Wise Use of Technology : Fostering IMTAQ and IPTEK in The Pesantren Region of Cianjur Regency, West Java

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Abstract: This community service aims to foster IMTAQ (Faith and Piety) and IPTEK (Science and Technology) in the pesantren (Islamic boarding school) region of Cianjur Regency, West Java. The focus of the community service is on how pesantren can integrate modern technology to strengthen religious and academic education. The methods applied in this service involved a participatory approach and collaboration with relevant parties. The results showed that the integration of technology in pesantren not only improves the quality of learning but also facilitates the balanced development of student's character in both IMTAQ and IPTEK. This study highlighted the importance of training and capacity building for educators and the need for policies that support the wise use of technology in the pesantren environment. The community service had successfully demonstrated the transformative potential of integrating faith-based education with modern technological advancements. Through a series of targeted interventions and collaborative efforts, the project achieved several significant outcomes. Thus, pesantren can become a model of education that combines traditional values with technological advancements to produce a generation that is both religious and knowledgeable.

Introduction

Pesantren, as traditional educational institutions (Hidayat et al., 2018), face the challenge of integrating religious values with modern technological advancements (Arif, 2016; Muchasan et al., 2024). In an era where technology increasingly permeates every aspect of life, it is crucial for pesantren to understand how to integrate Islamic values with modern knowledge and technology (Karimah, 2018). Amid the rapid and diverse flow of information, pesantren play a crucial role in strengthening students' faith and piety (Rachman, 2019). Fostering IMTAQ is key to shaping strong character and high morality (Asyari et al., 2021), enabling students to become responsible and ethical individuals. Despite the advancements in technology, there remains a gap in access to education and technology between pesantren and other formal educational institutions (Muchasan et al., 2024). Service efforts focusing on fostering IMTAQ and IPTEK in pesantren can help understand how to minimize this gap and ensure that pesantren can also provide comprehensive and relevant education for the times.

By understanding the key role of pesantren in educating the younger generation, this initiative can serve as a foundation to support educational reform in pesantren. This includes

developing a curriculum that combines religious education with science and technology learning, training teachers to enable them to integrate technology into their teaching, and collaborative efforts with formal educational institutions and the government.

In facing various contemporary challenges, such as globalization, modernization, and socio-cultural changes, fostering IMTAQ and IPTEK in pesantren becomes increasingly relevant (Soelaiman, 2016). This initiative can provide a better understanding of how pesantren can effectively address these challenges and prepare the younger generation for a complex future. In summary, the urgency and importance of this service activity lie in its potential to transform the educational landscape of the pesantren region in Cianjur Regency. By addressing partner problems and leveraging the wise use of technology, the initiative aims to foster a generation of well-rounded, technologically proficient, and morally grounded individuals who can contribute to their community and society at large. By understanding this background, community service focused on fostering IMTAQ and IPTEK in pesantren can offer valuable insights for the development of comprehensive and relevant Islamic education.

Method

The methods applied in this service involved a participatory approach, collaboration with relevant parties, and the application of technology in fostering IMTAQ and IPTEK in the pesantren region. The service activities were conducted at SMP IT As-Syifa in Campaka District, Cianjur Regency, West Java. These activities were attended by teachers from madrasahs, religious schools, and pesantren in the Cianjur region.

The instruments used in this initiative might include questionnaires, interviews, observations, and assessments of the implementation of technology in fostering IMTAQ and IPTEK. The data collection techniques involved surveys, interviews with pesantren leaders and local community members, direct observation of IMTAQ and IPTEK fostering activities, and analysis of related documents. The collected data would likely be analyzed qualitatively and quantitatively, depending on the nature of the data. The analysis included grouping findings, identifying patterns, and evaluating the effectiveness of IMTAQ and IPTEK fostering programs in the pesantren region.

Result and Discussion

IMTAQ Coaching for Madrasah Teachers

The results of the IMTAQ Coaching program indicate a significant improvement in the knowledge and skills of madrasah teachers in religious, moral, and ethical aspects. The teachers not only enhance their understanding of religious teachings but also develop practical skills in applying religious values in daily life and in the teaching process at the madrasah. This is reflected in the improved quality of their teaching, with a greater emphasis on moral and ethical values in interactions with students and in delivering lesson materials. Thus, the results of IMTAQ Coaching not only strengthen the religious, moral, and ethical dimensions of education in the madrasah but also have a positive impact on overall learning effectiveness (Asyari et al., 2021).

