



Perspectives of Islamic Education Students Regarding to Urgency of Technological Skills and Foreign Language Ability

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Article Information:

Received August 15, 2022

Revised September 20, 2022

Accepted October 4, 2022

Keywords: *Student, perspective, technology skills, foreign language*

Abstract

This study aims to analyze the perceptions of students majoring in Islamic religious education towards technological skills and mastery of foreign languages as prospective teachers. This study used a quantitative research method with a survey approach. Data sources were taken using a questionnaire to fifty student respondents as prospective Islamic religious education teachers from four different universities on the island of Sumatera. All were then analyzed descriptively using SPSS software version 20. The results of the analysis showed that; i) in general, respondents agree that technology is a very effective medium in supporting the learning process, in fact, students as prospective teachers must master technology that can be integrated with learning. ii) further related to mastery of foreign languages, as a whole the respondents agreed that mastery of foreign languages for students majoring in teacher training can support their careers as professional teachers, besides that foreign languages are a tool for finding various sources as learning materials so teachers can be creative and innovate in learning process. The findings are initial information for future researchers in studying this problem in more or less the same context and issues.

INTRODUCTION

Associated with the development of an increasingly advanced era, it is inseparable from the use of technology. As stated by (Murfiah, 2021) the 21st century is marked by the very rapid development of information technology and automated developments where many jobs that are routine and repetitive work start replaced by machines. In line with Surani's opinion, the use of technology allows learning to be carried out without being limited by space and time. Supported by Melani's opinion, the use of technology must be responded to and applied especially in the process of Islamic religious education, because if do not change the way of learning and educating, then in the next 30 years we will experience great difficulties (Musa, 2021; Zabidi, 2019).

How to cite:

Wulandari, D. V., Ramadhany, N. F., Monalisa, M., Neem, C., Mathew, I. B. D. (2022). Perspectives of Islamic Education Student Regarding to Urgency of Technological Skills and Foreign Language Ability. *International Journal of Islamic Studies Higher Education*, 1(2), 119-132.

E-ISSN:

2964-1861

Published by:

Islamic Studies and Development Center Universitas Negeri Padang

The notion of technology literally comes from Greek, namely technology which means a systematic discussion of all arts and crafts. Technology can also be interpreted as knowledge about how to make something or how to do something (Saiki et al., 2021; Syifa', 2020). In line with Andri's opinion, technology leads to machinery, processes, systems, management and human and non-human mechanisms. Technology continues to experience development as well as technology in learning. According to (Fathoni, 2021) the development of technology in education is characterized by the presence of e-learning which has various levels of variations that have facilitated all changes in learning. In this case teachers are highly demanded to be able to have skills and abilities in technology, so they are not only limited to classical methods. Only, but also capable of processing and creating innovative methods using technology with various media and tools.

In education there are interrelated components that will continue to experience development and change. Among other things, the components are technology media and teachers, when technology media experiences changes and developments, teachers must also make changes and developments that adapt to the times. This statement is supported by (Ali & Erihadiana, 2021; Harahap et al., 2021) a very important component is the teacher, especially the Islamic religious education teacher. Because the teacher is a component that will influence the achievement of educational goals. Teachers in Islam are people who will be held accountable for the development of students by seeking all abilities which include affective, cognitive and psychomotor abilities based on Islamic values. As in the word of Allah SWT in Q.S. An-Nisa verse 58:

إِنَّ اللَّهَ يَأْمُرُكُمْ أَنْ تُؤَدُّوا الْأَمَانَاتِ إِلَىٰ أَهْلِهَا وَإِذَا حَكَمْتُمْ بَيْنَ النَّاسِ أَنْ تَحْكُمُوا بِالْعَدْلِ إِنَّ اللَّهَ نِعِمَّا يَعِظُكُمْ بِهِ إِنَّ اللَّهَ كَانَ سَمِيعًا بَصِيرًا

Meaning: *Allah doth command you to render back your trusts to those to whom they are due; and when ye judge between man and man that ye judge with justice: verily how excellent is the teaching which He giveth you! for God is He who heareth and seeth all things.*

