Innovation of Islamic Religious Education In The Digital Era

Isma Mufidah
Universitas Islam Malang
Email : ismamufidah.mag@gmail.com

Submission	Abstract
Track: Received: 28 februari 2022 Final Revision: 20 Maret 2022 Available online: 30 Maret 2022 Corresponding Author: Name & E-mail Address Isma Mufidah ismamufidah.mag@gmail.com	In the current era of technology is the existence of learning innovation. Educators, especially Islamic religious educators, must make the best use of technological advances. Utilization of technology in the learning process both in the classroom and outside the classroom is a must so that the learning process is not stagnant and rigid. The internet as a learning innovation that is more modern, adaptive, and aligned with the independent learning curriculum is a learning medium that can be an alternative method of PAI learning. This can be in the form of e-learning or applications that facilitate the delivery of learning materials, so that the learning process is more interesting and not boring, so that it can improve Islamic education in Indonesia. Keywords: learning innovation, Islamic Religious Education, ICT

INTRODUCTION

Education is a key factor in the development of the nation and the state has two main problems faced, namely improving quality and expanding learning opportunities. Utilization of educational technology, information technology, or communication and information technology is believed to be one of the strategic ways to overcome these problems (Sadiman, 2011). This is very relevant to what was formulated by the National Education Reform Commission (KPPN) which was formed by the Ministry of Education and Culture in 1979, namely to overcome various problems in the field of education, because currently and in the future various educational innovations are needed. In this connection there are at least two things that need to be considered, namely: 1) the position of media and technology in the whole educational process basically involves the delivery system, namely as a tool to convey what is in the curriculum, 2) the role of media and technology in the whole process. education to achieve educational goals. Considering Indonesia's geographical condition and the scarcity of teaching staff, the potential use of media and technology for

education needs to be studied and developed in the context of equal distribution of learning opportunities (Miarso, 2007). Education in the future will belong to those who can take advantage of technology (Miarso et al, 1987). Utilization of educational technology is necessary in the context of teaching and learning activities. Because with a scientific, systematic and rational approach, as required by educational technology, effective and efficient educational goals will be achieved (Danim, 1994). However, with the rapid development of technology in the era of globalization that is used to increase effectiveness and efficiency in education, it also has an impact or consequence on the socio-cultural world of society, including: shrinking space and time, causing almost no group of people or parts of the world to live. in isolation. Social differences that apply in society are meaningless on the internet. State boundaries are no longer information boundaries (Uno & Lamatenggo, 2011). The existence of positive and negative impacts in the development of technology, of course, can have an influence on the learning process of Islamic religious education in the future, which has been considered traditional in its learning methods or systems. Therefore, it is very urgent for Islamic religious education learning to innovate both in terms of methods and learning systems so as to give

birth to creative, innovative and effective learning.

RESEARCH METHOD

This study uses a library research approach, which is the data collection methods are through library sources such as books and journals related to this research topic, then the researchers read and record and process the research materials (Zed, 2014: 3). After the data is collected, then analyzed using content analysis techniues by comprehensively reviewing various library sources that are in line with the object of research.

RESULTS and DISCUSSION
Educational Technology as Theory and Practice

Educational technology is the study and practice of assisting the learning process and improving performance by creating, using, and managing appropriate technological processes and resources. The term educational technology is often associated with learning and learning theory. While learning and learning theory includes processes and systems in learning and learning, educational technology includes other systems used in the process of developing human abilities. The definition of technology according to the AECT

(Association for Educational Communications Technology) definition of educational technology in 2008, namely Educational technology is the study and ethical practice in an effort to facilitate learning and improve performance by creating, utilizing, managing technological processes and resources. From this definition found several components including: study, ethical practice, facilitating, learning, improving, performance, creating, utilizing, managing, process, technology and resources.

Theoretical understanding, as in the practice of educational technology requires the construction and continuous improvement of knowledge through research and reflection of practice, which is covered in the term of study. Practice Ethics. Refers to practical ethical standards as defined by the AECT Ethics Committee on what Educational Technology practitioners should do. Theory consists of concepts, buildings (constructs), principles and propositions that contribute to the repertoire of knowledge. While practice is the application of this knowledge in solving problems.

Practice can also contribute to knowledge through information gained from experience. In educational technology, both theory and practice use procedural models and conceptual models. Procedural models describe how tasks are performed and help link theory and practice, while conceptual models visualize theory and practice.

