ON ICT-BASED LEARNING MODEL OF ISLAMIC EDUCATION AT SENIOR HIGH SCHOOL 4 KENDARI SOUTH-EAST SULAWESI PROVINCE

Drs. H. Zulkifli.M. M.Si.,M.Pd

The Lecturer of Islamic State College of Kendari, Sultra, Indonesia.

Prof. Suparlan Suhartono M.Ed. Ph.D

Professor, Department of Education Makassar State University, Indonesia

Prof. Dr. H. Umar Tirtaraharja,

Professor, Department of Education Makassar State University, Indonesia

Prof. Dr. H. Tawany Rahamma MA

Professor, Department of Education Makassar State University, Indonesia

ABSTRACT

This study was research and development in education. It was designed to investigate the learning model of Islamic education ICT-based at senior high school. The expected product in this study is the valid, practical and effective learning model.

The objective of the study is found out the valid, practical and effective learning model of Islamic Education ICT-based at senior high school.

The learning model development of Islamic education ICT-based is implemented through several steps namely: (1) Identification of the initial needs or needs assessment, (2) model planning, (3) Preparing and developing the models such as model of books, learning tools (Syllabus, lesson plans, teacher materials, slide presentation, worksheets, instructions, assessment of learning outcomes), the model and tool validation test, (4) Performing the first trial test of the second year students of social science in senior high school including the test of practicality or feasibility, and effectiveness of the models and tools, (5) revising the product of the first trial test result, (6) performing the second trial test at the second year students of natural science in senior high school, (7) revising the product of the second trial test result as the last product in this research.

Keywords: Model of Islamic Education Learning, Information and Communication Technology (ICT), Valid, Practical and Effective.

INTRODUCTION:

Education is a human nature. Education existence goes on from a generation to generation throughout the existence of human life. The main objective of education is fostering creativity skills so that any beneficial changes life force can be created.

Therefore, the educational process is focused on the development of three potential psychiatrics, namely sense, creativity and initiative which is aimed at empowering fostering spiritual, intellectual and moral. (Suhartono, 2010)**.**

The preamble of the Constitution of Indonesian Republic in 1945 mandates the government of Indonesia which is protecting all the people of Indonesia and the entire homeland of Indonesia and promoting the general welfare, keeping the intellectual life of the nation, and participating the establishment of world order based on freedom, eternal peace and social justice. This is based on the mandate of the Law Number 20 in 2003 which is stated that the education is a conscious and planned effort creating an atmosphere of learning and the learning process so that learners are actively developing their potential having the spiritual strength of religious, self-control, personality, intelligence, good character, as well as the skills needed for themselves, society, nation and state.

Based on the above condition, every citizen whether informal, formal, or non-formal is compelled to participate in the educational activities. Without learning, every aspect of life could not take place because learning activities can encourage someone to get more knowledge about how to maintain their survival. In general, education is known as a field of study with the typical issues about mentoring and coaching. The goal is making students to be more competent running a life. In the educational activities it is limited to three human aspects, namely: (1) According to the arrangement of the individual nature they are minded and embodied individual, (2) According to the nature they are as social beings, (3) According to the position of the nature they are as creatures of God (Suhartono, 2010).

From the above explanation, it can be argued that the education pays attention to the aspect unity of physical and spiritual, individualities, social, cognitive, affective, and psychomotor, concentric, horizontal, and vertical.

The education goal contains a description of the good, noble, worthy, true values. Therefore, it has two has two functions. It provides direction to all educational activities in addition it is something to be achieved by all educational activities. One of the learning forms expected in develop the potential of learners in the learning process s by using a media such as the equipment in the field of information technology and communication (ICT).

Information, technology and communication (ICT) in the era of globalization develops very rapidly so that it affects all aspects of life including education. Internet, Facebook, twitter, blogs and various other social media sites grow very rapidly in Indonesia. They become an excellent communication media. According to social media observer, there are 30 million Indonesian people using the social media and the most users are students (Yuswohady,2011). The Students are the future generation, where the influence of communication technologies is very dominant in life therefore positive direction using communication technology to the students becomes a duty for us either in education and society. The school objectives and teachers' duty mentioned above is for all subjects in the school. One of them is subject of Islamic education.