Other findings indicate a significant change in the attitudes and values of madrasah teachers. There is an increase in their awareness of religious values such as honesty, patience, and caring for students. Madrasah teachers demonstrate a higher level of awareness of the importance of moral and spiritual integrity in everyday life, both in their interactions with fellow teachers and with students. Additionally, they show improvement in displaying patience and concern for the needs and development of students. Thus, the research results

indicate that the IMTAQ Coaching program successfully stimulates positive changes in the attitudes and values of madrasah teachers, which in turn can impact a better learning environment and support the holistic development of students (Darojat et al., 2023).

The results of the IMTAQ Coaching show a significant improvement in the quality of learning in the madrasah. This is achieved through the integration of religious values into the curriculum and the development of innovative teaching methods. By incorporating religious values into the curriculum, teachers can create a more comprehensive and meaningful learning environment for students(Sulaikho et al., 2023). This enables students to develop a deeper understanding of religious teachings and relate them to their daily lives (fig.1).

Figure 1. IMTAQ Coaching

Furthermore, innovative teaching methods also play a crucial role in enhancing the quality of learning. Teachers trained in IMTAQ Coaching can implement creative and interactive approaches to teaching, such as project-based learning, group discussions, and the use of technology in teaching (Meila Noor Syafria, I. A., Pratiwi & Kuryanto, 2020). This allows students to actively engage in the learning process and motivates them to achieve better results.

The results of IMTAQ Coaching show a significant impact on students. Through the evaluation, there is a noticeable and meaningful improvement in their understanding of religious teachings. Students deepen their understanding of religious values and can relate them to their daily lives. Additionally, there is an improvement in the moral behavior of students. They exhibit better attitudes in daily interactions, such as honesty, patience, and concern for others. Furthermore, the results of IMTAQ coaching also create a positive impact on students' learning motivation. They become more motivated to participate in learning activities and achieve better academic performance. This occurs because they realize the importance of religious education in shaping their character and lives (Syawaliyah & Yuliani, n.d.).

Overall, the impact of IMTAQ Coaching on students is highly positive. They deepen their understanding of religion, exhibit better moral behavior, and are more motivated to learn. This creates a better learning environment in the madrasah and contributes to the holistic development of students. Furthermore, the results of IMTAQ Coaching also indicate a significant increase in school community engagement, including parents and the local community. The service shows that this program successfully builds greater awareness and support from stakeholders in the efforts to foster IMTAQ in the madrasah.

Parents become more actively involved in school activities, such as parent-teacher meetings, discussions about religious education, and social activities related to the

development of IMTAQ and moral values of students. They realize the importance of their role in supporting the fostering of religious and moral values in the madrasah and actively participate in facilitating the learning process at home. Additionally, the local community also supports the efforts to foster IMTAQ in the madrasah. They may provide donations, offer moral support, or even directly engage in activities organized by the madrasah. With support from the local community, the madrasah can more easily achieve its IMTAQ fostering goals and have a greater impact on students. Overall, these results indicate that IMTAQ Coaching not only creates positive impacts on students and teachers but also builds closer relationships between the madrasah, parents, and the local community. This creates a more open, inclusive, and supportive learning environment for all involved in the education process at the madrasah.

The increased involvement of the school community has a positive impact on the overall school atmosphere. There is better understanding and cooperation among teachers, parents, and the community in supporting IMTAQ fostering efforts. This creates a more conducive and supportive learning environment for students to grow and develop (Sofwan Manaf et al., 2023). Thus, the results of IMTAQ Coaching are not limited to improving teacher competence and student understanding but also extend to expanding the support network from a broader school community. This is a strong indication that IMTAQ coaching has successfully mobilized active participation and support from the entire school community, thereby enhancing the effectiveness and impact of the program (Gunawan et al., 2022).

Coaching in Science and Technology for Madrasah Teachers

The results of coaching in science and technology for madrasah teachers show a significant improvement in their knowledge and skills related to science and technology. Madrasah teachers become more proficient in understanding and mastering relevant technological concepts in their field. They can learn and master the use of various software and technology applications that can be applied in the teaching process at the madrasah. For example, madrasah teachers can learn how to use presentation applications to create engaging lesson materials or utilize online learning platforms to assign tasks to students and track their progress. Additionally, they can also acquire technical skills such as data management, video editing, or developing educational websites (Misbahuddin, 2015).

With this improvement, madrasah teachers become more prepared to integrate technology into the teaching process and utilize various technological tools and resources to create more engaging and effective learning experiences for students. This opens up new opportunities for madrasah teachers to enhance the quality of teaching and create a more dynamic learning environment that is relevant to the times (see Fig. 2).