The purpose of educational technology is to stimulate (stimulate) and trigger (grow) learning. The definition states that learning involves a relatively permanent change in one's knowledge or behavior due to experience (Mayer, 2012:140). Berlo (2012) showed that the elements of the learning process with the communication process are in line. In communication, messages are processed and distributed which are then received and given meaning and channeled back as feedback to the sender of the message. While in the learning process, people respond, interpret and respond to stimuli and take lessons from the consequences of these responses. Internet as a Learning Media

Internet, which stands for interconnection and networking, is a global information network, namely, "the largest global network of computers, that enables people throughout the world to connect with each other". The Internet was first launched by J.C.R. Licklider from MIT (Massachusetts Institute Technology) in August 1962. To be able to use the internet requires a computer (minimum memory 4 mega), sufficient hard disk, modem (minimum speed 14,400), telephone connection (multifunction: telephone, fax, and internet), there is a

Windows program, and must know how to operate it. Then contact the nearest provider. If you don't have all the prerequisites, just go to the nearest internet cafe (internet cafe) which is widely available in big cities, we can access any sites according to our needs. The internet is also called contemporary mass media, because it fulfills the requirements as a mass media, such as: addressed to a number of dispersed, heterogeneous, and anonymous audiences and through print or electronic media, so that the same information message can be received simultaneously and momentarily by the audience.

Utilization of the internet as a medium of learning conditions students to study independently. "Through independent study, students become doers, as well as thinkers" (Cobine, 2012). Students can access online from various libraries, museums, databases, and get primary sources on historical events, biographies, records, reports, statistical data, (Gordin et. al., 2012). The information provided by these servers may come from commercial businesses (.com), government services (.gov), nonprofit organizations (.org), educational institutions (.edu), or artistic and cultural groups (.arts). Students can act as a researcher, become an analyst, not only consumers of information. They analyze information relevant to learning and conduct searches that are relevant to real life. Students

and teachers do not need to be physically present in class (classroom meeting), because students can study teaching materials and work on learning assignments and exams by accessing a predetermined computer network online. Students can learn to work collaboratively with each other. They can send e-mails to each other (electronic mail) to discuss teaching materials. In addition to doing learning assignments and answering questions given by the teacher, students can communicate with their classmates.

Utilization of the internet as a learning medium has several advantages as follows: 1) it is possible for the distribution of education to all corners of the country and unlimited capacity because it does not require a classroom, 2) the learning process is not limited by time as well as regular face-to-face, 3) learning can choose topics or teaching materials that suit their individual desires and needs, 4) the length of time learning also depends on the abilities of each learner/student, 5) the accuracy and current of learning materials, 6) learning can be done interactively, thus attracting learners/students; and allows interested parties (parents and teachers) to participate in the success of the learning process, by checking the assignments done by students online. The development/advancement of internet technology which is very rapid and

has spread to all corners of the world has been utilized by various countries, institutions, and experts for various purposes, including for education/learning. Various attempts to develop software (application programs) that can support efforts to improve the quality of education/learning continue to be carried out. The software that has been produced will allow learning developers (instructional developers) to work together with content specialists to package electronic learning materials (online learning materials).

Learning through the internet in elementary schools can be given in several formats (Wulf, 2012), including: (1) Electronic mail (delivery of course materials, sending in assignments, getting and giving feedback, using a course listserv., ie, electronic discussion groups, (2) Bulletin boards/newsgroups for discussion of special groups, (3) Downloading of course materials or tutorials, (4) Interactive tutorials on the Web, and (5) Real time, interactive conferencing using MOO (Multiuser Object Oriented) systems or Internet Relay Chat.

After the electronic learning materials are packaged and put into the network so that they can be accessed via the internet, the next activity that needs to be done is to socialize the availability of the learning program so that it can be known by the wider community,

especially prospective students. Teachers also need to be given training so that they are able to properly manage the implementation of learning activities through the internet. The characteristics/potential of the internet as described above, of course, can still be enriched with others. However, at least the three characteristics/potentials of the internet are considered adequate as a basis for consideration for the implementation of learning activities via the internet.

Utilization of E-Learning in Learning

E-learning, which stands for Electronic Learning, is a new way of teaching and learning that uses electronic media, especially the internet, as a learning system. E-learning is the basis and logical consequence of the development of information and communication technology. Koran (2002) trying to describe the meaning of e-learning according to its version, namely, e-learning as any teaching and learning that uses electronic circuits (LAN, WAN, or internet) to deliver learning content, interaction, or guidance.

