UTILIZATION OF OPEN EDUCATION RESOURCES IN THE SUBJECT OF AQIDAH AKHLAK AT MA DARUL ULUM BOJONEGORO

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Abstract:
Open Education Resources is a manifestation of the development of learning media in the modern era, open learning resources aim to improve the quality of education and facilitate the learning process. This type of research is fiel d research, namely research in which data is taken and carried out in the field by systematically analyzing and presenting facts about the state of the research object. This research was conducted using qualitative research methods. The aim of this research is to determine the competency, supporting and inhibiting factors of Aqidah Akhlak teachers at MA Darul Ulum Bojonegoro in utilizing Open Education Resources (OER) in the subject of Aqidah Akhlak. The results of the research found that the competence of Aqidah Akhlak teachers at MA Darul Ulum Bojonegoro was quite good, by utilizing learning resources searched via the internet they could integrate curriculum, modules and other learning tools. Supporting factors for using OER are easy access to open learning resources, freedom to innovate, opportunities for fellow teachers to collaborate in improving the quality of education, and teaching materials that can be adapted to the curriculum. The inhibiting factors in using OER are limited media tools, weak internet networks, teacher teaching habits, and limited time in using open learning resources.

Keywords: *Open learning resources, Faith Teachers, Technology*

INTRODUCTION

Indonesia is one of the developing countries in the world both in terms of economy and education. Education is a measure of a nation's progress based on the level of intelligence of its people. The poor quality of education in society can hinder the provision of superior human resources who are able to compete in the progress of the Indonesian nation. Education in Indonesia is still lagging behind other Southeast Asian countries. The difference in the number of teachers and inadequate facilities are the main factors causing poor education policies in Indonesia. Indonesia's education problems are a matter of evaluation for related institutions to find solutions to solve education problems in Indonesia.

The development of education in Indonesia can develop rapidly, if educators are given the freedom to process learning and equitable learning throughout Indonesia (Yudhistira et al., 2020; Hasanuddin et al., 2023). With the rapid development of education in this modern era, internet access that makes it easy for everyone to surf and search for such a wide source of knowledge is a sign that in the era of technological modernization it is very important to support the quality of education.

Very easy access to information is now able to present events in two different places simultaneously. Technological developments also facilitate the sending of money

or goods in a very short time, even in real time (Haris Budiman, 2017).

The development of IT also causes an impact on changes in the qualifications and competencies of the workforce, including in the world of education and other institutions. Educational institutions are required to be able to collaborate with digital technology (Haris Budiman, 2017). This is because today's students are a digital native generation. Therefore, educational institutions that are directly related to students such as schools, play an important role in preparing students to enter this modern era (Evi Fatimatur Rusydiah, 2019).

The development of educational technology is caused by the increasing number of different learning environment sources and adapting to children's versatile abilities, such as open learning materials or better known as open learning materials (Husaini et al., 2014). This is done so that today's students can utilize digital technology as a learning tool. The problem with open learning resources is the limited possibilities for users to use open learning resources. Therefore, there needs to be education that follows modern developments and can be accessed by all students (Syaifudin, 2016; Lavianto, 2022).

Open Learning Resources (OER), is the use of openly licensed (publicly available) digital media and resources for teaching, learning, training, assessment, and research (Taufik & Udhmah, 2021) including materials, content modules, learning objects, journals and various supporting devices for delivering applicable learning content. Open learning materials were created with the aim of providing solutions to very limited traditional access sources (Tuomi, 2013).

The term open learning resources (OER) was first introduced by UNESCO in 2002 through the Forum on the Impact of Open Courseware for Higher Education in Developing Countries (Syaifudin, 2016). The Indonesian government provides its support for OER in article 79 paragraph 4 of Law Number 12 of 2012 concerning Higher Education. "The government develops open learning resources that can be utilized by all academicians" (Law No. 20 Article 79 Paragraph 4, 2003). Everyone can access open learning resources through: 1) Institutional repositories and websites, such as Rumah Belajar, Kuliah Daring, SUAKA UT. 2) Public service sites such as iTunesU, SlideShare, or Youtube (Syaifudin, 2016).

Open learning resources can also be used to access teaching materials, self-study, review for learning materials, create new teaching resources, create creative works (sound, text, images, multimedia, and so on) (Sulisworo & Syarif, 2018).

