

ABSTRAK

Penelitian ini mengkaji mediasi teknologi digital dalam pembentukan habitus belajar siswa pada kelas digital di MTsN 5 Pidie. Latar belakang penelitian ini berangkat dari perubahan praktik pembelajaran di madrasah akibat penerapan teknologi digital, yang tidak hanya mengubah akses terhadap sumber belajar, tetapi juga memengaruhi kebiasaan mencatat, mencari informasi, mengerjakan tugas, berkomunikasi dengan guru, serta menjaga adab dalam ruang belajar digital. Dalam konteks madrasah, perubahan tersebut menjadi lebih kompleks karena kelas digital berlangsung dalam lingkungan pendidikan yang dibentuk oleh nilai keislaman, adab, disiplin, dan relasi pedagogis guru-siswa. Penelitian ini bertujuan untuk menganalisis bagaimana teknologi digital memediasi pembentukan habitus belajar siswa, mengidentifikasi tantangan dalam merekonsiliasi habitus belajar tradisional dengan tuntutan kelas digital, serta mengkaji strategi dan kebijakan madrasah dalam menghadapi pergeseran paradigma pembelajaran digital. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Lokasi penelitian adalah MTsN 5 Pidie, Kabupaten Pidie, Aceh. Informan penelitian ditentukan secara *purposive*, meliputi unsur kebijakan madrasah, guru kelas digital, siswa peserta kelas digital, siswa non-peserta kelas digital, serta tenaga kependidikan atau tim TIK. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi. Analisis data dilakukan menggunakan model interaktif Miles dan Huberman yang mencakup reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa teknologi digital memediasi pembentukan habitus belajar siswa melalui penggunaan aplikasi Jelajah Ilmu atau Jeli, buku digital, Google, forum diskusi, tugas daring, komputer, dan perangkat digital dalam aktivitas belajar. Siswa mulai terbiasa mengakses materi, mencari sumber tambahan, mengerjakan tugas, dan berkomunikasi melalui platform digital. Namun, habitus digital yang terbentuk belum sepenuhnya mandiri karena masih bergantung pada arahan guru, stabilitas jaringan, perangkat, akun, platform, literasi digital, serta dukungan teknis madrasah. Tantangan yang muncul meliputi gangguan teknis, berkurangnya kebiasaan mencatat, risiko distraksi melalui media sosial dan aplikasi hiburan, kecenderungan belajar instan, penggunaan AI dalam tugas, serta belum meratanya pengalaman kelas digital antara siswa peserta dan non-peserta. Strategi madrasah dilakukan melalui penyediaan sarana, jaringan, perangkat, bantuan teknis, penguatan peran guru, pengaturan etika komunikasi digital, pengawasan penggunaan perangkat, serta penegasan nilai keislaman, adab, disiplin ibadah, dan kejujuran akademik. Penelitian ini menyimpulkan bahwa kelas digital di MTsN 5 Pidie membentuk habitus belajar digital yang bersifat hibrid, terkontrol, dan belum sepenuhnya merata. Dengan demikian, digitalisasi pendidikan madrasah tidak dapat dipahami hanya sebagai penggunaan perangkat, tetapi sebagai proses sosial yang membentuk ulang disposisi belajar siswa dalam arena pendidikan yang sarat nilai, aturan, dan perbedaan akses.

Kata kunci: Mediasi Teknologi, Habitus Belajar, Kelas Digital, Madrasah, Modal Digital, MTSN 5 Pidie.

ABSTRAK

This study examines the mediation of digital technology in the formation of students' learning habitus in digital classes at MTsN 5 Pidie. The study is grounded in changes in learning practices in madrasahs following the adoption of digital technology, which has not only transformed access to learning resources but also shaped students' habits of note-taking, information seeking, task completion, communication with teachers, and maintenance of proper conduct in digital learning spaces. In the madrasah context, these changes are more complex because digital classes operate within an educational environment shaped by Islamic values, adab, discipline, and pedagogical relations between teachers and students. This study aims to analyze how digital technology mediates the formation of students' learning habitus, identify the challenges of reconciling traditional learning habitus with the demands of digital classes, and examine the strategies and policies adopted by the madrasah in responding to the paradigm shift toward digital learning. This study employed a qualitative approach with a case study design. The research was conducted at MTsN 5 Pidie, Pidie Regency, Aceh. The research informants were selected purposively and included madrasah policymakers, digital class teachers, students participating in digital classes, students not participating in digital classes, and educational staff or members of the ICT team. Data were collected through observation, in-depth interviews, and documentation. The data were analyzed using the Miles and Huberman interactive model, which consists of data reduction, data display, and conclusion drawing and verification. The findings show that digital technology mediates the formation of students' learning habitus through the use of the Jelajah Ilmu or Jeli application, digital books, Google, discussion forums, online assignments, computers, and other digital devices in learning activities. Students have begun to develop habits of accessing learning materials, searching for additional sources, completing assignments, and communicating through digital platforms. However, the digital habitus that has emerged is not yet fully independent, as it remains dependent on teacher guidance, network stability, devices, accounts, platforms, digital literacy, and technical support from the madrasah. The challenges identified include technical disruptions, a decline in note-taking habits, the risk of distraction through social media and entertainment applications, tendencies toward instant learning, the use of AI in assignments, and unequal digital class experiences between participating and non-participating students. The madrasah's strategies include providing facilities, internet access, devices, and technical assistance; strengthening the role of teachers; regulating digital communication ethics; supervising device use; and reinforcing Islamic values, adab, worship discipline, and academic honesty. This study concludes that digital classes at MTsN 5 Pidie have formed a learning habitus that is hybrid, controlled, and not yet evenly distributed. Accordingly, the digitalization of madrasah education should not be understood merely as the use of devices, but as a social process that reshapes students' learning dispositions within an educational arena marked by values, rules, and unequal access.

Keywords: *Technology Mediation, Learning Habitus, Digital Class, Madrasah, Digital Capital, MTsN 5 Pidie*