E-learning in a broad sense can include learning carried out on electronic media (internet) both formally and informally. Formal e-learning, for example, is learning with a curriculum, syllabus, subjects and tests that have been arranged and arranged based on a schedule that has been agreed upon by

the relevant parties (e-learning managers and learners themselves). This kind of learning usually has a high level of interaction and is required by the company for its employees or distance learning is managed by universities and companies (usually consulting companies) that are indeed engaged in providing e-learning services to the public. E-learning can also be done informally with simpler interactions, for example through mailing lists, e-newsletters or personal websites, organizations and companies that want to socialize certain services, programs, knowledge or skills to the wider community (usually free of charge). .

The purpose of E-Learning is to increase students' absorption of the material being taught, increase active participation of students, improve independent study abilities, and improve the quality of learning materials. It is hoped that it can stimulate the growth of new innovations for students in accordance with their respective fields. The benefits of e-learning are: 1) providing flexibility in choosing a time and place to access lessons from anywhere, 2) providing opportunities for learners to independently control their learning success, 3) enabling learning interactions from anywhere and anytime. , 4) reduce travel costs, 5) reach students in a broad scope, 6) there is an increase in student interaction with each other and with teachers

(Warsita, 2012).

There are 3 (three) functions of electronic learning to learning activities in the classroom (Classroom instruction), namely as a supplement that is optional, complementary (complementary), or substitute (substitution) (Siahaan, 2002). First, it functions as a supplement (additional), if students have the freedom to choose whether to use electronic learning materials or not. In this case, there is no obligation / obligation for students to access electronic learning materials. Even though it is optional, students who use it will certainly have additional knowledge or insight. Second, it functions as a complement if electronic learning materials are programmed to complement the learning materials received by students in class (Lewis, 2012). As a complement, it means that electronic learning materials are programmed to become reinforcement or remedial materials for students in participating in conventional learning activities. Electronic learning materials are said to be enrichment, if students who can quickly master/understand the subject matter delivered by the teacher face-to-face (fast learners) are given the opportunity to access electronic learning materials that were specifically developed for them. The goal is to further strengthen the level of student mastery of the subject matter presented by

the teacher in the classroom. It is said to be a remedial program, if students who have difficulty understanding the subject matter presented by the teacher face to face in class (Slow Learners) are given the opportunity to take advantage of electronic learning materials that are specifically designed for them. Third, as a substitute (substitution). Several schools in developed countries provide several alternative models of learning activities to their students. The goal is that they can flexibly manage their learning activities according to the time and other daily activities of students.

ICT-Based PAI Learning as a Solution

The world of education always requires good and quality human resources, which are able to improve the quality of the nation, develop character, provide excellence and creative abilities, so that it is expected to be able to give birth to a strong and quality young generation of the nation and have competitiveness, both regionally and internationally. It is almost certain that everyone needs a quality product or result, whether it is a product from a manufacturer or corporation or a product of a 'service industry', which is classified as an 'intangible' product, which is not physically visible (concrete) including education. The indicators of micro-quality education can be

seen through management in the classroom. How a teacher can transform knowledge to students effectively, so as to obtain high absorption results and achieve the expected completeness of learning.

The use of ICT in learning, including PAI learning is one of the learning media that can be used by teachers and students to achieve competency standards and learning outcomes. Therefore, the use of ICT is also an effort to construct learning that is able to have a system impact in the learning process. However, things that need to be considered in the context of implementing constructivism in learning need to pay attention to the principles (Brook and Brook, 2002: 1), namely: first, posing problems that are relevant to students, namely, to start learning, pose problems that are relevant to life. students' daily lives, so that students can respond to them. Second, structure learning to achieve essential concepts. Third, realize that students' opinions (perspectives) are their windows for reasoning or thinking. Fourth, adapt the curriculum to meet the needs and development of students. Fifth, conduct an assessment of student learning outcomes in the context of learning. The use of ICT in PAI learning is a very integral learning medium. Because the use of ICT as a learning medium involves three important aspects, namely, Islamic religious education,

