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Line Application As A Learning Medium In Islamic Education Subjects

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Abstract

This study aims to investigate the use of social media Line as a learning medium in Islamic Religious Education subjects. The method used in this research was classroom action research with 3 cycles. After the research, the results obtained are learning media in the form of Line applications can improve student learning outcomes with a student completion rate of 100% in cycle III. This proves that Line social media can improve student learning outcomes.

Keywords: Line Application, Learning Media, Islamic Education

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Abstrak

Penelitian ini bertujuan untuk mengetahui penggunaan media sosial Line sebagai media pembelajaran pada mata pelajaran Pendidikan Agama Islam. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas dengan 3 siklus. Setelah dilakukan penelitian, hasil yang diperoleh adalah media pembelajaran berupa aplikasi Line dapat meningkatkan hasil belajar siswa dengan tingkat ketuntasan siswa sebesar 100% pada siklus III. Hal ini membuktikan bahwa media sosial Line dapat meningkatkan hasil belajar siswa.

Kata Kunci: Aplikasi Line, Media Pembelajaran, Pendidikan Agama Islam.

A. Introduction

The rapid movement of technology in this era has had a significant impact on all generations, creating a dependency on technology. The main positive impact of technology on the generations is the ease and speed with which we can work or carry out activities. In addition to the positive impacts, we are also faced with various

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types of negative impacts. Therefore, in responding to the movement of technology, what needs to be considered is the proper and wise use of technology (Maghfirah et al., 2020). Along with the rapid movement of technology, the world of education is also following developments and changes in a more advanced direction, such as innovations in learning media (Firmadani, 2020).

Learning media is an important aspect of the learning process that can be used to convey information in different ways and develop the minds and wills of students so that it becomes a driving force for students in learning activities and brings a variety of new information to students (Hamid, 2020). This is in line with Haryoko (2012) who stated that learning media in general are methods, tools and techniques that can be used to help teachers interact with students to create a more effective teaching process. Effectiveness in the use of learning media is not judged by how sophisticated and futuristic the tools used by the teacher during the learning process are, but whether they are appropriate to the subjects being taught (Rohani, 2019).

Factors that can prove the success of teaching and efforts to create a learning process that can make students more interested and focused when learning activities take place are learning media (Nurdyansyah, 2019). The development of learning media in this era is an impetus for a teacher to make the learning process capable of fostering personal and student competence. PAI (Islamic Studies Education) is one of the subjects taught from early childhood education to university level. Through Islamic religious education, teachers can help parents to raise students as individuals with morals in accordance with the teachings of Islam. In addition to knowledge, students are also expected to apply PAI in their daily lives in the form of religious activities (Hadi et al., 2022).

Teachers in educational institutions are currently faced with various learning media problems, as not all teachers in educational institutions are able to apply current learning media innovations in the learning process, resulting in several problems such as (Ruswandi & Mahyani, 2021):

1) Students get bored easily and tend not to pay attention during learning

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activities; they become passive when the teacher uses the lecture method without the help of supporting learning media.

2) The use of learning media for the PAI subject is still based on books and blackboards.
3) Lack of interaction between teachers and students in the classroom.
4) Facilities and infrastructure that support learning media are currently not optimised so that maximum learning outcomes are not achieved.
5) Students do not find their own concept of the subject matter being taught.

Such conditions support the emergence of learning media innovations that can improve the efficiency and quality of teaching and learning outcomes. The use of creative learning media can help students to learn optimally and to align their performance with the intended goals (Sudiantini & Shinta, 2018). With the growth and speed of science and technology in an era that is becoming more and more advanced and developing, especially in the fields of technology, information and communication, it is unlikely that there will be no solutions to learning problems in schools in the future (Waluyo, 2021). However, in this era, if teachers are not able to be creative in planning, preparing and compiling different kinds of innovative learning media that can attract students' attention, there will be more problems. Therefore, teachers must be able to use technology well (Fahyuni et al., 2020).