Figure 2. madrasah teachers

The results of coaching in science and technology for madrasah teachers include the development of more engaging and relevant lesson materials by leveraging technology. Madrasah teachers become more capable of integrating multimedia elements, online resources, and other learning aids in lesson planning (Harahap & Dasopang, 2021). By leveraging technology, madrasah teachers can create engaging multimedia presentations, use images, videos, and audio to clarify the concepts being taught. They can also develop online resources such as interactive learning modules, simulations, and online tutorials to facilitate self-directed student learning outside of class hours (Sari, 2009).

Apart from that, the development of learning materials and methods also includes the use of technological learning aids such as digital whiteboards, special learning software, and mobile devices in the classroom learning process. This allows teachers to create more dynamic and varied learning experiences, which can increase student engagement and understanding of the subject matter (Setiawan, 2016). In addition, the development of teaching materials and methods also includes the use of technological learning aids such as digital whiteboards, specialized learning software, and mobile devices in the classroom learning process. This allows teachers to create more dynamic and diverse learning experiences, which can enhance student engagement and understanding of the subject matter (Sofwan Manaf et al., 2023).

The outcomes of implementing IPTEK in teaching include increased motivation and participation of students in the learning process. The use of engaging and interactive technology makes learning more enjoyable and interesting for students, thus motivating them to actively engage in learning. By utilizing technology such as educational games, interactive simulations, instructional videos, and mobile applications, teachers can create more dynamic and diverse learning experiences. This fosters greater student involvement in the learning process as they are intrigued and inspired by the innovative use of technology. Furthermore, the use of technology also allows for differentiated learning, where students can learn according to their individual needs and interests. Teachers can provide customized learning materials tailored to students' learning styles and provide direct feedback through online learning platforms (Harahap & Dasopang, 2021).

As a result, students become more motivated to learn because they feel more engaged and have control over their learning process. They also participate more actively in learning activities, both individually and collaboratively with their peers. This creates a more dynamic and positive learning environment, ultimately enhancing students' overall learning outcomes. The outcomes of IPTEK coaching for madrasah teachers include the improvement of the quality of assessment and monitoring of student learning progress. By utilizing technology, teachers can assess more effectively and efficiently, as well as monitor individual student learning progress.

Teachers can use various applications and specialized software to create diverse exam questions tailored to their learning needs. They can also use online learning platforms to manage student data, such as grade records, attendance, and assignments. Thus, the teacher's administrative process can become more structured and automated, freeing up their time to focus on teaching. Furthermore, technology allows teachers to track individual student learning progress. They can use software that provides real-time student progress reports, enabling them to provide timely and tailored feedback. This allows for more precise and effective interventions to assist students experiencing learning difficulties. Therefore, the outcomes of IPTEK coaching enable madrasah teachers to conduct more effective assessment and monitoring of student learning progress. This not only enhances transparency and

accountability in the learning process but also allows for more precise interventions tailored to individual student needs. The outcomes of IPTEK coaching for madrasah teachers also include empowering them in professional development. Through this program, teachers have broader access to training, online learning resources, and professional networks provided through technology (Arif, 2016).

Madrasah teachers can participate in various relevant training and online courses, offered by both formal educational institutions and professional organizations. They can deepen their understanding of technology use in teaching, develop new skills, and stay updated with the latest developments in the education field. Furthermore, madrasah teachers can access various online learning resources such as video tutorials, articles, and e-books to aid in lesson preparation and curriculum development. They can integrate the new knowledge acquired through these resources into their teaching practices. Moreover, IPTEK coaching also provides opportunities to expand the professional network of teachers. They can connect with fellow educators and education practitioners through online forums, discussion groups, and social media. This enables the exchange of ideas, experiences, and best practices in teaching and learning (see Fig. 3.s)

Figure 3. IPTEK Coaching

Thus, the outcomes of IPTEK coaching not only enhance the skills and knowledge of teachers in using technology in teaching but also empower them in broader professional development. This has a positive impact on improving the quality of teaching and learning in madrasahs and enhancing the satisfaction and professional well-being of teachers (Rachman, 2019).

Use technology wisely

Use technology wisely refers to the ability to utilize technology appropriately, responsibly, and effectively in various aspects of life. In the context of IPTEK coaching, the wise use of technology for madrasah teachers involves several aspects:

Firstly, Understanding Potential and Risks: Madrasah teachers are empowered to understand both the potential and risks associated with the use of technology in an educational context. They comprehend how technology can enhance the quality of learning, while also being aware of potential risks such as misuse or dependency. Madrasah teachers are empowered to have a deep understanding of the potential and risks associated with using technology in an educational context. They not only theoretically understand how technology can enhance the quality of learning, but also practically comprehend how it can impact students' learning experiences and teaching effectiveness. In their understanding of technology's potential, madrasah teachers are provided with broad insights into various

technological tools and applications that can be used in teaching. They understand that technology has the capacity to improve accessibility, expand the scope of learning, and increase student engagement in learning. They also realize that technology can be a powerful tool for personalizing learning according to individual student needs.

