The Role of Islamic Religious Education Teachers in Developing Effective Learning Resources at Muhammadiyah Vocational Schools

Uswatun Khasanah
(Institut Islam Mamba'ul Ulum, Jl. Sadewa No.14, Kec. Serengan, Kota Surakarta, Jawa Tengah, Indonesia)
∗uswatunkhasanah6815@gmail.com

Article Information	Abstract
	This study aims to identify and analyze the process of developing and managing learning resources by Islamic Religious Education teachers at SMK Muhammadiyah Delanggu, Klaten, Central Java, Indonesia. The research method used is descriptive qualitative with data collection techniques through observation, interviews, and documentation. The results of the study indicate that teachers have developed various learning resources that are innovative and relevant to students' needs. Teachers and schools collaborate effectively to manage learning resources, and they utilize information technology to enhance the learning process. The obstacles faced include limited resources and a lack of training for teachers. The proposed solution is to improve school facilities and organize routine training for teachers. Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis proses pengembangan dan pengelolaan sumber belajar oleh guru Pendidikan Agama Islam di SMK Muhammadiyah Delanggu Klaten, Jawa Tengah, Indonesia. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa guru telah mengembangkan berbagai sumber belajar yang inovatif dan relevan dengan kebutuhan siswa. Pengelolaan sumber belajar juga dilakukan dengan baik melalui kolaborasi antara guru dan pihak sekolah, serta pemanfaatan teknologi informasi untuk mendukung proses pembelajaran. Kendala yang dihadapi antara lain keterbatasan sumber daya dan kurangnya pelatihan bagi guru. Solusi yang ditawarkan adalah peningkatan fasilitas sekolah dan penyelenggaraan pelatihan rutin bagi guru.

I.   INTRODUCTION

A teacher is a position or profession that requires special teaching skills. Anyone lacking the necessary skills to carry out activities or work as a teacher cannot perform this job. You cannot call someone who masters a certain field a teacher. To become a teacher requires special qualifications, especially as a professional teacher, who is involved in teaching, as well as various other knowledge that must be fostered and developed during the training and preparation period for the teaching profession (Warsita, 2018). To become a teacher, one must meet the basic requirements for a diploma, maintain physical and mental health, treat all students fairly, make all decisions with an open mind and wisdom, and respond to student behavior with varying degrees of patience. Teachers want to continue learning to expand their knowledge and insight so that they can understand the personalities of the students they teach (Wiryotinoyo et al., 2020).

Professional teachers are under increasing pressure to work hard for their school's progress, exhibit trustworthy self-confidence, and respect others. Learning problem solving is done through all learning resources or what are often called educational components, which include messages, people, materials, equipment, technology, and environment (Laili et al., 2022). Messages are information conveyed from other components, namely teachers in the form of ideas, facts, meanings, and data. People: people such as teachers, lecturers, tutors, and others who act as news presenters, news processors, and news presenters. Material is software that contains messages that can be presented through the use of tools/hardware or by itself. Various media programs include material categories such as transportation, slides, films, audio, video, modules, magazines, and books (Rahmadi et al., 2018).

Equipment is defined as anything (hardware) used to send messages stored in the material, such as projectors, slides, tape recorders, and others. Techniques are procedures or references made using materials, equipment, people, and the environment to convey a message, for example programmed instructions in the form of modules, simulations, demonstrations, answering questions, and others. The environment, on the other hand, is a state or condition. The atmosphere around

the place where the message is sent, both in physical and non-physical environments. The term management is a translation of the word management which comes from the word "to Manage" which means "to organize, implement, organize, control, and care for" (Sulistiyani, 2022a). However, the word "management" itself is adopted from Indonesian and becomes the word "management". The meaning is the same as the term "management", namely the process of coordinating and integrating work activities. This process must be carried out efficiently and effectively (Eliyanti, 2017).

Administrators need to maintain a balance between interrelated goals, objectives, and activities for the benefit of stakeholders in the school. On the other hand, the goal of management is to improve the quality of schools, by rationalizing and minimizing expenses without reducing effectiveness and by achieving optimal results through the right steps in every decision that can be achieved (Ilhami et al., 2021). Islamic Religious Education (PAI) has an important role in shaping the character and morals of students. In this digital era, teachers are required to develop and manage effective and innovative learning resources in order to improve the quality of learning. The rapid development of digital technology can easily bore students, particularly if teachers lack the necessary skills and creativity to effectively teach. When students feel bored, it will affect the quality of their learning. With the existence of effective and optimal learning methods, it is hoped that they can improve the quality of learning and student learning outcomes (Hermanto Karwan et al., 2017). SMK Muhammadiyah Delanggu Klaten, Central Java, as an educational institution, strives to implement various strategies in the development and management of PAI learning resources (Nordiana et al., 2022). In this situation, teachers and school leadership have a crucial role in raising the standard of education by using their skills and creativity to stay current with the teaching methods used with students, thereby fostering a high level of interest in learning.

