Problematics of the Learning Proces of Islamic Religious Education in Junior High Schools

Tomi Pradmi[1], Nelly Izmi[1], Fatimah[2]

[1]STIT Ahlussunnah Bukittinggi, Indonesia
[2]STAI Yayasan Tarbiyah Islamiyah (YASTIS) Lubuk Bagalung Padang, Indonesia

✉ tpradmi@gmail.com.ac.id *

Abstract

This research aims to determine the planning, implementation, and evaluation carried out in Islamic Religious Education learning. This research uses a qualitative method with a descriptive approach, namely describing the conditions that occur in the field as they are. The data sources in this research are Islamic Religious Education teachers, students, and the principal of Palembayan 01 Junior High School. Data collection techniques were carried out by means of interviews, observation, and documentation. Meanwhile, the sampling technique is using snowball sampling. The analysis results show that; i) learning strategy planning is less than optimal, including planning in learning objectives, choosing teaching materials that focus on book material without looking for additional references, learning techniques that are less varied, only using lecture and question and answer techniques, poor class management, ii) implementing strategies Islamic Religious Education learning is not consistent in carrying out the steps in using strategies, only using direct, expository learning strategies which are according to one's own wishes, discussions focused only on activity, iii) forms of learning evaluation questions given in the form of tests and non-tests, questions that less interesting because there are no pictures or tables, relying on questions. The results of this research can be used as initial data for future researchers to study in different contexts and studies.

INTRODUCTION

Education is concerned with instilling knowledge, attitudes, beliefs, skills, and other aspects of behavior in the younger generation (Boca & Saraçli, 2019). Education is the process of teaching and learning patterns of human behavior in accordance with society's expectations (Priporas et al., 2017). Said that education functions to form character, personality, and civilization that is dignified in life and life, or in other words, education functions to humanize humans. Indonesian education in the era of globalization aims to train a new generation that is able to compete in the field of communication and information technology. Education in Indonesia should not only develop extraordinary talents in the field of general knowledge but also develop people with a high national spirit who can practice

religious values, so that wherever they are they can always provide services and not violate religious rules, when that is, education plays a role in delivering the future of the nation through programs for the formation of human qualities and identity (Suharno et al., 2020).

The learning strategy carried out by a teacher must be in accordance with the conditions and needs of students (Khoiriyati et al., 2021). Environmental conditions and teacher professionalism influence the Islamic religious learning strategies that are applied, learning strategies and techniques influence students' interest and motivation to learn. Therefore, in an effort to improve the quality of education, teachers are a component of human resources that must be nurtured and developed continuously (Ikhwan et al., 2020). In reality, teachers still use the old paradigm regarding the teaching and learning process, namely: teachers dominate learning, and students are conditioned to passively receive knowledge. Teachers position themselves as sources of knowledge and students as absorbers of knowledge, just waiting for the transformation process from the teacher.

Then provide a response in the form of solving the questions given by the teacher (Osborne, 2014). Teaching and learning activities will not run without students, because it is students who need teaching, not teachers states that students are developing organisms that need guidance and assistance from adults (Thistlethwaite et al., 2012). Learning is a process of transferring information from teachers to students (Hattie, 2015). Therefore, learning is a teacher's effort to provide teaching and involve students in studying learning activities in an effective and efficient way (Myhill et al., 2012). Teaching and equipping students with knowledge, apart from that, teachers also educate them so that they can be independent and develop their talents, and instill virtue in their souls on the path of truth so that they do not commit acts that deviate from Islamic teachings.

Meaning: *There should be among you a group of people who call to virtue, enjoin what is good, and forbid what is bad.*

A well-thought-out strategy to determine the results of education can produce quality students who can compete in the scientific field, providing benefits to themselves and their environment because if no one has knowledge, they will be further away from quality people (Efendi et al., 2019). Meanwhile, in the Islamic religion, it is highly recommended to deepen knowledge so that they are able to encourage goodness and prevent evil (Basir et al., 2021).

METHODS

This research is descriptive field research (Jurmu et al., 2013). Qualitative descriptive research is where researchers try to describe, explain, and interpret events according to facts obtained from the population and samples in the field using a descriptive qualitative approach, placing objects as they are, according to their original form. The data produced from qualitative research is descriptive data in the form of speech, writing, and behavior of people observed so that real facts can be obtained from Islamic Religious Education. Thus, the research report will contain data quotations to provide an overview of the presentation of the report. The data may come from interview scripts, field notes, photos, videos, personal documents, notes or memos, and other official documents (Reyes et al., 2021). In other words, in descriptive research, researchers want to describe certain symptoms or characteristics to find or explain the relationship between variables and describe what they are (Colorafi & Evans, 2016). Through a descriptive qualitative approach, the researcher attempted to find out more about the implementation of Islamic Religious Education learning strategies at Palembayan 01 Junior High School (Asmaldi et al., 2022; Febriani et al., 2022; Zamzami, 2021). The snowball sampling technique is used to obtain more accurate data starting from someone who knows more about the

conditions in the field and continuing to others until the Islamic Religious Education data reaches the saturation point (Naderifar et al., 2017).