Learning management is the main task of teachers, and should be done as effectively as possible (Tuomi, 2013). Therefore, a teacher must be able to prepare and provide appropriate learning resources to students, especially in the subject of Akidah Akhlak which so far has many opinions that say monotonous teaching methods such as lectures, and passive and boring Q and A. Therefore, it is important for open learning resources to be present to provide innovation in Akidah Akhlak learning so that it not only teaches students about religious learning but how religious education is combined with technology so that later students will find it easier to access materials from various open learning sources or better known as OER (Tuomi, 2013).

Related to the development of challenges in the world of education, the author has visited MA Darul Ulum Bojonegoro to conduct temporary observations that occur in the field related to the duties and obligations of Akidah teachers as facilitators of the availability of learning resources. The results of temporary observations in the field show that the Akidah teachers are aware of the need for the skills or competencies they need to be able to utilize information and communication technology in providing OER. These skills include the ability to use computers, internet networks, search engines (browsers), open learning source search techniques, and editing (adaptation or adoption). From the results of this observation, the author found that most of the Akidah teachers at MA Darul Ulum Bojonegoro have actually fulfilled the intended skills. According to the results of ilkka tuomi's research which examines Open Educational Resources and the Transformation of Education, the results of previous research on open educational resources and educational transformation written by (Tuomi, 2013) explain the revolution in education and learning, with the presence of OER learning will be much

more effective and innovative, such as the development of textbooks in cyberspace that are very easy to access by students, facilitating the online library system and the social economic system. This is proof that the success of oer in supporting the success of teaching and learning is undoubtedly, the approach taken by ilkka tuomi uses multidisciplinary which begins by explaining the types of OER then the benefits and obstacles when implementing OER. Meanwhile, the difference between the research and this research lies in the focus of the problem where this research is more focused on the competence of Akidah teachers in utilizing OER. Based on the background above, this research is expected to be able to improve the ability of Akidah teachers in utilizing open learning resources as well as knowing their application to the subject.

RESEARCH METHODS

This type of research is field research, namely research whose data is taken and conducted in the field by analyzing and presenting facts systematically about the state of the research object. This research was conducted using a qualitative research method (Kusaeri, 2003). In this study, the researcher applied the analysis method developed by Miles and Huberman. This analysis technique involves three main stages, namely data reduction, data display, and conclusion drawing/verification.

This research was conducted at MA Darul Ulum Bojonegoro. The reason for choosing the location is because the researcher is an alumni of MA Darul Ulum Bojonegoro. The data obtained in the implementation of the research came from the subjects and informants of the research as well as literature as supporting scientific theories.

The subjects in this study were the Akidah Akhlak teachers at MA Darul Ulum Bojonegoro. While the informants consisted of people who could provide information about open learning resources at MA Darul Ulum Bojonegoro, such as the principal, students, and teachers of other fields of study. The subjects and informants of this study were determined using purposive sampling techniques. Data collection will be stopped when the data is saturated (redundancy).

The instruments in this study used observation, interviews, and document studies. This observation was carried out to obtain information about the competence of Akidah teachers in utilizing OER. Observation is also intended to directly see open learning sources on the Akidah Akhlak subject at MA Darul Ulum Bojonegoro by first preparing written guidelines on the aspects to be observed. This observation is the participation of researchers in implementation activities in order to be able to directly see open learning sources on the Akidah Akhlak subject at MA Darul Ulum Bojonegoro so that researchers can find data, information directly and naturally from events that occur.

Meanwhile, interviews in this study were aimed at Akidah teachers at MA Darul Ulum Bojonegoro as research subjects and sources of data and information. In addition, it was also carried out on the principal, students, several other subject teachers to find supporting data and information which were then used as triangulation materials.

This study also includes searching for relevant information and data or data that can help researchers' understanding of OER in the subject of Akidah Akhlak at MA Darul Ulum Bojonegoro.

RESULTS AND DISCUSSION
Open Education Resources

Open Educational Resources is a term or phrase put forward by Saul Fisher of the Andrew W. Mellon Foundation. Fisher proposed the use of the term to describe a new model of sharing learning materials initiated and developed in 2002 by a UNESCO-organized forum on the impact of open course programs on higher education in developing countries. The forum explained that open educational resources are "the open provision of educational resources enabled by information and communication technologies to a community of users for consultation, use and adaptation for non-commercial purposes" (Foundation, 2002). The term OER open learning resources was

first introduced by UNESCO in 2002 through the Forum on the Impact of Open Courseware for Higher Education in Developing Countries (Syaifudin, 2016). The Indonesian government provides its support for this OER in article 79 paragraph 4 of Law Number 12 of 2012 concerning Higher Education. "The government develops open learning resources that can be utilized by the entire academic community". (Law No. 20 Article 79 Paragraph 4, 2003) Everyone can access open learning resources through: 1) Institutional repositories and websites, such as Rumah Belajar, Kuliah Daring, SUAKA UT. 2) Public service sites such as iTunesU, SlideShare, or Youtube (Syaifudin, 2016).

