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A Study Of The Attitudes And Motivations Of Learning Of Junior High School Students On The Technological Process In Islamic Studies

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ABSTRACT

The influence of technological processes is something that can no longer be separated from human life today, including the field of education. Students' responses and acceptances of the technological process determine the extent to which this technology can be used in the learning process. The purpose of this study is to find out how the influence of attitudes and motivations for learning from junior high school students on the technological process in Islamic studies. This research uses quantitative methods with a survey model. The tool used in this survey model is a questionnaire on a google form. The results found in this study are that learning attitudes and motivations in students largely determine developments in the technological process in Islamic studies. From this research, it can be concluded that the existence of a technological process in Islamic studies will shape the character of students for the better and increase student learning motivation. The limitation of this study is that researchers only conduct research on the attitudes and learning motivations of junior high school students regarding technological processes in Islamic studies. Researchers hope that subsequent researchers can conduct similar studies at the level of education and other subjects.

Keywords: *Islamic Studies, Learning Attitudes and Motivations, Technological Processes*

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INTRODUCTION

The term technology is certainly familiar to people today (Brooks et al., 2020; Liu et al., 2019; Sclove, 2020). Many breakthroughs have occurred in all spheres of life as a result of the existence of technology. Technology provides a way of convenience and a variety of reliable innovations to help human life (Eldridge et al., 2018; Prakash et al., 2018; Vaidya et al., 2018). Not only in big cities, but now the influence of this technology has entered small villages and has even begun to be introduced in remote areas. Humans seem to have felt dependent on this technology. No one person can stop the speed and speed of technology in the era of society 5.0 (Narvaez Rojas et al., 2021; Potočan et al., 2021; Sołtysik-Piorunkiewicz & Zdonek, 2021). Therefore, instead of looking for opportunities to escape the entanglements of technology, it is better for humans to learn and practice their skills to be able to adapt to technological processes.

The technological process is now also part of 21st-century Educational activities (Almerich et al., 2019; Silber-Varod et al., 2019; Wrahatnolo & Munoto, 2018). The learning process, which was previously only carried out in the classroom with the media of whiteboards, books, pens, and other stationery, gradually began to collaborate with technological processes. Not only ICT teachers, labor teachers, and school administration office employees but all teachers are required to understand and be skilled in using technology today (Andryukhina et al., 2020; Gallego-Arrufat et al., 2019; Perifanou et al., 2021). Teachers must have the ability and expertise in technology to upgrade the learning process to be more interesting (Lobovikov-Katz, 2019; Suharno et al., 2020; Vidakis & Charitakis, 2018). The teacher's ability in technology is needed to create and apply learning media that can increase students' enthusiasm for learning.

In addition to educators or teachers, student's knowledge and skills in the field of technology are also indispensable (Bond et al., 2018; Falloon, 2020; Pei & Wu, 2019). The point is that students can understand and capture what is taught by the teacher. Students can also find out how to access an online learning media or application used by teachers in the teaching and learning process (Kulin et al., 2018; Mayer, 2019; Shakarami et al., 2020). Learning is an activity that occurs in two directions, namely, between teachers and students. If one of the two components occurs a gap in the understanding of a material or the learning media used, it will hamper the learning process and not achieve educational goals perfectly (Jeong et al., 2018; Rahim Taleqani et al., 2019; van Dijk-Wesselius et al., 2020). Therefore, to use technology in the learning process, it is necessary to understand and skill teachers and students about technology to be used as an online-based learning medium.

The Junior High School level is an advanced level of basic education. That is, at this time usually, the students are just turning into adolescents, so there are differences in terms of student attitudes and learning motivations from the previous level of education (Dou & Shek, 2022; Moto et al., 2018; Yuen et al., 2019). Students at the Junior High School level tend to have ever-changing behaviors and are more active in seeking their identity. The attitude or character of students is usually influenced a lot by the attitudes of their peers (Huang et al., 2020; Tang et al., 2019; Zhou et al., 2020). More attention is needed for students who are in their teens so that their psychic development remains controlled and takes place optimally (Alverson et al., 2019; Cheung et al., 2018; Zuckerbrot et al., 2018). For this reason, it is necessary to have guidance and moral education in each subject so that students' attitudes remain directed and do not go beyond the limits. In addition, it also requires a positive influence of the

technological process so that students can actualize themselves responsibly and usefully.