II. METHOD

This study employs a qualitative approach, focusing on the background and individuals as a whole (Sugiyono, 2018). By using a qualitative approach,

211   JIE *(Journal of Islamic Education)*
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researchers will be able to further explore the process of developing and managing learning resources by teachers. In this study, data collection was carried out through participatory observation, which was realized by researchers participating in the interaction of religious character formation patterns. In this case, the researcher assumed the role of an educator or teacher. Additionally, the researcher collected data through in-depth interviews using primary and secondary data sources. The primary data sources in this study were Islamic religious education teachers, principals, students, and parents. The study also utilized secondary data sources, which included analyses from previous studies on the patterns of religious character formation in inclusive schools. The final step of data collection involves documenting the process and outcomes of learning development among Islamic religious education teachers. The documentation step in data collection is also important to do, in order to strengthen the analysis of the results of interviews and observations, so that the data results have good credibility (Creswell & Poth, 2017). Data analysis uses three stages, namely data collection, data reduction, data presentation, and conclusion drawing/verification (Miles et al., 2014). By implementing these stages, researchers can provide credible answers to the problem formulation in this study. This research was conducted at the Muhammadiyah Delanggu Vocational High School (SMK) Klaten, Central Java, Indonesia.

III.   FINDINGS AND DISCUSSION

Development of Learning Resources

The development of learning resources is a crucial aspect of the education process. At SMK Muhammadiyah Delanggu, Klaten, Islamic Religious Education (PAI) teachers have an important role in designing and developing effective and innovative learning resources. Good learning resources can improve the quality of learning, motivate students, and improve their understanding and skills in the field of Islam (Samsinar, 2019). Learning resources are anything that can be used to help the teaching and learning process. This includes textbooks, electronic media, teaching materials, learning environments, and information and communication technology (ICT). In the context of PAI, learning resources can also include the

Qur'an, hadith, stories of the prophets, educational videos, and various visual and audio aids (Sulistiyani, 2022b).

The objectives of the development of learning resources by PAI teachers at SMK Muhammadiyah Delanggu, Klaten include the first, Improving the Quality of Learning by using a variety of learning resources, teachers can deliver material more interestingly and easily understood. Second, Motivating Students that Innovative learning resources can increase students' interest and motivation to learn. In addition. Third, Facilitating Independent Learning that good learning resources allow students to learn independently outside the classroom. Fourth, Improve Understanding and Skills that Diverse learning resources help students understand Islamic religious concepts more deeply and applicationally.

In developing learning resources, Islamic Religious Education Teachers at SMK Muhammadiyah Delanggu Klaten use several methods in developing learning resources, among others, the first is student needs analysis, where teachers identify student learning needs through observation, discussion, and evaluation of learning outcomes. This helps in determining the type of learning resources needed. second, namely the use of technology. In this case, teachers utilize technology such as the internet, computers, and learning software to create interactive and interesting learning resources. Third, collaboration with fellow teachers where teachers work together with colleagues to share ideas and effective learning resources. Fifth, teachers attend training and workshops to improve their skills in developing learning resources. And the last is research and development, where teachers conduct simple research to evaluate the effectiveness of the learning resources they develop and make improvements based on the findings.

The development of learning resources is implemented in various forms in the classroom, including: printed teaching materials such as textbooks, modules, and student worksheets that are arranged based on the curriculum and student needs. Electronic media, such as the use of videos, slide presentations, and learning applications to deliver material. Then learning through direct practice, such as worship practices, case studies, and group projects. Online learning resources, namely teachers, provide access to online learning resources, such as educational

websites, video tutorials, and e-books. Creating an effective learning environment such as a school mosque for worship practices, etc. This is supported by previous research at SMPN 2 Rejang Lebong, which revealed that learning management must be adjusted to the material being delivered. The study mentioned several learning resources that can be used, such as printed books, modules, LKS, books in the library, journals, educational films/videos, etc (Mutiara sendi & Karolina, 2022).

