

Computer Training for Students Traditional Islamic Boarding School

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Abstract

Salaf Islamic boarding schools (traditional) are Islamic educational institutions that only focus on studying Islamic scholarship with the characteristics of yellow book-based learning. As for other sciences, it is not a priority in either the science or technology sector. Era 4.0 technology is an important element that must be mastered and followed by its development. There are many positive elements of the traditional Islamic boarding school system, but there are also shortcomings, including the lack of knowledge of science and technology, specifically the mastery of computer technology. In the midst of these problems, the researcher offers an activity that is problem-solving through community service activities and partnerships. Substantially, this activity focuses on increasing the knowledge and skills of partners in operating computers. The method in this activity is through several things, namely workshops, practices, discussions, tutorials, formation of study groups, mentoring, and evaluation after the activity. Practically, the results of this activity are 1) increased knowledge of partners regarding functions and components of computer software and hardware, 2) increased skills of partners in operating computers in MS word to create documents or complete work, 3) program sustainability at partner locations and groups learn to be independent.

Keywords: Computer, Islamic Boarding School, and Traditional

INTRODUCTION

According to Imam (2017), Islamic boarding schools in Indonesia are the oldest educational institutions that characterize a character and model of genuine religious learning. In addition, Islamic boarding schools are educational institutions that serve as forums for learning Islam, da'wah, and social activities. Based on its function, Islamic boarding schools have progressed from time to time both in terms of curriculum, learning activities, infrastructure, and a number of institutions. As a model of pesantren education that continues to grow, pesantren is an institution that is in demand by the community and is an option in shaping Islamic character for students (tafaquh fiddin). In the modern era, according to Qomariah (2016), there are major changes in Islamic boarding school education because it is not only taught about Islamic religious knowledge but students are equipped with skills in the fields of technology and entrepreneurship. According to Bariah (2021) Implementation in the field of technology is carried out with students being taught about computers and internet networks with digital-based learning by using applications such as zoom, google meet or use other digital learning such as e-books (electronic books).

In the era of 4.0, computer and internet technology are basic needs that must be owned by Islamic boarding schools, according to Muin (2011), practically the use of technology is a feature of the modernization of Islamic boarding schools in the digital era. Based on observations in the midst of technological advances, facts in the field show that there are Islamic boarding schools that are still unfamiliar with technology, and many students do not understand and are not skilled in operating it. This phenomenon is as in Islamic boarding schools. Geographically, the location

of the pesantren is about 13 km from the city of Jember and is located in the village of Mumbulsari, precisely in the hamlet of Sumber Tengah. The boarding school was founded in 1998 and was cared for by a charismatic kiyai assisted by 20 clerics who teach at madrasah diniyah and there are about 300 students. The infrastructure facilities are still relatively simple, namely the santri dormitory with 15 rooms for girls and 18 rooms for boys, 1 mosque worship place, 10 toilets, 3 house caretakers' residences, 1 office room, 1 computer, and 1 printer. The early education levels consist of *ula*, *wustha*, and *ulya* which are taken for a duration of 8 years.

Administrative and management activities are managed in a traditional system where all organizational decisions are decided by the caretaker while the other administrators can only propose but their application is based on the approval of the Kiai. Likewise, in terms of administration, it is still not managed properly with regard to student data, teacher data, foundation inventory data, and correspondence activities have not been properly archived. The learning activities are still traditional and are not supported by computer or network technology. So learning is carried out in a *bandongan* or *sorogan* system, namely the cleric or cleric reading the book, but the students are only passively listening and listening. Based on the lack of knowledge about computers and the limited facilities and infrastructure in the form of computer technology at partner locations, administrative activities have not been managed properly. This is reflected in the facts on the ground that student data is written by hand, correspondence is not properly archived, and lesson schedules and pesantren regulations are written by hand. This condition is certainly very concerning because in the current digital era there are still institutions that have not been responsive and active in using technology. With this background, researchers want to carry out activities that can help solve problems faced by partners in the nature of problem-solving. Practically, researchers and partners determine the priority of problems to be solved by providing computer training to increase the knowledge and skills of students in operating computers in order to support the implementation of good and orderly administration in Islamic boarding schools.

METHOD

The implementation of community service activities is carried out in several stages of activities, namely:

- Coordination meeting with partners in determining priority issues to be resolved.
- Increased knowledge of computer basics through material presentations and reading papers.
- Improve partner skills through workshops, practices and tutorials,
- Forming independent learning groups in Islamic boarding schools.
- Evaluation of community service activities and
- Assistance to partners on a regular basis in order to monitor the sustainability of the program after the activity.

