they are not the best, and the material does not align with the studied issues. This study aims to ascertain whether paper folding exercises at TK Diponegoro Asam Jawa have improved the fine motor skills of children ages 4-5. This study employs a descriptive methodology. This study uses documentation and observation as data collection methods. Children from TK Diponegoro Asam Jawa's Group A are the study's subjects. According to the study's findings, 34 youngsters (100%) attended cycles I and II. Of 34 pupils, 11.76% demonstrated Very Good Development (BSB) in cycle I and 29.41% in cycle II. BSH, or development according to expectations, was 23.53% in cycle I and 50% in cycle II. Beginning to Develop (MB) was 23.53% in cycle I and 20.59% in cycle II. Not Developing (BB) was 0% in cycle II and 41.18% in cycle I. As a result, cycle II classifies it as complete.

1. INTRODUCTION

Early childhood education (ECE), which precedes elementary school, focuses on children from birth to age six. It accomplishes this by offering educational stimuli that support the child's physical and spiritual development and prepares them for entry into official, informal, and non-formal educational routes. Madyawati, Lilis (2013)

Religious and moral values, physical-motor skills, and cognitive, linguistic, and socio-emotional development must all be included in early childhood development. The growth and development expected of children within specific age groups are described by developmental achievement levels in National Minister of Education Regulation Number 58 of 2009 concerning Early Childhood Education Standards. The child has developed in a way that integrates physical, cognitive, linguistic, socio-emotional, religious, and moral ideals. Through various techniques and media, including crayons, pencils, plasticine, scissors, natural materials, recyclable materials, and paper, early childhood education will allow pupils to satisfy their demands for expression, imagination, and creativity. Ritonga, Soybatul Aslamiah (2023) to encourage a child's growth and encourage them to produce something they want. Any youngster can develop their fine motor skills to their full potential if given the proper stimuli. Children require stimulation at every stage to develop their fine motor and mental abilities.

According to the author's pre-observation and interview results at Diponegoro Kindergarten in Asam Jawa, Torgamba District, South Labuhanbatu Regency, the children's fine motor abilities have not developed to their full potential. About 35 youngsters struggle with hand-eye coordination and hand-muscle movement, particularly when copying shapes, like cutting patterns when the finished product is messy. Many kids still cut without following the pattern lines. Children find it challenging to fit the woven paper components into the spaces in the woven paper medium during the weaving paper activity. When it comes to simple folding or folding paper, the child finds it challenging to fold the paper into smaller folds. Nearly 80% of the students requested assistance from the teacher to finish paper weaving, one of the learning activities designed to enhance fine motor skills. The same thing happened during the paper folding exercise; the kids begged the teacher for assistance in finishing their folds. The number of folds already complies with the 1–7 folds required by the form imitation activity development indicators. However, in practice, most kids in the 4-5 age range struggle to fold the paper and cannot finish the folds to the last step. Their lack of enthusiasm for fine motor skill development stems from things like that.

Because it solely uses traditional approaches, it is not the best approach. This became clear as the narrative style gained traction during the learning process. With the goal that each learning topic should involve a change in the teaching methods suited to the learning theme, many different teaching methods may still be utilized in learning in addition to the storytelling approach. For instance, the demonstration approach makes learning through play possible, which works well for tasks like folding paper.

Additionally, the media is inappropriate for the lesson's subject matter. The children are less inclined to participate in the learning activities because the media used for weaving has always followed preexisting shapes. Children are trained in fine motor skills to coordinate their hands and eyes at the basic stage. Thus, doing the first folding paper activities is preferable before moving on to the weaving phase, which calls for extreme precision. Children's fine motor skill development may be hampered because it is not maximized during learning activities while playing.

Given the foregoing, children between the ages of four and five must develop their fine motor abilities. Paper folding is one educational activity that helps improve fine motor skills. The title "Improvement Of Fine Motor Development In Children Aged 4-5 Years Through Paper Folding Activities At Diponegoro Kindergarten, Asam Jawa District, Torgamba Subdistrict, Labuhanbatu Selatan Regency" was chosen by the author based on the issues and description above.

2. THEORETICAL FRAMEWORK

A. Development of Fine Motor Skills

The meaning of the word "development," according to KBBI (Kamus Besar Bahasa Indonesia), is becoming more perfect. (Department of National Education. 2012) Development is a process of change in the functional capacity or working ability of body organs towards a state that is increasingly organized (controllable) and specialized (according to the functional abilities of each).

The meaning of the word "motorik," according to KBBI (Kamus Besar Bahasa Indonesia), is related to movement. (Department of National Education. 2012) Motorik is motor, which is a biological or mechanical basis that causes movement to occur. "In other words, movement is the culmination of an action based on the motor process."

Fine motor skills are activities that use small fine muscles (muscles). According to Moelichatoen, fine motor skills are activities that use the small muscles in the fingers and hands. This movement is a motor skill. [1] (Moeslichatoen R, 2014) Fine motor skills involve using small muscles, such as fingers and hands, which often require precision and hand-eye coordination. These skills include the use of tools for work and objects or control. Therefore, fine motor skills are movements that involve specific parts performed by small muscles only. (Achmad Afandi, 2019)

Babies differentiate their grip on objects depending on the size of their own hands. At 4, a child's fine motor coordination becomes more mature. A 4-year-old child can string beads into a necklace (beading), fold paper, color, paint, tear, be able to thread buttons through buttonholes, hold scissors correctly, bead, and practice holding a pencil for writing. (Seefeldt and Wasik, 2012) At age 5, a child's fine motor coordination continues to improve. Hands, arms, and fingers all move under the command of the eyes. Some games, such as simple towers, are no longer interesting for a 5-year-old child. At this age, children's control in writing has improved, and the letters they write already resemble actual printed letters. Regarding cutting paper, the results have also improved, and folding paper has shown better understanding when observing the educator demonstrate it.

B. Paper Folding Activity

Folding paper is an easy and enjoyable art activity. It is also a way to fill free time and a medium for teaching and communication with children because it is done together. In Japan, paper folding is very famous for its rapid development of creativity. The art of folding paper in Japan is known as origami.

Folding paper by oneself is known as origami. This method was developed in Japan as a traditional art form. This activity is used to fill free time. The children really enjoy playing with and folding paper into interesting shapes. Folding activities with origami art are important for developing visual skills and enhancing children's fine motor and artistic abilities.

The meaning of folding/origami, as explained by Sumanto, is a form of art/craft generally made from paper, aiming to produce various shapes of toys, decorations, functional objects, teaching aids, and other creations. (Sumanto, 2015) For kindergarten-aged children, folding is an interesting and enjoyable creative play activity. This activity can develop children's fine motor skills, cognitive competition, imagination, artistic sense, and skills. Specifically, folding activities aim to train memory, observation, and hand skills and develop imagination, creativity, precision, neatness, and a sense of beauty.

The implementation of paper folding must follow the basic folding guidelines to make the paper folding activity easy for children to follow. The basics of folding are as follows:

a. Use the type of paper specifically prepared for folding. Folding paper is usually packaged in square plastic wrappers in various sizes and colors (origami paper). Folding can also use types of HVS paper, newspaper, sukung/marble paper, umbrella paper, notebook paper, and the like. The size and color can be adjusted according to the shape or model of the fold to be made, including folding with tissue paper.

- b. Each folding model is made from paper and is shaped like a square, double square, rectangle, or triangle. For example, the folding models of houses, boats, flowers, glasses, and cube balls are made using square-shaped paper, while the jumping frog model uses double square-shaped paper. The folds for the sailboat, airplane, and toy mask models use rectangular paper. The folding of the fish model can be made from triangular paper. Each model can be made from triangular paper. Each folding model does not always use square-shaped paper.
- c. To facilitate folding based on the working drawing (pattern), identify the instructions and steps for its creation. Folding instructions are marked with arrow lines indicating the intended direction in the folding steps. For example, fold to the center, double, corner, reverse, pull, etc.
- d. The quality of the folding result is determined by the neatness and precision of the folding technique, from start to finish. (Kiki Ria Mayasari, 2014)

3. RESEARCH METHOD

A. Place and Time of Research

This research was conducted at Tk Diponegoro, Asam Jawa Village, Torgamba District, South Labuhanbatu Regency.

This research was conducted from August to October 2022 (Odd Semester Academic Year 2022/2023).

B. Subject and Object of Research

This study's subjects are the 4-5-year-old students of TK Diponegoro Asam Jawa, Torgamba District, South Labuhanbatu Regency, a total of 34 students.

The object of this research is the development of children's fine motor skills through paper folding activities.

C. Type of Research

The type of research is Classroom Action Research with the model of the teacher as the researcher, meaning the teacher has a primary role both in the planning and implementation of the Classroom Action Research to solve practical problems faced by the teachers themselves in the learning process, where if the teacher involves others, it is only consultative to ensure the validity of the actions taken. "This type of research has procedures (stages), and each procedure has 4 activities, namely: planning, implementation, observation, and reflection."

4. RESULTS AND DISCUSSION

Kindergarten is an education to help the growth and development, both physical and spiritual, of children outside the family environment before entering basic education, as an effort to prepare children aged 4-6 years to be more ready to follow the next stage of education. Every child has creative potential; with that creative potential, children need creative activities or tasks to hone their creativity. Some teachers believe that the use of media in learning helps children achieve their learning objectives, but this requires more time and varied, engaging lesson preparations for the children.

Research has found that this does not solve the existing problems; often, the goals to be achieved are not successful because the use of media is still too monotonous. In learning, media is a tool used to conduct good and effective teaching. To enhance children's creativity, it is necessary to use engaging and enjoyable media so that children do not become bored and fatigued. However, using the right media will develop children's activity and creativity.

Based on the observations and interviews, it can be described that the children's daily activities show the impact of the learning provided at school, which can be developed in their daily lives

at home. Furthermore, the results of the observations and interviews with the children who were directly involved in the "paper folding art" activities can be concluded as follows: "Learning through the activity of paper folding is very enjoyable because it can create various cute origami shapes." Next, on a different occasion, information was obtained from another child, who said: "Learning through the art of paper folding allows children to learn various aspects, such as recognizing colors, understanding geometric shapes, and discovering new shapes that they have never made before." From the results of interviews with several children, it can be concluded that they feel happy, joyful, and not bored when participating in the "paper folding" activity. In implementing cycle I with classical learning in group B, several obstacles and weaknesses were encountered, including the lack of interest among children in participating in the paper folding activity because, according to the children, folding is difficult since the paper folding activity had rarely been applied before. The results of the observation from the paper folding activity of the students in cycle I can be seen that out of 34 children in group B, eight children (23.53%) showed Very Good Development (BSB), and 14 children (41.18%) showed Development as Expected (BSH). Starting to develop (MB), there were eight children (23.53%), and in Not Developing (BB), there were four children (11.76%). Thus, the children's fine motor development has not shown satisfactory results in this first cycle. Armed with the weaknesses from Cycle I, improvements were made in implementing Cycle II, including planning, execution, and evaluation. This can be seen from observing the folding activity of children, which showed improvement from the previous cycle, namely from 34 children in group B. The results were as follows: Very Good Development (BSB) was observed in 10 children (29.41%), Expected Development (BSH) in 17 children (50%), Beginning Development (MB) in 7 children (20.59%), and No Development (BB) in 0 children (0%). Responses at the end of each cycle always show improvement. Based on the reflection results from both cycles through 2 meetings of paper folding activities in the 4-5 year age group at TK Diponegoro Asam Jawa, Torgamba District, South Labuhanbatu Regency, an increase in the percentage of children's fine motor skill development can be observed.

5. CONCLUSION AND SUGGESTIONS

Based on the descriptions in the previous chapters, the author can draw the following conclusions from this research:

1. Evidence of the improvement in children's fine motor skills through the art of paper folding at TK Diponegoro Asam Jawa, Torgamba District, Labuhanbatu Selatan Regency, can be seen from the evaluation results at the end of each meeting and the implementation of the RPPH, which is structured in the actions of cycle I and cycle II.

2. The research results show a continuous improvement in the children's abilities from each cycle I and II attended by 34 children (100%). In cycle I, out of 34 students, 11.76% showed Very Good Development (BSB), and in cycle II, 29.41%. In cycle I, 23.53% showed Development as Expected (BSH), and in cycle II, 50%. In cycle I, 23.53% showed Beginning Development (MB), and in cycle II, 20.59%. In cycle I, 41.18% showed No Development (BB), and in cycle II, 0%. Thus, the action hypothesis proposed by the author is answered in the process of implementing the classroom action research conducted by the author, namely that the Activity of Folding Paper can improve the Fine Motor Development of Children Aged 4-5 Years at TK Diponegoro Asam Jawa, Torgamba District, South Labuhanbatu Regency.