Related to the teaching Islamic education, the empowerment of ICT is necessary because it is considered to increase knowledge and skills of learners in the learning process and can increase attitudes and behavior on the positive things and trying to avoid the negative things. So, the use of information and communication technology (ICT) in the learning process, the quality of Islamic education subject in senior high school could be improved.

STATEMENT OF THE PROBLEM:

Based on the description on the background above, the researcher formulates the research question of this study: "is the learning model of Islamic Education ICT-based valid, practical and effective at senior high school."

REVIEW OF LITERATURE:
A. EDUCATION:

Education can be defined as a continuous training. It is a series of processes and individual competencies to become qualified people in life. In the potential of creativity, humans have the ability to determine the attitude of creative initiative to control the dynamics of the system and prepare the world universality. Therefore, it appears the education issue about managing creativity. Through this education, the three potential psychological such as sense, initiative and creativity can be managed so that human life is more creative and productive, and

controlled the world towards universality (Suhartono, 2010).

From the above opinions, it is clearly stated that education is a problem unique to humans. Tirtaraharja (2010) said that education pays attention to unity of physical and spiritual aspects, aspects of themselves (individuality), and aspects of the social, cognitive, affective, and psychomotor as well as aspect of human connectedness (horizontal), and by his God (vertical). Therefore, the entire process of education and learning driven only to one direction, namely the development of human values.

B. LEARNING:

Learning is planned efforts in manipulating the learning resources to enable the learning process in self-learners or learning is a process, a way, to make people learning (Barizi, 2009). There are three theories of learning, namely behaviorism, cognitive, and constructivism. Mayer (2001) proposed another term of three learning theories mentioned above to be easily understood, namely: (a) learning as response acquisition or behaviorism, (b) learning as the acquisition of knowledge or cognitive, (c) learning as construction of knowledge or constructivism.

From the above description, it can be argued that learning is a set of integrated principles and provide prescriptions to manage the situation so that students easily achieve the learning objectives such as the cognitive, affective and psychomotor aspect based on the expected goals.

C. DEVELOPMENT OF LEARNING MODEL:

Development is the process of translating the design specifications into a particular physical form (Seels & Rickey, 1994). The design process starts from the identification of the problem or the identification of learning needs and ends with the identification of materials and instructional strategies, while the development process starts from choosing or developing learning materials and put it in the learning strategy which has been designed, then concludes with the following strategy to evaluate the learning materials, to improve effectiveness and efficiency (Dick, Carey, & Carey, 2005). From some these theories, it is viewed that learning development is a process including design, production, and evaluation.

D. LEARNING MODEL OF ISLAMIC EDUCATION ICT-BASED:

Robbins (1996) defines "A Model is an abstraction of reality, a simplified representation of some real word phenomenon". The importance of the model is described by Gustafson & Branch (2002), they stated that model help us conceptualize the representation of reality because reality often simplify the real conditions are too complex to be photographed. Learning model of quality assessment refers to the quality of the curriculum criteria proposed by Nieveen (1999), namely: (a) validity, (b) practicality and (c) effectiveness. To assess the validity of the model can be used two criteria, namely: (a) model which was developed is based on a strong theoretical rationale and (b) the model has internal consistency. The practicality of the model is used two criteria namely: (a) the developed model can be applied to the judgment of the experts or practitioners and (b) the developed model can be applied in real terms in the field. The effectiveness of the model is used two criteria namely: (a) the model developed is effective judgment and experience of experts or practitioners and (b) the developed model can deliver results based on expectations.

The framework of learning model of Islamic education ICT-based consists of syntax, social system, reaction principle, support systems, and the impact of instructional impact accompanist. 1) Syntax is phases or steps of activities in a model which is manifested in a series of learning activities. This syntax is designed with the steps which can be used by teacher, the logic learning activities, characterizes the ability of different cognitive, affective and psychomotor, and contain clearly the role of the teacher and students. (2) The social system is a condition or situation or the rules applying in a learning model. Patterns of relationships between teacher and student show patterns of interaction in learning which can be in the form of one way, two-way or multi-way. Results of the interaction of learners are given the opportunity to experiment with physical objects. This kind of learning activities in accordance with the development of cognitive learners according to Piaget's theory so that learning will be more meaningful. (3) The principle of reaction is an activity pattern which describes teachers' reasonable response to the students either in individual, group, or as a whole. This principle also related to the technique used in the teachers reacts to the behaviors of students in learning activities, such as asking, answering, responding, criticizing and etc. (4) Support System of a learning model is the things which can support the achievement of learning objectives by applying the model (5) for the Instructional and accompaniment Impact, Joyce, Weil & Shower (2009) asserts that the application of a learning model directed

support the achievement of learning goals or objectives which have been set. The Instructional impact for Islamic education and ICT is the achievement of the mastery of Islamic educational materials especially Al-Qur'an aspect relating to the achievement of basic competencies and indicators of learning outcomes planned in lesson plan. The accompany impact in the model of Islamic education and ICT is the presence of students' independence in learning Islamic education material, active learning and a positive attitude toward the subject of Islamic education.