However, madrasah teachers are also trained to recognize potential risks associated with technology use. They are aware that technology can be a source of distraction for students, trigger dependency, or even open avenues for information misuse. Therefore, they are trained to take appropriate preventive measures, such as managing screen time, facilitating discussions on digital ethics, and assisting students in developing critical skills to filter online information. By having a comprehensive understanding of the potential and risks of technology, madrasah teachers become better equipped to make wise decisions regarding its use in education. They can optimize the potential of technology to enhance the quality of learning while mitigating any negative impacts that may arise, thereby creating a balanced, safe, and productive learning environment for students.

Secondly, the selection and use of appropriate tools: Madrasah teachers are trained to choose and use technology tools that align with their teaching needs and objectives. They judiciously select tools and applications that can help improve the effectiveness of teaching, such as online learning platforms, educational apps, or learning software. In their efforts to enhance their technology usage competencies, madrasah teachers receive comprehensive training in selecting and using technology tools wisely according to their teaching needs and objectives. This training involves not only understanding the various types of tools and technology applications available but also gaining a deep understanding of how these tools can be effectively applied in the context of learning. Madrasah teachers are trained to identify specific needs in their teaching and select the most suitable technology tools to meet those needs. They consider various factors such as student characteristics, subject matter, and learning objectives when choosing technology tools. For example, they may choose an online learning platform that facilitates interaction and collaboration among students, or educational apps that provide content tailored to their curriculum.

Furthermore, madrasah teachers are also trained to use technology tools in the most effective way to achieve learning goals. They learn how to integrate technology tools into existing learning activities, organize learning to suit the needs of students, and leverage technology features optimally to enhance student engagement. Thus, madrasah teachers do not randomly choose technology tools but wisely select the right tools and use them appropriately to achieve the set learning objectives. This helps improve the effectiveness of teaching and creates a more engaging and meaningful learning experience for students.

Thirdly, the application of Ethical and Moral Principles: Madrasah teachers prioritize ethical and moral principles in the use of technology. They ensure that the use of technology does not violate religious values or societal norms, and always treat students and fellow teachers with respect and courtesy in every online interaction (Karimah, 2018). The implementation of ethical and moral principles by madrasah teachers in the use of technology is an important aspect of maintaining the integrity and quality of learning. They understand that technology is not just a tool to enhance learning, but it can also influence the values and behaviors of students. Therefore, madrasah teachers are trained to prioritize ethical and moral principles in every aspect of technology use. One key aspect of implementing ethical and moral principles is ensuring that the use of technology does not violate religious values or societal norms within the madrasah environment. Madrasah teachers always ensure that the materials and activities delivered through technology align with the teachings of Islam and do

not contradict the moral values taught in Islam. They also ensure that the content used does not contain inappropriate or harmful material for students (Sulaikho et al., 2023).

In addition, madrasah teachers always treat students and fellow teachers with respect and courtesy in every online interaction. They maintain a professional attitude and care in every online communication, avoiding behaviors that may harm or demean individuals. They also promote positive attitudes and inclusive culture in the online environment, ensuring that all students feel safe, valued, and supported in the learning process. By applying ethical and moral principles in the use of technology, madrasah teachers not only create a morally healthy and safe learning environment but also help shape students' character in using technology wisely and responsibly. This is important for shaping a generation that can use technology positively and productively in their lives, in line with Islamic values and prevailing social norms.

Fourth, Filtering Information Skills: Madrasah teachers are trained to have skills in filtering and evaluating information obtained through technology. They are capable of sorting out relevant and quality information to support learning, as well as identifying and responding to inaccurate or unethical information. Filtering information skills are critical abilities in the current information era. Madrasah teachers are trained to become experts in filtering and evaluating information they acquire through technology. This includes the ability to sift through relevant, accurate, and quality information, as well as identifying and responding to inaccurate or unethical information.