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The Influence of Playing With Plasticine On The Development Of Children's Creativity At TK Negeri Satap Sibargot Village

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Abstract

Playing with playdough is a constructive play. Creativity generates a new idea that connects with the previous one, creating something new. The problem formulation in this research is "Is there an influence of using plasticine media on the development of early childhood creativity at TK Negeri Satap Desa Sibargot." The research aims to determine the effect of plasticine media on developing creativity in early childhood at TK Negeri Satap Desa Sibargot.

This research uses a quasi-experimental quantitative research design with a control class, where the experimental class consists of 15 children and the control class consists of 15 children. Data were collected using the observation guideline technique of the child creativity development research instrument. The analysis technique uses data homogeneity, normality, and paired sample t-test/hypothesis testing techniques.

Hypothesis analysis is used to test the hypothesis using the t-test in the SPSS 17 program, namely, $t\text{-test} = 15.453$ sig 0.000. Therefore, the sig (2-tailed) value of $0.520 > 0.000$ means that H_0 is rejected and H_1 is accepted. Thus, the research hypothesis stating that using colored flour playdough media affects the development of creativity in early childhood at TK Negeri Satap Desa Sibargot is accepted as true.

1. INTRODUCTION

Education is very important in a person's life for enhancing skills and intelligence and developing self-potential. It can shape a responsible, intelligent, and creative personality. (Sesa Pirunika, 2019) Early childhood education is also the first and foremost foundation in a child's personal development, whether related to character, cognitive, physical, socio-emotional, spiritual, or independence.

Early childhood education aims to develop the full potential of children in the future. Its function is to develop a child as a whole person by the philosophy of a nation. Children are just

getting to know the world, so they are learning to communicate with and understand others. (Suyadi, 2014) Children must be guided to understand this world, such as natural phenomena and the skills or abilities needed to live. (Suyadi, 2014)

According to Kresno, playing has a significant impact on child development, one of which is stimulating children's creativity (Ahmad Zaini, 2015). Through experimentation in play, children discover something new and different, which can bring satisfaction to every game. Playing by manipulating objects they find in their environment affects what they see around them.

Children can easily absorb experiences only through tangible objects in the early childhood stage. Children are more likely to follow what they see rather than hear, which is why when playing, they will always use games they create themselves and their own creative results without any specific rules or restrictions. Therefore, plasticine is one of the media that should be used as a tangible medium to provide learning for developing children's creativity and fine motor skills. Playing with plasticine also serves as a game that will train the child's developmental process in color selection and in shaping their ideas.

Creativity is very important to develop because it can enhance academic achievement. The more creativity a child possesses, the higher their academic achievements will be. Creativity has a significant influence on a person's life; therefore, it should be developed from an early age. (Diana Vidya Fakhriyani, 2016)

From the results of the observation conducted by the researcher on March 10, 2021, at TK Negeri Satap Desa Sibargot, there is a child whose creativity has not yet developed when the teacher assigns coloring and drawing activities. The child only prefers traditional games, and there is still a lack of interest in modern games. Thus, it is still evident at TK Negeri Satap Desa Sibargot. Hence, the pre-research interviewed one of the teachers there, Mrs. Irnawati. The researcher then asked about the learning processes and media used by the teacher to enhance children's creativity at TK Negeri Satap Desa Sibargot, which only has block media.

Some factors hinder children's creativity in learning, namely the lack of training in development and the limitations of learning media. The learning media used by the children at TK Negeri Satap Desa Sibargot are still traditional educational toys, so the children cannot appreciate their work properly. Besides, the children's responses during the learning process to form creative activities are considered lacking because some children are not very enthusiastic about the media used in the learning process. Playing with playdough can be used in the learning process to enhance children's creativity. Thus, children will use their imagination with playdough to create a work involving multiple media types.

The learning process is still receiving a less effective response. Thus, playing with plasticine, children can respond to the learning process well. Using colored plasticine, children can shape various forms such as fruits, cakes, and so on using plasticine as a medium. Playdough is a medium made from flour, salt, cooking oil, food coloring, and water, making it very easy to use because playdough is a soft material that can be squeezed, pulled, pressed, rolled, and shaped according to the child's imagination and desires. (Ita Wahyuni, 2016) Plasticine is a material or tool children use to play and express their ideas by shaping plasticine into what they desire in class. Plasticine also provides a fun and satisfying experience for children, but it is not just an activity of "having fun." (Triharso A. 2013)

One of the approaches taken with early childhood children to stimulate and develop their creativity is through play activities conducted in their environment using educational play tools and various learning resources through play media. (Ahmad Susanto. 2011)

Playing activities, including using plasticine, can also develop children's creativity. Based on the issue above, the author was interested and chose the research title "The Influence of Playing with Plasticine on the Development of Children's Creativity at the Satap State Kindergarten in Sibargot Village."

2. THEORETICAL FRAMEWORK

A. Playing with Plasticine

According to KBBI (Kamus Besar Bahasa Indonesia), playing involves engaging in activities to please the heart and using certain tools. (Department of National Education. 2012) Playing with playdough is a form of constructive play. According to Forman and Hill in Dynna, play is an activity where children try to build something, such as a fort made from blocks or a picture of a house made from paper and colored pencils. (Dynna Wahyu Perwita Sari. 2013) Playing with plasticine, children can coordinate their fingers, stretch the muscles of their hands, train their perseverance and patience, and develop their imagination and creativity. In the context of their play, children come to understand, create, and manipulate symbols as they take on roles and transform objects into something else. Children also explore social relationships and experiment with various social roles. In child development and learning, it is important to become an effective teacher, which is important for helping children develop and learn. The steps that teachers can take to conduct learning activities using plasticine media are as follows:

- a. Preparing the child for the learning process.
- b. The teacher shows concrete objects to the children, such as the shapes of fruits, animals, glasses, plates, and others.
- c. The teacher introduces the tools that will be used.
- d. Then the teacher shapes using plasticine according to the existing example, and the child is taught to make the same shape as the example or create a shape that the child likes.
- e. The teacher allows whatever the child creates; the teacher should not limit or blame what the child makes so that the child's creativity can develop.
- f. It is better to learn colored flour dough on the floor rather than on a bench or table so that the child can move freely, sit comfortably, and enjoy playing with it according to their imagination.
- g. To address the mess from colored flour, the child uses a plastic apron and a handwashing station with a towel so that the child can easily clean their hands when the lesson is over.
- h. The teacher conducts an observation. Plastisin media can train a child's thinking ability, allowing them to shape various forms they like freely. Therefore, teachers should also be more creative when conducting learning using plastic media. (Wartini. 2014)

According to Wenner, play allows children to expand their physical skills, language and literacy abilities, and creative imagination. Evidence that play provides tension release, emotional expression, and exploration of anxiety-inducing situations has also been well documented. (Alice Phipps Whiren, 2018)

B. Development of Creativity

Development is the process of something evolving to enhance efforts. (Department of National Education, 2012) According to Rahmawati, creativity is the ability of a person to produce something new, whether in the form of ideas or tangible works that are relatively different from what already exists. (Alini. 2017) Each child in early childhood has different levels of creativity because they have an educational upbringing, which results in different characters and environments for each child.

The indicators of creativity development based on the Ministry of National Education (Kemendiknas) are: Core competencies: Having a sense of curiosity, being creative and artistic, self-confident, disciplined, independent, caring, able to appreciate and be tolerant of others, adapting, being humble, and polite in interacting with friends.

Indicators of creativity development achievement for children aged 5-6 years:

1. Solving problems creatively

2. Presenting various works related to the social environment (in the form of pictures, storytelling, singing, and body movements)
 3. Showing an attitude of independence
 4. Showing self-emotional reactions appropriately
 5. Having more words to express ideas to others.
- Showing works and artistic activities using various media. (Pebria Suhartini, 2016)

3. RESEARCH METHOD

A. Place and Time of Research

The school used as the research site is the Satap State Kindergarten in Sibargot Village, Bilah Barat District, Labuhanbatu Regency. This research was conducted from March 2021 to May 2022, as the academic calendar of education was the reference for this study.

B. Population and Sample of the Study

According to Sugiyono, the population is "the area or the entirety of the research that consists of: objects and subjects that have certain qualities and characteristics determined by the researcher to be studied and then concluded, thus the research is a population study." (Suharsimi Arikunto, 2014) In this study, the author took the entire population of 30 children at TK Negeri Satap Desa Sibargot.

According to Sugiyono, a sample is a part of the quantity and characteristics possessed by the population. (Sugiyono, 2015) The sampling technique that will be used in this research is the saturated sampling technique. Where the saturated sampling technique is a sampling determination technique when all members of the population are used as the sample. This is often done when the population size is relatively small, less than 30 people, or when the research aims to make generalizations with a small margin of error. Based on the explanation above, the sample size for the students of TK Negeri Satap Desa Sibargot is 30 students.

C. Type of Research

The type of research used by the researcher is quantitative research. Quantitative research can be defined as being based on positive philosophy, used to study a specific population or sample, data collection using research instruments, data analysis being quantitative/statistical in nature, with the aim of determining the effect of playing with plasticine on the development of creativity in early childhood at TK Negeri Satap Desa Sibargot.

D. Instrumen Penelitian

Data collection is a tool or auxiliary facility used by researchers in their activities, collecting data so that the activities become systematic and facilitated by it. The variation in types of research instruments includes observation, checklists, interview guidelines, and observation. The instruments are designed according to the variables and indicators for each variable.

4. RESULTS AND DISCUSSION

The research was conducted at TK Negeri Satap Desa Sibargot. In this study, the researcher took a sample group of 15 children as the experimental class and 15 children as the control class. The treatment given to each group was different. In the experimental group, the learning process was treated using colored flour-based playdough. Meanwhile, in the control group, the learning process was treated using melted wax media.

The purpose of the research conducted by the researcher is to see whether the use of plasticine media affects the development of creativity in early childhood at TK Negeri Satap Desa Sibargot. Before the researcher conducted the study, the researcher first examined the validity and reliability of the items that would be presented in this research. After testing the validity and reliability of the research instruments that have met the requirements.

The researchers conducted initial observations to determine the initial condition of early childhood creativity development by recording the level of early childhood creativity development at TK Negeri Satap Sibargot, using a checklist on the observation sheet to assess the children's creativity, which has been tested for validity and reliability consisting of 13 items. Before applying the colored flour playdough and melted wax media to each sample of the experimental and control groups, both groups had the same level of ability. Where both groups had low average scores, the experimental group received an average score of 2.5 while the control group received an average score of 2.4.

Then the researcher conducted the experimental activities using colored flour-based plasticine media in three sessions with the theme of plants, sub-theme of fruits; the second theme of animals, sub-theme of four-legged animals; and the third theme of myself, sub-theme of my identity. Meanwhile, the control group used wax media found in 3 sessions with the same theme and sub-theme as the experimental group. After the learning media was applied to each sample, there was a significant difference in the final observation scores of children's creativity development, with the experimental group receiving an average score of 3.06 and the control group receiving an average score of 2.86. This shows that the development of creativity in the experimental group using colored flour-based plasticine media is higher compared to the control group using liquid wax media.

Based on the results of the observation sheets obtained regarding the development of children's creativity, the average percentage score of the experimental group is higher than that of the control group, with the experimental group having an average percentage score of 3.06, while in the control group

The control group received an average percentage score of 2.86. Based on the results obtained from the observation sheet, it is stated that the use of colored flour-based plasticine media has a greater impact compared to liquid wax.

The significant difference between the experimental group and the control group with the media used is that the colored playdough requires the children to first make the playdough using flour, salt, cooking oil, mineral water, and food coloring. Only after that can the children shape or play with the colored flour playdough according to their imagination. Whereas with liquid wax, children do not need to make it beforehand; they can directly play with it and create shapes according to their imagination. After the application of colored flour plasticine and liquid wax media for each sample, significant differences were obtained during the pre-test of the experimental group with a significance of $0.000 > 0.05$, while during the post-test, it was $0.007 > 0.05$. In the control group, there was a significant difference during the pre-test with a significance of $0.000 > 0.05$, while the post-test had a significance of $0.001 > 0.05$. It can be seen that there is a difference between the initial and final experimental groups, as well as in the control group where there is a difference between the beginning and end of the observation.

