The Use of Digital Map Innovations in the Learning of Islamic History

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Abstract. Education is a series of mutually sustainable activities that have an impact on change for a person who has gone through the education process. Teaching is responsible for leading this process so that the goals of change can be achieved. Roughly, this education encourages students to acquire the personality and characteristics so that they can be prepared to be somewhat acceptable in the community and ready to dive into real life. Students character training can not be done overnight but requires orientation, instructional direction, and various types of exercises to encourage students to make changes on their own. Education is a series of mutually sustainable activities that have an impact on change for a person who has gone through the education process. It is undeniable that educational activities are systems. As an education system, certain components influence and determine each other. These components are goals, students, educators, tools, and the environment. To make a good education, every component of education must become an innovation. Innovation consists of using supports that are in line with the development of the globalization era, namely smartphones. The 21st century is a digital age where all access is connected to smartphones and then connected to the Internet. Therefore, teachers must also be productive in using a smartphone as multimedia support. The method used in this study is a qualitative method with preliminary studies and bibliographic studies. This research was conducted at Muhammadiyah 1 Ponorogo High School Class XI. The technique of data collection through initial observation and interviews.

Keywords: learning innovations, digital maps, history of Islamic culture

INTRODUCTION

In the age of globalization, all aspects of life are affected. All aspects of human life have evolved into the digital age (Budimansyah 2009). This evolution is due to the advancement of information and communication technologies in the new human civilization of the 21st century. For this reason, the world of education as an influential aspect must also be able to follow the evolution of information and communication technologies, known in Indonesia as information and communication technologies. (Nurdiansyah & Fariyatul Fahyuni, 2016). While the development of the era of globalization is marked by the rapid development of products and the use of information technologies, the concepts developed in the field of learning are also changing because of the search for new technologies (modern learning). Advances in information technology have had a positive impact on the progress of education today. The development of technology and information is able to display and disseminate learning information, both audiovisual and multimedia. Both are able to achieve what is called virtual learning. Virtual Learning means that learning can be something real and that reality becomes more interesting and can condition students wherever they are and at any time.

According to Deni Darmawan (Haryanto, 2018), the use of electronic information as a learning resource has the following advantages (1) to broaden teachers' basic knowledge, (2) to learn dynamically and flexibly, (3) to overcome the limitations of teaching materials, (4) to contribute and enrich teaching materials; and (5) to implement SAL-CBSA. The development of computer technology and the Internet offers many attractive offers and choices to the world of education to support the learning process. This rapid development should have been used in the world of education because the use of technology in education has a significant influence on improving and improving the human learning process. The impact of globalization requires that human beings be able to maintain their lives (human survival), which means that they must be able to control and use the effects of globalization in their lives (Udin Saefudin, 2008: 200). This forces teachers to make provision for students to survive. The effort to prepare students to cope with the globalization era is to develop diverse, forward-looking learning approaches. We know that Indonesia's education level as a developing country is still below that of other Asian countries, i.e., 69 out of 76 countries (Source: BBC 2017).

For this reason, all the components involved in the implementation of education must revolutionize the world of education in the era of globalization. It cannot be denied that the development of technology and information (ICT) today influences the world of education, especially in the learning process. The reason for the low quality of education is that educators focus only on conventional non-creative teaching materials to develop this educational material innovatively. Therefore, to improve the quality of education, innovation is needed in the world of education. According to UdinSaefudin (2008: 6), pedagogical innovation is a new and qualitatively different change.
from things (previously) and deliberately seeks to improve the ability to achieve certain educational goals.

Pedagogical innovation is carried out to achieve the expected educational objectives so that the results of graduates who have followed the learning process also become graduates capable of competing well at the level of National and International competition.

According to Rosenberg (as cite in Ariesto, 2012: 17), five processes of the learning process have been developed, namely (1) performance training, (2) class at any time and at any time; (3) "Online" or channel, (4) physical installations with network facilities, and (5) from time real-time cycle. Many benefits obtained with using ICTs in learning to improve the quality of learning, expand access to education and learning, help visualize abstract ideas, facilitate understanding the material studied, and the display of learning material becomes more interesting. That's why the quality of education in Indonesia continues to know in the digital age: it is necessary to apply ICT to learning. Change usually should be something positive (Arif, 2014), because learning does not only need to be in class but can be anywhere. And learning does not need to write either, but can also be done through media or online channels.

