

The Influence of Arabic Teacher Professional Competence in the Use of Electronic-Based Learning Media

Pengaruh Kompetensi Profesional Guru Bahasa Arab dalam Penggunaan Media Pembelajaran Berbasis Elektronik

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Abstract

This study aims to determine how the professional competence of Arabic teachers affects the use of e-learning-based learning media and its constraints. This type of research is descriptive qualitative that aims to explore a phenomenon in the field, specifically with the research subjects of Arabic teachers and students class VIII students of Islamic Junior High in Sukun, Malang City. Data collection methods are carried out through observation, interviews, questionnaires and documentation. Analysis of the data presented in this study using techniques according to Miles and Huberman, which used the following steps: data collection, data reduction, display data and conclusion. The results of this study show that the professional competence of Arabic teachers in using e-learning-based learning media needs to be improved, affecting student enthusiasm and participation in learning. This is because teachers must still fully develop and utilize e-learning-based learning media. Besides that, there are obstacles in the field, namely the lack of adequate facilities, such as not all classes available LCD, so using electronic-based learning media in the learning process is impossible. This makes teachers only use conventional learning media such as student worksheet books (LKS), package books and books in Islamic boarding schools.

Keywords: E-learning, Learning Media, Professional Competence, Teacher

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh kompetensi profesional guru bahasa Arab dalam penggunaan media pembelajaran berbasis *e-learning* dan kendalanya. Penelitian ini menggunakan pendekatan kualitatif. Jenis penelitian ini adalah kualitatif deskriptif yang bertujuan untuk mendalami suatu fenomena yang ada di lapangan dengan lebih spesifik dengan subyek penelitian guru bahasa Arab dan siswa kelas VIII MTs sekecamatan Sukun Kota Malang. Metode pengumpulan data dilakukan melalui observasi, wawancara, angket dan dokumentasi. Analisis data yang disajikan dalam penelitian ini

menggunakan analisis Miles dan Huberman yang menggunakan langkah-langkah sebagai berikut: pengumpulan data atau *data collection*, reduksi data atau *data reduction*, penyajian data atau *display data* dan kesimpulan atau *conclusion*. Hasil dari penelitian ini yaitu kompetensi profesional guru bahasa Arab dalam penggunaan media pembelajaran berbasis *e-learning* dinyatakan kurang, sehingga berpengaruh pada antusias dan partisipasi siswa dalam pembelajaran. Hal ini karena guru masih belum mengembangkan dan memanfaatkan media pembelajaran berbasis *e-learning* secara maksimal. Selain itu, adanya kendala di lapangan yaitu minimnya fasilitas yang memadai seperti tidak semua kelas tersedia LCD, sehingga tidak memungkinkan penggunaan media pembelajaran *e-learning* dalam proses pembelajaran. Hal ini menjadikan guru hanya menggunakan media pembelajaran konvensional seperti buku lembar kerja siswa (LKS), buku paket dan kitab-kitab yang ada di pondok pesantren.

Kata kunci : *E-learning*, Guru, Kompetensi Profesional, Media Pembelajaran

Introduction

Education is one of the efforts to increase creativity and insight to improve human resources. Education is one of the important elements that cannot be separated from human beings from the womb until they grow up and then get old; humans experience the educational process.¹ The quality of education in Indonesia currently needs to improve. The low quality of education at various levels causes hampering the allocation of human resources with skills and expertise in various fields, so education must be carried out properly and optimally to produce quality education.²

The quality of education in Indonesia is currently experiencing shocks because, in the 4.0 era, mastery of technology is needed to improve the quality of education. The quality of education, which is mostly influenced by technology as a learning medium, has made the learning system undergo significant changes. Therefore, there are many factors behind success in education, one of which is the media. Media is a means of communication to make it easier for someone to do their activities.

According to the National Education Association (NEA), Media is a form of communication tool, both print and audio-visual, along with its means. That medium can be manipulated, seen, heard, and read. The limitation is that the media is everything that can convey a message from the sender to the recipient in such a way that it can arouse students' thoughts, feelings, interests, and attention so that learning occurs.³ The existence of media can help in the learning process to make it easier for teachers in teaching activities and make

¹Efrizal Nasution, "Problematika Pendidikan Di Indonesia," *Mediasi* 8, no. 1 (2016).

