

# Empowering Student's Activity with ICT: Case of Weekly Discussion in University of Darussalam

Muhammad Taqiyuddin<sup>1</sup>, Bagus Yudhistira<sup>2</sup>, Rizki Maulana Fadillah<sup>3</sup>

<sup>12</sup>Department of Arabic Teaching, University of Darussalam Gontor, Jl. Raya Siman No.Km. 6, Dusun I, Siman, Kec. Siman, Kabupaten Ponorogo, Jawa Timur 63471. <sup>3</sup>Qur'an and Tafsir Department University of Darussalam Gontor, Jl. Raya Siman No.Km. 6, Dusun I, Siman, Kec. Siman, Kabupaten Ponorogo, Jawa Timur 63471. Email: <sup>1</sup>taqiyuddin@unida.gontor.ac.id, <sup>2</sup>bagusyudhistira1@gmail.com, <sup>3</sup>rizkibayazedbayazed@gmail.com

**Abstract.** In the Covid-19 era, almost everything was done online. Likewise student discussion activities. At Darussalam University, all students are required to take part in weekly discussions. That is supervised by semester 7 with supervision from the presenters lecturer. This field research collected data on students' weekly discussions, as well as techniques in improving the quality of their literacy. This study resulted in the finding that discussion management can be carried out using an online system. The platform used is Google. Especially drives and email. Google Drive is used as a material bank and discussion reference along with the schedule of the presenters. Google Forms is used for monitoring absent activities and documentation.

**Keywords:** ICT in Islam; UNIDA Gontor; Weekly Discussion; Google Drive; Google Forms

**Abbreviations:** SOP (Standard Operating Procedures)

**Running title:** Empowering student's activity with ICT

## INTRODUCTION

Technology and information can be developed for monitoring activities. In the Covid-19 era, many campuses have applied it. At UNIDA Gontor itself, students keep returning to campus. With various strict health protocols. From the data collection, self-quarantine at home for 2 weeks, rapid test before departure, collective bus departure, and then they can be accepted back on campus. When entering campus, a similar health protocol was applied again: data collection, having to take a bath in the space provided, disinfecting luggage, to health checks and self-quarantine for 2 weeks in each room.

After the series, the campus activities will resume. However, not all of them are face-to-face learning. Because some lecturers are still in the zone that cannot leave. So, they have not been allowed to return to campus. Only a few lecturers who live on campus carry out face-to-face learning. Even with masks and others. Idul Fitri's culture of sowan was also eliminated. Moreover, the goal is for lecturers aged 50 years and over.

However, activities were still held. One of them is the Saturday afternoon weekly discussion. The theme is the Islamization of Science in various perspectives and levels. In accordance with the semester level and study program. All materials have been designed by lecturers from each study program (Pambudi, R, and Rila S, 2019). Of course, in terms of socialization and distribution; back having trouble. So, an online platform is used. This short article attempts to describe the systematics and strategies for using Google's online platform to support the implementation of this weekly discussion.

## MATERIALS AND METHODS

### Study Area

This study covers the technical implementation of the weekly discussion at UNIDA, which is supported by an information technology system. The rationale is to save in

terms of paper usage to reduce gatherings that will cause large crowds. Which in this era really needs to be avoided as much as possible. Because it will increase the risk; even though it has been quarantined and other processes though. Even if forced, the meeting should be held as short as possible and in accordance with the health protocol adopted at UNIDA.

The scope of this study focuses more on information systems management. Which aims to facilitate the delivery of information to students. In this case, it is the acceleration of the dissemination of material and reading materials for weekly discussion; which is held on Saturday every afternoon. In addition, it is also used for the process of implementing activities up to the evaluation stage. It is linearly used management concepts such as POACE (Muhajir. M, et al., 2018; Budi, et al., 2019).

So, from a theoretical study; group discussion is an effective means of deepening material and scientific insights. From another point of view, the quality of the discussion will be determined by the literacy read. This literacy needs to be compiled by presenters who are at least a lecturer. Especially related to mastery of the material. Things that want to be deepened in this study; is about the management of discussion activities supported by Information Technology as a means of disseminating the discussion material in particular, and the effectiveness of the program in general.