Literature Rview
Digital Maps in Learning Islamic Cultural History
Development is the process of translating design specifications into physical form (Haryanto, 2018). The development domains include many variations of the technology used for learning. However, this does not mean whatever theories and practices related to learning and design. Development activities include stages of planning, implementation, and evaluation, followed by improvement activities to obtain a form deemed appropriate (Wahyudin D, 2011). The learning process is closely linked to the process of transmitting information to students for whom special strategies are needed to make classroom learning interesting and to encourage students to focus on learning. One of the strategies is the use of learning materials. The media used in historical learning are called learning aids, which have a messenger function, namely the subject addressed by the recipient of the message, namely the students. Effectiveness and achievement of learning objectives is something that must be achieved in the teaching and learning process. Education actors can improve the quality and effectiveness of the learning process in many ways. One of them is the use of media in the learning process. The use of this medium can bring something new to improve the quality of education and offer new experiences to students. Meanwhile, according to Azhar Arsyad, learning materials are all that can be used to convey messages or information in the teaching and learning process in order to stimulate students' attention and interest in learning (Nurdiansyah & Fariyatul Fahyuni, 2016). Learning materials are needed to stimulate and motivate students to follow the learning process. Sukiman said that learning media is all that can be used to convey messages from senders to recipients so that they can stimulate the thoughts, feelings, concerns, and interests of students. The learning process is designed to effectively reach the learning objectives (Wahyudin D, 2011). Fundamentally, the use of learning materials aims to achieve learning objectives. This goes in the direction of Dina Indriana, that the teaching media are all physical material and tools that can be used to implement the teaching and facilitate student success in terms of goals or tools teaching objectives. Sadiman S. Arief (Journal of Innovation in Learning, 2017), the media is all that can be used to convey messages from senders to recipients so that they can stimulate the thoughts, feelings, concerns, and interests of learners in such a way that the learning process takes effect. Learning materials are all the media and tools used in the learning process to transmit messages (information) from the teacher's learning as a source to the recipient. Attention and interests take place to achieve the goals and objectives of learning effectively and efficiently. The map is an image of the Earth's surface in a flat plane with a certain scale thanks to a projection system (Budimansyah, 2009).

Maps can be presented in different ways, from conventional printed map to a digital map that appears on a computer screen. So far, the map has only been identified with historical learning. In fact, learning the history of Islamic culture also requires maps as support in the practice of teaching and learning. According to Abd. Rahman Hamid, historical sources of learning are historical maps and atlases, historical dictionaries, encyclopedias, newspapers, historiographies, documentaries, and historical dioramas (Sugiharyanto & Satya, 2018). The entrance to easily find the place of the event is a map. Yamin explained that maps/atlases help teaching and history lessons (Nugraha 2012). This is why it is hoped that the Historical Atlas will be considered as an enrichment of historical teaching and not only to replace it. According to Sukiman, the advantages of maps and the globe if they are used as supports in the learning process are: a) Allowing students to understand the position of the political unit or the island region; b) Stimulating students' interest in knowing the population, geographical, and climatic influences; c) Allowing students to gain insight into the distribution of the population, plants, animal life, and the actual shape of the earth, and d) Paying attention to the maps and the globe are important to concretize abstract messages.

The digital map is an image of the Earth's surface in a flat field that is used to explore and explain what includes war, migration, or digitally displayed trade routes. The use of map should be a natural curiosity for students and encourage them to use their senses and cognitive abilities to explore something valuable from history. The use the of map to communicate about what's going on at a given time to open the door for the students’ learning. There are two basic methods (reasons) for using maps in historical learning, first, as an illustration or display that can help students understand the topic or discussion. If the teacher decides not to use a map or atlas, he thinks that his students have been able to imagine the contents of the map in his mind and as a
source of learning the story that deals specifically historical events such as war, migration, trade, itineraries, and so forth. All this can be found symbolically on the map or historical atlas. Learning is also often associated with the interaction between history and geography and the relationship between the environment and the activities of the community (Halim, 2012).