²Andi Agustang, Indah Ainun Mutiara, and Andi Asrifan, "Masalah Pendidikan Di Indonesia," 2021.

³Mustofa Abi Hamid et al., *Media Pembelajaran* (Yayasan Kita Menulis, 2020).

students able to accept what the teacher teaches more quickly. Therefore, teachers must also have adequate competence to develop students' potential.

The teacher is someone who works as a teacher and educator. According to Dr Shilphy A. Octavia M.Pd. in her book entitled "Teacher Professionalism in Understanding Student Development", teachers are an internal part of educational organizations with very strategic tasks, roles, and positions to achieve the goals of national development of education.⁴ Teachers are also involved in implementing various educational programs through the learning process. Based on the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 1, it is stated that professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education pathways of formal education, basic education, and secondary education.⁵ So, as a teacher, he must be professional in carrying out his duties and obligations as an educator.

Mastering overall competencies strongly influences educators as mentors; to carry them out, educators must understand competencies, including professional competencies. Professional competence is the ability to provide direction, honed through training by applying the academic skills that have been acquired. Professional demands are basic requirements that a teacher must have. Without some of the requirements mentioned above, a person cannot be considered professional and unqualified for the job.⁶

The professional competence of teachers influences the learning and development of students' cognitive abilities, including foreign language or Arabic teachers.^c Therefore, teachers must have created to motivate students to be enthusiastic about following the learning process. Professional teachers have professional competence, namely having the ability to master the material broadly and deeply so that mastery and academic ability play a role in supporting the professional competence of teachers.⁷

Teachers' professional competence in using learning media is considered very important to support the learning process. Because of a learning process without the help of

⁴Shilphy A Octavia, *Profesionalisme Guru Dalam Memahami Perkembangan Peserta Didik* (Deepublish, 2021).

⁵"Undang-Undang RI Nomor 14 Tahun 2005 Tentang Guru Dan Dosen" 12 Suppl 1, no. 9 (2005): 1-29.

⁶Bertha Natalina Silitonga et al., *Profesi Keguruan: Kompetensi Dan Permasalahan* (Yayasan Kita Menulis, 2021).

⁷AZDS Sarnoto and Deni Suryanto, "Pengaruh Motivasi Belajar Dan Profesionalisme Guru Terhadap Prestasi Siswa," *Profesi* 6, no. 2 (2021): 43-56.

media, the material delivered to students will be difficult to understand.⁸ The main problem in the field is lagging behind Arabic language learning compared to other foreign language learning. The main problems in education in Indonesia are low productivity, lack of relevance, and low quality of human resources, especially in Arabic language learning, which lags far behind English learning.⁹ This is due to the need for more ability of Arabic teachers to utilize and promote learning media.

Currently, many learning media can be accessed electronically or through e-learning. E-learning is a type of teaching and learning that allows the delivery of teaching materials to students using computers and internet networks.¹⁰ This e-learning-based learning media is convenient for students and teachers because it is flexible and can be accessed anytime and anywhere. The existence of e-learning media aims to increase and expand students' horizons and knowledge related to the field of science to be studied without having to meet face to face, as is the case in the conventional education system.¹¹

This is also due to the development of technology. Then the impact of the Covid-19 outbreak also changed many of the learning systems, was Original, face-to-face or offline learning was transferred to non-face-to-face or online learning. Therefore teachers are required to be able to master technological competencies so that when teaching is not monotonous that teachers have variations in terms of teaching. Therefore, the professional competence of teachers is very important in the implementation of learning so that students have a quality understanding in terms of academic knowledge, expertise, and attitudes.¹²

The influence of technology in learning Arabic includes that it is easier for educators to convey information and knowledge to students,¹³ Because industry 4.0 is currently being revolutionized, which is all technology-based. Even students today are very familiar with the world of technology. So it is not uncommon for students to be more interested in things that smell of technology. Arabic, which is difficult for some students, can be broken down

⁸Nancy Angelia Purba, "MEDIA Pembelajaran Sebagai Salah Satu Penunjang Profesionalisme Guru Di Sekolah," *SKYLANDSEA PROFESIONAL Jurnal Ekonomi, Bisnis Dan Teknologi* 1, no. 1 (2021): 48-51.