The same thing was conveyed by (Kusuma, 2019) with the synergy of all aspects of education, educational technology will be able to play its role as a catalyst in efforts to improve the quality of national education. As for this research, it is very important to discuss it, due to the development of the 21st century which requires the use of technology. So that it demands teachers, especially teachers of Islamic religious education. So, in this study the focus will be on exploring the importance of technological skills and abilities as well as foreign languages by Islamic religious education teachers (Sawaluddin, 2018). Technology can be used to maintain English in a country where there is no English-speaking generation because (a) technology can make up for the unavailability of native English speakers in these situations, and (b) technology provides opportunities to interact with other people virtually with the help of connections internet (Mas'ud Ali, 2016).

Foreign languages such as English as an international language have different roles in different countries. In some countries, English is identified as the first language, while in other countries English is identified as the second language. In some countries, the second language is actively used alongside the first language. Meanwhile, in some parts of the world, such as Indonesia, Korea, Thailand, China and Japan, English is identified as a foreign language used in schools and is one of the lessons in the education curriculum (Mahmud et al., 2022; Noviyenty, 2018).

LITERATURE REVIEW

It is undeniable that the era we are currently facing cannot be separated from what is called technology, most of the activities carried out using technology. (Novita et al., 2022;

(Oktriani et al., 2021) almost all circles of family life use technology, such as television, computers, Smartphone. Accordingly presented by (Nurasiah et al., 2015) Technology is studied by all people, especially among school-aged people. From this it can be seen that in this sophisticated era, the use of technology cannot be separated.

Related to technology, it is very related to education at this time. Education is currently inseparable from the use of technology; this is evidenced by the existence of a pandemic that has spread throughout the world which requires learning to be carried out online (in a network). Of course, in this case it uses sophisticated and creative technology. As for some places that are still hindered from conducting direct learning, the use of technology in education is very helpful during a pandemic like this (Latifah, 2022; Santika, 2017). The Covid-19 pandemic has had a major impact on the educational process, online learning is one of the solutions in overcoming education affected by the existing pandemic, by utilizing technology so that learning can be carried out without having to be in a room and meet.

The times continue to experience development, one of which is the changing times that we are experiencing, namely the industrial revolution 4.0, which has the impact of changing all activities that are usually carried out manually in this revolution to be fast-paced, using technology. This is supported by the opinion that the development of the revolutionary era 4.0 requires teachers to face more complex challenges, especially in the field of education (Ashari, 2019). In line with this the development of the digital world is no longer just influencing, it has even changed people's behavior and way of thinking, for this reason this must be prepared again in the world of education so that children can be equipped with skills in dealing with problem.

For this reason, we as human beings who are given a mind must be able to take advantage of the times that can lead to positive things, one of which is the use of technology in the world of education. Technology is needed and provides many benefits in the world of education. With a variety of technologies, a person is able to contribute to the spread of the benefits of the values contained in the Qurán. So that in this case, technology can be categorized as functioning as a source of learning reference materials.

The technology-based teaching and learning method known as Education 4.0 is inspired by Industry 4.0. Education 4.0 has the goal of increasing digital technology competency at all levels, and to increase the use of digital technology for improvement and learning. This approach is useful in four ways: basic digital education for all students, digitally competent educators, students and employees, and digital media education. (Huriaty et al., 2022; Usman, 2017). Technology can be used to maintain English in a country where there is no English-speaking generation because (a) technology can make up for the unavailability of native English speakers in these situations, and (b) technology provides opportunities to interact with others virtually with the help of connections internet.

Foreign languages such as English as an international language have different roles in different countries. In some countries, English is identified as the first language, while in other countries English is identified as the second language. In some countries, the second language is actively used alongside the first language (Fauziyati, 2018; Jannah, 2021). Meanwhile, in some parts of the world, such as Indonesia, Korea, Thailand, China and Japan, English is identified as a foreign language used in schools and is one of the lessons in the education curriculum.

Communication is not only verbal or speaking, but also in writing. There is a clear need for effective English communication skills today in the globalization of education and the internationalization of business, entertainment, science, technology and research. In

addition, mastery of English as an international language is a must for people who live in the current era of globalization. To access information, technology, and communication between countries, of course, requires international language skills, namely English which has been designated as a unifying language or *Lingua Franca*. Therefore, high practical knowledge of English is very important for all tourism practitioners.