Communication technology is the use of technology as a medium of human communication. The use of technology as a medium in this communication is much influenced by technological developments from other sciences. Rogers (1983) states that a technology is a design for instrumental action that reduces the uncertainty in the cause-effect relationships involved in achieving a desired outcome. Most technologies have two components: (1) *hardware*, consisting of the tool that embodies the technology as material or physical objects, and (2) *software*, consisting of the knowledge base for the tool. Rogers also divided the communication revolution into four era, they are (1) the writing era of communication, (2) the printing era of communication, (3) telecommunication era, (4) interactive communication.

E.   THE LEARNING OF ISLAMIC EDUCATION IN SENIOR HIGH SCHOOL:

The Islamic education in Senior High School can be understood as an educational program which engrafts the values of Islam through the learning process either in the in class or outside of class in the form of a subject which is called Islamic Education or PAI (Syahidin, 2009). Islamic education is expected to produce human who are always trying to improve the faith, piety, and morality, and active in building a civilization and harmony of life particularly in advancing civilization dignity.

F.   LEARNING DEVICES:

Learning device is a set of learning resources that allow teachers and students undertake learning activities. There are several components of the learning in this study, the syllabus, lesson plan (RPP), Islamic Religious Education Material (teacher and student handbook), LKS, Slide presentation and evaluation tools.

Interactive learning materials via Internet that used in this study are presented in the *MOODLE* program that has been designed to assist teachers in teaching through www.http://sman4kendari.sch.id. According to Munir (2009) MOODLE is a dynamic learning *software* using the object-oriented model or a package of web-based educational environment is dynamic. While Kulik and Kulik (1994) State that a web-based learning is known to support the creation of a learning environment who share their experiences, social interaction and collaborative work.

PARTICIPANTS:

The participants were the students of senior high school 4 Kendari, South West Sulawesi, Indonesia. They were the XI.IS2 social science class and classes XI.IA1 Natural science program. While the subjects in this study were teachers and students of Islamic Religious Education and class XI.IA1 XI.IS2 SMAN 4 Kendari. The object of this research is the subject of Islamic Religious Education (PAI) by using ICT / Internet program Moodle.

DESIGN:

The procedure of the research refers to Borg & Gall (1981) stages as follows: (1) Research and collecting information, (2) Planning, (3) Develop a preliminary form of the product, (4) Preliminary field testing; (5) Main product revision; (6) Main field testing; (7) Operational product revision; (8) Operational field testing; (9) Final product revision; (10) Dissemination and distribution.

In this study will be stopped on the seventh stage, the limited scale field trials. For the eighth stage, ninth and tenth are not implemented due consideration of the limitations on the ability of the researcher.

TECHNIQUES OF DATA ANALYSIS:
DATA ANALYSIS THE VALIDITY OF ICT PAI MODEL:

The process of data analysis of the validity Model ICT PAI are as follows:

a. Recap of all the validator's statement into a table that includes: a) aspects (Ai), b) criteria (Ki), c) results assessment validator (Vji)

b. Determine the validity category of each criteria or overall aspect by matching the criteria average ($\overline{K}_i$) or aspect average ($\overline{A}_i$) total ($\overline{X}$) with the specified validity of the category.

c. Category of the validity of any criteria or all of the aspects set out as follows:

$$3,5 \leq M \leq 4 \qquad \text{very valid}$$
$$2,5 \leq M < 3,5 \qquad \text{valid}$$
$$1,5 \leq M < 2,5 \qquad \text{moderate}$$
$$M < 1,5 \qquad \text{not valid}$$

DATA ANALYSIS MODEL EFFECTIVENESS PAI ICT:

An analysis of effectiveness Model of ICT based on the effectiveness components, namely (1) student learning outcomes, (2) student activity, (3) response of students to the Learning Model of ICT, PAI and (4) the management of learning with models of ICT PAI.