However, between colored flour-based playdough and wax media, the one that has a greater impact on the development of early childhood creativity is colored flour-based playdough compared to wax media. It can be seen from the results of the product moment correlation test post-test of the experimental group with $t = 15.453$ sig 0.000, while the post-test of the control group with $t = 7.335$ sig 0.000. This shows that the development of creativity in early childhood in the experimental group using colored flour-based playdough media is higher than in the control group using wax media.

Based on the results of the hypothesis testing, it was found that colored flour-based plasticine media provided a significant improvement in results. Compared to liquid wax media, the use of colored flour-based plastisin media in the experimental group resulted in a better

increase in creativity development scores compared to the control group that used wax plastisin media. Thus, it can be said that the use of colored flour-based plasticine media has a positive effect on the development of creativity in early childhood at TK Negeri Satap Desa Sibargot.

5. CONCLUSION AND SUGGESTIONS

Based on data analysis and hypothesis testing, it can be concluded that based on the results of the paired sample test, there is an influence between the use of colored flour playdough media and the development of creativity. This can be seen based on the SPSS calculation results which obtained $t = 15.453$ sig (2-tailed) 0.000, thus it can be concluded that there is a significant influence between colored flour playdough media and the development of early childhood creativity at TK Negeri Satap Desa Sibargot.

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The Influence of Playing with Play-Doh on the Development of Children's Creativity at TK Negeri Satap, Sibargot Village

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Abstract

This study aims to determine the effect of the question-and-answer method on the language development of early childhood at RA Al-Wafi Bulungihit Village. This type of research uses quantitative research (Quasi Experiment) with a research sample using population sampling techniques. The RA class serves as the control class where the researcher conducts the learning process using the conventional learning model (lectures, question and answer, discussions) with teacher-centered learning activities. The RA Group B class serves as the experimental class taught using the question and answer method. The research instrument used observation sheets and documentation conducted by RA group B children. The data analysis technique used was the paired t-test with a significance level of $\alpha=0.05$. The results of the hypothesis test for the Post Test data using the question-and-answer method showed that $t_{\text{observed}} > t_{\text{table}}$ ($3.378 > 1.895$). Thus, H_a is accepted and H_0 is rejected. Therefore, there is an influence of the question-and-answer method on the language development of early childhood at RA Al-Wafi Bulungihit Village.

1. INTRODUCTION

The Golden Age is a term for children who are in the age range from birth to six years old, where this golden age period is very important and irreplaceable once it has passed. This is because this period is the time to prepare all the physical, mental, and intellectual potential that a human being possesses in the best possible way and to appreciate the uniqueness of each individual.

One of the things that can be done to fill this golden opportunity is to involve early childhood education institutions, which are now widely organized in society, with the aim of providing informal education that functions to uncover the child's potential that has not yet emerged, through the development of learning with an emphasis on activities. Early childhood

education is an effort aimed at children from birth to six years old, conducted through the provision of educational stimuli to assist in the growth and development of physical and spiritual aspects so that children are prepared to enter further education. In addition, education plays an important role in determining various aspects of language development. (Indonesian Law No. 20 of 2003)

In developing language, parents are required to speak good words to their children. Early childhood education is one form of educational administration that emphasizes laying the foundation for physical growth and development, intelligence, socio-emotional skills, language, and communication in accordance with the uniqueness and developmental stages experienced by the child.

Language is one of the main aspects of communicating with others. The language used by young children generally begins from birth, with children initially using gestures such as crying. However, as children grow older, they increasingly use the language they acquire from their surroundings. (Jiah Tajiah, Chandra Asri. 2021) Language development for children is the process of understanding and expressing certain conditions, which then evolves into a tool for interacting with others.

For a child, speaking is the key to success and the most important factor in all learning efforts. Every subject matter fundamentally relies on the language conveyed by the educator. The delay in a child's understanding of vocabulary will be followed by a delay in the child's understanding of the subject matter. Success in learning is always related to the child's success in understanding what the teacher says at school.

Teachers must pay attention to the methods used during the teaching and learning process. There are many methods that can be used to assist a teacher in delivering learning materials, such as the lecture method, question and answer method, modeling method, habituation method, play method, storytelling method, singing method, field trip method, demonstration method, problem-solving method, and simulation method.

One of the educational efforts in schools is to train students to always communicate using the question-and-answer method. The application of the question-and-answer method will be able to provide more optimal results in learning and is expected to enhance the child's language development. The question-and-answer method is a technique to motivate students to engage their thinking in asking questions while listening to the teacher's instruction or when the teacher poses questions related to the lesson.

In the use of this question-and-answer method, there is an advantage in that its application can encourage students to conduct further exploration of various learning resources. The question-and-answer method will be more effective in achieving its goals if, before the learning process, students are assigned to read the material that will be discussed. In addition to the use of appropriate methods in the learning process, suitable media that can develop aspects of children's development are also needed.

The fact is, based on the results of observations and interviews at RA Al-Wafi Bulungihit Village, the children still pay less attention when the teacher is explaining in front of the class. Children prefer talking to their friends rather than listening to the teacher's explanation. This is because the teacher does not use varied and engaging teaching methods in the learning process, causing the child to feel bored during lessons. In achieving optimal development, the question-and-answer method is very much needed to enhance children's development, especially language development. In this study, the author focuses on the development of children's language through the question-and-answer method. The question-and-answer method is defined as a teaching approach that creates interaction between the teacher and the students. Interaction is an activity involving two or more people, leading to communication that is closely related to language.

2. THEORETICAL FRAMEWORK

A. Child Language Development

Language is a mental tool that functions as an actual mechanism for thinking. (Yuliani Nuraini Sujiono, 2013) Through language, children become more imaginative, manipulative, create new ideas, and share those ideas with other children. Since instinctively, children have the potential to communicate with their environment. Here are some factors that influence the development of a child's language: 1) The biological influence on children's language development, Chomsky states that children are born into the world with a language acquisition device (LAD), which means a biological predisposition that makes it easier for children to detect certain language categories such as phonology, syntax, and semantics. 2) The influence of intellect on children's language development, children with high intellect or cognition greatly influence language development. 3) The influence of the environment on children's language development, the environment that plays a significant role in the early development of children's language is the social environment. The first social environment is the family, and the second social environment is the school. In the development of early childhood language, teachers and parents must understand many things because language plays an important role in life. (Soybatul Aslamiah Ritonga, 2021)

The strategies for developing a child's language can be done by frequently encouraging the child to communicate, habituating the child to socialize, using visual media, correcting the child's speech, and providing repetition. In this study on children's language development, the author focuses on the language development of children aged 5-6 years. At the age of 5-6 years, children have already developed correct sentence structures and grammar, both in using prefixes and in using verbs. (Zubaidah Enny, 2004)

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning the scope of children's language development, the author focuses on the scope of children's language development, namely understanding language, expressing language, and literacy with four indicators: answering more complex questions, communicating orally, constructing simple sentences in complete structure, and naming groups of pictures that have the same initial sound/letter.

B. Question and Answer Method

According to Daryanto, the question-and-answer method is a way of presenting lessons in the form of questions that must be answered, primarily from the presenter to the participants, but it can also be from the participants to the presenter. (Daryanto, 2013) Furthermore, according to R. Ibrahim and Nana Syaodih, the question-and-answer method is a teaching method that allows for direct two-way communication because, at the same time, a dialogue occurs between the teacher and the students. (R. Ibrahim and Nana Syaodih, 2010) The purpose of the question-and-answer method is to create a lively atmosphere, explore students' ideas, stimulate students to formulate their own ideas, understand students' comprehension positions on the discussed theme, provide opportunities for students to consolidate their understanding, and encourage them to comment boldly.

3. RESEARCH METHOD

A. Place and Time of Research

The research was conducted at RA Al-Wafi, Bulungihit Village, Marbau District, North Labuhanbatu Regency. The research was conducted from July to September 2023.

B. Population and Sample of the Study

According to Sugiono, a population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then concluded. (Sugiyono, 2011) In other words, the population is the entire set of objects that will be studied. The population in this study is all the children in Group B at RA Al-Wafi, Bulungihit Village, for the 2023/2024 academic year, totaling 30 children. The research sample is an important factor that needs to be considered in the research we conduct. The research sample reflects and determines how far the sample is useful in drawing research conclusions. The technique in the sample is total sampling. According to Arikunto, the determination of sample selection is that if it is less than 100, it is better to take all of them so that the research is a population study. (Sugiyono, 2012) For this reason, the researcher took the entire population to be used as the research sample, which consisted of 30 children.

C. Type of Research

The approach used in this research is experimental research. Experimental research is research conducted by manipulating variables with the aim of understanding the effects of the manipulation on the observed behavior of individuals. This experiment is conducted to determine the effects caused by a treatment deliberately given by the researcher. In this study, the researcher used an intact-Group Comparison experimental design, in which the population is divided into two groups. The first group is the experimental unit for the treatment, and the second group is the control group. Then, the difference between the average measurements of the two groups is sought, and this difference is caused by the treatment.

D. Research Instrument

According to Sugiyono, a Research Instrument is a tool used to measure the observed social phenomena. The instrument of a study needs to be tested before it is used. The purpose is to determine which items of questions or statements used need to be corrected or which do not need to be corrected.

Research instruments are tools capable of accommodating a number of data used to answer research hypothesis questions. The instruments used in this research are in the form of observation and documentation.

4. RESEARCH RESULTS

Based on the research results from the observations made by the researcher with the completion of the observation sheet. Based on the statistical analysis data regarding the pretest and posttest results of the experimental class, the average pretest result of the research in the experimental class is (T calculated) $3.378 > 1.895$ (T table).

The results of this study indicate that there is an influence of the question-and-answer method on the language development of early childhood children at RA Al-Wafi, Bulungihit Village. Based on the hypothesis testing results, it was found that the question-and-answer method provided a significant improvement in outcomes. The use of the question-and-answer method in the experimental group resulted in a better improvement in development scores compared to the control group. Thus, it can be said that the use of the question-and-answer method has a positive effect on the language development of early childhood children at RA Al-Wafi, Bulungihit Village.

5. CONCLUSION

Based on data analysis and discussion of the research results, it was concluded that there is an influence of the question-and-answer method on the language development of early childhood at RA Al-Wafi, Bulungihit Village. Where the calculation results using SPSS by comparing the T value obtained from the T calculation in the experimental class, which is 3.378 > T table 1.895, meaning T calculation > T table. Therefore, H₀ is rejected and H_a is accepted, which means there is an influence of the question-and-answer method on the language development of early childhood.

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Potential And Challenges Of Implementing Artificial Intelligence In The Field Of Education

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ABSTRACT

The use of Artificial Intelligence (AI) in student learning is an increasingly relevant issue in the context of modern education. This article outlines the main issues by explaining the challenges and potential of AI in learning. The purpose of this article is to provide a comprehensive understanding of the role of AI in student learning in Indonesia. The research method used is a literature review, which includes the analysis of various sources and perspectives related to the use of AI in higher education. The data used in this article is information from various literature sources, including research results, scientific articles, and news related to the implementation of AI in education. Examples of AI applications, such as chatbots for academic guidance, online learning systems, and automated assessments, were obtained from these sources. The results of the data analysis show that the use of AI in student learning has great potential to improve the quality of education, but it is necessary to pay attention to ethical challenges, the risk of dependency, and the important role of human interaction. Solutions such as AI ethics education, strict regulations, and the integration of AI with human interaction become integral parts of the conclusion of this article. In the era of digital transformation, a deep understanding of the role of AI in education, particularly in the context of chatbots for academic guidance, online learning systems, and automated assessments, is key to enhancing the quality of education and preparing students for a technology-driven future.

1. INTRODUCTION

According to John McCarthy, Artificial Intelligence is a science and technique in creating intelligent machines, especially in creating intelligent computer programs or applications. Artificial Intelligence is a step towards creating computers, robots, applications, or programs that work intelligently, much like humans (McCarthy, 2007).

