



## UTILIZATION OF OPEN EDUCATION RESOURCES IN MORAL CREED SUBJECTS 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 field 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 teaching staff and inadequate facilities are the main factors causing poor education policies in Indonesia. Indonesian education problems become evaluation material for related institutions to find solutions to solve education problems in Indonesia.

The development of education in Indonesia can develop rapidly if teaching staff have the freedom to process learning and provide comprehensive distribution of learning in Indonesia [1]. With the very rapid development of education in this modern era, internet access which makes it easy for everyone to surf in search of vast sources of knowledge is a sign that in this era of technological modernization it is very important to support the quality of education.

Very easy access to information is now capable of presenting events in two different places simultaneously. Technological developments also make it easier to send money or goods in a very short time, even in real time [2].

IT developments also have an impact on changes in the qualifications and competencies of the workforce, including in the world of education and other agencies. Educational institutions are required to be able to collaborate with digital technology [2]. This is because today's students are a digital native generation. Therefore, educational institutions that deal directly with students, such as schools, play an important role in preparing students to enter this modern era [3].

The development of educational technology is caused by the increasing number of different learning environment sources that adapt to children's versatile abilities, such as open learning materials or better known as open learning materials [4]. This is done so that today's students can utilize digital technology as a learning tool. The problem with open learning resources is that users have limited opportunities to use open learning resources. Therefore, there is a need for education that follows modern developments and is accessible to all students [5].

Open Learning Resources (OER), is the use of digital media and resources that are openly licensed (generally available) for teaching, learning, training, assessment and research [6] 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 [7].

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 [5]. The Indonesian government provides its support for OER in article 79 paragraph 4 of Law Number 12 of 2012 concerning Higher Education. "The government is developing 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, Online Lectures, SUAKA UT. 2) General service sites such as iTunesU, SlideShare, or YouTube [5].

Open learning resources can also be used to access teaching materials, independent learning, reviewing learning materials, creating new teaching resources, creating creative works (sound, text, images, multimedia, and so on) [8].

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Regarding the development of challenges in the world of education, the author has visited MA Darul Ulum Bojonegoro to make temporary observations that occur in the field regarding the duties and obligations of Aqidah 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 abilities or competencies they need to be able to utilize information and communication technology in providing OER. These abilities include abilities in using computers, Internet networks, search engines (browsers), techniques for searching open learning sources, as well as editing them (adaptation or adoption). From the results of these observations, the author found that the majority of Aqidah teachers at MA Darul Ulum Bojonegoro apparently had many of the abilities in question.

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 [7] explain the revolution in education and learning, with OER learning will be much more effective. and innovative, such as the development of textbooks in cyberspace that are very easily accessible to students, facilitating online library systems and social economic systems. This is proof that the success of OER in supporting the success of teaching and learning is beyond doubt, the approach taken by Ilkka Tuomi uses a multidiscipline that starts by explaining the various types of OER and then the benefits and obstacles when implementing OER.

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## **RESEARCH METHODS**

This type of research is field 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 [9]. In this research, researchers 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 carried out at MA Darul Ulum Bojonegoro. The reason for choosing this location was because the researcher was an alumni of the MA Darul Ulum Bojonegoro school. The data obtained in carrying out research comes from research subjects and informants as well as literature as support for scientific theories.

The subjects in this research were Aqidah Akhlak teachers at MA Darul Ulum Bojonegoro. Meanwhile, informants consist of people who can provide information about open learning resources at MA Darul Ulum Bojonegoro, such as school principals, students and teachers in other fields of study. The subjects and informants of this research were determined using purposive sampling techniques. Data collection will stop when the data is saturated (redundancy).

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

Meanwhile, the interviews in this research were aimed at Aqidah teachers at MA Darul Ulum Bojonegoro as research subjects and sources of data and information. Apart from that, it was also carried out with school principals, students, and several teachers in other fields of study to look for supporting data and information which was then used as triangulation material.