⁹Sigit Purnama, "Metode Penelitian Dan Pengembangan (Pengenalan Untuk Mengembangkan Produk Pembelajaran Bahasa Arab)," *LITERASI (Jurnal Ilmu Pendidikan)* 4, no. 1 (2016): 19-32.

¹⁰Enty Lafina Nasution, "Uraian Singkat Tentang E-Learning," 2020.

¹¹Iidia et.all Simanihuruk, "E-Learning: Implementasi, Strategi Dan Inovasinya," 2019.

¹²I Isrokatun, Upit Yulianti, and Yeyen Nurfitriyana, "Analisis Profesionalisme Guru Dalam Pelaksanaan Pembelajaran Daring Di Masa Pandemi Covid-19," *Jurnal Basicedu* 6, no. 1 (2022): 454-62.

¹³Luluk Humairo Pimada and Muhammad Afif Amrulloh, "Penerapan Media Elektronik Pada Pembelajaran Bahasa Arab," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1, no. 2 (2020): 120-28, <https://doi.org/10.35316/lahjah.v1i2.819>.

because of the media used in learning Arabic. Because of this, one of the solutions so that students can easily accept Arabic is to use technological means for their learning. This should also be supported by educators who are competent in using electronic media in the learning process.

However, based on the observations made by researchers in MTs schools in the Sukun District, Malang City, researchers found a problem: Arabic teachers still need to develop and utilize e-learning-based learning media optimally. The average teacher only uses conventional media such as links books and books in Islamic boarding schools. Therefore, teachers must have technology and information skills because, in the aspect of professional competence, they must be able to use information and communication technology to develop themselves.

Some of the previous studies that discussed teacher professional competencies include research by Rose Fitria Lutfiana on "Analysis of Teacher Professional Competencies through the Use of Information Technology-Based Learning Media", which shows that teachers' abilities related to using information technology-based learning media have increased significantly.¹⁴

Research by Muhammad Husain and Aji Heru Muslim on "Teacher Professionalism Competence in the Application of Online Thematic Learning in Badakarya State Elementary School" shows that teacher professionalism in the application of online thematic learning can be mastered well by teachers. However, some factors hinder online thematic learning, including not all students having cell phones and signal problems.¹⁵

Research by Desi Eka Palupi on "Professional Competence of Islamic Religious Education Teachers in Increasing Student Learning Motivation at SMP Negeri 3 Srengat Blitar" shows that teachers' professional competence in using Islamic religious education learning media can increase student learning motivation. Research by Rebekah Ester Legi and Anita Grays Pantow on "The Professionalism of Christian Religious Education Teachers

¹⁴Rose Fitria Lutfiana, "Analisis Kompetensi Profesional Guru Melalui Penggunaan Media Pembelajaran Berbasis Information Technology," *PINUS: Jurnal Penelitian Inovasi Pembelajaran* 7, no. 1 (2021): 1-10.

¹⁵Muhammad Husain and Aji Heru Muslim, "Kompetensi Profesionalisme Guru Dalam Penerapan Pembelajaran Tematik Secara Online Di Sekolah Dasar Negeri Badakarya," *Jurnal Riset Dan Inovasi Pembelajaran* 1, no. 2 (2021): 174-82.

in Increasing Student Learning Motivation shows that teachers can see the problems of students and can master the principles of education.¹⁶

Several previous studies that have been described have proven that the professional competence of teachers has a significant impact on the continuity of the learning process. Therefore, teachers are required to be professional in terms of teaching so that they can produce quality education. In addition, in previous studies, there has been no or infrequent discussion regarding the professionalism of Arabic teachers in utilizing technology and its influences and constraints. So this is what underlies the researchers to examine more deeply related to "The Influence of Arabic Language Teacher Professional Competence in the Use of Electronic Learning-Based Learning Media at the MTs level in Sukun District, Malang City".