The development of artificial intelligence (AI) has changed many aspects of human life, including the world of education. In the digital era, Artificial Intelligence plays an increasingly important role in helping students face learning challenges and achieve academic success. The

presence of Artificial Intelligence has made significant contributions to the development of educational technology, facilitating more effective and personalized learning. In this journal, we will explore the role of Artificial Intelligence in students' lives, introduce various applications of Artificial Intelligence in education, and detail its impact on students' learning experiences.

First, Artificial Intelligence offers the ability to personalize learning. By using intelligent algorithms, Artificial Intelligence can analyze data from each student and create a learning plan tailored to their needs. This means that each student can learn in the way that is most effective for them, thereby improving efficiency and learning outcomes.

In addition, Artificial Intelligence can be used to improve access to education. This technology enables better remote learning, allowing students to access study materials from anywhere and anytime. By using Artificial Intelligence, learning materials can be adjusted to the pace and learning style of each student so that no one is left behind.

Then, in the context of evaluation, Artificial Intelligence also plays an important role. Artificial Intelligence systems can be used to automatically assess student assignments, reduce the workload of teaching staff, and ensure consistency in grading. This also opens up the possibility of using more in-depth data analysis to evaluate student progress and identify areas that need improvement.

Artificial Intelligence also provides a more engaging learning experience. By using technologies such as augmented reality (AR) and virtual reality (VR), students can experience deep and interactive learning. Artificial Intelligence can also be used to develop educational games that make learning more enjoyable and engaging, but there are several challenges that need to be addressed to integrate Artificial

Intelligence in student learning. One of them is the issue of student data privacy and security. It is important to ensure that students' personal data is not misused by the Artificial Intelligence system. In addition, adequate training is necessary for educators to use this technology effectively. (Muhammad Yahya and Akmal Hidayat. 2023)

Artificial Intelligence also helps students manage their time more effectively. AI-supported applications can provide suggestions on how to organize our study schedules, remind us of assignment deadlines, and even offer advice on which subjects to prioritize. Thanks to Artificial Intelligence, students can optimize their time management, which is key to success in the often task-filled academic world. (Grace Yulianti and others. 2023)

In addition, Artificial Intelligence technology has changed the way students plan their future. Artificial Intelligence can provide insights into career choices that align with a person's interests, talents, and skills. This helps students make more accurate decisions regarding the study programs and careers they choose, thereby minimizing the risk of making mistakes in selecting their studies and career paths.

The Artificial Intelligence learning system can analyze data on individual learning progress and provide additional or repetitive materials if necessary. This means that students with varying levels of understanding in one class can learn more effectively because each receives the appropriate level of support.

For example, when students have difficulty understanding a course concept, an Artificial Intelligence tutor can provide additional explanations or exercises specifically designed to help students grasp it more easily. Conversely, students who master the concept can move on to the next course without having to wait for the subject's progress. This helps students feel more motivated to learn and increases their chances of academic success.

In addition, Artificial Intelligence can be used to further analyze student activity patterns. By analyzing data throughout the semester, Artificial Intelligence can provide suggestions to students on how to improve their academic performance. This also helps lecturers and

educational institutions identify students who may need special attention to avoid the risk of dropping out.

Students can also benefit from the advancements in Artificial Intelligence through research and collaborative projects. Artificial Intelligence has changed the way research is conducted by enabling more complex data analysis and discovering patterns that cannot be detected by humans. Students participating in research projects can leverage Artificial Intelligence to delve deeper into their data and produce higher-quality research outcomes. In student collaboration, Artificial Intelligence can be used to facilitate better communication and collaboration. Applications supported by Artificial Intelligence can help students manage joint projects effectively, schedule meetings, and even provide online collaboration tools that facilitate document and idea sharing.

Overall, the role of Artificial Intelligence in student learning has great potential to change the paradigm of education. With proper and responsible use, Artificial Intelligence can enhance the quality and accessibility of education, allowing students to learn in a more personalized and effective manner. This is an important step towards a more inclusive and innovative future in education.

In the following chapters, we will discuss in more detail various applications of Artificial Intelligence in student learning and the challenges that need to be addressed to maximize the potential of this technology. From the root of this problem, we have composed a paper titled "The Role of Artificial Intelligence in the Learning Process of PGMI Students" with a sense of awareness and independence. (Maksum Rangkuti. 2023)

2. RESEARCH METHODOLOGY

In this study, we used a quantitative descriptive method to support the analysis of "The Role of Artificial Intelligence in the Learning Process of PGMI Students." This method aims to describe phenomena, understand individual perspectives, gain deep insights, provide a basis for further research, and support theory development.

First, this research will involve the collection of survey data that we will publish through Google Forms among a number of PGMI students. The survey questions will focus on the extent to which students have used Artificial Intelligence in their studies, such as the use of Artificial Intelligence-based online learning platforms, Artificial Intelligence tutors, or automated learning tools. The data generated from this survey will provide insights into the extent of Artificial Intelligence adoption in student learning.

Next, this research will analyze the quantitative data to identify patterns and trends in the use of Artificial Intelligence in education. For example, the research can look for correlations between the use of Artificial Intelligence in learning and students' academic performance or their satisfaction levels with the learning experience. Statistical analyses such as linear regression or t-tests will be used to measure the impact of Artificial Intelligence on student learning. Then we publish it to several students as research subjects. The collected data will be further discussed and presented in the results and discussion section. (Putri, V. A., Sotyawardani, K. C. A., & Rafael, R. A. 2023)

Finally, the results of this research will be presented in the form of a scientific journal that explains the main conclusions, practical implications, and recommendations for the development of Artificial Intelligence in the context of education. Therefore, this quantitative descriptive study will provide a better understanding of the role of Artificial Intelligence in student learning and can serve as a guide for educational institutions to implement more appropriate measures in using this technology. RESEARCH METHODOLOGY

3. RESULTS AND DISCUSSION

Artificial Intelligence is a field of computer science that specializes in solving cognitive problems generally associated with human intelligence, such as learning, problem-solving, and pattern recognition. According to H. A. Simon (1987), artificial intelligence (AI) is a field of research, application, and instruction related to programming computers to perform tasks that, in human perception, are considered intelligent. Artificial intelligence, often abbreviated as "AI," can evoke robots or futuristic scenes. Artificial Intelligence (AI) moves beyond science fiction robots to modern and sophisticated non-fiction computing. Professor Pedro Domingos, a leading researcher in his field, explains the "five groups" of machine learning, including symbolic, which is rooted in logic and philosophy; connectionist, from neuroscience; evolutionary, related to evolutionary biology; Bayesian, which is associated with statistics and probability; and likewise from psychology. Recently, advancements in the efficiency of statistical computation have enabled Bayesian methods to successfully advance the field in several areas known as "machine learning." Similarly, advancements in network computing have led network practitioners to expand into the subfield known as "deep learning." Machine learning (ML) and deep learning (DL) are fields of computer science that originated from the discipline of artificial intelligence. (Afrizal Zein. 2021)

Artificial intelligence (AI) is categorized based on its types, including:

- **Artificial Intelligence Lemah (Weak AI)**

Weak Artificial Intelligence is a system designed to perform specific tasks using predefined algorithms and data. Examples of weak Artificial Intelligence include search engines, virtual assistants, voice recognition, and facial recognition.

Weak Artificial Intelligence cannot exceed the limits set by the programmer.

- **Kecerdasan Buatan Kuat (Strong AI)**

Strong Artificial Intelligence is a system capable of understanding and simulating human cognitive abilities in general, including reasoning, problem-solving, creativity, and consciousness. Strong Artificial Intelligence does not yet exist, but many researchers are trying to develop it. Strong Artificial Intelligence can pose a threat or an opportunity for humanity, depending on how we utilize it.

Machine Learning (ML) according to the Satker Application System (SAS) is a data analysis method that automates the creation of analytical models. Machine learning is a branch of artificial intelligence based on the idea that systems can learn from data, identify patterns, and make decisions with minimal manual human intervention. With Machine Learning, computers can handle new situations through self-training, experience, analysis, and observation. The relationship between the two is very close. If you think about it, Artificial Intelligence is an umbrella that encompasses machine learning. As explained earlier, Machine Learning is one of the branches or parts of Artificial Intelligence. The task of Machine Learning is to train machine learning. Machine Learning is used to study historical data to find network trends. That means, if a problem arises and is resolved, the problematic data will be examined by Machine Learning to understand what issue occurred in the network. This allows Network Performance Monitoring to immediately recognize harmful data in the future. In this way, Network Performance Monitoring alerts about potentially dangerous information without having to conduct in-depth analysis all the time.

Additionally, in the world of artificial intelligence (Artificial Intelligence), there is the term deep learning, which is a subfield of machine learning. Deep learning is a field of machine

learning whose algorithms are inspired by the structure of the human brain. Currently, deep learning techniques are very popular among data practitioners and have attracted the attention of many parties. It is true that deep learning technology has been applied to many different high-tech products such as self-driving cars. Moreover, deep learning is the source of products and services that we use on a daily basis. Examples include digital assistants, Google Translate, and voice-activated devices (smart devices that can be activated by voice). (Hatta, I. H. R., Kom, S., Deyidi Mokoginta, et al. 2024) Deep Learning not only has a significant impact on the development of artificial intelligence but also poses challenges that need to be addressed in the landscape of Artificial Intelligence security. In the digital era, the targets of cybercriminals are expanding, ranging from the banking sector, the healthcare industry, to government organizations, yet the prevention and mitigation of cyber security breaches remain ineffective. The presence of Artificial Intelligence is capable of minimizing that process. The role of Artificial Intelligence in preventing cyber attacks includes automatic detection, which quickly identifies threats with the ability of Artificial Intelligence to read various cybersecurity risks before determining the appropriate solution; quickly identifying errors, which accelerates the time to identify problems by analyzing website visitors and grouping them based on threat levels within seconds; secure authentication, which is a secure and stringent authentication process with physical identification using various factors to identify an individual; faster response, which accelerates response time by processing large or even unstructured information to prevent threats; and ultimately having minimal errors by significantly reducing the risk of human error through repetitive tasks to make better decisions or responses. Risk managers play a crucial role in enhancing cybersecurity and data risks for Artificial Intelligence. Strong data governance is also necessary, including developing comprehensive policies and procedures for secure data storage and processing. Companies must encrypt sensitive data, implement access controls, and conduct regular audits. (Laksana, T. G., & Mulyani, S. 2024) Additionally, companies should promote a culture of security awareness and recognition of social engineering techniques, as well as the ability to report security vulnerabilities. When establishing governance, the company must develop a cybersecurity risk management framework. Collaboration must also be ensured by risk managers across the company, including cybersecurity experts, Artificial Intelligence users, and legal and compliance teams. The goal is to achieve a mutual understanding of the risks of Artificial Intelligence and appropriate protective measures. One way to utilize Artificial Intelligence in the context of university education is by using an adaptive learning system based on Artificial Intelligence. By using Artificial Intelligence, the learning system can analyze and understand the individual needs of students. Artificial Intelligence can personally determine the level of understanding, learning style, and learning preferences of each student. In this way, the curriculum and learning materials can be tailored to the needs of each student, providing a more effective and productive learning experience. In addition, Artificial Intelligence assistants and chatbots also play an important role in supporting learning. Chatbots can support and answer students' questions quickly and effectively. Artificial Intelligence assistants can help students complete their tasks and projects by providing useful tips, suggestions, and feedback. With the presence of Artificial Intelligence that can provide quick and specific feedback to students, it helps them understand the strengths and weaknesses in their learning process. This allows students to improve and enhance their learning outcomes more effectively. (Marlin, K., Tantrisna, E., Mardikawati, B., Anggraini, R., & Susilawati, E. 2023) By using Artificial Intelligence, educational institutions can collect and analyze large data related to students and the learning process. This data can be used to identify trends and patterns that can enhance educational decision-making. For example, this data can be used to predict student performance and success, as well as identify factors that influence student retention. In addition, Artificial Intelligence can also contribute to educational research and development. By using Artificial