METHODS

This study used a quantitative method with a survey approach. Quantitative research methods aim to generalize research findings so that they can be used to predict the same situation in other populations (Engkizar et al., 2022; Mardiana et al., 2022; Mutathahirin et al., 2022). This method can also describe the cause and effect of the experiments carried out. The data obtained will be processed using SPSS Windows Version 20 software to see the results of the descriptive analysis. In the opinion of (Engkizar et al., 2021) to describe the overall results of data analysis in a survey research, a researcher can use a descriptive analysis approach using SPSS software.

RESULT AND DISCUSSION

The data taken came from fifty-six respondents who were students of Islamic religious education at State Universitys and Islamic Universitys in Sumatra. After the writer conducted an analysis of the data collected through a questionnaire, a description of the results of the analysis found the level of Importance of Technology and Foreign Language skills that must be possessed by Islamic religious education teachers. Then found a description of the results of the analysis of fifty Islamic religious education students on the Importance of Technology and Foreign Language skills that must be possessed by Islamic religious education teachers as shown in the following table:

Table 1. Aspects of Technology Assessment as a Teacher

No	Observation Indicator	Category	Percentage (%)	Respondents
1.	The use of technology in everyday life	Yes	100%	50
		No	-	
		Total		50
2.	Use of technology only for social networking	Strongly agree	4%	2
		Agree	24%	12
		Don't agree	42%	21
		Neutral	30%	15
		Total		50
3.	Find out the latest news/information from technology	Strongly agree	56%	28
		Agree	40%	20
		Don't agree	2%	1
		Neutral	2%	1
		Total		50
4.	The use of technology makes it easier to	Strongly	66%	33

find learning references	agree		
	Agree	34%	17
	Total		50
5. Technology can increase interest in learning and self-confidence	Strongly agree	20%	10
	Agree	50%	25
	Don't agree	6%	3
	Neutral	24%	12
	Total		50

This study aims to determine the assessment of Islamic Religious Education students on the importance of technological ability for Islamic Religious Education teachers. Data collection was carried out by means of a questionnaire. The questionnaire was used to find out the assessment of Islamic Religious Education students on the importance of technological skills for Islamic Religious Education teachers.

As the author has previously mentioned, basically mastery of technology for teachers is very important for the smooth running of the teaching and learning process. Seeing today's developments all use technology; therefore, we must be able to make the best use of it so that we are able to achieve national education goals. Referring to the Law on the National Education System Number 23 of 2003 “*The development of students to become human beings who believe and fear God Almighty, have noble character, healthy knowledge, ability, creativity, independence, and become democratic and responsible citizens*” (Siswanto, 2018).

From Law Number 23 of 2003 it can be seen that students are required to be creative, with the existence of increasingly developing technology it will facilitate the increase in student creativity. In line with opinion, teachers must also be able to master media and applications that support carrying out teaching and learning activities. In using technology, skills are needed to process it so that learning using technology can adapt to the material to be taught. Supported by opinions (Bagus et al., 2020; Widyaningrum et al., 2019). The use of technology in the learning process requires teachers who are competent, competent in integrating professional, pedagogic and technological abilities in learning. (Syahputra et al., 2022) digital technology is important and influential in the world education system.

A teacher must be prepared to face technological developments that are so fast and today education has entered the era of the industrial revolution 4.0 which is completely automatic (Nuryana, 2019; Rachmawati & Cahyani, 2021). With harmony between national education goals and the necessity to master technology for both parties, between a teacher and participant students will achieve the goals of national education. Technological Pedagogical Content Knowledge (TPCK) is an optimization that can be used in learning that can produce an effective, efficient and more interesting learning process (Yaumi, 2018).