Evaluation of the developed learning resources is carried out through student assessment as, through exams, quizzes, and assignments, teachers can evaluate the extent to which learning resources are effective in improving student understanding. On the other hand, teachers can get feedback from students about the effectiveness and attractiveness of learning resources through questionnaires and discussions. Also teachers observe student responses and involvement during the learning process (class observations) (Kriswanto & Hasanah, 2021).

Challenges faced in the development of learning resources include, limited resources, limited funds and facilities can limit teachers' ability to develop sophisticated learning resources, time constraints which one the teachers often have a high workload, so time to develop learning resources is limited. On the other hand, not all teachers have adequate technology skills to develop digital learning resources and lack of support from school management can be a barrier to developing learning resources. In essence, learning resources do not always come from facilities or media that have been facilitated by the school, but this goes back to the teacher, to what extent the teacher manages his/her creativity so that learning remains effective and creates productive students. This is in line with previous research that shows that Islamic Religious Education teachers at SMP Muhammadiyah Luwuk rely on their creativity in using media, in which it is revealed that creativity does not always use the latest learning tools, but how an Islamic Religious Education teacher can develop teacher abilities in the teaching and learning process while still adjusting to student abilities in order to achieve the learning objectives (Mutiara sendi & Karolina, 2022).

The development of learning resources by Islamic Religious Education teachers at SMK Muhammadiyah Delanggu, Klaten is a very important effort in improving the

quality of learning. Despite facing various challenges, teachers continue to innovate and strive to provide effective and interesting learning resources for students. With the right support, both from the school and the government, it is hoped that this effort can continue to grow.

Management of Learning Resources

The development and management of learning resources is an important aspect of the learning process because it is related to the quality of student learning outcomes. Management of learning resources by Islamic Religious Education teachers at SMK Muhammadiyah Delanggu Klaten uses various learning resources such as textbooks, electronic media (learning videos), and teaching materials from the internet. The use of learning methods varies, ranging from lectures, group discussions, to project-based methods (Wahrudin & Mukhibat, 2017). However, there are several obstacles faced by Islamic Religious Education teachers at SMK Muhammadiyah Delanggu Klaten in developing and managing learning resources, including: first, limited access to modern learning resources where Islamic Religious Education teachers often only rely on available textbooks and do not have adequate access to digital learning resources such as e-books, learning videos, and online platforms. Second, the lack of training to access and utilize digital learning resources is also an obstacle.

Third, the lack of training and professional development is still limited. Fourth, there are still many teachers who lack confidence in creating or adapting innovative teaching materials. This limitation in professional development is also caused by the lack of structured and sustainable training programs. Fifth, there are limitations in technological facilities in terms of technological facilities such as computers, projectors, and stable internet connections. These limitations hinder teachers from utilizing technology as part of their learning strategy. Sixth, there is time constraint with high teacher workload. This includes administrative tasks, thus reducing the time available for them to develop quality learning resources. On the other hand, a busy teaching schedule also makes it difficult for teachers to plan and develop materials optimally. And finally, management support is less than optimal, so communication between teachers and management regarding learning resource

215 **JIE** *(Journal of Islamic Education)*
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needs has not been running effectively (Wowor et al., 2021). From the several obstacles above, the management of learning resources must be addressed immediately. Because if it is continuously left alone, it will gradually be left behind by the rapid technological advances, thus impacting the name of the school institution, teachers and students themselves (Toha, 2018).

To overcome limited access, schools need to collaborate with external parties, such as book publishers and education platform providers, to obtain digital learning resources. In addition, special training for teachers in utilizing digital technology needs to be improved. Schools must provide more training programs that focus on the development of innovative and technology-based teaching materials. Regular workshops and seminars can help improve teacher competence in this regard. In addition, improving technology facilities in schools is also a priority (Sobri, 2019). Investing in hardware such as computers and projectors and improving the quality of the internet network will greatly assist in the development of learning resources. School management also needs to evaluate the workload of teachers and find solutions to reduce administrative tasks that are not directly related to the learning process. A more flexible schedule can also provide space for teachers to focus on the development of learning resources. On the other hand, school management needs to be more proactive in supporting teachers' needs related to learning resources. This includes providing a special budget for the development of teaching materials and improving communication between teachers and management.

Effective Learning Development and Management Strategies

As technology develops, education will undergo reform to become more advanced than before. Individuals who fail to keep pace with technological advancements risk falling behind. That is why it is important for us to follow technological developments from time to time, because it can affect the future of ourselves and our children. Especially if you are a teacher, this will be an urgency that must be followed, because it has an impact on your students. Education, learning methods, and learning resources will evolve in tandem with the development of technology (Isma & Munawwaroh, 2019). This sometimes also makes some teachers overwhelmed due to limitations.