Learning Innovations

Development is the process of translating design specifications into physical form (Haryanto, 2018). The development domain includes many variations of the technology used for learning. However, this does not mean whatever theories and practices related to learning and design. Development activities include stages of planning, implementing, and evaluating, followed by improvement activities to obtain a form deemed appropriate (Wahyudin D, 2011). The learning process is closely linked to the process of transmitting information to students for whom special strategies are needed to make classroom learning interesting and to encourage students to focus on learning. One of the strategies is the use of learning materials. The materials used in historical learning are called learning aids, which act as messengers, namely the subject addressed by the recipient of the message, namely the students. Effectiveness and achievement of learning objectives is something that must be achieved in the teaching and learning process. The use of medium can bring something new to improve the quality of education and offer new experiences to students. Meanwhile, according to Azhar Arsyad, learning materials are all that can be used to convey messages or information in the teaching and learning process to stimulate students' attention and interest in learning (Nurdiansyah & Fariyatul Fahyuni, 2016). Learning materials are needed to stimulate and motivate students to follow the learning process of learning. Sukiman said that learning media are all that can be used to convey messages from senders to recipients so that they can stimulate the thoughts, feelings, concerns, and interests of students so that the process of learning takes place in such a way as to effectively achieve the learning objectives. Fundamentally, the use of learning materials aims to achieve learning objectives. This is in line with Dina Indriana's teaching materials: all materials and physical tools can be used to implement the teaching and facilitate the achievement of learning objectives by students.

Media means anything that can be used to convey messages from sender to recipient to stimulate the mind, feelings, attention, interests, and attention of students so that the learning process happen. Learning materials are all the media and tools used in the learning process that transmit messages to transmit messages (information) from the teacher's learning to the recipients.

These tools can strengthen historical learning in several ways: a) Helping students to recognize historical knowledge directly; b) Supporting spoken words; c) Making the story real, clear, vital, and interesting; d) Developing sensitivity to time and place; e) Developing sensitivity to causal relationships; f) Helping teachers to develop learning materials; g) Supporting the learning of raw materials; h) Helping to make learning permanent, and i) Adding fun and interest to learn

On the basis of the above research, it can be concluded that the use of maps is mainly in geographical areas, yet, the history of Islamic culture also requires maps as a source of learning. Since the history of Islamic culture speaks not only of an event but also of a place where this event takes place. Thus, the map becomes sufficiently explicit to support explaining the place of a historical event, which will have an impact on the students’ explanatory abilities. According to Griffin, maps are a popular and effective resource for historical learning (Nugraha, 2012).

METHOD

This research was carried out at Muhammadiyah High School 1 Ponorogo using qualitative analysis. Preliminary studies are carried out with field studies and literature studies, namely observation and interviews in the field.

RESULT

Digital maps are very useful for learning history, especially as an important source for learning the history of Islamic culture. So far, students at Muhammadiyah High School 1 Ponorogo only study history using PowerPoint media. The learning history is not always related to dates and events, but also the location of the events. So far, when students ask about the location of events, they usually surf through the Internet. This is very inefficient in the learning process. Therefore, innovative means are needed in the learning of history, one of which is digital maps. With a digital map, students will be motivated to learn about history. In addition, the digital map could also be installed to a smartphone. Smartphones are objects that have become a necessity today, especially for students.

CONCLUSION

Based on the previous study, it can be seen that the 21st-century learning requires teachers to innovate in personalized learning with the development of technology and information, especially in learning history, especially the history of Islamic civilization. Attractive and innovative media and communication media can create fun learning and can motivate students to follow the teaching and learning process in the classroom.

Digital maps are one of the means developed in this modern century. Through digital maps, students can know with certainty the location of local historical events. There are two basic ways to use maps in historical learning, namely as illustrations or visual aids that can help students understand the topic or discussion. If the teacher decides not to use a map or an atlas, he
thinks that his students have been able to imagine the contents of the map in his mind and as a source of history learning that deals specifically with historical events such as war, migration, trade route, and so forth.

All this can be found symbolically on a map or historical atlas. Learning is also often associated with the interaction between history and geography and the relationship between the environment and the activities of the community. Therefore, this medium is necessary to develop in learning, especially the learning history that requires the media as a source of learning.

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