Intelligence data analysis tools, researchers can analyze data quickly and efficiently, thereby gaining valuable insights for the development of new educational technologies. The application of Artificial Intelligence methods in the development of educational technology can bring innovation to the learning process and improve educational efficiency. (Aryo Kusuma Yaniaja, Hendra Wahyudrajat, and Viola Tashya Devana. 2020) The potential for the development of Artificial Intelligence in higher education is immense. Current trends show an increasing use of Artificial Intelligence in various aspects of education, including the enhancement of learning quality, more sophisticated data analysis, and the development of innovative educational technologies. Although there are still challenges and considerations to be addressed, the development of Artificial Intelligence in higher education offers new opportunities to enhance the learning experience and outcomes for students. (Harahap, M. A. K., Haryanto, H., Lestari, V. L., Rinovian, R., & Munandar, H. 2023) In short, the development of Artificial Intelligence has brought significant changes in teaching. The use of Artificial Intelligence in the learning process, research, and data analysis has a positive impact on improving the efficiency and effectiveness of education. However, it is important to remember that the use of Artificial Intelligence in lectures also requires ethical considerations, and the human role remains important. By wisely utilizing the potential of Artificial Intelligence, we can optimize the learning experience and create a better future for education. (Mahmudah, R. 2023) Based on the research conducted on 18 respondents. The respondents are students from STITA Labuhanbatu. The respondents are aged 18-20 and there are differences in the responses given by the respondents. ArtSisi Behind Artificial Intelligence amanA. Students' Perception and Understanding of Artificial Intelligence. As students, understanding the concept of artificial intelligence (Artificial Intelligence) has very significant implications. In the continuously evolving digital era, students are one of the groups most affected by technological advancements, including Artificial Intelligence. Therefore, students' knowledge of Artificial Intelligence has the potential to significantly impact their learning experience and preparation for the future. (Mustika, A. Y., Amalia, M. R., Aulia, M. H., Putri, N. M. et al. 2024) The survey results indicate that the majority of respondents, around 71%, have a good to very good understanding of the concept of Artificial Intelligence, with scores of 4 and 5. This indicates that the majority of students have a strong understanding of Artificial Intelligence. This certainly makes students more prepared to face technological changes in the future. Students will find it easier to adapt to Artificial Intelligence-based learning tools and will be able to maximize their benefits in the learning process. However, about 29% of respondents rated it a 3, indicating a limited understanding of Artificial Intelligence. This indicates the importance of education and digital literacy among students. Students with limited understanding may require additional support in grasping the basic concepts of Artificial Intelligence, its implications in various fields, and how this technology can impact future jobs. Higher education institutions and educational organizations have the responsibility to ensure that no student is left behind in understanding this technology. Students' Perceptions of the Impact of Artificial Intelligence on Learning and Access to Course Materials

Based on the survey results, approximately 53% of respondents rated it 4 and 5, indicating their belief that Artificial Intelligence has had a significant impact on the way they learn and access course materials. Some respondents view Artificial Intelligence as an effective tool in enhancing their learning efficiency. On the other hand, around 24% of respondents rated it a 3, indicating that they feel the influence of Artificial Intelligence is still quite limited in the way they learn and access course materials. This assessment may reflect their experiences that are not yet fully connected with Artificial Intelligence technology or perhaps they feel that traditional approaches still dominate their learning experiences. The results of this response

illustrate the diversity in students' perceptions of the influence of Artificial Intelligence in higher education. These differences may be caused by various factors, including the level of integration of Artificial Intelligence in their curriculum and the level of technological readiness of the students themselves. For those who have experienced the benefits of Artificial Intelligence, this technology is considered a highly valuable tool in the learning process. Meanwhile, for those who feel the influence of Artificial Intelligence is still limited, further efforts are needed to introduce and integrate this technology more broadly in the context of higher education.

ArtifC. The Benefits of Artificial Intelligence in Student Learning in the PGMI Program: This section discusses the responses from student respondents regarding the extent to which they see the benefits of Artificial Intelligence in the student learning process. From the respondents' feedback, there is a variation in how students perceive the benefits of Artificial Intelligence in their learning. About 47% of respondents rated it 4 and 5, indicating that they see Artificial Intelligence as a useful tool in enhancing their learning process. However, around 29% of respondents rated it 3, suggesting that they feel the benefits of Artificial Intelligence in student learning are still quite limited. This indicates that they have not fully been exposed to or understood the full potential of Artificial Intelligence in the context of education. The results of this response indicate that students have diverse views on the benefits of Artificial Intelligence in higher education. This perception can be influenced by the extent to which Artificial Intelligence technology has been integrated into their academic programs, as well as their level of experience in using it. This also reflects the importance of further education and outreach regarding the potential of Artificial Intelligence in learning. In facing these diverse perspectives, colleges and educational institutions can play a role in promoting a better understanding of the benefits of Artificial Intelligence in student learning.

D. Positive Impact of Artificial Intelligence Use in Education

In a survey conducted, respondents provided a variety of perspectives on the positive impact of using artificial intelligence (AI) in learning. Most students see Artificial Intelligence as a very beneficial tool in enhancing their learning experience. One of the main benefits identified is the ease of accessing information instantly. Artificial Intelligence allows students to quickly access various sources of information relevant to their courses, which is very helpful in research, academic assignments, and understanding course material. Additionally, many respondents noted that Artificial Intelligence simplifies the process of completing academic tasks. This technology assists in searching for references for course materials and assignments, enabling students to complete tasks more efficiently. This also helps in solving problems related to certain subjects. Not only that, Artificial Intelligence is also considered capable of increasing efficiency in various sectors, including banking and healthcare, thereby having a broader positive impact on society. Some respondents highlighted that Artificial Intelligence technology can provide comfort in various aspects of life, including education. In addition to practical benefits, the use of Artificial Intelligence is also seen as a tool that can enhance productivity and efficiency. With its ability to perform time-consuming tasks quickly and accurately, Artificial Intelligence helps students become more productive in their work. Artificial Intelligence is also considered useful in the development of ideas and concepts. Students feel that this technology can be used for brainstorming and helping to develop their thinking. Lastly, some respondents see that the use of Artificial Intelligence in education can enhance the quality of teaching. With its ability to analyze data in depth, Artificial Intelligence can provide valuable insights to educators and help improve teaching approaches. (Danny Manongga and others. 2022)

Negative Impact of Artificial Intelligence Use in Education

The use of artificial intelligence (AI) in education, although it provides various benefits, also brings about several negative impacts that need to be considered. The response from students regarding the negative impacts of Artificial Intelligence in education encompasses various aspects that need to be considered. One of the negative impacts is the potential dependence of students on Artificial Intelligence, which can reduce their motivation to seek information manually and think independently. In addition, technical issues, the misuse of Artificial Intelligence, the replacement of jobs by Artificial Intelligence, and privacy concerns are also major issues that arise. In this context, regulation, ethics, and a better understanding of the limitations and potential of Artificial Intelligence are crucial for effectively managing these negative impacts in education. In some sectors, such as education, there are concerns that the use of Artificial Intelligence could replace various human jobs, which could lead to an increase in unemployment rates. In this situation, it is important to consider how Artificial Intelligence can be wisely used to enrich the learning experience without sacrificing critical skills and student independence. Awareness of the potential negative impacts of Artificial Intelligence and efforts to manage its use wisely in the educational context are essential. dalF. Development of Artificial Intelligence Application in Education Based on Student Responses The responses provided by students in this survey indicate a connection regarding the potential development of Artificial Intelligence in education. One aspect emphasized by the students is the ease of access to information through Artificial Intelligence (Manongga et al., 2022). In the context of chatbots for academic guidance, this response indicates that there is potential to integrate more supportive resources that can be accessed by students. The chatbot can be enhanced by providing access to digital libraries, research resources, or even direct connections with professors and online tutors. In this way, students will have broader and easier access to resources that support their learning. The online learning system can also be further developed based on student feedback. The ease of accessing lecture materials is one of the main advantages identified by students. Therefore, the development of a more intuitive, interactive, and responsive online learning platform can enhance the student learning experience. The integration of elements such as gamified learning or the use of augmented reality (AR) and virtual reality (VR) can make online learning more engaging and effective (Yaniaja et al., 2020). Furthermore, in the context of automated assessment, responses that highlight efficiency and ease in completing academic tasks can be used as a basis for developing more advanced assessment systems. (Afrizal Zein. 2021) The use of Artificial Intelligence in assessing student work can be enhanced with smarter algorithms and more in-depth analysis. This can ensure more accurate assessments and provide more useful feedback to students. Artificial Intelligence should also be a primary consideration in the development of its application in education. The development of Artificial Intelligence must align with the education of Artificial Intelligence ethics, which includes aspects of its responsible use and pays special attention to aspects that promote learning independence. By considering this student response, the development of Artificial Intelligence applications in education can be focused on improving the quality, accessibility, and learning experience of students, while still taking into account the challenges and risks associated with its use. (Michael Reskiantio Pabubung. 2021)

4. CONCLUSION

Artificial Intelligence has significantly transformed the landscape of education and the learning processes of students. Thanks to its ability to analyze large amounts of data, make personalized recommendations, and provide interactive learning tools, Artificial Intelligence has become a valuable ally in higher education. Below, we will explore the role of AI in student learning.

One of the key roles of Artificial Intelligence in education is personalization. Artificial Intelligence can analyze data about students' academic performance, learning preferences, and progress. With this information, AI-supported learning platforms can provide personalized content, tailored learning recommendations, and highly specific improvement suggestions. This helps students learn more effectively because they receive material that matches their level of knowledge.

In addition, Artificial Intelligence also supports adaptive learning. This means that Artificial Intelligence can identify areas of difficulty for students and automatically provide additional materials or exercises. This helps students overcome learning obstacles more effectively and avoid frustration. Artificial Intelligence also facilitates communication and interaction between students and lecturers. Artificial Intelligence chatbots can provide quick answers to student questions, reduce wait times, and improve accessibility. Artificial Intelligence can also be used to automatically assess and provide feedback on students' work, allowing teachers to focus on more creative aspects of teaching.

On the administrative side, Artificial Intelligence is used to handle many repetitive administrative tasks, such as registration, course scheduling, and scheduling. This allows the administrative staff of the College to focus on more strategic tasks. Of course, integrating Artificial Intelligence into education poses challenges. The protection of student data and privacy must be a top priority. Additionally, there is a need to invest in employee training and infrastructure development to implement Artificial Intelligence technology.

Overall, Artificial Intelligence has great potential to enhance student learning through personalization, adaptability, and better efficiency, but the use of Artificial Intelligence in education must be based on ethical principles and good pedagogy to ensure real benefits for students. As technology advances, we can expect the role of Artificial Intelligence in education to continue evolving and contributing to the improvement of educational quality worldwide.

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Education And Community Participation

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ABSTRACT

Education is a process that focuses on developing and changing students' behavior through transmitting knowledge, attitudes, beliefs, skills, and other aspects of behavior. Education is considered an important component in achieving social goals and national development. This study examines the relationship between education and society and the role of both in creating a quality generation. The background of this study emphasizes the importance of education in developing children's insight into ideology, politics, religion, society, culture, and defense and security. Education aims to bring progress to individuals, society, and the state to achieve national development. This study also identifies several problem formulations, namely the definition of education and society, the function and role of education for society, and the relationship between education and society to achieve quality learning goals. This study aims to understand education and society, identify the functions and roles of education for society, and explore the relationship between education and society to achieve quality learning goals. This study confirms that education plays a vital role in individuals' socialization and preserving community culture. The functions of education include social control, cultural preservation, workforce development, and social change. This study also discusses the importance of collaboration between schools, families, and communities in improving the quality of education. Effective curriculum implementation and the community's active role in supporting education are the keys to achieving national development goals and creating a future generation that is knowledgeable, technological, and faithful. Thus, education is an agent of social change that contributes significantly to developing individuals and communities, ensuring the achievement of national goals through a quality and sustainable learning process.

I. INTRODUCTION

Education is concerned with the development and change of students' behavior. Education is closely related to the transmission or distribution of knowledge, attitudes, beliefs, skills, and other aspects of behavior to the younger generation. Human behavior is almost entirely social, learned in interaction with other humans.

Modern society generally views education as an important role in achieving social goals. The community's expectations of education are in the form of an educational process that seeks to move towards national development goals. Education should be able to develop children's insight into ideology, politics, religion, society, culture, and defense and security appropriately and correctly so that it can bring progress to individuals, society, and the state to achieve national development. (Sada, HJ 2017) So, on this occasion, we will discuss education and culture, which greatly influence national development to produce quality students.