This research uses a qualitative method approach with a descriptive type. This qualitative research method focuses on studying and understanding the meaning derived from social or humanitarian problems.¹⁷ A research location is a place where research is carried out to obtain data and information related to the problems contained in the research. The study was located in MTs throughout Sukun District, Malang City, which consisted of three schools, namely MTs Ibadurrahman, MTs Nurul Ulum, and MTs Sunan Kalijogo.

The primary data sources in this study are 3 Arabic subject teachers and 74 class VIII students in three MTs throughout Sukun District, Malang City. Meanwhile, the secondary data source is obtained from research journals related to teachers' professional competence in using Arabic language learning media. Data collection techniques are one of the most important instruments in research. Data collection techniques are stages in research to collect data and information using valid and reliable data collection instruments.¹⁸ This study used several data collection methods: observation, interviews, questionnaires, and documentation.

This research is descriptive qualitative in the form of a description of the results of interviews and questionnaires. The data acquisition is analyzed qualitatively and narrated in a descriptive form. According to Sugiyono,¹⁹ Data analysis is systematically collecting and compiling data from observations, interviews, questionnaires, and documentation by

¹⁶Ribka Ester Legi and Anita Grays Pantow, "Profesionalisme Guru Pendidikan Agama Kristen Dalam Meningkatkan Motivasi Belajar Siswa," *Xairete: Jurnal Teologi Dan Pendidikan Kristiani* 1, no. 2 (2022): 131-45.

¹⁷Farida Nugrahani and M Hum, "Metode Penelitian Kualitatif," *Solo: Cakra Books* 1, no. 1 (2014).

¹⁸Sandu Siyoto and Ali M Sodik, *Dasar Metodologi Penelitian*, 2015.

¹⁹Hengki Wijaya, *Analisis Data Kualitatif Ilmu Pendidikan Teologi, Sekolah Tinggi Theologia Jaffray*, 2018.

organizing them into categories and patterns, choosing which ones are important to learn, and concluding so they are easy to understand. The qualitative data analysis technique used in this study is a data analysis technique, according to Miles and Huberman.²⁰ Which uses the following steps: data collection, data reduction, data presentation, and conclusions.

Result and Discussion

Competence is an ability that a person must have to improve one's ability to achieve the expected results. The basic concept of competence relates to aspects of each individual's knowledge, skills, and work attitudes following established standards.²¹ Teacher professionalism is a profession that has a teacher's educational background in carrying out his educational duties obtained after conducting certain teacher education.²² Therefore, a teacher must master the competencies that must be possessed, such as educational competence, personality competence, social competence, and professional competence. So the teacher has abilities not possessed by people who have never attended teacher education.

Teacher professional competence is one of the four competencies that teachers must master because professional competence is an ability that teachers must have in planning and implementing the learning process. Professional competence is an important competency for teachers because this competency weighs a percentage of 70% in the teacher competency test.²³ So teacher professional competence is a teacher's ability related to master knowledge in the fields of science, technology, art, and culture.

Apart from the aspect of professional competence that a teacher must have because teachers are also the spearhead of educational success. In the learning process, media is a supporting element of learning because learning media is a tool or means to make it easier for teachers to convey material content to students. The existence of learning media, the sensory weaknesses that each student has can be overcome; for example, the teacher not only explains the learning material verbally but the existence of learning media the teacher

²⁰Ahmad Rijali, "Analisis Data Kualitatif," *Alhadharah: Jurnal Ilmu Dakwah* 17, no. 33 (2019): 81-95.

²¹"Undang-Undang RI Nomor 14 Tahun 2005 Tentang Guru Dan Dosen" 12 Suppl 1, no. 9 (2005): 1-29.

²²Aan Hasanah, "Pengembangan Profesi Guru" (Pustaka Setia, 2012).