The ability of a teacher to use technology greatly impacts the progress and smoothness of the teaching and learning process. A teacher's technological capabilities can also create innovative learning. Supported opinion, Technological Content Knowledge (TCK) is the teacher's ability to convey material using technology, making material into content in a way that is different from existing technology. Technological Content Knowledge (TCK) is the teacher's ability to accurately determine and use technology to create new representatives in the process of transferring learning materials that have special

characteristics so that they are able to change mind set learners (Khoirunnisa, 2021; Na'imah, 2022). From the research, it was found that there were several student assessments of the importance of mastering technology for an Islamic religious education teacher. This research was triggered by the development of an era that all uses technology.

First, namely the use of technology in everyday life, from the results of surveys and analysis it was found that in the daily life of Islamic religious education students 100% use technology in their daily activities. Referring to the percentage figure, it is categorized as very important. With the meaning that in nowadays the use of technology is needed in everyday life. Technology is the application of knowledge that is used for practical purposes. Technology in education is needed and has become an important function in education (Ali & Erihadiana, 2021; Oktanisfia & Susilo, 2021).

Second, Technology as social media. From the results of the analysis, 30% agree that technology is also used as a social networking medium. In today's digital era, social networks play a very central role in learning in informal education. Digital literacy is needed by all parties in managing social networks that are useful for expanding communication between people (Hidayati, 2018; Santiana et al., 2021). Technology is used to get the latest news *update*. Analysis results. With the existence of technology, we can search and get the latest news in various parts of the world. (Nuryana, 2019) with technology students can add global insight and experience and good quality education. Technology is used mainly in terms of socialization and updating the latest news.

Third, Technology is used to get the latest news update. The results of the analysis found that 56% said they strongly agreed that the use of technology was one of the media to get the latest news or information update. With the existence of technology, we can search and get the latest news in various parts of the world. With technology students can add global insight and experience and good quality education. Technology is used especially in terms of outreach and updating the latest technology. Technology is used to find references to learning resources (Asiba, 2021; Sulistiana, 2022). The World Information technology now provides many choices for everyone, including internet learning, blogs, e-learning, multimedia resource. The rapid development of technology has been able to influence the progress of education starting from systems, methods and learning resources. This is supported by the opinion of (Salim, 2021) the trend of change and innovation in the world of education will continue to occur and develop in entering the 20th century. 21st now. These changes include, it is easier to find learning resources.

Fourth, Technology is used to find references to learning resources. From the results of the analysis, it was found that 66% occupied the title of strongly agreeing that the use of technology was used to find references to learning resources. The world of information technology now provides many choices for everyone, including internet learning, blogs, e-learning, multimedia resources (Meri, 2017; Pasaribu et al., 2022). The rapid development of technology has been able to influence the progress of education starting from systems, methods and learning resources. This is supported by the opinion of (Handayani, 2016) the trend of change and innovation in the world of education will continue to occur and develop in entering the 21st century today. These changes include, it is easier to find learning resources.

Fifth, Technology can increase interest and confidence in learning. In this case the results of the analysis are obtained with a score of 50% agreeing that technology can increase interest in learning, this is supported by research conducted (Husein & Dewi, 2019) With digital literacy it is able to create awareness, access, process, analyze and synthesize digital resources that will produce a creative, innovative attitude. (Jamun, 2018) With the existence of technology, this is a bold step towards an advanced life. Using

technology by causing problems or problems in the learning process will make students think creatively in managing material using existing technology (Salsabilla et al., 2021).

Table 2. Assessment of the Importance of the Use of Foreign Languages

No	Observation Indicator	Category	Percentage (%)	Respondents
1.	The importance of learning a foreign language	Strongly agree	40%	20
		Agree	54%	27
		Neutral	6%	3
		Total		50
2.	Foreign languages make it easier to find learning resources	Strongly agree	40%	20
		Agree	46%	23
		Don't agree	4%	2
		Neutral	10%	5
		Total		50
3.	Prospective teachers must learn a foreign language	Strongly agree	38%	19
		Agree	50%	25
		Don't agree	-	-
		Neutral	12%	6
		Total		50
4.	A very popular language	English	56%	28
		Arabic language	36%	18
		Total		46
5.	Why do you like foreign languages	Often heard	32%	16
		Easy to say	12%	6
		Widely used in the environment	22%	11
		First language taught	18%	9
		Total		42
6.	First time learning a foreign language	School	58%	29
		Self-taught	22%	11
		The private	8%	4
		Total		44
7.	Since when do you learn foreign languages?	Elementary School	56%	28
		Junior High School	16%	8
		Senior High School	10%	5
		Total		41
8.	Efforts are made to improve language skills	Talking with friends in a foreign language	28%	14
		Watching movies	22%	11
		Often read and memorize vocabulary	18%	9
		Downloading apps	10%	5
		Total		39