II. THEORETICAL BASIS

A. Understanding Education and Society

Education is the process of teaching and learning patterns of human behavior according to what is expected by society. Education is concerned with the development and change of students' behavior. Education is closely related to the transmission or distribution of knowledge, attitudes, beliefs, skills, and other aspects of behavior to the younger generation. Human behavior is almost entirely social in nature, which is learned in interaction with other humans. We know from relationships with others at home, school, playgrounds, workplaces, etc. The group or society determines the subject matter or content of education. (Hasibuan, L., Us, KA, & Nazirwan, N. 2021)

A group or society ensures its survival through education. For society to continue, each member, especially the younger members, must pass on the values, knowledge, skills, and other forms of behavior that each member must have. Every society passes on its culture, with some changes to the younger generation through education and social interaction. Thus, education is socialization.

Education here begins from the first interaction of each individual with other members of society. For example, When babies are accustomed to drinking at certain times. Here, there is no difference between parents and children or teachers and students because what is prioritized is a close relationship between individuals and society. Learning itself is a continuous socialization. Every individual can sometimes be a student and a teacher. Individuals learn from the social environment and teach and influence others. (Basri, H. 2023).

Many factors can influence the role or involvement of the community or parents of students in implementing a program, as explained by (Suroso, Hakim, & Noor, 2014), which are grouped into two factors, namely internal and external. Internal factors include age, level of education, type of work, level of income of the population, and length of residence in an area, while external factors include communication and leadership; communication and leadership in question when related to the implementation of education, are related to communication created through the school committee with the community and parents in building education through good cooperation. (Pakniyany, NSL, Imron, A., & Degeng, INS 2020) In modern times, society views education as having an important role in achieving social goals. The government, together with parents, provides the education budget needed for the advancement of education and social and national development. All of this is an effort to maintain the noble values that must be preserved. For example, they should respect parents and leaders, obey the rules in applicable norms, and increase the spirit of patriotism. In addition, education is expected to foster faith and piety to Allah SWT further and improve the progress and development of politics, economy, society, culture, and defense and security. The education process continues to strive towards the goal of national development, which creates Indonesian people who are knowledgeable, technological, and have faith and piety.

B. Education and Human Resources

Education and community development cannot be separated from each other. The progress of a community and a nation is determined by the development of the education sector in preparing human resources based on the development of the times. In the future, human resources cannot be separated from the function of national education. In article 3 of the Republic of Indonesia Law number 20 of 2003 concerning the national education system, it is stated:

National education functions to develop abilities and shape the character and civilization of a dignified nation to make the nation's life more intelligent. It aims to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble morals, are knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Educational programs are based on general teaching objectives derived from three sources: society, students, and fields of study. Those derived from society include broad concepts such as forming humans, making humans develop, having personalities, being responsible, and so on.

The purpose of education, as expressed by A. trekena Sastrawijaya (1991), includes job readiness, problem-solving skills, constructive use of free time, and so on. Because each student has different expectations, objectives related to the field of study can be stated more specifically, for example, in language lessons, to develop the ability to communicate proficiently both orally and in writing.

Ferdinand Tonnies in J. Dwi Narwoko and Bagong Suyanto (2007) stated that society is divided into two types, namely:

1. Gemeinschaft (primary relationship)

A form of communal life in which members have a natural and eternal purely spiritual relationship. The basis of the relationship is a real and organic sense of love and spiritual unity. It is found in the lives of society, villages, families, and relatives.

2. Gessellschaft (secondary relationship)

A form of communal life whose members have a self-interested relationship and, in the short term, mechanical in nature. Found in agreements based on reciprocal ties, for example, relationships in a binding job.

In addition, society has other differences, such as society in industrial cities being different from society in mining areas or fishing villages, university cities being different from agricultural villages, and shopping areas being different from residential areas. To understand a society, the things that need to be known are the value system of its power structure. Each society has its own value system, which differs from other societies. These values have priority levels; some are considered higher than others and can vary according to stance.

Urban communities with universities and intellectual residents are open to modernization and new establishments or behaviors that are different from others, such as mindsets, morals, clothing, and relationships. Village communities have strong traditions and are more religious; their mindsets are more homogeneous. Deviants from habits will immediately get the spotlight, and everyone's behavior will be monitored and regulated by those around them.

It can be concluded that the two types of society above have similarities, namely that they are all members of a nation that has the same national culture in terms of philosophy, language, history, and culture, although each region has its own characteristics.

C. School and society

Efforts that can be made by schools are to connect with the community and make the community a source of learning. In general, to utilize these sources, the community can be

brought into the classroom, for example by inviting resource persons to the school, or the school is brought into the scope of the community through field trips, field practices, or real work lectures (KKN) for students at colleges / universities.

Viewed from the meaning side, the relationship between schools and communities has a very broad meaning, each expert has a different perception, as expressed by the team of lecturers in educational administration that: "Community and school relations are two-way communication between organizations and the public reciprocally with the framework of supporting the functions and objectives of management by increasing the development of cooperation and the fulfillment of common interests.

E. Mulyasa (2009) said that one of the factors causing the gap between schools and the community is the lack of information related to education in schools and the weak relationship between the community and the government. To obtain wider support from the community, it is necessary to carry out socialization efforts aimed at introducing various things about curriculum implementation and its objective conditions. This aims to attract attention from various elements related to school management, so that they are encouraged to make efforts to improve the quality of education in schools.

If educators view children as their children, they will view families and communities as partners with schools in educating and developing students' education. The three parties (schools, families, and communities) work together to create better programs and opportunities. Regarding the rights and obligations of parents in advancing (national) education, it can be seen in Law No. 20 2003, namely:

1. Parents have the right to participate in choosing educational units and obtain information about their child's educational development.
2. Parents of children of compulsory school age are obliged to provide basic education to their children.

Rights and obligations of society in education:

1. The community has the right to participate in choosing educational units and obtaining information about the development of their children's education (Article 8).
2. The community is obliged to provide resource support in organizing education (Article 9). (Law of the Republic of Indonesia No. 20 of 2005)

The role of society in education can be seen in the Republic of Indonesia Law Number 20 of 2003 concerning the national education system, chapter XV, part one, article 54, paragraphs 1, 2, and 3.

1. Community participation in education includes the participation of individuals, groups, families, professional organizations, entrepreneurs, and community organizations in organizing and controlling the quality of educational services.
2. The community can play a role as a source, implementer and user of educational results.
3. Provisions regarding community participation as referred to in paragraph 1 and paragraph 2 are further regulated by government regulations.

The reason for the importance of cooperation in educational development can be expressed through cooperation between schools, families, and the community in developing school climates and programs, providing services to families/parents (students), improving skills and leadership for parents, connecting families with others in schools and in the community, and assisting educators in their duties.

Education plays an important role in shaping and creating a society as expected. With education, what society aspires to can be realized through students as the future generation.

D. The Function and Role of Education in a Society

As Wuradji stated, there are many functions and roles of education for a society, such as those below:

- a) Socialization Function
- b) Function of Social Control
- c) Function of Preserving Community Culture
- d) Workforce Training and Development Function
- e) Selection and Allocation Functions
- f) Function of Education and Social Change
- g) Function of Cultural Reproduction
- h) Function of Cultural Diffusion
- i) Social Education Function, and
- j) Social Modification Function (Abdullah Idi. 2009)

In relation to the function of education in a society, H. Ballantine (1983) also stated the following;

- a) Socialization Function
- b) Selection and Allocation Functions
- c) The Function of Innovation and Social Change
- d) Personal and Social Development Functions

From the various opinions above, in principle there is no substantive difference about the function of education in society, where one expert complements another. One thing is certain, that the function of education in society is very crucial in maintaining and continuing the function of education in schools and families which cannot be separated between the two but are still integrated in forming an education system that empowers students.(Halim, A. (2021)

The function of socialization is explained here as a function of forming individual social behavior in a community group in general. In pre-industrial society, the new generation learns to follow the behavior patterns of the previous generation which is not through school institutions like today. Children learn the language or symbols that apply to the older generation, adjust the prevailing values, follow their views and acquire certain skills, all of which are obtained through the culture of their society. Everything learned in the form of education by the younger generation as socialization in society will be useful and have a direct effect on their daily lives.

The progress of a society that experiences social change is marked by the existence of a complex cultural pattern and has differentiation between one society and another and between one individual and another. Social change can also result in cultural transmission and one generation to the next will encounter new problems. In society, schools have become a strong institution that is very necessary to create and give birth to new cultural values.(Rosana, E. (2017)

The creation of new cultural values is intended as an effort to educate children to love and respect the established social and traditional institutions is the task of the school. Included in social institutions are families, religious institutions, government institutions, and economic institutions.(Rahmat, A. (2021)

Schools promise children a description of what their social institutions aspire to. Through this method, children are accustomed to behaving politely to parents and teachers, the community and obeying the prevailing norms. Religious institutions also teach their followers how to serve God in a certain way. Government institutions teach children how to become true citizens by taking on state obligations, having a patriotic spirit and having a sense of citizenship.(Syuhud, AF 2012)

Children learn to adapt to the traditional values where traditional institutions are built. The socialization process is the totality of the process of children learning to follow the prevailing cultural patterns and values. Parents hope that schools can carry out the socialization process for children well. Because teachers at school are held as models for

their children to teach the cultural values of the community, schools are considered museums that store policy values (museum of virtue) (Paradius and Parelus, 1978:24).

The function of schools and society.

In addition, schools as education providers have two functions, namely as community partners and as producers of labor. Schools as community partners will be influenced by the pattern of a person's experience in the community environment. Experience in various community groups, types of reading, watching and other activities in society can influence the function of education that is in line with schools. Schools are also interested in changes in the environment of a student in society. (Wahyudin, W. (2018)

Schools as community partners will also be influenced by the extent and functionality of the utilization of learning resources in the community. The wealth of community resources and efforts such as people, sources, libraries, museums, newspapers, magazines, computers, the internet, and so on can be used by schools in carrying out their educational functions.

E. The relationship between education and society

The need for education in schools and society has a rational relationship between the two, namely:

- 1) There is a match between the harmonious and positive function of education for schools and what society needs.
- 2) The accuracy of the educational targets or goals handled by pre-school institutions will be determined by the clarity of the formulation of commitments between the school as the service provider and the community as the ordering party.
- 3) The success of the implementation of the school's function as a public order service will be influenced by the objective bond between the two in the form of attention, appreciation, certain benefits such as funds, facilities, and other objective guarantees that provide important meaning for the existence and products of the school. (Abdullah Idi. 2009)

Constructive school and community relations are expected to improve the quality of school performance which is marked by an increase in the quality of the educational process in schools effectively, efficiently and productively in creating future graduates whose success is highly expected. Quality graduates are created from a quality learning process that is able to deliver students who have basic competencies as basic provisions in the business world, who will later continue to a higher level, live decently in society, and continue to be enthusiastic in learning. (Rahmat, A. (2021)

A quality learning process depends on the extent to which the ideal curriculum planning/text can be applied in real implementation in the classroom. (Abdullah Idi. 2009)

Teachers as educators are elements that are very decisive for the quality of the learning process in schools. All elements of the school should make optimal efforts to support a quality learning process.

3. RESEARCH METHODS

This study uses a qualitative descriptive approach to understand the role and function of education in society and how the interaction between the two affects national development. Qualitative methods were chosen because they allow for in-depth exploration of the perceptions, experiences, and views of various parties involved in education, such as students, teachers, parents, and community members.

CONCLUSION

The following conclusions can be drawn from this paper entitled EDUCATION AND SOCIETY:

- 1) Education takes place through social interaction, interaction starting from the family, community and school environment. *Education plays an important role in shaping and creating a society as expected. With education, what society aspires to can be realized through students as the future generation.*
- 2) The function of education for society as expressed by Wuraji is the function of socialization, social control, preservation of community culture, training and development of the workforce, selection and allocation, education and social change, cultural reproduction, cultural diffusion, social education, and social modification.
- 3) Schools as educational institutions strive to prepare students for work, provide basic skills, and develop the workforce for society and the country.

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Education and Social Environment

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ABSTRACT

Education is a process closely related to transmitting knowledge, attitudes, beliefs, skills, and other aspects of behaviour to the younger generation. In this context, education teaches and shapes human behaviour patterns according to societal expectations. This study aims to analyze the role of education in shaping individual social behaviour through interactions in the family, school, and community environments. The method used is qualitative research with a library research approach, where data is collected from relevant literature. This study found that in primitive societies, formal education does not exist, and every child learns from their social environment without a specific teacher who is responsible for their behaviour. However, in more advanced societies, formal education in schools becomes an important social institution in socializing individuals to become expected members of society. Formal education in schools has a major role in shaping individual personalities, where almost all individual behaviour is influenced by others. In addition, this study also highlights the importance of the educational environment, which includes the family, school, and community environments, in influencing child development both consciously and unconsciously.