The use of technology in schools today is very diverse, and social media is one of the most commonly used learning media, especially among high school and madrasah aliyah students (Budiyono, 2020). According to the website indonesiabaik.id, most social media users are students at the senior high school or Madrasah Aliyah level, i.e. 97.5%. This proves that students cannot be separated from the world of internet and social media. Therefore, the current learning process often changes; what was initially taught orally or through text would be more fun if it was done through audio and visual media, students could easily understand the subject matter. Learning through social media will be more fun, can make students more interested and motivate them to learn (Prodi Ilmu Komunikasi, 2020).

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Pengembangan Media Pembelajaran Pendidikan Agama Islam Berbasis Line Chatbot Untuk Meningkatkan Hasil Belajar Siswa Kelas X SMAN 1 Gedangan Sidoarjo (Development of Line Chatbot-Based Islamic Religious Education Learning Media to Improve Student Learning Outcomes in Class X of SMAN 1 Gedangan Sidoarjo) is a previous scientific study that is relevant to this research. The results of Dwiningtyas (2021) have met the criteria as an effective learning media in an effort to improve learning outcomes, where student responses to the use of line chatbot learning media that are feasible to use and can be well received are 88.27%. The similarity with this research lies in the use of the Line application as a learning medium for Islamic religious education through smartphone devices, while the difference lies in the features used in the Line application, where in this study the features used are Line Voom, Line Groups, Line Stories, Line Calls, Video Calls and Official Accounts.

The Line application is an online media or social media platform that can be accessed via the website, Android, iOS and Windows Phone applications. The Line application is currently quite popular in Indonesia; according to the website expert.co.id, there are 72 million Line users, including monthly active users, with 41% dominated by teenagers. This is because the Line application has interesting features and is easy to use. These features can be used as a learning medium in schools and become a solution to the problems mentioned above (Prihantoro et al., 2022). The use of the Line application as a learning medium provides space for teachers to be creative, efficient and fun in their teaching, thus creating learning conditions that are not boring and offer new things (Wardani et al., 2018).

As a learning medium, the Line application is also very useful for teachers to teach Islamic Religious Education subjects where all students can access the material. In addition, teachers and students can interact through group features, Line Voom, relay, Line keep, video calls and other features available in the application. Through the Line application, students can also interact with their friends and share answers about the material they are studying online and offline (Prihantoro

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et.al, 2022). However, not all teachers can use the Line social media application and understand how to communicate material to students. For this reason, there is a need for training sessions to teach teachers how to use the Line application, starting with an introduction to its features, how to prepare material that can be explained to students in an interesting way, and ending with assessment or evaluation (Agasta et.al, 2019).

The material in the PAI subject that will use line-based learning media is the history of Islamic culture. This material tends to make students feel bored and tired. Learning seems monotonous when the teacher presents the material using the lecture method. As a result, the students' attention to the PAI subject, especially in the material on the history of Islamic culture, is reduced and the material presented by the teacher cannot be received optimally (Anshori & Luthfie, 2020). On the other hand, if the teacher delivers the material using learning media, the learning activities will be more enjoyable, the material will be easy to understand and clear, the learning activities in class will become more interactive, the quality of learning will increase, positive attitudes will develop, the role of learning will change in a more productive direction and time barriers will be overcome (Karo-karo et al., 2018).

The Line application is a solution provided by the authors to facilitate teaching and learning activities in schools. The Line application is seen as a learning medium that can speed up the delivery and recall of information, making the learning process more practical, creative, efficient and fun (Hakim, 2020). Looking at the above problems, it can be concluded that learning media packaged through social media Line for PAI subjects can help students, teachers and the school deal with problems related to learning activities in class. The Line application is expected to be able to help, alleviate and solve these problems to produce excellent learning quality, which can make students pay more attention when the teacher delivers learning material, so that they get satisfying learning outcomes that can be practiced in everyday life (Chantika & Rahardjo, 2018).