information technology, and communication. Therefore, things need to be considered before implementing ICT-based learning, first knowing the various types of learning devices that they use. The ICT/ICT-based learning media tools provide direction regarding the variants of learning media that can be used in learning, including PAI learning. However, the provision of primary and supporting devices in this learning media must always be carried out in an integrated manner, because the use of ICT-based media requires the integration of systems and learning materials simultaneously, so that the process of implementing learning becomes more optimal. The use of ICT in PAI learning which has been widely practiced so far is still maximizing the existing media. This cannot be separated from the role of ICT in learning itself, namely: first, as a learning presentation media, such as power point slides and animations with flash programs. Second, as an independent learning media or commonly called e-learning. The use of power point media is one of the most familiar and widely used media both by teachers in delivering material and students in conveying the tasks they do. While the use of animation with flash programs is still relatively new and is only used in certain classes, especially animation classes that can design images and edit videos in a fairly good

quality.

Independent learning media (e-learning) which has recently become one of the learning media that is increasingly in demand. This is because it provides easier and faster interaction and access to information. However, this form of learning media in addition to providing convenience in the learning process, from the planning stage to the evaluation can be done online without being bound by space and time. However, the thing that should be considered in the use of e-learning-based learning media is that it requires large enough facilities and costs, because the school or student needs internet devices and networks so that the process of implementing e-learning can run optimally. In general, the use of ICT in PAI learning must be seen in several principles, namely: first, ICT-based PAI learning is carried out so that Islamic religious learning that is taught can easily be understood, understood and practiced by students. For example, in the use of software or applications, maktabah syamilah and digital libraries are able to provide many references for students to access the work of classical scholars and contemporary Islamic religious education figures. Second, to assess the effective and efficient use of ICT, one must pay attention to the benefits of technological developments. Because so far there seems to

be a view that technology keeps religion away from its adherents, and vice versa that religion is seen as having nothing to do with technological developments. That is, the use of ICT is able to integrate both of them in the same view. Third, the use of ICT makes the learning process more optimal and interesting. For example, in the PAI learning process, students can upload and download videos from the Youtube page, whether it is related to material, practice, or tutorials related to learning materials. Fourth, the use of ICT in learning can encourage students' creativity, this is because students are encouraged to carry out the learning process independently.

Practically speaking, the use of ICT in PAI learning is not only able to be a tool to help in the learning process, but also can function as a science and a tool for learning. Viewed as a science because in practice, ICT does not only provide a variety of tools, but also relates to scientific development, especially communication science and technology which in the life of modern society which is completely digital is able to make a very significant contribution to people's social life. So, with the use of ICT in all learning, it can be a staragi in developing creativity according to their strengths and abilities, so that the characteristics of students who develop their creativity

(Wahyudiana & Darodjat, 2015: 38) are as follows: able to motivate themselves, think critically, power imagination high level, original thinking not teacher quotes (original), has a goal to want to excel, convey thoughts in their own language.

The use of Information and Communication Technologies (ICT in Islamic Religious Education (PAI) learning is one of the learning media that is currently widely applied by schools. ICT learning in PAI learning is presented technically through scientific syllabus development, so that the entire series of materials delivered can be accounted for by continuing to refer to primary sources in Islamic religious education, namely the Qur'an and Hadith. For example, providing the maktabah syamilah application which contains classical book literature, Islamic sites, Islamic YouTube channels, and others. So that the learning process becomes more attractive and dynamic. Therefore, broadly speaking, the application of ICT/ICT in learning, including learning, is divided into three parts, namely, learning websites, e-mails, and online syllabus. The right ICT used in PAI learning is generally still the same as subject subjects. the other, the thing that distinguishes l more on the content of the material, media, and tools used. ICT in PAI learning is more of a medium that can be used in the learning

process that is able to present an atmosphere of Active, Creative, Effective, and Fun Learning (PAKEM). does not mean an atmosphere of commotion, chaos, frivolous fun and banal festivities.

PAI Learning Innovations in Schools or Madrasah Innovation is needed in all professions. Innovation is an effort to introduce new things, ideas or ways of doing things, or something that has just been introduced (Muntasir, 1985). The goal is to produce things that are seen as better. Innovation is also necessary for Islamic Religious Education (PAI) teachers. PAI referred to in this paper includes PAI in schools, but is more focused on PAI in madrasah which is distributed in several subjects. The goal is to carry out the profession as well as possible and bring the best results. Namely: increasing students' interest in attending religious education in schools/madrasahs, delivering teaching materials effectively, and realizing learning objectives as expected (Muhaimin, 2012).