²³Mashoedah Mashoedah, "Kajian Penggunaan Media Pembelajaran Dalam Pelatihan Peningkatan Kompetensi Profesional Guru," *Elinvo (Electronics, Informatics, and Vocational Education)* 1, no. 1 (2015): 17-25.

can also provides and show concrete examples. In this way, it can stimulate the student's senses.²⁴

The development of technology and information in the digital era appears to be many learning media that can be accessed electronically (e-learning). E-learning is a learning media that utilizes computers, laptops, and cell phones that can be connected to the Internet network.²⁵Therefore, one of the components of teacher professional competence is the use of learning media; with the development of technology, teachers are required to be creative in developing and utilizing learning media so that learning is not monotonous. Based on the above, researchers want to examine Arabic teachers' professional competence in using e-learning-based learning media in MTs as far as Sukun Malang City. The interest of researchers in conducting this research is because, according to researchers in the learning process in the current digital era, teachers have an important role in carrying out their professional duties by utilizing digital technology. Therefore, in this discussion, the researcher focused on the professional competence of Arabic teachers in using e-learning-based learning media.

The form of implementation of this research is carried out by the researcher directly observing the learning process and what e-learning learning media teachers use. After the teacher has finished the learning, the researcher spreads a questionnaire to the students to find out how the students respond to the e-learning learning media that the teacher uses.

Three Arabic teachers carried out the learning process at three different MTs schools, namely in MTs Sunan Kalijaga, MTs Nurul Ulum, and MTs Ibadurrahman. Researchers observed that Arabic teachers at MTs Sunan Kalijaga and MTs Nurul Ulum used e-learning media such as laptops and LCDs to support Arabic learning. In contrast, Arabic teachers at MTs Ibadurrahman did not use e-learning learning media, only using conventional learning media as well as student worksheets or LKS, package books and books that are in Islamic boarding schools because MTs Ibadurrahman is MTs based on Islamic boarding schools. During the implementation of learning, teachers should use and optimize existing e-learning learning media to improve student activity and learning outcomes.²⁶

Researchers also used questionnaires that were carried out once to find out student responses when teachers used e-learning-based learning media.

²⁴Rohani Rohani, "Media Pembelajaran," 2019.

²⁵Rudi Haryadi and Hanifa Nuraini Al Kansaa, "Pengaruh Media Pembelajaran E-Learning Terhadap Hasil Belajar Siswa," *At-Ta'lim: Jurnal Pendidikan* 7, no. 1 (2021): 68–73.

²⁶Ahmad Zanin Nu'man, "Efektifitas Penerapan E-Learning Model Edmodo Dalam Pembelajaran Pendidikan Agama Islam Terhadap Hasil Belajar Siswa," *DutaCom* 7, no. 1 (2014).

Table 1. Student Questionnaire Indicator Grids

No	Indicators
1	The use of e-learning media in learning
2	The influence of e-learning-based learning media
3	Implementation of learning using e-learning media

Based on Table 1 of the student questionnaire indicator grid used in the student questionnaire, the first indicator (to find out the student's response regarding the use of e-learning media in learning) is used in questionnaires 1 to 4. This indicator is in line with the theory of the use of technology and information in learning according to Bambang Warsita's opinion that technology is built based on a certain theory, as well as learning technology is built based on principles developed from theory and information technology. The contribution of information technology in learning is to reach students wherever they are, in addition to meeting the learning needs of students to keep up with the times and increase the effectiveness of learning.²⁷ Based on this theory, the first indicator regarding the use of e-learning media in learning is suitable for knowing student responses regarding the use of e-learning media.

The second indicator (to determine student responses related to the influence of e-learning-based learning media that teachers use) is used in questionnaires 5 to 8. This indicator is in line with the theory of the influence of e-learning-based learning media in the opinion of Rohimah, Riswandi, and Helmy Fitriawan explained that the development of informatics learning media through e-learning can improve students' creative thinking and also be able to make students more continuous to learn.²⁸ Based on this theory, the second indicator regarding the influence of e-learning-based learning media is suitable to be used to know student responses regarding the influence of e-learning media in learning.