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B. Research Methodology

This study is Classroom Action Research. Classroom Action Research (CAR) aims to find the most effective methods in the daily activities of educational institutions. This research is an activity carried out individually or in groups to bring about change, where research is expected to be able to produce changes in conclusions that can be accounted for (Sujarweni, 2022). This research is a form of reflective research in which certain actions are taken to improve and/or make learning practices in the classroom more professional. According to the above understanding, CAR activities must always be related to the problems of teachers' daily learning practices. In this study, the school equipment used to support learning media are laptops, LCDs, projectors and smartphones. The platform chosen by the researchers is the social media application Line. The learning material chosen in this study where the learning media will be used is the history of Islamic culture.

The research activities will last for two months from January to February 2023, which will be conducted at SMA Muhammadiyah 3 located at Jl. Raya Kenongo, Kec. Tulangan, Kab. Sidoarjo, East Java, 61273. Details of the research activities are as follows: research preparation, action preparation coordination and implementation (planning, action, observation and reflection). The use of Line application as a learning medium will be carried out in Class XI of Language Specialisation with 22 students taking PAI subjects. The data collection techniques for this research include observation, questionnaires, tests and documentation. The data collection will be conducted during the learning process using the research instruments that have been prepared with the aim of obtaining data related to the use of Line application as a learning medium in PAI subjects in Class XI of SMA Muhammadiyah 3 n Tulangan. At this stage, the researchers will act as observers of the activities between students and teachers during the learning process.

C. Results and Discussion

Planning

Cycle I

In the planning phase, the teacher developes a lesson plan. Students then recognise, evaluate and understand the

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meaning of the features in the Line application. The following are the details of the activities in the planning stage: 1) The Line application is used by teachers to develop Islamic Studies Education topics; 2) Researchers determine the day and date of the research; 3) Researchers prepared lesson plan (RPP), syllabus and student worksheets (LKS) related to Islamic Studies Education topics that would be taught online; 4) Researchers prepare observation and inquiry forms that would be given to students in each class and cycle; 5) After the first cycle is completed, the teacher prepared test questions to assess students' learning presentations.

Cycle II

The teacher prepares a lesson plan on the network. Pupils eventually understand the value of admirable qualities and perfect their analytical skills regarding things that happen in the natural world. The researchers prepared learning tools in the form of a syllabus, lesson plan (RPP), teacher and student observation sheets, learning motivation questionnaire, question cards, assessment of cognitive learning outcomes and a camera for documentation, all of which are steps in making an action plan in Cycle II. Action planning in Cycle II is methodical because the outcomes of the learning process are decided at the planning stage. The planning stage is organised as usual, with the teacher preparing all the materials needed for the teaching and learning process before starting to deliver the material to the students.

Cycle III

The teacher creates online lesson plans during the planning phase with the aim of teaching admirable qualities. Students eventually understand the value of admirable qualities and perfect their analytical skills in relation to things that happen in the real world. The preparation of learning tools in the form of syllabus, learning implementation plans (RPP), teacher and student observation sheets, learning motivation questionnaires, question cards, assessment of cognitive learning outcomes and a camera for documentation are the steps in making an action plan in Cycle III. The third cycle of action planning is planned methodically because the outcomes of the learning process are decided at the

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planning stage. The planning stage is arranged as usual, with the teacher preparing all the materials needed for the teaching and learning process before starting to deliver the material to the students.