Even in terms of learning, students at this age have a sense of boredom and dislike for certain subjects. This could be due to difficult subject matter, boring and monotonous teachers or because the learning media used is not interesting. All this is indeed commonplace in students in adolescence. Islamic studies are one of the subjects that students are less interested in, especially at the Junior High School level. Apart from the fact that religious teachers are usually known to be grumpy. Rigid and less pleasant, Islamic studies are also considered uninteresting because they are considered not to keep up with the times, and the learning media that is less seems to have no development.

There needs to be prevention of these kinds of assumptions so that they are not further ingrained in the minds of students (Edwards et al., 2019; Walsh et al., 2020; Yang et al., 2020). A breakthrough in the world of education is needed to be able to restore and increase the learning motivation of students or students, especially in Islamic subjects. Religious teachers need to change teaching methods in order to change the bad perceptions of students (Hidayat et al., 2018; Ridhwan et al., 2018; Sukmana, 2020). In addition, one of the ways that can potentially succeed is to involve technological processes in learning activities. The use of technology in learning activities will be able to affect students' attitudes and learning motivation (Mahdavinejad et al., 2018; Pei & Wu, 2019; Scherer et al., 2019). For the record, boundaries and guidance from teachers and parents are still needed so that students' attitudes and motivations for learning in this technological process continue to run in a straight line, produce positive things, and can be maintained and developed again in the future. One of the schools that use technological processes in learning activities is the Tanjung Baru State Junior High School 2. The technological process has a significant influence on students' attitudes and learning motivations in Islamic studies. However, there are also some negative impacts of the use of technology in the process of Islamic studies. Among them are some students who deviate from the use of technological processes in teaching and learning activities so that instead of making lessons more effective and efficient, but instead making learning more complicated and difficult.

There are several previous studies that are relevant to this study (Asrial et al., 2022). Conducted a study on the influence of attitudes and learning motivations of Junior High School students on the science process. The results of the study showed that students' learning attitudes and motivations influenced the expertise of the science learning process (Rafiola et al., 2020). Examined the influence of learning motivation, self-efficacy, and blended learning during the industrial revolution 4.0, mentioning that all of them have an important influence on improving student learning achievement. In addition, (Puspitarini & Hanif, 2019) conducted research on the use of learning media in elementary schools. The result found is that technology is needed as an alternative medium to increase student learning motivation. Furthermore, (Sahin & Yilmaz, 2020) also conducted research related to the influence of augmented reality technology in high schools in science learning. The result obtained is that this application can make students happy in learning and improve student achievement and improve student attitudes. Recent research (Ahmadi & Guilan University, Guilan, Iran, 2018) has been researching about using technology for English lessons. The result obtained is that technology is very effective in improving student learning achievement in English language learning.

The purpose of this study is to determine the influence of attitudes and learning motivations of Junior High School students on the technological process in Islamic studies. In addition, the research also aims to explore information about the positive and negative values resulting from the technological process if used in learning activities, as well as the ways that need to be taken so that this technological process can be right on target when using it in the world of education and can achieve the goals set as a result of the teaching and learning process. Technology is considered to be able to have a great influence on the learning process of Islam. The issue or problem that often arises related to the use of technological processes in the educational realm is that students often misuse technology to access useless things and negative content that can damage and affect students' minds. In addition, the existence of this technological process makes students tend to spend time more often with their virtual world than with people in the real world. The lack of knowledge and expertise of students and teachers regarding the use of technology is also a major issue that is often disputed in this regard. Even in Islamic studies, many teachers do not allow technology to interfere with learning because technology is considered not in line with the purpose of Islamic studies. There are so many problems that are sometimes used as an excuse by educators and students not to use technology in teaching and learning activities. These arguments are increasingly evolving in this day and age, where technological processes are no longer inevitable in the world of education. In fact, this technological process, if used in a positive circle, will also have a positive influence on students' attitudes and learning motivation. Due to the many issues and negative opinions that arise now, researchers are interested in studying the influence of students' learning attitudes and motivations on the technological process in Islamic studies.