9. Obstacles experienced when learning a foreign language	Lack of vocabulary	56%	28
	There are no interlocutors	22%	11
	Lack of confidence	14%	7
	There is no charge for foreign language private lessons	8%	4
	Total		50

As previously discussed, the importance of learning a foreign language for Islamic religious education student as prospective teachers has a good influence on students because the brain is able to hone language skills and other aspects of development (Kurniawan & Z. Puspitaningtyas., 2016). Foreign languages are very important to learn and teach because it will make it easier to communicate when abroad as the main communication (Putri & Tyagita, 2022).

Based on the research that the author has done regarding the assessment of Islamic religious education students on the urgency of technology and language skills, ten themes are clearly found in this regard. The ten findings that the authors obtained will be discussed based on theoretical data, expert opinion and the results of previous research that discusses these issues in more or less the same context and issues.

First, it is important to learn a foreign language for Islamic religious education student. As a result of the analysis, there are 51.8% of respondents who choose to agree that learning a foreign language is important. Language in the Big Indonesian Dictionary means word by word lughoh in Arabic, or language in English which means a communication tool in the form of a symbol produced by the speech organs in humans.

Second, is learning a foreign language makes it easier to find learning materials or references. In accordance with the results of the data obtained, 48.2% of respondents agreed that learning a foreign language made it easier for them to find learning materials or references. Foreign languages play a very important role in all aspects such as education, employment, entertainment, and electronic communication. Therefore mastery of foreign languages, especially English, expands association in the international world (Riyadi et al., 2021). Strengthened by the opinion of the world philosopher from Germany, Yohann Wolfgang Von Goethe who said, "Those who know nothing about foreign languages, they know nothing of their own" (Hidayati, 2018; Thariq et al., 2021).

Third, is a foreign language favored by Islamic religious education students. The results of the analysis show that foreign languages favored by Islamic religious education student include English 58.9%, Arabic 32.1%, Japanese 1.8%, Mandarin 1.8% and Korean 3.6%. In connection with Wolfgang's statement, it can be interpreted that apart from mastering the mother tongue it is also important to master a foreign language, one of which is English with the most language fans or often known as lingua franca (Hidayatullah & Syamsuddin, 2022; Jazilah, 2021). This is supported by the opinion of (Muhtasim, 2020) that English is the world's language of instruction that must be mastered, especially among the global era like today. Foreign languages have become a necessity in facing the challenges of an increasingly developing era. Arabic is the number two most popular among Islamic religious education student. The origins of Islamic teachings and Islamic sciences are recorded in Arabic, therefore it is important for Muslims to be able to understand, explore, and master Arabic (Sa'diyah & Abdurahman, 2021). As the word of Allah SWT in surah Az-Zukhruf verse 3:

إِنَّا جَعَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

Meaning: *Indeed, we have made the Qur'an in Arabic so that you can easily understand it.*

Then Allah SWT said in surah Ar-Rum verse 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَالِدَاتُ إِذَا رَبَّيْنَهُنَّ لِغَلِيظٍ كَلِمَتِكُمْ لِيَعْلَمَنَ مَا تُكَلِّمْنَ وَلَكِنَّ أَكْثَرَهُنَّ لَا يَعْلَمْنَ

Meaning: *And among the signs of His power is creating the heavens and the earth and different languages and the color of your skin. Verily in that there are indeed signs for those who know.*

From the verse above in short, Allah SWT created the human tongue to be a means of speaking, and diversity arises from different social environments. Language diversity is also influenced by the environment in which people live and the level of human intelligence (Ar-raniry et al., 2021). Until the development of human language that was born on earth was formed by the natural surroundings.