Implementation

Cycle 1

The curriculum for Islamic Studies Education is implemented by teachers at this level. The stages are as follows: 1) The teacher opened the class and led the prayer. 2) To motivate the students to learn, the teacher provided a motivational film link. 3) The school mosque allows students to perform Dhuha prayers for 15 minutes. 4) Learning begins by opening the Line application while the teacher takes the students' attendance. 5) The teacher instructs the class to prepare a piece of paper and a pen (they can also instruct the students to prepare tools and a summary of the material in the previous session). 6) In the Line Voom function, the students observe the teaching materials to be used; the implementation in Cycle I is only a written test and an introduction to the use of the line. 7) Students make a summary using the justification proposed by the teacher. 8) Students and teachers discuss the content of the Islamic Renewal Movement. 9) Students are given time to evaluate their behaviour and make summaries that represent tolerance of the broadcast. 10) The teacher monitors the completion of the students' assignments. 11) Students who have submitted their assignments can comment in the comments section of the online application. 12) The teacher provides a Google Form link to collect the results of the summary photos submitted in the Line group feature. 13) Students use paper and pencil to complete written assessments. 14) The teacher reviews the students' work and closes the class with everyone present. 15) Teacher gives feedback on conclusions. 16) The teacher concludes and presents the lesson plan for the coming week on Islamic Religious Education and Character. 17) Pupils and teacher pray together.

Cycle II

At this stage, the teacher implements the lesson plan for Islamic religious education. The steps are as follows: 1) The teacher invites the students to enter the class and leads the prayer. 2) The teacher provides a video link on the Line group which will inspire

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the students to learn. 3) The lesson starts after the Duha prayer. 4) Learning begins as soon as students log into the Line application to complete their online attendance. 5) The teacher installs the LCD and projector and shows the features of Line Voom on the Line application. 7) Students listen to information presented by the teacher in the form of a video about the Line Voom feature. 6) Students view educational materials delivered via Line Voom. 8) Using Line Voom's mutual commenting feature and animated stickers with different characters, students and teacher have a question and answer session about the techniques of Islamic Da'wah in Indonesia. 9) Using Line Voom, the teacher provides opportunities for students to ask and answer questions from their peers and share perspectives. 10) Students are given the opportunity to complete a pre-test on the strategies of Islamic Da'wah in Indonesia. 11) Students who have submitted their work can comment in the comments section of the online application. 12) Students use paper and pencil to complete the pre-test. 13) The teacher summarises the results of the students' work and invites the class to end the session. 14) The teacher confirms the conclusions. 15) The teacher concludes and presents the lesson plan for Islamic Religious Education and Character for the following week. 16) Pupils and teacher pray together.

Cycle III

At this stage, the teacher implements the lesson plans for Islamic religious education. The steps are as follows: 1) The teacher invites the students to join the class and leads the prayer. 2) The teacher provides links to videos that will inspire the students to learn. 3) The school mosque gives the students 15 minutes to perform the Duha prayer. 4) The first step in learning is to complete the online application for attendance. 5) The teacher sets up the LCD and projector and demonstrates the Line Voom features. 6) Students view online resources for instruction. 7) The teacher creates four study groups and four different topics about people who spread Islam in Indonesia. 8) Students gather in groups and quickly search for relevant material or information with their groups. 9) Through the Line Voom on each group's account, the teacher provides opportunities for students to ask and answer questions from their peers

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and share perspectives. 10) Students have the opportunity to complete a post-test on figures who spread Islam in Indonesia. 11) The teacher observes the students working on the post-test. 12) Students who have submitted their work can leave comments in the Comments column. 13) Students use sheets of paper to complete the post-test. 14) The teacher summarises the students' work and gathers the class to end today's lesson. 15) The teacher confirms the conclusion. 16) The teacher closes the lesson and gives the students the lesson plan for the following week on Islamic Religious Education and Character. 17) Pupils and teacher pray together.

Observation

Cycle I

One of the Islamic Religious Education teachers assists the researchers in applying what they have learned. The application of learning by teachers and students is an area that is recorded by observers on observation sheets completed by the researchers. As long as the students are engaged in the learning process, the observers also monitor the students' behaviour. Whether or not a teacher effectively uses line application as a teaching tool affects whether or not students actively participate in the learning process.