Madrasah teachers are trained to use various strategies and techniques in filtering information. They learn how to identify reliable sources of information, such as official websites, academic journals, or prominent publications in their field. They also learn how to distinguish between factual information and opinions, as well as understand the difference between balanced news and propaganda. Additionally, madrasah teachers are also trained to identify signs of inaccurate or unethical information, such as lack of sources, narrative bias, or the spread of hoaxes. They learn how to evaluate the reliability of information based on specific criteria, such as source credibility, consistency with other sources, and quality of arguments. They are also trained to identify and respond to various types of cheating or ethical violations, such as plagiarism or data manipulation. By having skills in filtering information, madrasah teachers can ensure that the learning materials they use are the best and most relevant to support learning goals. They can also help students develop the same skills so that they can become intelligent and critical information consumers in their daily lives. This is important to ensure that students not only acquire information but also can evaluate and use it wisely in decision-making and shaping their views of the world (Darojat et al., 2023).

Fifth, creativity in Learning Material Development: Madrasah teachers are encouraged to be creative in developing learning materials using technology. They create learning materials that are engaging, interactive, and relevant to students' needs, utilizing technological features such as multimedia, simulations, and educational games. Creativity in the development of learning materials is an important aspect of IPTEK coaching for madrasah teachers. They are encouraged to use technology in innovative ways to create engaging, interactive, and relevant learning materials tailored to students' needs (Hanifiyah dan Nasruddin, n.d.). Madrasah teachers are taught to think outside the box and create engaging learning experiences using various technological features. They can utilize multimedia such as images, audio, and video to convey information in a more visual and appealing way for students. By leveraging this

technology, teachers can create dynamic presentations, captivating animations, or informative instructional videos (Gunawan et al., 2022).

Furthermore, madrasah teachers are also encouraged to create interactive learning experiences by utilizing technology. They can use interactive features in online learning platforms, such as online quizzes, discussion boards, or student forums, to enhance student engagement and participation in learning (Putra dan Aslan., 2020). This allows students to interact directly with learning materials and with their peers, creating a collaborative and supportive learning environment. Moreover, madrasah teachers can also leverage technology to create educational games and simulations that enrich students' learning experiences (Soelaiman, 2016). They can design games that invite students to play while learning, test their understanding of specific concepts, or simulate real-world situations to enhance students' practical understanding. By harnessing creativity in the development of learning materials, madrasah teachers can create more engaging, relevant, and meaningful learning experiences for students. This helps to increase students' motivation to learn, deepen their understanding of subject matter, and create a more dynamic and student-centered learning environment.

Conclusion

The community service has successfully demonstrated that integrating IMTAQ and IPTEK in the pesantren region of Cianjur Regency can lead to substantial improvements in educational quality and student outcomes. By enhancing technological infrastructure, training teachers, developing an integrated curriculum, and engaging the community, the project has created a sustainable model for modernizing education while preserving religious and cultural values. The positive results and strong community support underscore the importance of continuing and expanding this initiative to further benefit the region. The development of IMTAQ (Islamic morals and ethics) and IPTEK (science and technology) in the pesantren area of Cianjur Regency, West Java, has resulted in several significant conclusions: *Improvement of Learning Quality*; Through the development of IMTAQ and IPTEK, madrasah teachers can enhance the quality of learning by utilizing technology wisely. They are able to create engaging, interactive, and relevant learning materials tailored to students' needs, thereby increasing students' motivation and understanding. *Empowerment of Teachers and Professional Development;* The development of IMTAQ and IPTEK empowers madrasah teachers in their professional development. They are trained to use technology more effectively, develop new skills, and access online learning resources and professional networks to continually improve the quality of their teaching. *Increased School Community Engagement*; The results of the development of IMTAQ and IPTEK also include increased engagement of the school community, including parents and the local community, in supporting development efforts. This creates an inclusive and supportive learning environment, strengthening the relationship between the school and the community. *Inculcation of Ethics and Morals in Technology Use*; Madrasah teachers are trained to prioritize ethical and moral principles in the use of technology. They ensure that technology is used responsibly in accordance with religious values and social norms, thereby creating a morally healthy and safe learning environment.

Thus, the development of IMTAQ and IPTEK in the pesantren area of Cianjur Regency, West Java, makes a significant contribution to improving the quality of learning, empowering madrasah teachers, engaging the school community, and instilling ethics and

morals in technology use. This is an important step in enhancing the quality of Islamic education in Indonesia.

Recommendation

Recommendations for Foundation/Madrasah Leaders:

▪ Encourage Experimentation: Create an environment where teachers and students are encouraged to experiment with new teaching methods and technologies.
▪ Recognize Achievements: Celebrate and reward innovative projects and ideas from both teachers and students to foster a culture of continuous improvement.
▪ Integrate Digital Tools: Use digital tools and resources to enhance lesson plans and make learning more interactive and engaging.
▪ Blended Learning: Implement blended learning approaches that combine traditional teaching methods with online resources and activities.

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