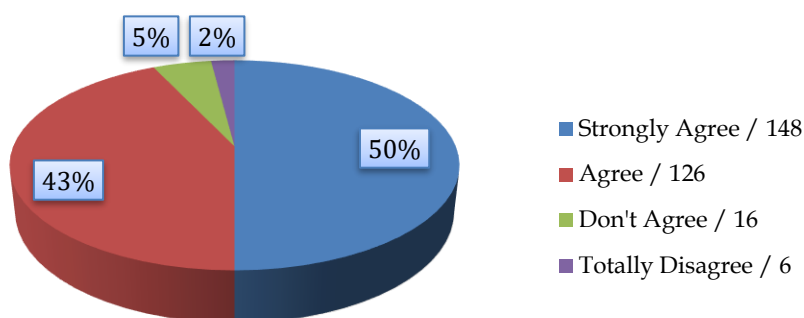
Then the third indicator (to find out student responses related to the implementation of learning using e-learning learning media) was used in questionnaires 9 to 12. This indicator is in line with the theory of implementing learning using e-learning learning media in the opinion of Aris Budiman, Ardian Arifin, and Ferry Marlianto explained that the

²⁷Bambang Warsita Bambang Warsita, "Landasan Teori Dan Teknologi Informasi Dalam Pengembangan Teknologi Pembelajaran," *Jurnal Teknodik*, 2011, 84-96.

²⁸Helmy Fitriawan, "Pengembangan Media Pembelajaran Informatika Melalui E-Learning Untuk Meningkatkan Berfikir Kreatif Siswa," *Jurnal Kajian Teknologi Pendidikan* 3, no. 3 (2020): 330-39.

implementation of learning using e-learning media can help students and teachers in the learning process because e-learning media can solve student learning difficulties in terms of understanding the material so that with the existence of e-learning media Student learning outcomes have improved.²⁹Based on this theory, the third indicator regarding the implementation of learning using e-learning media is appropriate to be used to know student responses related to the implementation of learning using e-learning media.

The following is the form of managing questionnaire data displayed in the form of a pie chart:

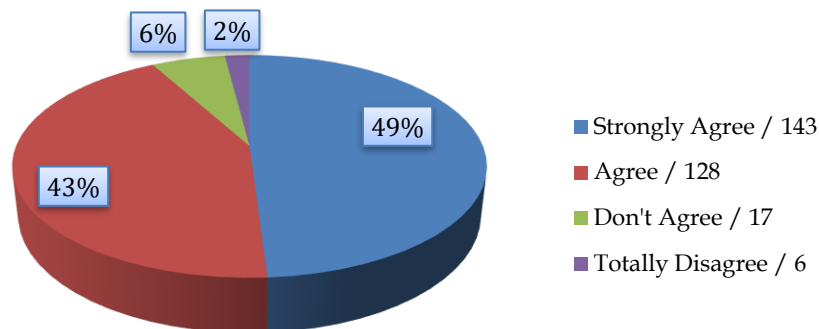


Picture 1. Results of the Indicator Questionnaire 1

The data in picture 1 shows students' responses to e-learning media in learning. Students seemed very interested in the number of responses, strongly agreeing to reach 50% and agreeing to reach 43%, while disagreeing with 5% and strongly disagreeing with 2%. Based on the presentation of the questionnaire diagram in indicator 1, students tend to be more interested in using e-learning-based learning media in Arabic language learning. In Arabic learning, applying e-learning is more creative, innovative, and fun than conventional learning because students today prefer learning using e-learning media.³⁰However, some teachers at the MTs level in Sukun District, Malang City, have yet to maximize and use e-learning media in learning Arabic.

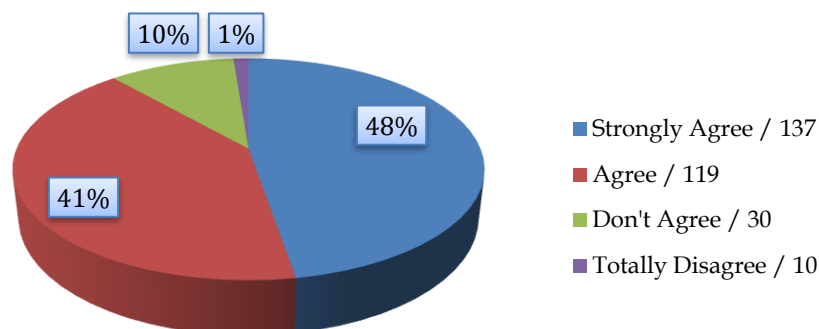
²⁹Aris Budiman, Ardian Arifin, and Ferry Marlianto, "Pengembangan Media Pembelajaran Berbasis E-Learning Pada SMK Di Pontianak," *Jurnal Nasional Komputasi Dan Teknologi Informasi (JNKTI)* 2, no. 2 (2019): 133–39.