Whereas the effectiveness of learning devices known by looking at:(1) the mastery of learning materials; (2) the observation sheet activity of students; (3) the observation sheet of the teacher ability to manage classes; (4) student response sheet. It is effective if it has 3 and 4 indicators, but the indicator 1 must be fulfilled

RESULTS AND DISCUSSION:
DESCRIPTION OF RESEARCH AND DEVELOPMENT:
INITIAL NEEDS IDENTIFICATION:

In this study begins with a survey / preliminary observations and meetings with teachers of Islamic education in State senior high school 4 Kendari. From the interview, the researcher obtained information that Islamic education lessons in particular aspects of the Qur'an remains elusive class XI-1 (Natural science - social science) and Islamic Religious Education teacher classes XI-1 has not been implemented based learning model ICT particularly moodle program

Based on the survey / needs assessment of the school, teachers and students of State senior high school 4 Kendari, can be concluded that the model-based development of ICT in learning PAI of State senior high school 4 Kendari is needed to be applied

DEVELOPMENT PLANNING:

Planning defines the skills, decisive action steps, and tests the possible scale on a smaller level. In terms of the use of ICT tools as outlined in the program Moodle, the moodle user guide both teachers, and students was drafted. In addition, prepare the learning of Islamic Education in Class XI based on the applicable curriculum. Teachers assign partners and observers, as well as a team of education experts' validator.

DESIGNING MODEL:

Design model in this research is the development of Islamic education learning model based ICT at State senior high school 4 Kendari. Conceptual model design is design related theories of the model development process learning of ICT-based Islamic religious education, which gave birth to the book models. Then the design of procedural models using measures of research and development of Borg**.**

The design of learning Islamic education can be expressed as follows: (1) Islamic Education Syllabus Class XI-1, (2) Islamic Education Material (Teacher Handbook and Student Book), (3) Lesson Plan, (4) Sheet student activities (LKS), (5) Slide Presentation of Islamic Religious Education materials, (6) instructions for using moodle (teachers and students), (7) assessment / evaluation of learning outcomes.

VALIDASI AND PRODUCT TRIALS:
VALIDATION TEST:

Before conducting field trials, it first has to do validation on products that have been made. Validation is done by appointing an expert in the field of education. The validation tests are as follows: a) Validation of the model book, b) Validation of Islamic Religious Education Syllabus c) Validation matter of Islamic Education (teacher and student handbooks); d) learning Implementation Plan (RPP), e) Sheet student work (LKS); f) Slide Presentation; g) Media ICT; h) Design learning; i) Assessment / evaluation of learning outcomes.

PRACTICALITY ANALYSIS MODEL ISLAMIC RELIGIOUS EDUCATION ICT IN TRIAL 1 IN CLASS XI-IS-2:

The main purpose of data analysis practicality (feasibility) model of Islamic religious education ICT test results I was to look at the level of practicality model of Islamic religious education ICT. Make it easier to draw conclusions, the feasibility of observational data model of Islamic religious education in ICT analysis models. The results of the analysis for each component model of Islamic religious education ICT is described as follows: (1) The components of direct instruction syntax average of 2.54 means fully implemented, (2) social interaction / social system average of 2.26 means accomplished mostly, (3) Principles average reaction of 2.59 means implemented in full; (4) Learning Support System Devices average of 2.81 means accomplished entirely. So overall practicality model of Islamic religious education ICT is achieving an average of 2.55 which means fully implemented. While the management of learning in the classroom on the first trial can be expressed as follows: (1) at the beginning of activity at an average of 2.96 which means fully implemented, (2) core activities reached an average of 2.80 which means fully implemented; (3) activities cover / end at an average of 2.75 which means accomplished entirely; (4) atmosphere at an average grade of 3.63 which means fully implemented. So overall management of learning in the first trial at an average of 2.96 which means fully implemented.

