



The Implementation of Google Chromebook Media to Enhance Students' Learning Interest in Islamic Religious Education Subject in Grade VI at UPTD SPF SDN 205 Macanre

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ABSTRACT

This research presents a study on the implementation of digital learning media, specifically the use of Google Chromebook, in the Islamic Religious Education (PAI) subject at SDN 205 Macanre, Soppeng Regency. The research focuses on two core aspects: (1) the use of Google Chromebook as a learning medium and (2) students' learning interest.

A qualitative approach with a case study method was employed in this research. Data were collected through observation, in-depth interviews, and documentation, and analyzed using content analysis techniques. A theological approach was also utilized to examine how the implementation of Google Chromebook aligns with the pedagogical goals of Islamic education in the studied context.

The findings indicate that the integration of Google Chromebook into PAI learning contributes positively to the effectiveness of the teaching and learning process, particularly in terms of increasing students' motivation, participation, and comprehension of Islamic values. Nevertheless, the success of this implementation is largely dependent on systemic readiness, teacher digital competence, and continuous institutional support in developing an inclusive and sustainable digital learning ecosystem. Furthermore, students' interest in learning PAI is significantly influenced by innovative, interactive, and personally relevant teaching approaches. When students perceive that the learning content is engaging, meaningful, and compatible with their learning styles, their intrinsic motivation and interest naturally increase.

INTRODUCTION

Education occupies a central position in the process of developing superior human resources, because it is through education that the young generation is formed to have intellectual competence, moral integrity, and readiness to face future challenges. As a strategic vehicle in transforming values, knowledge, and skills, education is the main pillar in producing the next generation of the nation who are competitive and contribute positively to the progress of civilization.

Along with the rapid development of information technology, teachers are faced with the demands of being able to integrate technology into learning practices effectively. The use of digital devices in teaching and learning activities is a strategic means to improve the efficiency, interactivity, and quality of the educational process. Technological transformation in the education sector provides opportunities for teachers to develop learning models that are more adaptive and relevant to the needs of the times. In addition to these professional competencies, teachers are also known as central figures in the world of education who carry out noble tasks with dedication. The nickname 'unsung heroes' reflects appreciation for their role who, with patience and sincerity, guide learners in understanding knowledge and forming moral character. Teachers' example, integrity, and commitment are important cornerstones in supporting the success of education as a whole.

The teaching profession is a complex responsibility and requires high seriousness in its implementation. An educator is required to continue to develop his or her competencies through a continuous learning process in order to be able to answer the dynamics of education that continues to develop. The professionalism of teachers is reflected in their in-depth mastery of science in their fields and the ability to organize a quality learning process. The quality of a teacher is not only determined by the mastery of the teaching material, but also from his integrity and commitment in developing the potential of students as part of human resource development. In this context, teacher professionalism plays a strategic role in creating significant learning and bringing a good influence on student progress.

Dedication, hard work, and commitment in providing the best educational services are an integral part of the main task of an educator. Continuous innovation and the ability to present approaches that are relevant to the needs of students are indicators of adaptive and effective learning success. Teachers are seen as a central component in the implementation of formal education. Without the role of teachers, the teaching and learning process will not run in a directional and systematic manner. Given their function as facilitators, teachers are required to have legitimate pedagogical authority, which is obtained through academic qualifications and professional competencies according to the standards set in the national education system.

The importance of the position of teachers in education is also strengthened by Sardiman's view, which states that teachers are the main element in the learning process and have a significant contribution in producing competitive human resources and playing a role in national development. Therefore, every teacher is obliged to master professional competence, especially in designing, implementing, and evaluating learning effectively, in order to ensure the achievement of comprehensive educational goals. In their capacity as educators, every educator needs to develop and master the competencies needed such as adequate professionals in the field of pedagogy, especially related to planning, implementing, and evaluating the learning process, in order to support the achievement of realizing educational results in a productive and organized way. With that ability, teachers can carry out their roles.

RESEARCH METHODS

A qualitative approach with a case study method was employed in this research. Data were collected through observation, in-depth interviews, and documentation, and analyzed using content analysis techniques. A theological approach was also utilized to examine how the implementation of Google Chromebook aligns with the pedagogical goals of Islamic education in the studied context.

RESULTS AND DISCUSSION

Google Chromebook Media

The implementation of Google Chromebook media in Islamic Religious Education (PAI) learning in elementary schools, especially grade VI, shows significant pedagogical dynamics in supporting the digital transformation of value-based education. Based on the results of interviews with school principals, PAI teachers, classroom teachers, and students, it was found that the use of Chromebooks not only functions as a technological aid, but has become a strategic instrument in creating a more interactive, contextual, and student-centered learning ecosystem.

In general, the Chromebook implementation process at SDN 205 Macanre, especially in PAI learning, includes three main aspects, namely: (1) the readiness of school infrastructure and policies, (2) the competence of teachers in designing digital learning, and (3) students' responses to technology-based learning models. The three are interrelated and form the main foundation in the optimization of digital media in the elementary school environment. Pedagogical Transformation and the Role of Teachers, PAI Teachers at SDN 205 Macanre play an important role in designing Chromebook-based learning activities that not only emphasize cognitive aspects, but also integrate spiritual and affective values. The use of various Google features such as Google Classroom, Google Forms, Google Slides, and interactive platforms such as Kahoot and Quizizz, allows teachers to organize materials in a varied and engaging.

The dominant methods used are blended learning and digital-based problem-based learning (PBL). This strategy is considered to be able to increase student involvement, build critical thinking skills, and facilitate the strengthening of Islamic character through media that is closer to the world of children. Thus, the implementation of Chromebooks is part of the process of humanizing technology-based education.