RESEARCH METHODOLOGY

The method chosen by researchers in this research activity is a quantitative method using a survey model (Fernandez-Cassi et al., 2018; Zhang et al., 2018). This study aims to obtain and analyze data from the speakers or research objects so that this survey model is suitable for use in its application. The research was conducted during the learning process in the odd semester of 2022 at the new Tanjung State Junior High School 2. This time is considered very appropriate to conduct research because students' understanding of technological processes already exists and is starting to develop because previously, there were online learning activities that became a provision in all schools in Asia, even around the world.

source results obtained in this study were from students who attended the Tanjung Baru State Junior High School 2 who had filled out the questionnaire that was distributed. The selection of this technique makes it easier for these students to become resource persons in research (Johnson & Khoshgoftaar, 2019; Tan et al., 2018). From this questionnaire, the results were obtained that the researcher's questions were answered by 13 students. Based on this number, it can be concluded that this questionnaire has been filled out by students from different classes in the school. The questions asked by the researcher in the questionnaire are considered clear and understandable by the answerer. All responses given by the speakers were also clearly obtained.

The data obtained in this study used a survey process, where previously researchers made questions related to the influence of student attitudes and learning motivations on the technological process in Islamic studies on google form (Malka et

al., 2021; Wiyono et al., 2021). The questions in the questionnaire are distributed in the form of links. The questionnaire that has been filled out by the students also automatically enters the answer section of the google form that has been created. The data that has been obtained from this study is also automatically presented in the form of a percentage according to the answers given by the person who filled out the questionnaire. The percentage data obtained was then analyzed and described in the words of the researcher himself in the form of a table also continued with a discussion using the opinions of experts and researchers who conducted similar studies before. The discussion part of the results of this study requires the personal opinions and arguments of researchers to be built and narrated in order to draw conclusions from the many opinions that existed in previous research.

RESULT AND DISCUSSION

RESULT

This study was conducted to determine the influence of attitudes and learning motivations of Junior High School students on the technological process in Islamic studies. The results of this study were obtained from the results of a survey conducted through the distribution of questionnaires on google forms that had been filled out by around 13 students. The questionnaire that was distributed was related to student attitudes and learning motivation in the technological process. The results of the analysis of this research data are used as a reference for further research related to the influence of attitudes and learning motivations of Junior High School students on the technological process in Islamic subjects. The update in this study is to determine the influence of attitudes and learning motivations of Junior High School students on the technological process in Islamic studies.

Table 1. A Study of Attitudes and Learning Outcomes of Junior High School Students on the Process of Technology in Islamic Studies

No.	Question	Answer (Percentage)	Information
1.	Students' Level of Knowledge about technology	23, 1% know very well, 61, 5% know, 7, 7% know enough, 7, 7% know less and 0% do not know	3 people know very well about technology, 8 people know, 1 person knows enough, 1 person knows less and 0 people don't know.
2.	Students' Level of Understanding of the technology that is evolving at this time	30, 8% very understanding, 53, 8% understand, 15,4% understand enough, 0% lack understanding and	4 people are very knowledgeable about the technology that is developing today, 7 people understand, 2 people are quite understanding, 0 people are poorly understood and 0 people don't

		0% don't understand	understand.
3.	Utilization Rate of technology in the learning process	23.1% strongly leverage, 38.4% leverage, 30.8% leverage enough, 0% underutilize and 7.7% do not utilize	3 people take advantage of technology in the learning process, 5 people take advantage, 4 people take advantage enough, 0 people take advantage of it and 1 person does not take advantage of
4.	Whether or not the level of approval of the use of technological processes in learning	53,8% strongly agree, 30,8% agree, 7.7% agree enough, 7,7% agree less and 0% disapprove	7 people strongly agree if using the technological process in learning, 4 people agree, 1 person agrees enough, 1 person disagrees and 0 people disagrees
5.	The degree of suitability of technological processes used for learning	46.3% are very suitable, 46.3% are suitable, 0% are quite suitable, 7.7% are not suitable and 7.7% are not suitable	6 people rated it very suitable if the technological process is used for the learning process, 6 people are suitable, 0 people are quite suitable, 1 person is not suitable and 1 person is not suitable
6.	The level of help or not of technology in islamic studies	38.5% are very helpful, 46.1% are helpful, 0% are helpful enough, 15.4% are less helpful and 0% are not helpful	5 people consider the technological process very helpful in Islamic religious learning activities, 6 people help, 0 people are quite helpful, 2 people are less helpful and 0 people are not helping
7.	The degree of influence of technology on the attitudes of students in Islamic studies	38.5% is very influential, 38.5% is influential, 15.4% is quite influential, 7.7% is less influential and 0% has no effect	5 people think that the technological process is very influential on the attitudes of students in Islamic studies, 5 people are influential, 2 people are quite influential, 1 person is less influential and 0 people have no effect