PRACTICALITY ANALYSIS MODEL ISLAMIC EDUCATION II TRIAL OF ICT IN CLASS XI-IA-1:

The results of the analysis for each component model of Islamic education in ICT II trials can be explained as follows: (1) The components of direct instruction syntax average of 2.52 means fully implemented, (2) social interaction / social system average 2.17 means the most accomplished, (3) Principles average reaction 2.55 means implemented in full; (4) Learning Support System Devices average of 2.69 means fully implemented. So overall an average of 2.48 which means the most accomplished. While the management of learning in the classroom II trials can be expressed as follows: (1) at the beginning of learning activities at an average of 3.25 which means accomplished entirely, (2) core activities reached an average of 3.16 which means fully implemented; (3) activities cover / end at an average of 2.75 which means fully implemented, (4) the atmosphere at an average grade of 3.69 which means fully implemented. So overall management of learning on trial II reached 3.21 which means fully implemented.

ANALYSIS OF THE EFFECTIVENESS OF THE MODEL FROM THE ASPECTS OF ACTIVITY AND THE RESPONSE OF STUDENTS AND EVALUATION OF LEARNING OUTCOMES, AND LEARNING MANAGEMENT:

Test results on the effectiveness of class XI-IS I-2 and II trials XI classes IA-1 are as follows: Activities of students participating in learning ICT-based Islamic education of the whole student class social science IS-2 as many as 33 people, there are 29 people or 87.88% actively participating in learning Islamic religious education in the classroom, while 4 people or 12.12% less active because doing activities that are not directly related to learning Islamic education. In the second test grade natural science IA-1 were 36 people, there are 31 people or 86.11% actively participating in learning Islamic religious education in the classroom, while 5 people or 13.89% less active due to perform activities that are not directly related the learning of Islamic religious education.

The class XI student responses to the IS-2 ICT-based learning model are 85.69% said happy, very good and positive, on the grounds that the learning-based Islamic religious education ICT can speed up the process of access to material, explorative, fast, precise, effective, efficient, attractive and fun through online discussions. Medium class XI IA-1 II trials revealed that there were 90.75% stated happy, very happy and positive impact on the learning model of ICT-based Islamic religious education.

While the management of learning by teacher education Islam assessed accomplished entirely that reached an average of 3.04 for class XI IS-2 and 3.21 for class XI IA-1.

1) The value of the results of the first pilot study for class XI-IS-2 Pre-test learning outcomes of students of class XI-IS-2, amounting to 33 people (Muslim-Muslim) before I started the trial showed that the category of very low gain as much as 87.88%, which means that more than 50% of students did not reach the standard of mastery learning expected. While the learning outcomes or post test after 6 meetings, then the result is 45.45% gain values are very low, low to high reached 54.55%, which means that over 50% of students have achieved the expected standard of mastery learning.

2) The value of learning outcomes in class II trials XI-IA-1 are as follows: Pre-test learning outcomes of students of class XI-IA-1, amounting to 36 people (Muslim-Muslim) before I started the trial showed that the category of very low gain as many as 19 people or 52.78%, or 38.89% 14 scores low, as many as 3 people or 8.33% being scored. None of which got high scores and very high. So more than 50% of students do not achieve the expected learning competency standards .. While the learning outcomes or post test after 6 meetings, then the result is there is 1 person or a 2.78% gain very low value, then one person or 2.78% who got low grades, there are 22 people or 61.11% were were scored, and that gets high marks as many as 12 people or 33.33%, and none of the students are getting a very high score. So are 73.44% in the medium and high categories, which means that over 50% of students have experienced an increase in the expected learning outcomes in other words, has reached the expected standard of mastery learning.

3) From this study, the process of development of Islamic religious education learning model based ICT development was conducted through several steps, namely (a) the first step in identifying early or preliminary studies; (b) The second step of planning products; (c) The third step instructions to develop products or preparing materials, guide books and determine the evaluation and validation of the product; (d) The fourth step I product testing; (e) The fifth step to revise the results of the first trial; (f) The sixth step test II; (g) The seventh step revised final trial results II . 1 to 3 phase process produces prototype-1 model of Islamic religious education ICT (hypothetical models), while the process of development in the fourth to seventh phase is to validate and test to produce a model of Islamic religious education ICT valid, practical and effective. For the purposes of testing the model of Islamic religious education ICT learning is done using the following syntax ICT Islamic religious education models that include: (a) the delivery of learning objectives and a clear focus on preparing students moodle program; (b) demonstrate knowledge or skills (reading and studying with students material that has been carefully prepared in moodle program, (c) guiding students if you have difficulty in understanding the material, either directly or through the guidance through discussion forum which has been prepared in the moodle program; (d) check for understanding and give students feedback quiz and test competencies that exist in e-material each KD; (e) provide opportunities for advanced training and implementation. outcomes achieved through the process of testing the model are as follows:

a. **I trials**

Results achieved, namely (1) Model of Islamic religious education ICT is practical, but not yet effective, have not been achieved because the classical completeness and student activity yet as expected, although the ability of the teacher to manage learning in the high category and the category of positive student response.

b. **II trials**

The results obtained are: (1) Model of Islamic religious education is practical and effective ICT, because classical completeness has been reached, the student activity is as expected, the ability of the teacher to manage learning in the high category, and the response of students towards learning in the positive category.