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

## **RESULTS AND DISCUSSION**

### **Open learning resources (Open Education Resources)**

Open Educational Resources is a term or expression proposed by Saul Fisher from the Andrew W. Mellon Foundation. Fisher proposed using 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. This forum explains 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” [10].

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 [5]. The Indonesian government provides its support for OER in article 79 paragraph 4 of Law Number 12 of 2012 concerning Higher Education. "The government is developing open learning resources that can be utilized by the entire academic community." [11] Everyone can access open learning resources through: 1) Institutional repositories and websites, such as

Rumah Belajar, Online Lectures, SUAKA UT. 2) General service sites such as iTunesU, SlideShare, or YouTube [5].

In order to work more effectively, many evaluators and researchers try to develop and formulate the definition of OER in different ways. For example, there are those who study the meaning of words, and there are others who concentrate only on establishing boundaries or the meaning of "open" words.

The 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 words. [12] [13] and [14] invite to explore the meaning of each of the words "open," "educational," and "resources." However, many OER researchers focus on exploring and formulating the meaning and meaning of the word "open." They [15] [16] [17] [18] believe that the important point of OER is the word open.

According to [17], of the three words, the most important one to define is the word "open" because the term "educational resources" is familiar and relatively easy to understand. [17] stated that the term "open" is closely related to two aspects, namely costs and licensing for the use of copyrights and these two aspects must be free. So, when the word "open" is positioned as a description of "educational resources" it means an educational resource or material that is available for free and permission to use copyrights (copyrights licensing) must also be free. This permission to use copyright (copyrights licensing) is termed 4R (Reuse, Revise, Remix, Redistribute):

- a. *Reuse, that is, the right to use or utilize material or content without changing it in the slightest. For example, duplicating books, duplicating files and so on.*
- b. *Revise, that is, the right to adapt, modify or change the content. For example, translating material or content into another language.*
- c. *Remix, namely the right to combine original or updated material or content with other material or content to create new material or content.*
- d. *Redistribution, namely the right to share or distribute material or content, whether original, revised or a combination (remixing). For example, giving a copy of a book to a friend.*

[18] put forward the definition of "openness" formulated by FreedomDefined.org as follows:

- a. Freedom to use a work and freedom to enjoy the benefits arising from its use.
- b. Freedom to study a work and freedom to apply knowledge obtained from the results of the study of that work.
- c. Freedom to reproduce and distribute, in whole or in part, information, material or content.
- d. Freedom to change and add to and distribute derivative works.

The 4R framework developed by [17] and FreedomDefined.org both focus on the use or granting of permission regarding the use of copyright. Therefore, many definitions of open licensing always include open licensing as an essential component. An example of an open license definition that includes an open license, as stated by Patricia, del Rocio and Elizabeth (2010), is "a resource that provides 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 such Content).

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

Open learning resources can also be used to access teaching materials, independent learning, reviewing learning materials, creating new teaching resources, creating creative works (sound, text, images, multimedia, and so on) [8].

Learning management is the main task of a teacher and should be carried out as efficiently as possible [7]. According to Anita & Misar (2008) in their book "Book of Basic Materials for English Learning Strategy Courses" a good teacher adapts to students' needs by organizing and leading the class well, guiding students in the learning process and providing easily accessible learning materials and resources. [19]. 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 there have been many opinions stating that the teaching methods are monotonous, such as lectures and questions and answers. passive and boring answers. Therefore, it is important that open learning resources or OER are present to provide innovation in learning, such as PAI learning, so that it not only teaches students about religious education, but also how religious education can be combined with technology to make it more easily accessible later [19].

[20] classified OER types based on the sharing model into three groups.

- a. OER that is shared in the form or as individual OER.
- b. OER is compiled and distributed in the form of an open textbook.
- c. OER is prepared and distributed in the form of open courseware (open courses or lectures).