In order to work more effectively, many evaluators and researchers try to develop and formulate OER definitions in different ways. For example, some study the meaning of words, and some concentrate only on forming the boundaries or meaning of the word "open".

The term phrase "Open Educational Resources" consists of three words, each of which has its own meaning. Some researchers define "Open Educational Resources" by separating and defining each word. (Harliansyah, n.d.) (Mulder, 2006) and ("Giving Knowledge for Free: The Emergence of Open Educational Resources," 2007) invite to explore the meaning of each word "open," "educational," and "resources." However, many OER reviewers focus on exploring and formulating the meaning and understanding of the word "open." They (Patricia et al., 2010) (Geser, 2007) (Wiley, 2010) (Wenk, 2010) believe that the important point of OER is the word open. According to (Wiley, 2010) of the three words, the most important to define is the word "open" because the term "educational resources" is common and relatively easy to understand. (Wiley, 2010) states that the term "open" is closely related to two aspects, namely cost and copyright licensing and both of these aspects must be free. So, when the word "open" is positioned as an attribute of "educational resources" it will mean a resource or educational material that is available for free and the copyright licensing must also be free. This copyright licensing by (Wiley, 2010) is termed as 4R (Reuse, Revise, Remix, Redistribute)

Reuse, namely, the right to use or utilize a material or content without changing anything. For example, duplicating books, duplicating files and others. Revise, namely, the right to adapt, modify, or change content. For example, translating material or content into another language. Remix, namely the right to combine original or updated material or content with other material or content to create new material or content. Redistribute, namely the right to share or distribute material or content, whether it is still original, revised, or the result of a combination (remixing). For example, giving a copy of a book to a friend. (Wenk, 2010) put forward the definition of "openness" formulated by FreedomDefined.org as follows: Freedom to use a work and the freedom to enjoy the benefits arising from its use. Freedom to study a work and the freedom to apply the knowledge gained from the results of the study of the work. The freedom to reproduce and distribute, in whole or in part, any information, material or content. The freedom to modify and add to and distribute derivative works.

The 4R framework developed by (Wiley, 2010) and FreedomDefined.org both focus on the use or granting of permissions related to the use of copyright. Therefore, many definitions of open licenses always include open licenses as an important component. An example of an open license definition that includes open licenses, as stated by Patricia, del Rocio and Elizabeth (2010), is "resources that provide educational content under an open license that facilitates its use, adaptation, and modification" (Resources). which provides educational content under an open license that facilitates the use, adaptation, and editing of the Content).

Almost all definitions of OER emphasize the issue of copyright permission and license. Therefore, to understand OER, it is necessary to understand the basic concepts of open licenses, such as Creative Commons (creative commons.org).

Open learning resources can also be used to access teaching materials, self-study, review for learning materials, create new teaching resources, create creative works (sound, text, images, multimedia, and so on) (Sulisworo & Syarif, 2018).

Learning management is the main task of a teacher and should be done as efficiently as possible (Tuomi, 2013). According to Anita & Misar (2008) in their book "Book of Main Material for English Learning Strategy Courses" A good teacher adapts to the needs of students by organizing and leading the class well, guiding students in the learning process and providing easily accessible learning materials and resources (Anitah, 2008). From this statement, the author understands that teachers must be able to prepare and equip students with appropriate learning tools, especially in the PAI department, where until now many opinions state that the teaching methods are monotonous such as lectures and questions and answers. passive and boring answers. Therefore, it is important to have open learning resources or OER that are present to provide innovation in learning, such as PAI learning, so that they not only teach students about religious education, but also how religious education can be integrated with technology to make it easier to access later (Anitah, 2008).

(Wiley et al., 2014) classifies OER types based on sharing models into three groups. OER shared in the form or as individual OER, OER compiled and shared in the form of open textbooks, OER compiled and shared in the form of open courseware (open courses or lectures).