Retrieved learning model of ICT-based Islamic religious education is valid, practical and effective. Islamic religious education models that ICT has a direct teaching syntax with its phases, and it has other components which include supporting theory, social interaction / social system, the principle of reaction, learning devices and support systems.

DISCUSSION:

The Model of learning Islamic education ICT-based in senior high school is very necessary because the process of learning all this time is done traditionally. By the development of information and communication technology at this time, the use of ICT-based is very urgent in the field of education in Indonesia so as not to lag behind by other countries in the world. Communication technology is the use of technology as a medium of human communication. It is much influenced by technological developments from other science. Rogers (1983) states that a technology is a design for instrumental action that reduces the uncertainty in the cause-effect relationships involved in achieving a desired outcome. Most technologies have two components: (1) *hard ware*, consisting of the tool that is formed the technology as material or physical objects, and (2) *soft ware*, consisting of the knowledge base for the tool. Communication is a basic social process. It is one of a very fundamental and indispensable to every human being life. Without the communication the human can not be able to interact with other people and to develop their self. This is what makes communication

phenomenon getting off the changes and the development which is called revolution of communication technology. Rogers divided the communication revolution into four era, they are (1) the writing era of communication, (2) the printing era of communication, (3) telecommunication era, (4) interactive communication.

ICT in Islamic education learning model at senior high schools is a fundamental need in developing science and technology. The Model form in this study is based on the reality. It relates to Robbin's state (1996: 25) "*A model is an abstraction of reality, a simplified representation of some real word phenomenon"*. Miarso (2008: 12) also defined that The Model is a representation of a process into graphics or narrative, by showing the major elements and structure"

The Development of Islamic education model in learning high school is as the process to translate design specifications into a specific physical shape (Seels Rickey, 1994: 23). The proses design was begun at problem identification or identify on the learning needs and was ended up in learning materials and strategies identification, while the development process was begun from selecting or developing learning materials and poured it in the learning strategies that have been designed, and the last, it was concluded by evaluating the strategy and learning materials in order to increase its effectiveness and efficiency (Dick, Carey, Carey, 2005: 213) Islamic education learning Model ICT-based was begun at syntax, social system, the principle of reaction and the impact of instructional. 1.) Syntax, the phases or steps of model activity that is formed in a series of learning activities. This syntax is designed with steps that can be made of by teachers, the logical learning activities, cognitive ability, psychomotor and affective, the role of the teacher and the students was drawn clearly. 2) Social System, is a condition or situation, or rules in a learning model. The pattern of the relationship between teachers and students showed patterns of interaction in learning as a one-way, two-way, or multi direction. The learner's interaction is given the opportunity to experiment with physical objects. According to Piaget's theory (1971) this kind of learning activities is based on the development of cognitive learners so that the learning will be more meaningful. Based on Cognitive Load Theory (CLT) by Sweller (1988) learning process takes place under the best condition that is aligned with human cognitive structures. 3) principle of reaction, is a pattern of activity that describes the response of teachers to student, both individuals and groups, as well as overall. 4) the supporting system of learning model are the things that can support the achievement of learning objectives by applying that model (Suparno, 2000). They are materials, devices, and tools or media. For PAI model ICT-based need the supporting tool such as the syllabus, RPP, book, slides Presentation PAI Material, LKS, evaluation sheets, and internet programs to moodle. 5) Instructional Impact and accompanist impact. Joyce, Weil Shower (2009) affirmed that the application of learning model is directed to support optimally the achievement of learning objectives or targets that have been set.