Student learning outcomes in classroom action research are only measured in the cognitive domain. Learning achievement tests consisting of multiple choice questions are used to assess student learning outcomes. The number of students who pass the exam at the end of Cycle I is used to assess student learning outcomes, while classical completion is determined by dividing the number of students studying by the number of students taking the test and then multiplying by 100%. After the exam, it became clear that there were several students who did not meet the Minimum Completion Criteria (MCC) set by the school. As many as 18 students passed the school's MCC and 4 students failed. The percentage of students meeting the MCC is 81% and those who didn't is only 19%. These results indicate that the learning has achieved classical mastery and is therefore considered effective. Learning outcomes can be categorised as complete when 80% completeness is achieved. The following table shows the students' learning outcomes.

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Table C.1. Student Learning Outcomes of Cycle I

Score Range	Frequency	Percentage	Category
75-100	18	81%	Completed
< 75	4	19%	Not Completed

Therefore, the learning in the first cycle was declared successful. This means that in Cycle II learning, the use of the Line application as a learning medium can help teachers to improve student learning outcomes.

Cycle II

Teachers offer support to researchers in the implementation of learning. They support the researchers by acting as observers who help to document the actions taken by the researchers as part of the learning process. The researchers make an observation sheet, which is used to record the findings, detailing how the teacher and pupils practice what they have learned. The results of the second cycle of observations were better than the first, as evidenced by the emergence of an increase in appreciation during the application of learning. In addition, the learning outcomes of the students in cycle II increased. The learning outcomes of the students in cycle II show that 20 students achieved the MCC and 2 students did not. The percentage of students who achieved the MCC is 90%, while the percentage of students who did not achieve the MCC is 10%. These results indicate that the students now have a better understanding of the learning objectives than in Cycle I. The following table provides further information on student learning outcomes.

Table C.2. Student Learning Outcomes of Cycle II

Score Range	Frequency	Percentage	Category
75-100	20	90%	Completed
< 75	2	10%	Not Completed

Based on the table above, it can be concluded that learning increased in cycle II. Therefore, in order to strengthen the results of the study, the researchers conducted another trial in cycle III.

Cycle III

Compared to Cycle I and II, the observations in Cycle III increased, as

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evidenced by the students' involvement in learning. It was also found that all students in Cycle III were above the MCC as indicated by their learning outcomes. In percentage terms, the completeness of learning is 100%. These results indicate that Cycle I and Cycle II showed an increase in mastery of the learning objectives. The following graph shows a more detailed comparison of the students' learning outcomes.

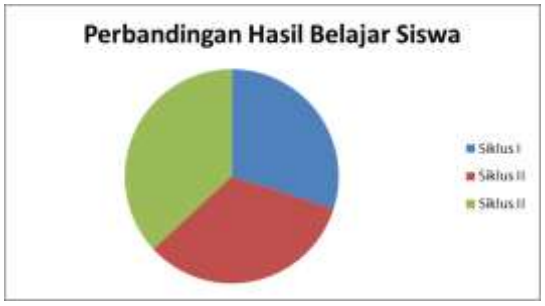

Figure C.1. Comparison of Student Learning Outcomes

The diagram above shows the results of the students' learning completeness in each cycle: in the first cycle the learning completeness was 81%, in the second cycle 90% and in the third cycle 100%. Therefore, the students' learning results after using the Line application as a learning medium are considered successful.

Reflection

Cycle I

1. Teacher performance: When learning takes place, the teacher is still unable to focus the students' attention on PAI subjects. The reason for this is that the lecture method used in class means that the learning media are only textbooks, which tend to make students feel bored. In Cycle II, the teacher needs to start using Line's features such as Line Voom. This will make learning more enjoyable for the students and allow them to focus their attention on the PAI topics.
2. Communication is only oral (less non-verbal), which makes students less enthusiastic about learning. Verbal and non-verbal reinforcement is needed to motivate students.
3. Student activities: During the learning process in class, students tend to be hesitant in asking, answering and expressing opinions. Only some students seem to be active. In Cycle II, the teacher is expected to be able to provide reinforcement to the students by requiring them to ask, answer or express opinions.