### Procedures

This study reveals the strategy for implementing student activities; specifically the weekly discussion. Namely Saturday Afternoon Discussion. This activity must be followed by all students; because it is a deepening of the material around the Islamization of knowledge, according to each level. The first stage is planning: mapping the problems and objectives of the activity. Starting from the preparation of activity legality documents such as a decree to Standard Operating Procedures (SOP) and preparation of socialization materials. Then stepping on student data

validation, discussion material, discussion space, and several instruments to control the implementation of discussion activities through information management (Admin, 2020).

The second stage is implementation. Where, Information Technology-based management is used for activity control. In this case, attendance is the presence of discussion participants and discussion mentors who must

consult the lecturer every two weeks to get discussion material.

The third stage is monitoring and evaluation. Namely, the stages of making an inventory of all problems in the field, evaluation, and input. Especially from several levels; both students, mentors, to organizers of the discussion. The following is also the report to the director and chancellor. A simple flow chart can be mapped as follows:

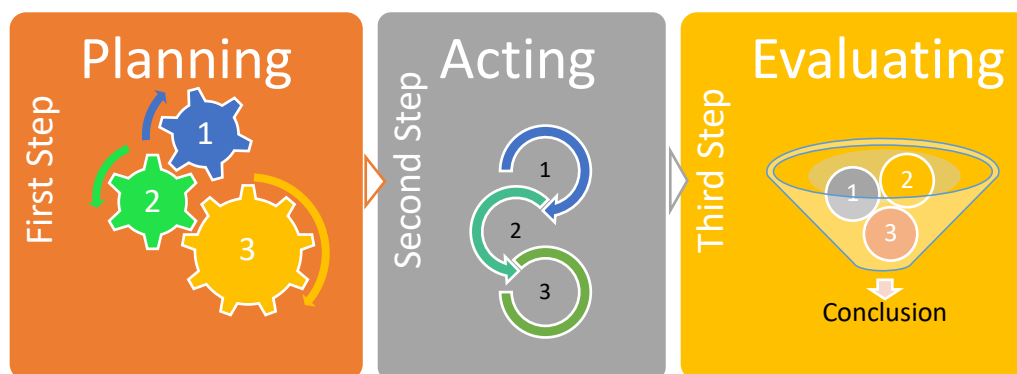


Figure 8: Flowchart on Systematic of Discussion Agenda.

### Data Analysis

Data analysis was carried out descriptively. Namely, the program and details of the discussion activities are disclosed in a systematic form; both charts, flowcharts, and tables. To show the technical components based on Information Technology. So, it can be seen what if there are positive aspects that show the role of Information Technology and its level of complexity. Theoretically, this management technique is similar to the e-learning model in several universities (although different platforms).

## RESULTS AND DISCUSSION

### Result

There are several important keywords in this discussion activity. Where, activities are divided into three stages as described above. Meanwhile at the implementation stage; there are several primary keywords. Namely: mentoring discussions and briefing activities for mentors. Discussion mentors are students in semester 7. While discussion participants are students in semesters 1 to 5. Discussion activities are held every week, namely on Saturday afternoon. In every discussion activity; supervised by a mentor from semester 7. In charge of providing a prologue and epilogue. As well as controlling the activeness of the discussion such as assessing the activeness of the participants, to checking the results of the resume of the material submitted by the participants. Discussion participants make resumes from the reading they review (Admin, 2020).

The discussion mentor was divided into two groups. Because, each mentor guides the discussion every 2 weeks and every 2 weeks they also go to the lecturers who compile the material to get a briefing about the discussion material;

namely related to formulating problem formulations to be solved in particular discussions. As well as preparing a prologue and epilogue in each discussion activity that he leads (Syahru, 2019).