### **Utilization of OER in Moral Creed Subjects**

Utilizing OER in Aqidah Akhlak subjects can be an effective step in increasing the accessibility and quality of learning. The following are several ways to use OER in the Aqidah Morals subject:

- a. **Reading Resources:** Teachers can use textbooks or open learning materials available online to enrich reading sources in learning Aqidah Akhlak. The material may include classic texts, articles, or the latest research in the field.
- b. **Interactive Multimedia:** OER can also be in the form of videos, animations, or multimedia presentations that explain the concepts in the Aqidah Akhlak in a more interesting and easy-to-understand manner for students. Platforms such as YouTube, TikTok, Instagram, Ruang Guru, or other websites can be sources for these materials.
- c. **Discussions and Exercises:** Online forums, discussion groups, or e-learning platforms can be used to share materials, host discussions, or provide exercises related to topics in the Aqidah Akhlak. This can expand the learning space outside the classroom and allow students to participate actively.
- d. **Collaboration Between Teachers:** Teachers who teach Aqidah Moral subjects can collaborate to create and share open learning resources. They can create question banks, lesson plans, or learning modules that other teachers can access for free.
- e. **Collaborative Projects:** Using OER can also be part of a collaborative project between teachers and students. Students may be asked to search

for and analyze OER materials relevant to the topic being studied, or even create their own OER content in the form of blogs, videos, or presentations.

- f. Evaluation and Update: One of the advantages of OER is its flexibility to be updated and adapted to learning needs. Teachers can continue to evaluate and update the OER materials used so that they remain relevant and effective in supporting the learning of Aqidah Akhlak.



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

### **Implementation of OER in Moral Creed Subjects**

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

- a. Identify OER Needs and Resources

**Curriculum Analysis:** Identify topics in the Aqidah 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 relevant to the topic of Aqidah Akhlak.

Focus on quality sources that are relevant to learning needs.

- b. Adaptation and Customization of Materials

**Content Adjustment:** Modify OER content to suit the local context and culture of students at MA Darul Ulum Bojonegoro. This may involve translating material or adapting examples to more closely match the student's experience. Add relevant local elements, such as stories from local religious figures or practical applications in everyday life.

**Integration into Learning Plans:** Integrate OER material into the syllabus and daily lesson plans. Ensure that the material supports the learning objectives that have been set. By using various types of OER such as modules, videos, articles, and quizzes to provide variety in teaching methods.

- c. Implementation in Class

**Penyampaian Materi:** Menggunakan OER dalam presentasi kelas, diskusi kelompok, atau tugas individu. Misalnya, presentasi menggunakan video OER to

explain certain concepts in the Aqidah Akhlak. Create interactive activities using OER material, such as debates or group discussions based on articles or modules that have been studied.

**Independent Learning:** Encourage 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 deeper understanding.

d. Evaluation and Feedback

**OER-Based Assessment:** Create evaluation tools such as quizzes or tests that are based on OER material. This helps ensure that students understand the content they have learned. As well as using formative and summative assessments to measure the effectiveness of using OER in achieving learning objectives.

**Gathering Feedback:** Provide feedback to students regarding their experiences using OER. Questions can cover aspects of material clarity, relevance, and engagement.

Evaluate this feedback to improve future use of OER. For example, if students feel the material is not relevant, look for another OER that is more appropriate.

e. Teacher Professional Development

**Training and Workshops:** Teachers attend training to learn about how to find, assess, and use OER. This training may include how to integrate OER in lesson plans and innovative teaching methods. For example, you 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 become a highly effective tool in enriching the teaching of Aqidah Akhlak, increasing student access to a variety of 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 Aqidah Akhlak by learning using videos downloaded from the content, or viewing directly from various applications.

Open learning resources or what is better known as OER was created to make it easier to find learning resources, references, and so on in order to improve the quality of education in the world. By opening many access points to these learning resources, it will make it very easy for educators and students to achieve standards of educational success.