8.	The degree of influence of technology on students' learning motivation in Islamic studies	38.5% is very influential, 46.3% is influential, 7.7% is quite influential, 7.7% is less influential and 0% has no effect	5 people consider the technological process to be very influential on students' learning motivation in Islamic studies, 6 people are influential, 1 person is quite influential, 1 person is less influential and 0 people have no effect
9.	The degree of conformity of the positive value of technology with the purpose of Islamic studies	30.8% is very suitable, 46.3% is appropriate, 7.7% is quite appropriate, 15.4% is less suitable and 0% is not suitable	4 people consider the positive value on the technological process to be very in line with the purpose of Islamic studies, 6 people are appropriate, 1 person is quite appropriate, 2 people are not suitable and 0 people are not suitable
10.	The level of acceptance of technological processes by all teachers of the Islamic religion in the school	38.5% is very can, 46.3% can, 15.4% is enough, 0% can't and 0% can't	5 people consider that the technological process is very acceptable to all students and all teachers of the Islamic religion, 6 people can, 2 people can enough, 0 people can less and 0 people cannot
11.	The level of student crafting in Islamic studies if using technological processes	23.1% are very diligent, 53.8% are diligent, 23.1% are quite diligent, 0% are less diligent and 0% are not diligent	3 people consider that students will be very diligent in learning Islam if they use the technological process, 7 people are diligent, 3 people are quite diligent, 0 people are less diligent and 0 people are not diligent.
12.	The level of goodness of students' attitudes in learning Islam if using technological processes	30.8% is very good, 46.3% is good, 23.1% is good enough, 0% is not good and 0% is not good	4 people judged that the attitude of students would be very good in Islamic studies if they used the technological process, 6 people were good, 3 people were good enough, 0 people were not good and 0 people were not good.
13.	The level of students' bad attitudes when using	15,4% very bad, 15,4% bad, 30,8% bad enough, 7,7%	2 people think the attitude of students would be very bad if they used technology, 2 bad people, 4 people

technology	less bad and 38,5% not bad	bad enough, 1 less bad and 5 not bad

The knowledge of the students of Tanjuang Baru State Junior High School 2 regarding technology in general is just to know. Among them, there are also three students who know very well, and A small number of students know enough and know less about this technology. Most of the students also claim to understand how to access this technology in learning. Although students are also in the range of very understanding and quite understanding, but still in essence, students in this school generally already understand related to technology. Students in junior high schools also replied that in their schools teachers have used and utilized technology in the learning process. When the technology is used in the learning process, most of the students agree and judge that technology is indeed suitable if used in the learning process.

Students who have filled out a questionnaire on the google form whose link has been spread by researchers generally consider that this technological process helps teachers to teach in the learning process has also helped students understand the material in Islamic subjects. Students also recognize that this technological process in Islamic studies also helps in shaping students' attitudes for the better and heading in a positive direction. This technology is also considered to be able to increase and foster student learning motivation in Islamic studies. Technology is able to influence both important aspects needed of a student in teaching and learning activities. The ultimate goal of Islamic studies is of course to form students who have high religious knowledge and are attached to themselves akhlakul karimah. If it can affect the personal self of students and teachers and in accordance with the purpose of Islamic studies, then of course the technological process that is developing today can be accepted by teachers and students, especially in Islamic subjects.

The basic attitudes expected of individual students to form such learning attitudes and motivations are the student's personal craft and self-kindness. Students' craft can grow out of high learning motivation. So that with the help of the technological process, this attitude can be embedded little by little in students. The good attitude that is expected to grow and settle in each student is also considered to be able to be obtained from the use of this technological process. From the results of the study, it can be concluded that the technological process can indeed grow and influence both main attitudes of students in learning. This of course will result from a straight and purposeful technological process. However, if what arises is a bad attitude of students, then it arises due to technological processes that are not directed and not controlled in educational activities. Judging from the research results at Tanjuang Baru State Junior High School 2, the attitude is bad and not bad for students because the technological process the percentage difference is very small. So it needs better direction to cover up the potential emergence of such bad attitudes.