Use of Information Technology in supporting student activities; can be mapped in detail as follows: 1) At the planning stage, the organizer of the activity conducts a survey. Namely on a) data on the distribution of students in the study program; b) activity support facilities; c) scientific materials and their references; d) distribution of tasks and schedules for discussion mentors; e) system test. 2) The implementation stage, the organizer as the admin of the system, must analyze the data obtained from the activity. In particular a) attendance and participation levels of discussion participants and mentors; b) material dissemination, namely the delivery of the material to all participants and mentors; c) problems and evaluations that arise in each discussion session: both mentoring and briefing. 3) The Monitoring and Evaluation stage is carried out every week. Includes: a) attendance recap and active participation as well as writing a resume by participants b) attendance of mentors in guiding discussions and briefings. c) General evaluation of activities each semester. In evaluation activities; some participants are welcome to fill in their impressions and messages. Which, is sent via Google Form in collaboration with Google Sheet and Google Presentation to generate automatic e-certificates that are sent directly to responders (admin, 2020).

### Discussion

Use of the Google platform as infrastructure to empowering students activities; in fact, many have done it abroad. Some of the driving factors, are ideas and campaigns for the urgency of reducing paper use. In particular, in this case are educational institutions and

bureaucracy (Hagit Meishar-Tal and Miri Shonfeld, 2019). What has started to happen in Indonesia is the use of Google Drive to store important files. Among them are the answers from student and student examination results.

Since the appearance of Google Form, many agencies have started to use it as a means of supporting academic activities. Both from seminar registration, to collection of lecture assignments. In this discussion activity, the scheme used is more or less similar to that. Namely minimizing the use of paper, to time and technical efficiency in the field; which is time to be able to maximize the free tools provided by Google.

## CONCLUSIONS

In general, the Google platform used in this discussion includes: 1) Google Drive to store files in the form of discussion materials; 2) Google Sheet to recap and attend mentor briefings. 3) Google Form for attendance and monitoring in the form of certificates. 4) Google Presentation to create e-certificates. Even with all Information Technology-based systems; some manual matters remain. Such as the obligation for permission for those who do not participate in the discussion, writing a resume manually; to the attendance list for discussion mentors who do require a little paper.

## ACKNOWLEDGEMENTS

Researchers are grateful to direktorat Islamisasi Ilmu. Especially, honorable director: Dr. M. Kholid Muslih, M.A

along with the lectures: Nofriyanto, M.Ag; M. Faqih Nidzom, M.Ag; Imroatul Istiqomah, M.P.I; M. Shohibul Mujtaba, M.Ag; Fahman Mumtazi, M.S.I; dan Abdul Wahid, S.Fil.I. along with the staff of students. Period 1442/2020.

## REFERENCES

- Admin. "Diskusi Pekan Mahasiswa." <http://islamisasi.unida.gontor.ac.id/>, 2020.  
<http://islamisasi.unida.gontor.ac.id/archives/406>.
- . "Pembukaan Diskusi Pekan Pusat Islamisasi Ilmu 1438 H." <http://unida.gontor.ac.id/>, 2017.  
<http://unida.gontor.ac.id/pembukaan-diskusi-pekanan-pusat-islamisasi-ilmu-1438-h/>.
- Budi, Abdul Mufid Setia, and Apud Apud. 2019. "Peran Kurikulum Kulliyatul Mu'allimin Al-Islamiyah (Kmi) Gontor 9 Dan Disiplin Pondok Dalam Menumbuhkembangkan Karakter Santri." *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 5,(1): 1–10.
- Meishar-Tal, Hagit, and Miri Shonfeld. "Students' Writing and Reading Preferences in a Paperless Classroom." *Interactive Learning Environments* 27, no. 7 (2019): 908–18.
- Muhajir, Muhajir, and Abdul Mufid Setia Budi. 2018. "KURIKULUM KULLIYATUL MU'ALLIMIN AL-ISLAMIYAH (KMI) GONTOR DAN DISIPLIN PONDOK PENUMBUHKEMBANG KARAKTER SANTRI." *QATHRUNA* 5,(1): 1–24.
- Pambudi, R, and Rila S. 2019. "Manajemen Komunikasi Markaz Islamisasi Dalam Penyelenggaraan Kajian Jumat Malam." *Journal of Islamic Communication* 2, no. 1.
- Syahrul. 2019. "Tingkatkan Keilmuan Mahasiswa Melalui Diskusi Islamisasi Ilmu Pengetahuan." <http://unida.gontor.ac.id/>.  
<http://unida.gontor.ac.id/tingkatkan-keilmuan-mahasiswa-melalui-diskusi-islamisasi-ilmu-pengetahuan/>.