Interactive materials via the internet that is used in this research are presented in the MOODLE program through the website www. http://sman4kendari.sch.id. It has been designed to assist teachers in teaching. According to Munir (2009: 180) Moodle is a dynamic learning software using object-oriented model or a package of educational environments web-based. Kulik and Kulik (1994) State that the learning web-based supports the learning environment creation who share the experience, a good social interaction and collaborative work. The research result found that e-learning is more effective in improving the understanding of learning due to visualization animations and graphics, not just text (Scardamalia, 1994). De Jong, et.al (2002) States that the multimedia web-based designed for learning can improve understanding of the whole material.

In this study the PAI learning Model ICT-based at senior high school is already valid, practical and effective. According to the experts, it can be said as valid if the average of book models is 3.8, while for the study equipment such as syllabus got average 3.82, the RPP got 3,79 means very valid, material for teachers and students of PAI got 3.62 means very valid, slide presentation is 3.80 means very valid, LKS got 3.77 very valid, instructions of using moodle (teachers and students)is 3.36 it means valid, student evaluation assessment is 3,81.

The practicality model, can be entirely implemented in average of 2.96, that is mean it was done entirely from I and II trials on reach 3.21, while model effectiveness brought a high learning, i.e., class XI-IS-2 received an average rating of 54.55% which means that over 50% of students have achieved the expected learning completeness standard. While the science class got an average 61,11% in medium category. In other words, more than 50% of students increase in the expected learning outcomes.

The theory used in assessment quality learning model refers to the learning curriculum by Nieveen (1999: 127-128) i.e. (a) validity; (b) (c) practicality and effectiveness.

CONCLUSION:

The learning model of ICT-based at Senior high school of south west Sulawesi, Kendari, Indonesia has meet the criteria valid, practical and effective. It has syntax learning refers to their phase, and have other components that include supporting social interaction theory, social/system, the principle of reaction, and supporting a learning device system
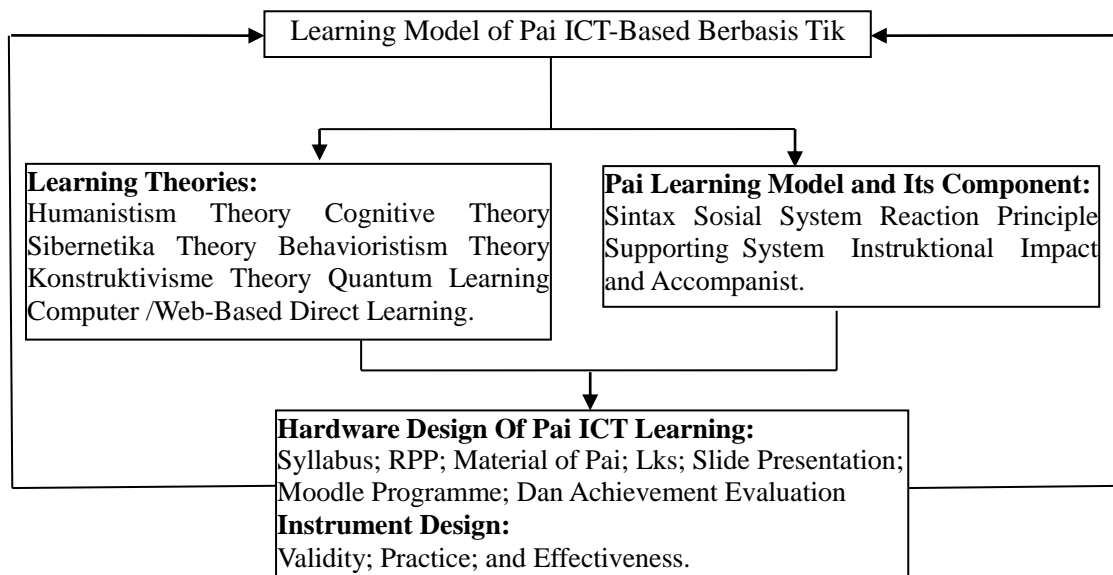
SUGGESTIONS / RECOMMENDATIONS:

Based on the results and findings obtained in this research, put forward some suggestions or recommendations as follows: (1) This research has produced Model Learning for ICT-based Islamic religious valid, practical and effective. Therefore, it is suggested to Islamic religious education teachers to implement this model on a broader scope, both in material and in terms of the type and level of education, (2) PAI ICT-based Model not only can be used in teaching Islamic education, but also can be used on religious learning in General, and other subjects; (3) for the purposes of dissemination products can be tested on schools that have an adequate ICT-based infrastructures

REFERENCES:

[1] Barizi,A. & Idris.M. 2009. *Menjadi Guru Unggul Bagaimana Menciptakan Pembelajaran yang Produktif dan Profesional*. Yogyakarta: Ar-Ruzz Media.