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4. Student learning outcomes: Based on student test results in Cycle I, 13 students scored below the MCC and 8 students scored above the MCC. Therefore, learning is categorised as not successful. In order to improve the students' learning outcomes, the Line application is used as a learning medium in Cycle II, where the teacher uploads Islamic cultural history material in the form of a video that is displayed on an LCD screen that the students can watch together and interact with directly.

Cycle II

1. The results of the analysis of Cycle II show that the use of Line applications as learning media improves the quality of teaching and learning activities in Islamic cultural history classes compared to the learning activities in Cycle I. In order to increase the students' understanding of the Islamic cultural history material, the learning activities in Cycle III are carried out in study groups. In order to improve students' understanding of the Islamic cultural history material, learning activities in Cycle III are carried out by forming study groups.
2. In Cycle II, students begin to look happy, excited and active during the learning process. In Cycle II, the attention and activity of the students is made the main focus, and in Cycle III it is hoped that the students can work together in learning and solving a problem, minimising the presence of students who are busy playing alone, and instead focusing on finding information or material related to the history of Islamic culture in Islamic religious subjects.
3. The learning outcomes in Cycle II showed an increase among Class XI students of Language Specialisation for PAI subjects, especially Islamic Cultural History material, where 2 students scored below the MCC, compared to 4 students in the previous cycle. This is evidenced by the results of the pre-test and the students' activity during the learning process. In Cycle III, it is hoped that all students in Class XI of Language

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Specialisation will experience an increase in learning outcomes after using the Line application as a learning medium.

4. Reflection on Cycle II: From the above analysis, it can be concluded that things that seem small can have a significant impact during the learning process. Therefore, in Cycle III, the teacher is expected to further develop and activate the learning atmosphere by providing opportunities for students who are not paying attention and are busy playing with their friends. Teachers must be able to make pupils feel proud of their courage in asking, answering and expressing opinions.

Cycle III

1. In Cycle III, the teacher's performance and all the obstacles related to the learning media can be overcome by using the features of the Line application. The teacher prefers to use the Line application rather than the lecture method with textbook learning media because the students seem to be able to focus more on the learning process. In addition, the learning process feels easier and more efficient, and the students are more enthusiastic and active because they feel they can interact more easily and confidently using the features in the Line application. This is different from the previous condition where they just kept quiet and listened, so the class became passive.
2. The efforts to improve the learning outcomes of the students in Cycle III can be classified as successful as all the students in Class XI of Language Specialisation get grades above the MCC. This is evidenced by the results of the post-test and the activity score from the students' activity diary. Obviously, this cannot be separated from the process and effort put into the PAI subjects.
3. Reflection of Cycle III: The use of this medium can be considered good and gives maximum results. This can be seen from the teacher's effort to change the old learning methods and media by using the Line application. They are able to give verbal and non-verbal reinforcement to the activity of the

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students in class by asking them to ask questions, to answer and to express their opinions. Going forward, innovations are needed to keep students engaged and focused in PAI subjects. It is hoped that with maximum learning outcomes, they will be able to use the knowledge they have gained in the future.

D. Conclusion

The use of the Line application as a learning medium can improve learning outcomes in Islamic Studies Education (PAI) lessons, as the description of the findings and the discussion show. This is characterised by the increasing enthusiasm of the students to participate in the learning method offered by the teacher to solve problems related to their learning. Acceptance rates and student learning outcomes improve under these circumstances.

The increase in learning outcomes since the beginning of the action, from Cycle I to Cycle II and Cycle III, shows the success of the use of the Line application as a learning medium in Class XI of Language Specialisation, especially for the subject of Islamic Religious Education (PAI). Cycle I has a learning completeness level of 81%, Cycle II 90% and Cycle III 100%. This shows that the use of the Line application as a learning tool can improve students' learning outcomes.

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