Therefore, researchers offer several strategies for teachers in managing and developing effective learning resources. First, professional development. This can be done by holding regular training for teachers to improve their abilities in utilizing technology and managing learning resources. Second, infrastructure development. One of these efforts is improving technological facilities in schools, such as faster internet access and providing adequate learning devices. Third, we aim to foster cooperation and collaboration by encouraging teachers to share their learning resources and experiences through teacher work groups or learning communities (Anugrahani, 2021). We anticipate that the three strategies will boost teacher motivation to create effective learning resources, enabling them to carry out learning optimally and provide students with maximum understanding. Limited technology and time can impact the quality of learning for students. Teachers who are creative in utilizing various learning resources can make learning more interesting and interactive. At SMK Muhammadiyah Delanggu, Klaten, we have also implemented some of the strategies above. We need to carry out training and infrastructure development gradually and in a planned manner. In addition, support from the school and cooperation between teachers are very important in achieving these goals. Islamic Religious Education (PAI) teachers at SMK Muhammadiyah Delanggu, Klaten have tried to utilize various learning resources to improve the quality of learning. The obstacles faced include limited resources, time, and technological capabilities. Proposed solutions include training and professional development, improvement of facilities and infrastructure, and cooperation between teachers.

Management and development of learning resources will be closely related to each other in the presence of technology. Meanwhile, the results of the interview showed that Islamic Religious Education teachers at SMK Muhammadiyah Delanggu, Klaten experienced obstacles in increasing technological capacity. Thus, the researcher provides several solutions as an effort to increase technological capacity in teachers. First, technology training. This can be done by holding regular training on the use of technology in learning, such as the use of learning applications, e-learning platforms, and material development software. Second, procurement of

technological devices, where teachers propose the procurement of adequate technological devices such as computers, projectors, and stable internet access at school. Third, increasing training and professional development by holding workshops and seminars on the development of innovative teaching materials, interactive learning methods, and competency-based assessments. Fourth, establishing cooperation with universities to get coaching and guidance in developing learning resources. Fifth, effective management of time and learning resources. Sixth, optimizing the use of local resources such as existing teaching materials, the surrounding environment, and human resources with related expertise. Seventh, flexibility in the curriculum that can develop practical skills. Eighth, integrating learning materials with local cultural and religious contexts so that learning is more relevant and interesting for students. The last is increasing motivation by providing awards and incentives for teachers who succeed in developing innovative and effective learning resources (Sharma et al., 2021).

The implications of developing and managing good learning resources are improving the quality of learning and student learning outcomes. Researchers also recommend that schools continue to provide support in developing teacher competencies in managing learning resources and providing adequate facilities and infrastructure. The government and related institutions are also expected to pay more attention to the development and development of the teacher profession. This study shows that the development and management of learning resources by PAI teachers at SMK Muhammadiyah Delanggu Klaten has been going well, although there are still some obstacles that need to be overcome. Efforts to continuously improve the quality of learning resources will have a positive impact on the learning process and better educational achievements.

IV. CONCLUSION

From the results of the research that has been conducted, several conclusions were obtained as follows: Development of learning resources islamic religious education teachers at SMK Muhammadiyah Delanggu Klaten actively develop various learning resources that are relevant and in accordance with the curriculum.

The learning resources developed include written teaching materials such as modules and textbooks, as well as electronic learning media such as presentations, videos, and online materials. Innovation in the development of learning resources is carried out to improve the quality of learning and motivate students in learning religion. Management of learning resources is carried out in a structured manner with careful planning, effective implementation, and ongoing evaluation. Islamic Religious Education teachers manage learning resources by considering student needs, the diversity of learning methods, and the availability of technology. The use of information and communication technology in the management of learning resources helps facilitate access and distribution of learning materials to students. Then on the management of learning resources, several constraints faced in the development and management of learning resources include limited time, funds, and lack of technical training for teachers. Other challenges are students' adaptation to the use of technology in learning and the lack of adequate facilities and infrastructure. To overcome these obstacles, the strategies implemented include collaboration between teachers, optimal use of existing resources, and provision of training and workshops related to the development and management of learning resources. Active participation from all components of the school, including support from the school and parents, is very important in supporting the success of the development and management of learning resources.

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