The demands for PAI learning innovation are unavoidable. This is a consequence of the condition of society that continues to develop from time to time. The dynamics and striking changes in the last few decades have occurred in the social, economic, political, arts, culture, science and technology fields (Dudung, 2011). These developments have an influence on the value orientation and lifestyle of many people, communication patterns between individuals, social relationships and so on. The value orientation that leads to a materialistic and pragmatic lifestyle that hit some students can result in their weak interest in studying religion. The opposite can also happen. Awareness of the various negative impacts of the conditions of the times, advances in science and technology provide encouragement for students to explore religious teachings. The latter tendency develops if the student concerned is in a religious family and social environment or actively participates in enlightening religious studies.

Religion teachers can be a strong source of motivation for their students to learn a lot about religion. Approaches, methods, and teaching techniques are important to be developed continuously, in addition to other basic things (Basori, 2020). This demand for innovation requires religious teachers to carry out truly professional duties. Professionalism in developing the required competencies, devoting time and giving great attention to the task.

In relation to PAI subjects, the most prominent thing today is the availability of abundant references in print, electronic, digital or online form. This makes it very easy

for teachers and students in the learning and teaching process. For example, nowadays recitation lessons are supported by the availability of Al-Qur'an manuscripts that have been colored according to the law of recitation. Recitation of the Qur'an can be easily listened to through recordings stored on CDs. The translation and interpretation of the Qur'an can easily be opened using a computer. Dictionaries of foreign languages (eg Arabic) can be opened on mobile phones and how to pronounce foreign words correctly can be heard. If the references or learning resources can be used as well as possible in the learning process in the classroom, of course it will be one of the attractions for students and make the classroom atmosphere more lively and passionate. However, such opportunities are sometimes not used to achieve positive things. Negative impacts may be more pronounced. This is because some users of information and communication technology products are often tempted to have more contact with entertainment content.

The facilities currently available in accessing references in the field of Islam are not without problems. There is a lot of content available through CDs and the like or online without known sources and authors, even though the author's background is very important in discussing religious teachings.

The information it contains is not guaranteed to be true or accurate. Some of the content that can be accessed online has never been verified by the relevant experts. Some of the contents contained in a number of CDs are not free from weaknesses or errors. In this regard, the role of PAI teachers is very important to introduce and select standard and accountable references.

Religious teachers greatly determine the quality and attractiveness of the learning process. The teaching and learning process of religion in a conventional classroom positions the teacher as the main actor. The main support is books. The rest, verbal explanation from the teacher is more dominant. Such conditions need to be changed and improved. PAI subjects in madrasas have more time allocated than similar subjects in schools. The number of teachers who teach is also more. Thus, learning outcomes should be better. Ideally, the subject matter mastered by madrasa students is more and deeper. This mastery must be reflected in various forms, such as memorization of verses of the Qur'an and hadith, the ability to explain religious messages better orally and in writing, and a better level of awareness in practicing religious teachings. In short, PAI learning outcomes in madrasas are expected to be better as a form of scientific integration

carried out by madrasas (Majid, 2012).

PAI learning innovation is expected to touch the substance aspect. The introduction to the material can be done more, although still focus on the limited material. For example, more verses about the command to perform worship can be shown, because IT equipment supports that direction. However, the teacher's description focused on the selected verse. Furthermore, the teacher can enrich the students' introduction to the interpretation reference, however, the explanation given is still limited. It is a very good thing, if students at madrasas get to know early on in dictionaries looking for verses in the Qur'an, dictionaries of Al-Qur'an vocabulary, standard commentary books that have been partially translated into Indonesian, book collections of stories in Al-Qur'an, i'rab Al-Qur'an, and so on. A brief introduction is necessary and will be a good capital for further development by students.

In connection with the rapid development in the field of science, it should be used to strengthen students' faith and enrich explanations with relevant findings. For example, the Qur'an forbids believers from doing mischief on the earth. The Qur'an also confirms that there has been a lot of damage on land and at sea due to human activities. Editorial prohibition as much as possible can be analyzed with various

perspectives. The prohibition should be explained by combining the old and newly published interpretations of references. The wisdom of the prohibition should be strengthened by the findings of related sciences in the fields of psychology, sociology, ecology, health, and so on. Facts regarding the damage as far as possible are shown with actual information, whether that affects individuals, communities, nations, or the natural environment. This can only be done if the teacher's attention is devoted to his teaching task.