[2] Borg, Walter R. 1981. *Applying Educational Research A Practical Guide for Teachers*. New York & London: Longman Inc.

[3] De Jong, T and Van der Hulst,A. (2002). *The Effectiveness of Computer Based Learning*. Journal of Computer Assisted Learning I (18):219-231

[4] Dick, Walter., Carey, Lou. & Carey, James O. (2005). *The Systematic Design Of Instruction (6th ed.)*. Boston, Pearson

[5] Dryden,Gordon & Vos, Jeannette. (2002). *The Learning Revolution.* Bandung: Kaifa http://www.dwp:or.id/article.php?id=185

[6] Gustafson, Kent L. & Branch, Robert Maribe. 2002. *Survei of Instructional Development Models.* New York, Eric Clearinghouse on Information & Technology Syracuse University.

[7] Joyce, Bruce, dkk. (2009). *Models of Teaching*. New Jersey: Pearson Education, Inc.

[8] Kulik C & Kulik J. (1994). *In: Baker EL & O'Neill HF (eds) Technology assessment in Education and Training.* New Jersey, Hillsdale: Lea Publishers

[9] Mayer E.Richart. (2001).*Multimedia Learning*. New York: Cambridge University Press.

[10] Miarso, Yusufhadi. (2004). *Sowing The Seeds Of Education* Technology.Jakarta: Prenada Media.

[11] Miarso, Yusufhadi. (2008). *The application of information and communication technologies in education globalization era*. Jakarta: Makalah Seminar Nasional The Power of ICT in Education, PPs UNJ, 15 April 2008.

[12] Munir. (2009). *Pembelajaran Jarak Jauh Berbasis TIK*. Bandung : Alfabeta.

[13] Nieveen, Nienke. (1999). *Prototyping to Reach Product Quality*. In Jan Van den Akker, R.M. Branch, K. Gustafson, N. Nieveen, & Tj. Plomp. *Design Approaches and Tools in Education and Training.* Dordrecht, The Netherlands: Kluwer Academic Publisher.

[14] Piaget,J. & Inhelder,B. (1971).*Mental Imagery and the Child*. New York: Basic Books

[15] Robbins, Stephen P. (1996). *Organizational Behavior: Concepts, Controversies, Applications* (7m Ed.). Prentice-Hall International, Inc.

[16] Rogers, Everett M.(1983). *Diffusion Of Innovations*. New York: Frce Press

[17] Seels, Barbara B. & Rickey, Rita C. (1994). *Instructional Technology: The Definition and Domain of the Field.* Washington DC, Association for Educational Communication and Technology.

[18] Suparno, Herawati. (2000). *Konstruktivistik Approach in the Application of Science Learning and its Influence on Students ' Learning Interest and Motivation in University*. Makassar National Seminar: Research Institute of UNM Makassar.

[19] Suhartono, Suparlan. (2010), *Introduction to Educational Science,* Makassar: UNM Publisher

[20] Syahidin. 2009. *Menelusuri Metode Pendidikan Dalam Al-Qur'an*. Bandung: Alfabeta

[21] Sweller.J. 1988. *Cognitive Load During Problem Solving: Effects on Learning*, Journal of Cognitive Science, I (12): 257-285

[22] Tirtaraharja, Umar. 2010. *Pengantar Pendidikan*. Makassar: Badan Penerbit UNM

Appendix: Learning Model of PAI ICT-Basedat Senior High School

Learning Model of Pai ICT-Based Berbasis Tik

Learning Theories:
Humanistism Theory Cognitive Theory Sibernetika Theory Behavioristism Theory Konstruktivisme Theory Quantum Learning Computer /Web-Based Direct Learning.

Pai Learning Model and Its Component:
Sintax Sosial System Reaction Principle Supporting System Instruktional Impact and Accompanist.

Hardware Design Of Pai ICT Learning:
Syllabus; RPP; Material of Pai; Lks; Slide Presentation; Moodle Programme; Dan Achievement Evaluation
Instrument Design:
Validity; Practice; and Effectiveness.

Learning Model of Pai ICT-Based