In its application, Mrs. Miftakhun Nikmah as the Aqidah Akhlak teacher at MA Darul Ulum Bojonegoro expressed the teacher's ability to utilize open learning resources in the Aqidah Akhlak subject as follows:

*When I teach the Aqidah Morals subject, I often give lectures and write down important quotations from the Koran and Hadith if necessary. However, in teaching practice, for example in adolescent behavior analysis lessons, I use auxiliary media such as online videos that I download and play in front of the class with a projector/TV to assist in delivering learning material to students and make it easier for them to understand..*

The explanation from the Aqidah teacher above is confirmed by a statement from Andin, a class educational videos obtained online. Thus, it can be described that the Aqidah teachers at MA Darul Ulum Bojonegoro in carrying out



teaching and learning activities also use open learning resources with fairly good competence..

### **Supporting and inhibiting factors in open learning in the Aqidah Akhlak subject**

Based on the results of research that has been carried out. The author found several supporting and inhibiting factors in utilizing open learning resources (Open Education Resources) in the Aqidah Akhlak subject at MA Darul Ulum Bojonegoro. The results of the author's interview with the Aqidah Akhlak teacher at MA Darul Ulum Bojonegoro found several factors supporting the use of OER in the Aqidah Akhlak subject, including:

- 1) Easy access to open learning resources,
- 2) Freedom to innovate and share resources with colleagues,
- 3) There are opportunities for fellow teachers to collaborate in improving the quality of education,
- 4) Teaching materials that can be adapted to the curriculum,
- 5) Enriched with various references so that students can broaden their scientific knowledge.

The inhibiting factors faced in utilizing OER in the Aqidah Akhlak subject at MA Darul Ulum Bojonegoro are as follows:

- 1) Limitations of media equipment such as computers, laptops, LCDs and projectors.
- 2) The limited number of media tools is one of the obstacles in utilizing open educational resources so that students are less than optimal because they experience problems during the learning process.
- 3) Weak internet network
- 4) The ability of each teacher, when media facilities or tools are available but not all teachers are competent in operating them.
- 5) Teaching habits, teachers who are used to using passive lecture and discussion methods find it very difficult to teach the use of open educational resources.
- 6) Time limitations in the process of utilizing open learning resources.

The solution to overcome obstacles in using open learning resources in the Aqidah Akhlak subject at MA Darul Ulum Bojonegoro is as follows:

- 1) Schools should be more active in collaborating with school partners such as the education department, parents, and others to overcome the shortage of technological aids such as computers, LCDs, projectors, and so on.
- 2) Overcoming the problem of weak internet connections by increasing the school's internet quota or installing your own communication tower so that the learning process remains smooth without bad signal interference.
- 3) Conduct open learning resource training so that teachers can improve their abilities in using open learning resources, especially in teaching Islamic religious education subjects.
- 4) Strengthen policies on the use of learning media that help 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 ensure that students can be more productive and have lots of references through access to online learning resources.

## CONCLUSION

Based on the discussion above, it is clear that Aqidah Akhlak teachers do not only use the lecture method, but at certain times, such as when carrying out practice or discussions, Aqidah teachers also use media tools such as projectors to display educational videos obtained online. Thus, it can be described that the Aqidah teachers at MA Darul Ulum Bojonegoro in carrying out teaching and learning activities also use open learning resources (OER) with quite good competence, making it easier for Akidah teachers to deliver learning material, as well as making it easier for students to understand various contexts. material.

There are several supporting and inhibiting factors in utilizing open learning resources (OER) in the Aqidah Akhlak subject, as well as several solutions to resolve obstacles in utilizing open learning resources in the Akidah Akhlak subject at MA Darul Ulum Bojonegoro, including the following:

- 1) Schools should be more active in collaborating with school partners such as the education department, parents, and others to overcome the shortage of technological aids such as computers, LCDs, projectors, and so on.
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