Innovation can be done in the selection of teaching methods and techniques. In the midst of the diversity of methods and techniques, some basic things are as far as possible the subject matter can be explained thoroughly and completely. Various basic questions can be answered as much as possible. The explanation is expected to be embedded in students. In him grows appreciation of religious values and norms that must be followed. Stories in the scriptures, for example, contain a strong moral message. Wherever possible it can be captured and digested which in turn becomes a guide in action.

Teaching methods and techniques are directed at understanding which students can demonstrate orally or in writing. The question-and-answer method can be very

effective in conveying and evaluating that understanding. Methods and techniques are directed so that students are able to develop the knowledge they have acquired. This development, for example, can be done by students by multiplying the examples that have been given. The point is for students to develop creativity. Methods and techniques are directed so that students are able to demonstrate their skills. In the context of religious education, the ability to read the Qur'an correctly is very important. Demonstrating the ordinance of prayer complete with the prayer is important. The practice of giving tausiyah is important. Practicing to package moral and spiritual messages in a short writing is very important.

In comparison, foreign language teaching is very advanced in terms of methods and techniques. The use of songs, role play, games, short stories, and so on has produced quite effective results. In relation to PAI learning, many students of Madrasah Diniyah Takmiliyah memorize al-asmaa al-husnaa because they use song as a medium. Some Muslims maintain the memorization of the Barazanji book because it is supported by an interesting rhythm. Of course, the innovation of the PAI learning method can be developed continuously according to its own characteristics

CONCLUSION

Educational technology can be defined as theory and practice in designing, developing, utilizing, managing, and assessing processes and resources for learning. Islamic education in the digital era should be packaged in digital form to suit the tendency of students who like to use digital devices in their daily lives. Their habit of using digital technology tools is a special feature of digital era society that must be answered by education to provide educational materials in digital devices so that students can access virtually. The internet is one of the relevant media if it is used to support the quality of Islamic religious education. Because it can provide convenience and speed in conveying information so that the PAI learning process can run effectively and efficiently. The internet can provide several facilities and services/applications such as: web blogs, email, e-learning, and others to be used in the PAI learning process at schools and madrasas. Information and communication technology (ICT) based PAI learning can be a solution for PAI teachers who have been experiencing difficulties and stagnation in the learning process, especially aspects of learning methods.

REFERENCES

Abdul, M. (2012). *Belajar dan Pembelajaran*

Pendidikan Agama Islam. Bandung: Remaja Rosdakarya.

AECT. (2012). *Definisi Teknologi Pendidikan: Satuan Tugas Definisi dan Terminologi AECT*. Terj. Yusufhadi Miarso, et.al. Jakarta: Rajawali.

Anderson, R. H. (2011). *Pemilihan dan Pengembangan Media Untuk Pembelajaran*. Terjemahan oleh Yusuf Hadi Miarso, Slamet Sudarman, Yunarsih Kusdarmanto, Dewi Salma, Anung Haryono. Jakarta: CV. Rajawali.

Arief, S, dkk. (2012). *Media Pendidikan*. Jakarta: PT. Raja Grafindo Persada.

Bambang, W. (2011). *Teknologi Pembelajaran, Landasan dan Aplikasinya*. Jakarta: Rineka Cipta.

Basori. (2020). Inovasi Metode Pembelajaran Pendidikan Agama Islam Di Sekolah dan Madrasah. *Jurnal Kreatifitas: Jurnal Ilmiah Pendidikan Islam*, 9, 122-131. https://ojs.diniyah.ac.id/index.php/Kreatifitas/article/view/189/141

Danim, S. (2011). *Media Komunikasi Pendidikan*. Jakarta: Bumi Aksara

Dudung, R, H. (2012). *Pendidikan Agama, Urgensi dan Tantangan," dalam Mohammad Ali, Ilmu dan Aplikasi Pendidikan*. Bandung : PT. IMTIMA.

Muhaimin. (2012). *Paradigma Pendidikan Islam.* Bandung: Remaja Rosdakarya

Saleh, M. (2012). *Pengajaran Terprogram*. Jakarta: Rajawali

Uno, H, B & Nina, L. (2011). *Teknologi Komunikasi dan Informasi Pembelajaran*. Jakarta: Bumi Aksara.

Yusufhadi, M. (2011). *Menyemai Benih Teknologi Pendidikan*. Jakarta: Kencana.