Utilization of OER in the Aqidah Akhlak Subject

Utilization of OER in the Aqidah Akhlak subject can be an effective step in improving the accessibility and quality of learning. Here are some ways to utilize OER in the Aqidah Akhlak subject; Reading Resources: Teachers can use textbooks or open learning materials available online to enrich reading resources in learning Aqidah Akhlak. These materials can include classic texts, articles, or the latest research in the field. Interactive Multimedia: OER can also be in the form of videos, animations, or multimedia presentations that explain the concepts in Aqidah Akhlak in a more interesting and easy-to-understand way for students. Platforms such as YouTube, TikTok, Instagram, Ruang Guru, or other websites can be sources for these materials. Discussions and Exercises: Online forums, discussion groups, or e-learning platforms can be utilized to share materials, hold discussions, or provide exercises related to topics in Aqidah Akhlak. This can expand the learning space outside the classroom and allow students to participate actively. Collaboration Between Teachers: Teachers who teach the subject of Akidah Akhlak can collaborate to create and share open learning resources. They can create question banks, lesson plans, or learning modules that can be accessed by other teachers for free. Collaborative Projects: Using OER can also be part of a collaborative project between teachers and students. Students can be asked to find and analyze OER materials that are relevant to the topic being studied, or even create their own OER content in the form of blogs, videos, or presentations. Evaluation and Updates: One of the advantages of OER is its flexibility to be updated and adjusted to learning needs. Teachers can continue to evaluate and update the OER materials used to keep them relevant and effective in supporting Akidah Akhlak learning.

By utilizing OER in the subject of Akidah Akhlak, we can optimize freely available resources to improve the quality of learning, expand the accessibility of education, and encourage collaboration between teachers and students.

Implementation of OER in the Akidah Akhlak Subject

The implementation of Open Educational Resources (OER) in the Akidah Akhlak subject at MA Darul Ulum Bojonegoro can be done through several strategic steps involving identification of appropriate resources, adaptation of materials, and integration into the learning plan. The following are concrete steps to implement OER in teaching Akidah Akhlak:

Identification of OER Needs and Resources, Curriculum Analysis: Identify topics in the Akidah Akhlak curriculum that require additional resources or supporting materials. Determine the learning objectives and competencies that must be achieved by MA Darul Ulum Bojonegoro students. Relevant OER Search: Use OER platforms such as OER Commons, Khan Academy, or university repositories to search for materials that are in accordance with the Akidah Akhlak topic. Focus on sources that are quality and relevant to learning needs. Adaptation and Customization of Materials, Content Adaptation: Modify OER content to suit the local context and culture of students at MA Darul Ulum Bojonegoro. This could involve translating materials or adapting examples that are closer to students' experiences. Adding relevant local elements, such as stories from local religious figures or practical applications in everyday life. Integration into Learning Plans: Integrating OER materials into the syllabus and daily lesson plans. Ensuring that the materials support the learning objectives that have been set. Using various types of OER such as modules, videos, articles, and quizzes to provide variety in teaching methods. Implementation in Class, Material Delivery: Using OER in class presentations, group discussions, or individual assignments. For example, a presentation using OER videos to explain certain concepts in Akidah Akhlak. Creating interactive activities using OER materials, such as debates or group discussions based on articles or modules that have been studied. Independent Learning: Encouraging students to access OER independently outside of class. By providing guidance on how to find and use these resources for additional learning. Examples of OER-based assignments, such as article analysis or personal reflection after watching a video, can increase student engagement and in-depth understanding. Evaluation and Feedback, OER-Based Assessment: Creating assessment tools such as quizzes or tests that are based on OER materials. This helps ensure that students understand the content they have learned. And using formative and summative assessments to measure the effectiveness of OER use in achieving learning objectives. Gathering Feedback: Providing feedback to students about their experience using OER. Questions can include aspects of clarity, relevance, and engagement. Evaluate this feedback to improve the use of OER in the future. For example, if students feel the material is less relevant, look for other OER that are more appropriate.

Teacher Professional Development, training and Workshops: Teachers take part in training to learn about how to find, assess, and use OER. This training can include how to integrate OER into lesson plans and innovative teaching methods. For example, it can create a learning community among teachers to share experiences and OER

resources that have been successfully used in teaching Akidah Akhlak. By implementing these steps, OER can be a very effective tool in enriching the teaching of Akidah Akhlak, increasing student access to various quality learning resources, and supporting more contextual and relevant learning.