1. INTRODUCTION

Education is a process closely related to transmitting knowledge, attitudes, beliefs, skills, and other aspects of behaviour to the younger generation. In this process, education teaches and shapes patterns of human behaviour to society's expectations. Human behaviour is social and is learned through interaction with others, whether at home, school, playground, or workplace. The content of education is determined by the group or community that ensures its survival through transmitting values, knowledge, and skills to its younger members.

Education can be interpreted as socialization that begins with an individual's first interaction with other members of society. In this case, there is no difference between parents

and children or between teachers and students; what is prioritized is the existence of a close relationship.

Between individuals and society. Learning is continuous socialization, where each individual can be a student and a teacher, learning from their social environment and teaching and influencing others.

In primitive societies, formal education does not exist, and each child learns from his social environment without any specific teacher responsible for his behaviour. In advanced societies, most basic habits and behavioural patterns are learned through informal education processes, such as language, eating habits, and personality acquired from the social environment.

However, education is often associated with formal education in schools. The formal education system is a social institution that plays a role in the socialization of individuals to become expected members of society. Schools are closely related to society, and a person's personality is formed through formal education. Almost all individual behaviour is influenced by others, so personality is a social phenomenon closely related to the culture of the individual's environment.

Definition of Educational Environment: Educational activities occur in an environment that includes everything outside the child, whether inanimate objects, living things, or events, including social conditions. This environment includes plants, people, politics, socio-economic conditions, animals, culture, beliefs, and other educational efforts. The educational environment consists of the family environment, school environment, and community environment, all of which play a role in influencing the development of children, both consciously and unconsciously.

The educational environment includes place (physical environment), culture (cultural environment), and living groups (social environment or society). Educational institutions are tasked with creating situations that allow the educational process to take place well and include important functions such as ensuring students' emotional well-being, helping them interact with the surrounding environment, and developing their abilities.

The educational environment's main function is to ensure students' emotional lives, help interaction with the physical, social, and cultural environment, and support individual and community development. The educational environment also teaches general behaviour and selects and prepares certain societal roles. In addition, the educational environment develops students' abilities in various fields, including career, academic, religious life, socio-cultural, and other skills.

Education in the community environment greatly influences a person's personal development. The community is responsible for education and becomes a major vehicle for developing individuals and society. Community education faces various challenges, such as unfavourable physical and non-physical environments, excessive tasks, and value conflicts between children and society. Education in community interactions covers various fields, including habits, knowledge, attitudes, interests, morality, and religion.

The community environment plays a major role in achieving national education goals, especially in helping to form intelligent, moral, social, and religious people. The community supports education by contributing to the formation of individuals related to Pancasila values, increasing the nation's intelligence, and creating a shared life that is responsible for dynamic social welfare.

2. THEORETICAL BASIS

Education is concerned with the development and change of students' behaviour. Education is concerned with transmitting knowledge, attitudes, beliefs, skills and other aspects of behaviour to the younger generation. Education is the process of teaching and learning patterns of human behaviour according to what is expected by society. (Amini and others. 2023)

Human behaviour is almost entirely social, that is, learned in interactions with other humans (Hasan Basri, 2023). Almost everything we learn is the result of our relationships with others at home, school, playgrounds, work, and so on (Aris Munandar, 2006). The learning material or content of education is determined by a person's group or society.

Likewise, groups or communities ensure their survival through education. For a community to continue its existence, values, knowledge, skills, and other forms of behaviour that each member is expected to have must be passed on to its young members. Each community passes on its culture with some changes to the younger generation through education and social interaction. Thus, education can be interpreted as socialization. (The End of Heaven. 2023)

In this sense, education begins with the individual's first interaction with other members of society, for example, when a baby is first accustomed to drinking at a certain time. In this definition, there is no distinction between parents and children, between teachers and students. What is prioritized is a close relationship between the individual and society. Learning is continuous socialization. Every individual can be a student and a teacher. Individuals learn from their social environment and also teach and influence others. (Nasruddin Hasibuan. 2013)

In primitive societies, there was no separate formal education. Every child must learn from his social environment and must master several behaviours expected of him in time without any particular teacher who is responsible for his behaviour.

Also, in advanced societies, most of a culture's basic customs and behaviour patterns are learned through informal education or socialization. Language, eating habits, and fundamental personality traits are largely acquired through informal education. (Enjang Sudarman. 2022)

However, often, education is meant to be formal education in schools. Educated people are people who have attended school. If filling out a form asks about a person's education, then what is meant is the schools that have been attended. The education system, namely schools, is a social institution that contributes to the process of socialization of individuals to become members of society as expected. Schools are always interconnected with society.

A person's personality is formed through education. Personality is a social phenomenon since almost all individual behaviour is related to or influenced by other people.

The same aspects that exist in the behaviour of all people in a society can be called the culture of that society. An individual's personality is always closely related to the culture of the environment in which he lives.

a. Understanding Educational Environment

Educational activities always take place in an environment. In the context of education, the environment can be interpreted as everything that is outside the child. The environment can be real, such as plants, people, conditions, politics, socio-economics, animals, culture, beliefs, and other human efforts, including education. (Hubbil Khair. 2021)

The educational environment is everything that exists around humans, whether in the form of inanimate objects, living things, or events that occur, including social conditions, especially those that can have a strong influence on individuals, such as the environment where education takes place and the environment where children socialize. This environment is then specifically referred to as an educational institution according to the type and responsibilities that are specifically part of the institution's character. (Agusmanto Hutaauruk. 2019)

In influencing children's development, the environment is intentionally created (conscious effort). Some that are not conscious efforts from normative adults are called education, while others are called influence. Three environments are intentionally created to influence children: family, school, and community. These three environments are called educational institutions or educational units. (Vajar Vahrudin. 2008)

Educational institutions are organizations or groups of people who, for one reason or another, are responsible for implementing education. The educational body educates the

educated (Marimba, 1980). In general, the function of educational institutions is to create a situation that allows the educational process to occur. (Bustanul Arifin. 2019)

According to Hasbullah, the educational environment includes:

1. Place (physical environment), climate, soil, and natural conditions.
2. Culture (cultural environment) includes certain cultural heritages, such as language, art, economics, science, outlook on life, and religious views.
3. Groups living together (social environment or community) include family, playgroup, village, association, and others.

The environment and educational institutions are positive if the direction and goals of education influence them. The environment is negative if it is influenced contradictorily by the direction and goals of education. So, the intensity of the influence of the environment on students depends on the extent to which children can absorb the stimuli provided by their environment and the extent to which the environment can understand and provide facilities for the educational needs of students. (Nurlayli Amalia. 2019)

b. Function of Educational Environment

Among the functions of the educational environment are the following.

1. The educational environment can guarantee the growth and development of students' emotional lives, which are very important in forming a child's personality.
2. The educational environment helps students interact with various surrounding environments, including physical, social and cultural environments, especially the various educational resources available, so educational goals can be achieved optimally.
3. The educational environment is a large vehicle for developing individuals and society, expanding and accelerating efforts to make the nation's life more intelligent.
4. Teaching general behaviour and selecting and preparing for certain roles in society.
5. In an educational environment, students can develop their abilities through career, academic, religious, socio-cultural, and other skills.

c. Community/Social Environment

Education in the community environment is more advanced than education in the family and school environments. Society is one of the educational environments that greatly influence a person's personal development, outlook on life, national ideals, socio-culture, and the development of science will colour the state of the community. (Siti Juariyah. 2010)

The community also shares the responsibility for education. Community education is an important vehicle for developing individuals and society as a movement that expands and accelerates efforts to educate the nation. (Rosdiana. 2022)

In undergoing education in the community environment, one usually experiences difficulties, including:

1. Unfavorable physical and non-physical environment. Such an environment will greatly hinder children's learning.
2. The tasks given by the institution are too heavy or too many, so the child cannot complete them properly. Too many activities followed in a limited time can cause the activities not to be carried out properly and cause difficulties, which ultimately will produce fewer results.
3. If the values developed by children are different from or contrary to the values/customs that exist in society, then a value conflict will arise. If this happens, children will usually have difficulty adjusting to the environment, which will usually affect their learning efforts.

Every society has certain ideals, regulations, and power systems, including education in the environment of life. The pattern and variety of education experienced by a person in society covers all areas, including the formation of habits, knowledge, attitudes, and interests, as well as the formation of morality and religion. (Haidar Putra Daulay. 2014)

Education in society, especially in many educational institutions such as mosques, prayer rooms, prayer rooms, madrasas, Islamic boarding schools, religious studies, courses, and spiritual development institutions.

d. The Role of Education in the Community/Social Environment

1. The community environment has a large role in efforts to achieve national education goals; its roles include:
2. Human education as individual beings, the social environment plays a role in helping to form intelligent humans according to the conditions and functions of each type of education.
3. Human education is a moral (social) process related to the values contained in Pancasila, the nation's philosophy of life and the foundation of the state.
4. Human education as a social being, the social environment, both directly and indirectly, is indeed developed as an individual and moral being, who together can create a life responsibly to achieve dynamic social welfare with a creative attitude.
5. The social environment plays a large role in educating humans as religious beings, providing provisions related to religious matters.

3. RESEARCH METHODS

This study uses a qualitative approach with a descriptive design. This method was chosen because it is appropriate for understanding educational phenomena in the context of social interaction and educational environments. A qualitative approach allows an in-depth exploration of how the physical and social environment influences individual behaviour, growth, and development.

4. RESULTS AND DISCUSSION

a. Research result

Education plays a crucial role in developing and changing students' behaviour. It is not only about transmitting knowledge but also involves transmitting attitudes, beliefs, skills, and other aspects of behaviour to the younger generation. Education is a process of teaching and learning that shapes human behaviour patterns according to society's expectations.

Education as a Socialization Process: Education can be understood as a form of socialization in which individuals learn behavioural patterns through interactions with others in various environments, such as home, school, playground, and work. These social environments provide learning materials or educational content determined by the group or society. Thus, education ensures society's survival by transmitting values, knowledge, skills, and other expected forms of behaviour to the younger generation.

Influence of Environment on Education: The educational environment includes everything around individuals that can affect their development and learning, including inanimate objects, living things, and social and cultural conditions. This environment can be positive or negative depending on the extent to which it can provide an influence, that is, by educational goals.

Educational environments have three main types: Family Environment, Where informal and primary education first occurs. School Environment: Formal institutions responsible for academic education and skills development. Community Environment: Where individuals learn through interaction with the wider community

b. Discussion

Socialization and Personality Formation: The socialization process through education is very important in forming a personality. Everyone is influenced by their social environment, which shapes their habits, knowledge, attitudes, and interests. An individual's personality is always closely related to the culture and environment in which they live.

The Role of Environment in Education, Family Environment: The family environment provides an important emotional and moral foundation for a child's development. Education in the family is the initial foundation that influences how a child interacts with the outside world.

School Environment: Schools, as formal institutions, play an important role in children's academic education and social skills development. They also function as miniature societies where children learn to interact and work together with peers and teachers.

Community Environment: The community environment provides a broader context for children to learn and develop. Communities provide various educational resources and are places where children learn about different values, norms, and social roles.

Challenges in Community Environmental Education: Some challenges faced include Unfavorable Physical and Non-Physical Environments. Unsupportive physical conditions can hinder children's learning process. Too Much Homework: Excessive workloads can make it difficult for children to complete these tasks properly. Value Conflict: When the values taught at home or school conflict with the values in society, children may have difficulty adjusting.

The educational environment has several important functions, including ensuring an emotional life, helping children develop emotionally, and forming healthy personalities. Interaction with the Environment: Helping children interact with various physical, social, and cultural environments. Individual and Community Development: Encouraging the development of individuals and society. Teaching Behavior and Social Roles: Teaching general behaviour and preparing for certain social roles. Skills Development: Developing children's academic, career, social, and religious abilities.

5. CONCLUSION

An educational environment is where someone gets an education directly or indirectly. Educational environments consist of family, school, and community environments. The family environment is where a child is born. This is where he first learns values and norms. Education in the family environment serves to provide a foundation for developing children as individual, social, moral, and religious beings.