DISCUSSION

The era of society 5.0 is an era where we rarely encounter people who do not know technology. Starting from young children who can basically only play to parents who are called elderly people are generally familiar with technology. The whole human activity that was usually carried out by sweating and exhausting, is now enough only with the help of technology. Humans no longer need to bother doing work that was previously considered difficult. Everything will feel light with the help of today's growing technology. Human knowledge about this technology is inseparable from the development of information and communication technology which is increasingly easily spread and sometimes even difficult to control because the current is very strong and almost unimpeded.

The world of education is not missed by the touch of technology actively moving and developing in all corners of the world. Everyone who wants to be in an educational institution is required to be technologically savvy and cannot be separated from his strong entanglement in this day and age. Students are required to be tech-savvy if they want their personality to develop and not be at the same point as the times have progressed. Students' understanding of technology is not enough just to understand. It needs adequate skills and expertise so that students can be recognized as learners in this technological process. So it requires a good attitude and high motivation from students to learn and understand the technological process. Because the technological process cannot be reached only by understanding, but it is necessary to have a positive attitude from students and a passionate motivation to learn in today's technological process.

The use of technology is also needed as an implication of students' understanding of the technological process. It is unlikely that the evolving technological process is already known and understood, but it is not utilized. Technology needs to be utilized optimally and on a positive path so that its development is not hampered and on target. The benefits of technology that students can feel in the learning process are numerous and certainly positive. Students can learn remotely with the help of technology, so there is no need to bother to attend class and follow the learning as usual. The emerging technological process also helps to facilitate the learning process of students. Students can learn through various online learning media in the form of sophisticated, interesting and fun applications and especially easily accessible to students. Students' knowledge or cognitive level is also said to be increasing and increasing with the help of technology during the teaching and learning process. If observed carefully, technology is also considered very effective to be able to hone students' skills in learning activities and be able to bring out hidden talents in students. The influence of students' attitudes and learning motivations is also very large on the process of technological progress and development.

The main attitude expected of a student as a result of the educational process is a good attitude and diligent Ness in learning as a manifestation that the student's learning motivation exists. The good attitude of these students is not only in the learning process, but needs to be shown in the daily life of students. This kind attitude has many

branches, such as honesty, discipline, responsibility, compassion and so on. This attitude is necessary to interact with the teacher, student friends, parents of students as well as the community around the student. Meanwhile, the diligent attitude of students can be seen from the strong desire of students to complete schoolwork, read lesson materials and be able to make the best use of their free time for useful activities. If these two main attitudes have been seen from the person of each student then this can be evidence of the success of the learning process and the achievement of educational goals.

The existence of a technological process in the midst of the learning process makes students inevitably and like it or not have to be able to accept it. Students are guided to be able to adapt to the occurrence of technological processes in educational circles. There is nothing that students can do in the present, especially in the future, to be able to escape from technological contamination. Not only in schools, in the daily life of other students, it is not far from the name of technology. This technological process, which without any rebuttal will continue to develop, will still touch human life. Students who disagree with the existence of technological processes in educational institutions will feel constantly haunted by shadows of a future that is unlikely to be able to escape technology. Therefore, it requires the readiness and seriousness of students to face the advancement of technological processes rather than being busy thinking about ways to stop the technological step.

Serious steps also need to be taken by teachers of Islamic studies. Islamic subjects in public educational institutions such as junior high schools require technology to be able to advance and survive in the midst of the shock of modern times that have been filled with humans who do not attach importance to and ignore religious teachings anymore in every aspect of their lives. Islamic studies in junior high schools are considered unpleasant and attractive to the teenagers who inhabit the school. Students who are in the transition period from childhood to adolescence make psychic and physical development difficult to control. Students who are at this point feel more in need of their friends than others. Because teenagers feel that they can find their identity from the help of their friends. It is at this time of tossing and turning for a helping hand from teachers of Islamic religious subjects to guide and direct junior high school students so as not to make missteps and not to misplace themselves. However, with the assistance provided by the teacher of Islamic studies, it actually makes students feel dislike for Islamic studies and their teachers.