RESULTS

The results of community service activities carried out with partners include: 1) Increased knowledge of partners about basic computers and understanding of software and hardware. 2) Participants understand computer programs such as Ms Word and Excel. 3) partners have basic skills in operating computers properly and correctly. 4) partners participate in activities enthusiastically and the formation of groups of students in practice alternately. 5) There is a commitment of partners and the availability of computer technology at partner locations for professional administrative activities of the institution.

DISCUSSION

Increased Knowledge of Partners About Basic Computers and Understanding of Software and Hardware

Knowledge improvement is an effort made by researchers in order to provide an understanding of computers and their functions in everyday life. Partners understand technology both theoretically and practically so that they can utilize technology appropriately. In an effort to measure the increase in knowledge in the field of computers, the researchers conducted an

evaluation by giving quizzes to the training participants after the workshop activities. The basic reason for the quiz and question-and-answer approach was chosen by the researchers in order to create a humane training climate without appearing rigid in activities.

The workshop activities were carried out in the morning so that the participants seemed conducive and full of high enthusiasm. The activity was attended by 60 participants consisting of men and women whose implementation was carried out separately into two waves. Partners' basic material is introduced to computer components consisting of hardware and software devices. In addition, partners are introduced to menus and programs contained in computers that can be used in the administrative management of institutions such as Ms word, excel, and PowerPoint. This activity is carried out in class by sitting on the floor because partners are still limited in facilities and infrastructure such as tables and chairs as documented below:



Figure 1, Workshop Activity Documentation

Partners Have Basic Skills in Operating Computers Properly and Correctly.

The output of this activity is the increase in partner skills after community service activities. The indicator of skills is improving the partner's ability to operate computers properly and correctly based on the material received during PKM activities. This is as explained by Indra (2021) that good computer learning must be accompanied by practice because if you only read text or see pictures, it will cause boredom and boredom. On the basis of this research, the training conducted by researchers collaborated between the text reading model and practice. The aim of the practice is of course to improve skills and abilities in operating computers. Specifically, it is said to be a skill if someone has the ability to be skilled in a particular field. If you do not have the physical ability, it is not a characteristic of skills because the indicator is a visible ability and the results can be enjoyed by someone.

This activity has progressed as planned and determined by partners, namely to help solve partner problems that are problem-solving. The main problem is the low skill of students in operating computers because there is no learning and a lack of infrastructure in Islamic boarding schools. After basic computer practice activities, participants can identify physical computer components such as CPU, monitor screen, keyboard, mouse, and others. Meanwhile, to understand the soft components such as windows, hard drives, processors, and programs in computers, it is enough to introduce and understand their functions.

Partners Participate in Activities Enthusiastically and The Formation of Groups of Students Who Practice Alternately

Practical activities are carried out in groups and alternately with the reason for the lack of computers. practice activities are divided into four groups of men and four groups of women. In each group, there are 5 participants and 1 tutor who guides the practice one by one. If group members practice, the other participants listen and pay attention. This is done alternately until all participants have a turn. If participants have problems, the companion team will explain and provide examples of how to operate it. It is as shown below:



Figure 2. Documentation of Practical Activities

There Is A Partner's Commitment to Utilize Computers in Professional Institutional Administration Activities on An Ongoing Basis

The results of PKM activities can be directly implemented in the administrative activities of the institution. After the PKM activity, many students understand and are skilled so that when the foundation does correspondence and makes proposals and activity reports, it can be completed properly. It is evident that there are some students who are assigned the task of being boarding school staff by the caregivers to manage the administration and work on the documents required by the institution. In addition, based on the results of observations, the institution has purchased a computer unit that is equipped with a printer.

To maintain the continuity of the program and the use of computers in partner locations, the researchers provided conditional assistance, either directly or indirectly. Direct monitoring is carried out through communication via mobile phones or by coming directly to partner locations. This is done as an effort to develop and sustain the program to improve the skills of partners by providing knowledge and skills in finding manuals and video tutorials through internet pages.

CONCLUSIONS AND RECOMMENDATIONS

Community service activities carried out at salaf Islamic boarding schools run smoothly and get support from partners, so that problem-solving activities partners can understand and are skilled in operating computers for institutional administrative operations. Basic computer training is needed for educational institutions that do not yet have the skills. Efforts to continue the activities carried out a monitoring and evaluation with partners through direct and indirect communication. The suggestions for partners are to always improve the skills of students in the use of computer technology, especially those related to supporting learning activities in Islamic boarding schools and institutional administration.

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