School is the second environment for children. In school, they get an intensive education. This is where the child's potential will be developed. School is the mainstay and hope of parents and society in making the nation's life smarter. In the community environment, children will receive education. Society is the third educational environment that is also responsible for efforts to make the nation's life smarter. All educational

environments play a major role in the implementation of education in achieving the goals of education itself, both for students as individual beings and as social, moral, and religious beings.

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The Role Of Islamic Religious Education Teachers In The Digital Era

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ABSTRACT

In today's digital era, access to information is increasingly easy and widespread, allowing students to access various educational and negative sources. Education faces a major challenge in remaining relevant to the progress of the times while maintaining Islamic religious values. Therefore, the role of Islamic Religious Education (PAI) teachers is very important in guiding students to minimize the negative impacts of the digital era. Education is a vital aspect of human development, influencing the formation of children's character and intellect. Based on Law No. 20 of 2003 on the National Education System, education must develop students' spiritual potential, self-control, and moral intelligence. PAI teachers must be able to utilize technology to design creative and interactive learning and supervise students' use of technology. Although digital technology offers many benefits, such as increased effectiveness and efficiency, it also poses challenges in accessing negative content. This study uses a descriptive qualitative approach to describe the strategies of PAI teachers in instilling Islamic values in the digital era. The research findings show that integrating technology into Islamic religious learning can increase students' motivation and access to information. Still, strict supervision is required to prevent the influence of negative content. Teachers must continue to improve their digital competencies and work with parents to create a learning environment that supports student character development and morals.

1. INTRODUCTION

In the digital era, everything we want can be reached. Because of the power of the digital era, everything can be fulfilled. We are entering a limitless digital era, where people or students can access anything via the internet. Students can also access both educational sites or even pornographic sites. In the digital era, the world of education is full of challenges. However, education must follow the increasingly advanced era while maintaining Islamic religious education's values. Therefore, educators must have a strategy for instilling the values of Islamic religious education, and the role of Islamic Religious Education teachers must be more dominant in helping students or learners minimize the negative things of the digital era.

Education is the most important aspect of life. Humans develop from time to time, along with the times. With adequate education, it is easy to realize national development according to what is expected.

Education is the most important part of human life and can never be abandoned. Along with the development of the era, education is influenced by the era of increasingly rapid globalization, one of which is the development of science and technology that is increasingly rampant so that it has positive and negative impacts namely, children are far from good morals. Children need religious teaching or education about what is good and bad for them. Therefore, parents and teachers must be able to determine the measures of goodness and explore specific things about morals.

National Education System Law Number 20 of 2003 concerning general provisions of the national education system, Article 1 paragraph (1), explains that education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that children actively develop their potential to have spiritual, religious strength, self-control, personality, intelligence, noble morals and skills possessed by themselves, society, nation and state. (M Gustam. 2010)

Based on the explanation above, education is very important for students' spiritual and intellectual development so that they can develop the potential within themselves to become human beings with noble morals.

In the current digital era, children have habits that teachers and parents must control. The 21st century is the century of knowledge, a century where information is widely spread, and technology is developing. The increasingly interconnected world of science marks the characteristics of the 21st century, so the synergy between them is faster. In the context of the use of information and communication technology in the world of education, it has been proven by the increasingly narrowing and merging of the "space and time" factors, which have so far been the determining aspects of the speed and success of science by humanity. (Syaiful Karim. 2017)

The development of technology in the era of the Industrial Revolution 4.0 has caused almost everything to be done digitally. As a result, human labour is increasingly being replaced by robots/machines. Still, on the other hand, this also has a positive impact on the production system, namely by increasing the level of effectiveness and efficiency of production, and the costs incurred for production are also getting lower. According to Tjandrawinata (2016), this is what is called the application of artificial intelligence in the Industrial Revolution 4.0. (Wandi Adiansah. 2019)

One of the technological developments in the Industrial Revolution 4.0 era is the development of communication technology. Communication that was previously done directly (face to face) or through correspondence, telephone or SMS (Short Message Service) with the increasing development of communication technology today has begun to change, namely by using smartphones. This differs from previous communication media that could only convey messages in the form of voice or writing. Current smartphone technology is equipped with social media that can not only convey voice or written messages but can also convey messages in the form of images, photos, videos, shared locations, various documents and others. In addition, through smartphones, various daily needs can also be met with just one click, such as entertainment needs, transportation needs, ordering food, online shopping, helping with schoolwork, and socializing through social media; even payment methods are now starting to be developed through online payment methods..

2. THEORETICAL BASIS

The various conveniences of smartphones connected to the internet have encouraged the number of smartphone users in Indonesia to increase yearly. The e-Marketer report shows that active smartphone users in Indonesia grew from 55 million people in 2015 to 100 million in 2018. Meanwhile, internet users in Indonesia, according to the Indonesian Internet Service Users Association (APJII), in 2017 were recorded at 143.26 million. This number places Indonesia fourth in the world after China, India, and America regarding internet usage. Based on these data, APJII also stated that internet users are dominated by the age of 13-18 years, with a penetration rate of 75.50%. The current fact is that children are already familiar with changes in the digital era, especially with the internet. Research conducted in Surabaya on children aged 6-12 years stated that the respondents who most used the internet for the first time were 8 years old (27%), and what is interesting is that some of the respondents have been familiar with the internet since they were toddlers, namely since 5 years old (12%), 4 years old (4%) and 3 years old (1%). This certainly must be considered by parents because, in addition to seeking information, children aged 10-14 years often watch videos, one of which is on the YouTube site, which has produced extraordinary achievements, namely for 12 years no less than 300 million videos uploaded every minute with the number of viewers reaching 2 billion per month. In addition, social media is the internet content most often accessed, reaching 97.4% or 129.2 million users. (Eka Cahya Maulidiyah. 2018)

Meanwhile, the Indonesian Internet Service Providers Association (APJII) survey results for the 2019-2nd quarter / 2020 period recorded that the number of internet users in Indonesia reached 196.7 million people. This number increased by 23.5 million or 8.9% compared to 2018. The largest number of internet users came from West Java province, which was 35.1 million people. This position was followed by Central Java, with 26.5 million people. Then, East Java, with 23.4 million people. Meanwhile, the number of internet users in North Sumatra reached 11.7 million people and in Banten reached 9.98 million people. The number of internet users in Jakarta reached 8.9 million people. The APJII survey was conducted through questionnaires and interviews with 7,000 samples, with a margin of error of 1.27%. This research was conducted on June 2-25, 2020. Therefore, the internet and smartphones are no longer foreign among junior high and high school students. All children have parental accompaniment, with or without. (Abd Rachman Assegaf. 2007)

Our country has entered a limitless digital era, where people and students can access anything via the internet. Students can also access both educational sites or even porn sites. When the creed or values of Islamic religious education are not instilled in them, they will easily watch unwanted things. Therefore, instilling Islamic religious education values in students is an important aspect of today's limitless digital era. (Muhammad Irfan Syahroni. 2021)

Teachers play more of a role as facilitators and must be able to utilize existing digital technology to design creative learning that enables students to be active and think critically. Teachers must also inspire students to apply thinking algorithms in human self-development. (Wina Sanjaya. 2011)

Teachers face other challenges when learning through gadgets, quotas, and networks. There are obstacles to internet networks for students and teachers who live in areas where it is difficult to get signals, which affects the learning process later. It is known that students who do not have gadgets and are constrained by quotas are a challenge for schools and teachers to find alternative solutions to overcome this by adjusting their learning methods. This scientific work is included in educational, scientific work (Iskandar Bukhari. 2018)

3. RESEARCH METHODS

This study uses a qualitative approach with a descriptive method. The qualitative approach was chosen because this study focuses on social phenomena that occur in the context of Islamic religious education in the digital era. Descriptive methods are used to describe and explain the conditions and phenomena observed in depth.

4. RESULTS AND DISCUSSION

a. Research result

Islamic Religious Education Teachers' Strategies in Facing the Digital Era: Based on interviews with Islamic Religious Education (PAI) teachers, several main strategies were found to be used in instilling Islamic religious values in the digital era:

- **Technology Integration in Learning:** Islamic Religious Education teachers utilize various digital applications and platforms such as Google Classroom, YouTube, and WhatsApp to support learning. They use learning videos, online quizzes, and online discussions to explain teaching materials.
- **Digital Control and Supervision:** Teachers actively control and supervise students' use of technology. They provide guidance on useful sites and remind students to avoid content that is not in accordance with Islamic values.
- **Creative and Interactive Material Development:** Islamic Religious Education teachers design creative and interactive learning materials to attract students' interest. For example, the use of infographics, multimedia presentations, and educational games that can be accessed via smartphones or computers.

Students' Views on Islamic Religious Learning in the Digital Era: The results of interviews with students show that:

- **Enthusiasm in Learning:** Students show high enthusiasm for learning using digital technology. They feel more motivated and actively involved in the learning process.
- **Wider Access to Information:** Students realize that technology provides wider and faster access to information. They can search for additional references and supporting materials independently via the internet.
- **Challenges of Technology Use:** However, some students admitted that they were often distracted by irrelevant or negative digital content. This indicates the need for further supervision and guidance from teachers and parents.

Challenges Faced by Teachers and Students: This study also identified several challenges faced in instilling Islamic religious values in the digital era:

- **Limited Access and Infrastructure:** Not all students have adequate access to technological devices and the internet. This is an obstacle to the implementation of optimal digital learning.
- **Teachers' Technology Skills:** Some Islamic Religious Education teachers still feel less confident in using technology. They need further training to improve their digital skills.
- **The Influence of Negative Content:** Easy access to negative content on the internet is a threat to the formation of students' character and morals. Teachers and parents need to work together to provide proper understanding and control.

b. Discussion

Technology Integration in Islamic Religious Learning: Technology integration in Islamic religious learning brings many benefits, such as increased student motivation and wider access to information. However, effective implementation requires the right strategy and strict supervision. Teachers must be able to use technology creatively and interactively to make

learning more interesting. Various digital applications and platforms can help students understand the material better and facilitate more dynamic discussions.

The Role of Teachers as Supervisors and Mentors: Teachers' roles as supervisors and mentors are becoming increasingly important in the digital era. Teachers are tasked with delivering material and guiding students in using technology wisely. They must provide clear guidance on safe and beneficial internet use and remind students about the dangers of negative content. This requires collaboration with parents to ensure consistent supervision at school and home.

Improving Teacher Digital Competence: To overcome the challenges of limited technological capabilities, teachers must receive adequate training and support. This training should include digital tools, interactive learning strategies, and digital supervision techniques. With adequate skills, teachers will be more confident in integrating technology into learning and can provide richer and more meaningful learning experiences for students.

Strengthening Students' Character and Morals in the Digital Era: Although technology brings many benefits, the negative influence of digital content must be watched out for. The instillation of Islamic religious values must be carried out continuously and consistently. Teachers and parents must work together to create a learning environment that supports students' spiritual and moral development. In addition, character education programs integrated with technology can help students understand and internalize Islamic religious values in their daily lives.

Overall, this study shows that digital technology can be an effective tool in Islamic religious learning if used wisely and balanced with strict supervision. Teachers have a key role in directing the use of technology to support meaningful learning and build students' noble character.

5. CONCLUSION AND SUGGESTIONS

Based on the results of research conducted by researchers on "The Role and Strategy of Teachers in Instilling Islamic Religious Education Values" in students, it can be concluded that the role and strategy of teachers in implementing the instillation of Islamic Religious Education Values in students are as follows: The impact of the current digital era on students includes several deviant acts such as excessive gaming, dating, bullying and watching pornographic films which result in declining school grades, but this can be minimized by implementing rules that require all mobile phones brought to school to be collected in a box provided by the first subject teacher or homeroom teacher. The teacher's strategies or actions in instilling Islamic Religious Education Values in students include preventive actions, through tadarus in the morning before starting the first lesson, dhuhur prayer, dzuhur prayer, kultum and summary of books on noble morals; repressive actions, through guidance and advice, enforcing school discipline, implementing sanctions and calling parents; and curative actions, through suspension and returning students to their parents. Islamic religious values instilled in students include: I'tiqodiyah values, through the instillation of the habit of holding a religious lecture, praying dhuha and praying dzuhur in congregation at school; Khuluqiyah values, through the instillation of politeness, discipline and obedience to the rules; and Amaliyah values, through tadarus activities in the morning before starting the first lesson, praying dhuha, praying dzuhur, religious lectures and summaries of books on aqidah and akhlak.

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