Teachers of Islamic studies who intend to pull students' hands so as not to fall into moral decline are considered incapable because they are not liked by their students. Teachers of Islamic studies are often labeled as rigid, grumpy, monotonous and lecture-speaking teachers. For this reason, it is not that the morals of the students become better, but they decline further because of the disrespect and respect for their teachers. Islamic subject matter is also widely disliked because it is considered to contain only religious writings and advice. So many of the students avoided learning Islam by skipping class or staying in but ignored the explanations of their teachers.

All assumptions that arise require the right means to be able to cover them and even eliminate them. The technological process is one of the good solutions to the issues of islamic religious studies in this day and age. In addition to changing the nature of religious teachers so that they can be stinging and not boring in the eyes of students, the use of technology can be an access for helpers as well for problems that arise. Technology can help teachers to provide understanding, knowledge and guidance related to Islamic studies through technological processes. For example, teachers can use educational applications to provide material to their students. The application can be in the form of videos or educational online games that can hone student intelligence and provide good character values to students.

Islamic subject matter, which is usually only in the form of long writings, can now be presented in a more creative form. With the existence of online-based learning media, it is possible to be able to pour the materials in textbooks into applications or platforms that interest students and can grab all students' attention in the learning process. In addition to being in the form of educational online videos and games, these learning media can also be in the form of multimedia, online learning houses, online tutoring, such as teacher rooms, video queppers and so on. So that with the help of these applications, it is hoped that students can more easily and quickly study materials of the Islamic religion and can better attract students' interests and talents.

The technological process, in addition to having many positive impacts and benefits in learning activities, also has negative impacts. This negative impact can be seen from the bad behavior that students show after getting to know this technology. With the technological process, it can make students lazy to interact with people around them. Students are happier and more engrossed in their virtual world than hanging out with friends, family and the surrounding environment. Communication that should have been well established with those closest to them was instead neglected and considered unnecessary. For this reason, the term near feels far away, the far one feels close. This tends to happen to students who have an introverted or introverted personality. Using technology during learning also makes students sometimes uncontrollable so that instead of attracting students' attention to a material, it makes it more difficult to deliver the material because students easily leave the application used to other sites.

The emergence of banned sites that are actually not allowed to be visited by underage students is also another adverse impact of technology. These illicit sites sometimes do not use strong protection or entry so that they are easily entered by students. Especially at this level of Junior High School, students' curiosity is getting higher and higher to find out something and to find out their identity. The result of this is the disruption of students' thoughts with negative content or useless impressions watched by students. If these illicit contents continue to be watched by students freely, it will damage students' minds. The concentration of students required in the learning process is instead disturbed because of the indecent scenes and images that they enjoy too often. Expertise and skills in managing technology that should be applied and used in the learning process are misused to open and browse sites that are not educational.

Seeing the benefits, positive values of technology and negative impacts of technology, it is enough to make students understand about the good and bad use of technology in the learning process. Students can find out how the influence that the technological process has on students' learning attitudes and motivations in the process of islamic studies. Students can also see the influence of the student's learning attitude and motivation on the development of the technological process. The two things have a mutually sustainable relationship in the scope of education. There needs to be strict restrictions and controls from teachers of Islamic subjects and parents if the technological process must still be involved in teaching and learning activities. Students also need to instill good attitudes and strong religious norms in themselves so as not to fall into the abyss of technological scary. Thus, the technological process still has a good influence on the attitudes and learning motivations of Junior High School students, especially in Islamic studies.

CONCLUSION

Students' attitudes and learning motivations have a great influence on the technological process in Islamic studies. The attitude that needs to be applied and shown from a student is a good attitude and a diligent attitude as a form of success of the educational process carried out. The technological process has both positive and negative impacts that can be felt and seen by the students and teachers of Islamic religious subjects themselves. Therefore, the step that needs to be taken by students, Islamic Agam lesson teachers and parents is not to distance the technological process from learning activities, but the three parties need to work together to control each other so that the negative impact of technology does not become the dominant thing of the technological process in Islamic studies. But instead, it became a positive impact and produced thousands of benefits in Islamic subjects. Because strictly speaking, any party will not be able to shy away from technology or even stop the technological process. So what needs to be done is to prepare, study, train and control ourselves against the progress of the technological process.

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