Based on the explanation above, the author is able to describe that OER can be utilized at MA Darul Ulum Bojonegoro, especially in the field of Akidah Akhlak with learning using videos downloaded from the content, or viewing directly from various applications. Open learning resources or better known as OER are indeed created to facilitate the search for learning resources, references, and so on in order to improve the quality of education in the world, by opening many access routes to these learning resources, it will greatly facilitate educators and students in achieving educational success standards. In its application, Mrs. Miftakhun Nikmah as a teacher of Akidah Akhlak at MA Darul Ulum Bojonegoro revealed the ability of teachers to utilize open learning resources in the Akidah Akhlak subject as follows: When I teach the Akidah Akhlak subject, I often give lectures and write important quotes from the Qur'an and Hadith if necessary. However, in teaching practice, for example in the lesson of analyzing adolescent behavior, I utilize assistive media such as online videos that I download and play in front of the class with a projector/TV to help in delivering learning materials to students and facilitate their understanding. The explanation from the Akidah teacher above is emphasized by the statement from Andin, a grade XI student at MA Darul Ulum Bojonegoro who revealed that the Akidah teacher not only uses the lecture method but at certain times such as when doing practice or discussion, the Akidah teacher also utilizes media aids such as projectors to show educational videos obtained from online. Thus, it can be described that the Akidah teacher at MA Darul Ulum Bojonegoro in carrying out teaching and learning activities also uses open learning sources with quite good competence.

Supporting and inhibiting factors in open learning in the subject of Akidah Akhlak

Based on the results of the research that has been conducted. The author found several supporting and inhibiting factors in utilizing open learning resources (Open Education Resources) in the subject of Akidah Akhlak at MA Darul Ulum Bojonegoro. The results of the author's interview with the Akidah Akhlak teacher at MA Darul Ulum Bojonegoro found several supporting factors for the use of OER in the subject of Akidah Akhlak, including: Easy access to open learning resources, Freedom to innovate and share resources with colleagues, Opportunities for fellow teachers to collaborate in improving the quality of education, Teaching materials that can be adjusted to the curriculum, Enriched with various references so that students have a broader knowledge base.

The inhibiting factors faced in utilizing OER in the subject of Akidah Akhlak at MA Darul Ulum Bojonegoro are as follows: Limited media tools such as computers, laptops, LCDs, and projectors. The limited number of media aids is one of the obstacles in utilizing open education resources so that students are less than optimal because they experience obstacles during the learning process. Weak internet network. The ability of each teacher, when media aids or facilities are available but not all teachers are competent in operating them. Teaching habits, teachers who are accustomed to using passive lecture and discussion methods find it very difficult to teach the use of open education resources. Limited time in the process of utilizing open learning resources.

The solution to overcome obstacles in using open learning resources in the subject of Akidah Akhlak at MA Darul Ulum Bojonegoro is as follows: Schools should be more active in collaborating with school partners such as the education office, parents of students, and others to overcome the lack of technological aids such as computers, LCDs, projectors, and so on. Overcoming the problem of weak internet connections by increasing the internet quota from the school or installing their own communication towers so that the learning process continues smoothly without poor signal interference. 3) Conduct open learning resource training so that teachers can improve their ability to

use open learning resources, especially in teaching Islamic religious education subjects. Strengthen the policy of using learning media that helps students achieve understanding and learning success, because of the importance of open learning resources in the digital era.

Students who live in Islamic boarding schools should be allowed special time to use smartphones, laptops, or computers, at least once a week. This aims to make students more productive and have many references through access to online learning resources.

CONCLUSION

Based on the discussion above, that the Akidah Akhlak teacher does not only use the lecture method but at certain times such as when doing practice or discussion, the Akidah teacher also utilizes media aids such as projectors to show educational videos obtained online. Thus, it can be described that the Akidah teacher at MA Darul Ulum Bojonegoro in carrying out teaching and learning activities also uses open learning resources (OER) with quite good competence, making it easier for the Akidah teacher to deliver learning materials, and making it easier for students to understand various material contexts.

There are several supporting and inhibiting factors in the use of open learning resources (OER) in the Akidah Akhlak subject, as well as several solutions to overcome obstacles in utilizing open learning resources in the Akidah Akhlak subject at MA Darul Ulum Bojonegoro, including the following: Schools should be more active in collaborating with school partners such as the education office, parents of students, and others to overcome the lack of technological aids such as computers, LCDs, projectors, and so on. Overcoming the problem of weak internet connections by increasing the internet quota from the school or installing its own communication tower so that the learning process continues smoothly without poor signal interference. Conducting open learning resource training so that teachers can improve their ability to use open learning resources, especially in teaching Islamic religious education subjects. Strengthening the policy of using learning media that helps students achieve understanding and learning success, because of the importance of open learning resources in the digital era.

Students who live in Islamic boarding schools should be allowed special time to use smartphones, laptops, or computers, at least once a week. This aims to make students more productive and have many references through access to online learning resources.

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