Increased Interest and Student Participation, based on the results of interviews with teachers and students, shows that since chromebooks are actively used in PAI learning, there has been a significant increase in interest in learning. This can be seen from the students' participation in digital discussions, the speed of completing online-based assignments, and the increase in curiosity about religious materials presented visually and interactively.

In addition, students also show a tendency to be more active in exploring material independently, such as watching Islamic educational videos, making presentations on the stories of Caliph Uthman bin Affan and Ali bin Abi Talib, and even group discussions through collaborative platforms. This reinforces the assumption that digital media can mediate a more meaningful learning experience, as well as help internalize Islamic

values in a more contextual way.

Implementation challenges and handling strategies Although the benefits are real, the implementation of chromebooks at SDN 205 Macanre in PAI learning cannot be separated from a number of challenges. Among them are the limitations of the internet network, the readiness of teachers and students' digital literacy, and the potential for student distractions when using devices. Principals and digital curriculum development teams respond to this by providing periodic training, structured supervision, and strengthening internal regulations on the use of devices in the classroom.

It is important to note that the strategy for successful implementation does not only lie in the technology itself, but also in transformative school leadership, collaboration between teachers, and pedagogical awareness in utilizing technology as a tool to achieve broader learning goals, namely the formation of noble character and morals.

From the results of the analysis and discussion, it can be concluded that the implementation of Google Chromebook in PAI learning makes a positive contribution to the effectiveness of the teaching and learning process, especially in improving the motivation, participation, and quality of students' understanding of Islamic values. However, the success of implementation still depends on systemic readiness, teacher competence, and continuous support from schools in building an inclusive and sustainable digital learning ecosystem.

Interest in Learning

Learning interest is one of the affective factors that plays an important role in determining the success of the learning process. In the context of Islamic Religious Education (PAI), interest in learning not only reflects students' interest in teaching materials, but also contributes to the internalization of religious values and the formation of Islamic character. Based on the results of research conducted through interviews and observations of grade VI students, PAI teachers, and classroom teachers, it was found that students' interest in learning in PAI subjects increased significantly, especially when learning was carried out with a relevant, contextual, and technology-based approach. The characteristics of Learning Interest in PAI Learning are reflected in several indicators, including: active involvement in the learning process, desire to understand the material more deeply, enthusiasm in completing tasks, and the emergence of curiosity about the Islamic values taught. In this study, the majority of students showed a positive response to learning activities, especially when teachers used innovative and fun approaches.

These interests are not static, but develop along with the learning methods applied by teachers. For example, students show higher enthusiasm when learning using digital media or when the material is associated with their daily experiences. This shows that learning interests are greatly influenced by the relevance of the material, delivery methods, and media used.

Factors that affect learning interest identified to affect students' learning interests in PAI include: 1). Varied learning strategies, such as group discussions, role play simulations, the use of videos of prophetic stories, and digital-based quizzes. 2) Engaging learning media, including the use of Google Chromebooks that allow for visual, interactive, and collaborative delivery of materials. 3) The closeness of the material to the reality of students' lives, such as the theme of morals, tolerance, and daily worship, which is easy to understand because it is in direct contact with their experiences. 4) Good interpersonal relationships between teachers and students, which creates a comfortable learning atmosphere and encourages students to be more open and actively participating.

One of the key findings of the study is that interest in learning tends to increase when students feel they have control and autonomy over the learning process, such as when they are given the opportunity to choose a PAI project, determine the format of an assignment, or explore using digital devices independently. The increase in interest in learning is also reflected in changes in student behavior. For example, students who were previously passive in class have now become more active in asking questions, discussing, and even looking for additional information outside of class hours. PAI teachers said that students showed interest, and began to get used to the values taught in daily life, such as mutual respect, honesty, and responsibility. In this context, interest in learning not only impacts academic achievement, but also encourages the formation of stronger religious attitudes, which is the main goal of PAI learning.

Based on the results of interviews and findings in the field, it can be concluded that students' learning interests in PAI subjects are greatly influenced by innovative, interactive, and personally meaningful learning approaches. When students feel that what they are learning is relevant, interesting, and in line with their learning style, then interest in learning will grow naturally. In this context, teachers have a central role as facilitators and motivators who are able to create a learning climate that fosters curiosity and love for religious values.

CONCLUSION

The implementation of Google Chromebook in PAI learning makes a positive contribution to the effectiveness of learning, especially in increasing the motivation, participation, and quality of students' understanding of Islamic values, especially in the material of Caliph Uthman bin Affan and Ali bin Abi Talib.

However, the success of implementation still depends on systemic readiness, teacher competence, and continuous support from schools in building an inclusive and sustainable digital learning ecosystem.

Students' learning interests in PAI subjects are greatly influenced by innovative, interactive, and personally meaningful learning approaches. When learners feel that what they are learning is relevant, interesting, and in accordance with their learning style, then interest in learning will grow naturally. In this context, teachers have a central role as facilitators and motivators who are able to create a learning climate that fosters curiosity and love for religious values.

SUGGESTIONS

For the Principal, it is expected to better control the situation of students to be able to access the school wifi network so that students can take part in learning in the classroom if the learning is internet-based.

For schools, it is expected to provide wider trainings for teachers so that in the future their performance will be better and improved.

For teachers, it is expected to be able to pay more attention to communication and interaction with students so that they do not get out of control and are able to lead to good things, so that students are able to improve and maintain their achievements in madrasas.

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