³⁰Nuraman Nuraman, "Efektivitas Pengaplikasian Teknologi E-Learning Dalam Pembelajaran Bahasa Arab" (Sekolah Pascasarjana UIN Syarif Hidayatullah Jakarta, n.d.).



Picture 2. Results of the Indicator Questionnaire 2

The data in picture 2 shows the influence of e-learning-based learning media, with the number of strongly agreeable responses reaching 49% and agreeing to reach 43% while disagreeing at 6% and strongly disagreeing at 2%. Based on the presentation of the questionnaire diagram in indicator 2, e-learning-based learning media is influential and makes it easier for students to understand Arabic learning materials. In this case, e-learning brings changes in the learning process that allow students to access learning materials anywhere and anytime, which can make it easier for students to learn.³¹



Picture 3. Results of the indicator questionnaire 3

The data in picture 3 shows the implementation of learning using e-learning learning media. Students liked the delivery of material using e-learning learning media, with the number of strongly agreeable responses reaching 48% and agreeing to reach 41%, while disagreeing reaching 10% and strongly disagreeing reaching 1%. Based on the presentation of the questionnaire diagram on indicator 3, students seemed enthusiastic when learning Arabic using e-learning-based learning media. Using e-learning in the learning process can

³¹Pusvyta Sari, "Memotivasi Belajar Dengan Menggunakan E-Learning," 2015.

encourage students' active participation and motivate learning to improve their learning competencies.³²

Based on the results of the analysis of questionnaire data provided by researchers to class VIII students in three MTs in the city of Malang, it can be concluded that students' responses to e-learning learning media as a learning support have been proven to increase students' understanding and enthusiasm in Arabic language learning. The research conducted by Abdul Haris Hasmar and Amiruddin about "Development of Teacher Professionalism in Utilizing Google Classroom as a Learning Media" shows that teacher competency in using google classroom as a learning medium is felt to be influential in learning activities, including making learning more fun and can also improve teacher professional competence in terms of technology and information.³³

However, the facts on the ground related to the professional competence of Arabic teachers in using e-learning-based learning media in MTs in Sukun Kota Malang researchers stated that it still needed to be improved because teachers were still unable to develop and utilize e-learning learning media. This affects the enthusiasm and active participation of students in learning Arabic. In addition, teachers face obstacles in using electronic learning media because of the need for more facilities in schools to support the use of e-learning media, so teachers sometimes only use conventional learning media. These obstacles require the professionalism of teachers in the implementation of learning that can determine the success of learning. The teacher's professionalism can be seen from the results of teacher performance which the competencies possessed by the teacher influence. Therefore, teachers must be serious about changes and developments, especially in education.³⁴

Conclusion

Based on the research results regarding the influence of teacher professional competence in using electronic learning-based learning media at MTs in the Sukun sub-district, Malang City, it affects the Arabic language learning process in that place. Because teachers' professional competence in using e-learning media still needs to be improved, it impacts the level of enthusiasm and active participation of students, who tend to be

³²Sari.

³³Abdul Haris Hasmar Amiruddin, "Pengembangan Profesionalisme Guru Dalam Memanfaatkan Google Classroom Sebagai Media Pembelajaran," *Jurnal Hukum Pendidikan Dan Dakwah* 2, no. 2 (2021).

³⁴Jajat Sudrajat, "Kompetensi Guru Di Masa Pandemi COVID-19," *Jurnal Riset Ekonomi Dan Bisnis* 13, no. 1 (2020): 100-110.

standard. It is hoped that teachers will upgrade their abilities in the field of information technology and maximize existing facilities in schools for learning. Although there are obstacles related to the lack of adequate school facilities, such as not all classes being equipped with LCDs, it is impossible to use e-learning media in the learning process. This makes teachers only use conventional learning media such as student worksheets (LKS), textbooks, and books in Islamic boarding schools.

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