Fourth, is the reason Islamic religious education student like foreign languages. Learning success is due to strong motivation (Moshinsky, 1959). Today's young generation has high motivation to learn foreign languages and many of them even feel that the range of languages is no longer focused solely on English (Santiana et al., 2021). The results of data analysis show that 33.9% of Islamic religious education student like foreign languages because they often hear them, 23.2% because they are widely used by their surroundings, 17.9% because they are the first foreign languages taught, 1.8% because they are easy to understand, and 5.6% is the language of the Qur'an or recommended in religion.

Fifth, is a place for by Islamic religious education student to study foreign languages. The results of the analysis show that 58.9% of Islamic religious education student learn foreign languages through watching dramas and content on YouTube. As many as 21.4% of Islamic religious education student learn foreign languages by themselves, 8.9% by private tutoring, 1.8% by watching anime, 1.8% only through social media, and 1.8% on campus. There are four components that must exist to master a language well including listening/listening skills, writing skills, speaking skills, and reading skills (Syahfutr & Niah, 2017).

Sixth, is the beginning of by Islamic religious education students learning foreign language. As many as 57.1% of Islamic religious education student started learning foreign languages since they were in elementary school. Children at elementary school age are in a phase golden age for children that will not be repeated twice, so parents and teachers must design the best and appropriate education for children to adulthood (Recard et al., 2021). The results of other data analysis showed that 16.1% were in junior high school, 16.1% were in high school, and 5.4% were in college. It is important for teachers to provide an understanding of using a foreign language or English to children in introducing the language so that early childhood language skills can develop (Jazilah, 2021).

Seventh, is an effort by Islamic Religious Education teachers' students to improve their language skills. Speaking skills are relatively lower compared to the three skills of listening, reading, and grammar (Mardiana et al., 2022). The results of the analysis also show that 26.8% of Islamic religious education student make efforts to improve their language skills by talking with friends. In addition, 26.8% coped by watching movies, 8.9% downloading applications, 7.2% memorizing vocabulary, and 1.8% by reading books.

Eighth, is the obstacle experienced by Islamic religious education student when learning a foreign language. Speaking English in public is very different in character from other English (Hidayatullah & Syamsuddin, 2022). As many as 55.4% of students did not master vocabulary, 21.4% did not have someone to talk to, 16.1% lacked confidence to speak, and 7.1% did not have the cost for additional study. Students cannot speak well

because they are never active in communicating, feel nervous and afraid of making mistakes.

Ninth, is that prospective religious teachers must be able to master a foreign language. In the era of globalization, which is developing rapidly, it affects language skills. Language ability is an absolute ability that must be possessed at this time. According to EF's research, it was found that countries where English proficiency is still low indicates that the country is not ready to become global citizens. Therefore, as a form of readiness to become a citizen of the world, one must be able to master a foreign language in order to be able to negotiate, mediate and even be competent.

As Allah SWT said in Surah Yusuf verse 2:

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

Meaning: *Verily, we have sent it down in the form of a the Qur'an in Arabic so that you understand it.*

The role of foreign languages such as Arabic which must be mastered by prospective teachers as the language of revelation, the language of human communication to Allah SWT, especially in worship, and international Arabic is used in the world or international scale forums at the United Nations (UN).

Tenth, is the reason why prospective religious teachers must be able to master a foreign language. Religious learning is related to Arabic, for this reason religious teachers must understand basic things in Arabic, so that it makes it easier for religious teachers to teach in class. Not only Arabic, religious teachers must also be able to master other foreign languages. By mastering foreign languages, religion teachers can more easily use technology, and for religion teachers who will teach in international-based schools. Learning a foreign language means making it easier for prospective religious teachers to access many things and make it easier to communicate.

CONCLUSION

The results of the study have succeeded in uncovering and analyzing Islamic religious education student assessment of the urgency of technology and language skills. That mastery of foreign language and technology skills is very much needed in the world of education, especially for Islamic Religious Education teachers, in order to be able to create innovative and creative learning and be able to achieve national education goals. At least this research can be used as a basis and reference for subsequent researchers to examine issues related to this or issues that are different but have similarities in context and intent.

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International Journal of Islamic Studies Higher Education

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