RESULT AND DISCUSSION

Strategic planning in the learning process is very important because planning is the preparation that must be prepared by teachers in providing learning with various forms of preparation, starting from teaching materials, methods, media, and others that can support the achievement of learning objectives. Learning planning as an activity projects what actions will be carried out in a teaching and learning process, namely by coordinating learning components, so that the direction of activities, the content of activities, how to convey Islamic Religious Education activities, methods and techniques, as well as how to measure them become clear and systematic (Gaziano et al., 2016). Learning planning contains a series of activities that must be carried out to achieve Islamic religious education goals. Therefore, learning planning becomes a guide in implementation, so that it can be directed and run effectively (Frye & Hemmer, 2012).

Teaches students according to the curriculum that has been created but does not add any other planning in addition to the existing curriculum, so that the learning process can attract students' attention, but other activities cause her to only use the existing planning, there is no other planning in the formulation of objectives In learning, only the curriculum is used so it is difficult to make the class conducive (Gaziano et al., 2016). When one of the students is reprimanded, they remain silent for a moment. However, it didn't take long for the class to become noisy again, which made him care less and continue with the lesson without paying attention to the noisy students. In general, there are several steps in selecting teaching materials (Tomlinson, 2012). Namely identifying aspects contained in competency standards and basic competencies that are used as a reference for selecting teaching materials, identifying types of teaching materials, selecting teaching materials that are in accordance with competency standards, basic competencies that have been identified earlier, and choosing sources of teaching materials (Caena & Redecker, 2019).

Planners selecting teaching materials do not identify the learning aspects that will be provided so that there are no other books to support in explaining the learning material so that the material presented in Islamic Religious Education cannot be developed resulting in a lack of mastery of the material and the delivery of Islamic Religious Education is monotonous, when Teachers have lots of references, of course the way of delivering Islamic Religious Education is interesting and easy to understand. A teacher must have a plan for arranging the steps in learning so that the learning process can be well-directed in accordance with expectations. The learning techniques used by teachers in implementing a specific method are less varied, for example using the discussion method, it is necessary to use different techniques in classes where students are classified as active compared to classes where students are classified as passive (Scherer et al., 2019).

Teachers only use lecture and question-and-answer methods, even though a teacher must have other techniques that can attract students' attention and also be easy for students to understand the material presented by Islamic Religious Education. Teachers use the right methods (Zakirman et al., 2019). Class management is used as a reference for teachers to condition the class to create an effective and enjoyable class. The learning planning carried out by the teacher was not optimal because it only relied on existing materials, there was no teacher innovation and creativity in making a learning plan which ended up being monotonous. In fact, a teacher should be able to innovate and be creative in making a learning plan, whether in terms of communication or the way of delivering Islamic Religious Education material, choosing teaching materials that are relevant and

interesting so that they appeal to students (Beghetto & Kaufman, 2014).

Preparing the steps to be taken and anticipation in class when the first plan cannot be implemented, use a variety of techniques so as not to make students bored according to the student's condition. For example, if the lecture technique is not effective, then switch to other techniques such as assignment techniques or others, as well as classroom management which determines the achievement of Islamic Religious Education from the teaching and learning process which the teacher must be able to carry out, of course in a way that can create a calm classroom atmosphere. Implementation of learning is an activity that has educational value, educational value colors the interactions that occur between teachers and students (Tang & Hew, 2017).

The interaction has educational value if the learning implementation is directed towards seeking Islamic Religious Education with certain objectives that have been formulated before the learning implementation begins (Goldie, 2016). In implementing learning strategies, of course, there are steps that must be prepared, such as the steps used in implementing direct learning, which are part of the learning strategies that are often used by teachers. Direct learning is an instructional approach that is structured, sequential, and led by the teacher, and the presentation of material to students by the teacher is carried out by means of demonstrations or lectures. In other words, the teacher directs the learning process or carries out instructions to students. Meanwhile, expository learning is a learning strategy that emphasizes the process of conveying Islamic Religious Education material verbally from one person to a group of students with the aim that students can master the subject matter optimally (Haryanto & Arty, 2019).

In the research that the author conducted, the implementation of direct learning or expository learning rarely explains the learning objectives even though these objectives are also what Islamic Religious Education will achieve by students, so there is a desire to achieve Islamic Religious Education learning objectives, discussion methods that are rarely applied may require a lot of time from lectures, but this method can improve critical thinking. The discussion method is a learning method that confronts students with a problem. The main aim of this method is to solve problems, answer questions, and understand students' knowledge, as well as to make decisions. Applying the discussion method, while this discussion method is a method that is very easy to use, and trains students to express their opinions based on their knowledge, this discussion method can shape students' abilities (Fletcher, 2017).

Apart from being able to think, it also shapes students' character in leading groups so that discussions can run well. Contextual learning strategies by only relating them to real conditions in everyday life do not carry out the steps they should, such as provoking students' knowledge of something they have experienced, learning strategies cannot record Islamic Religious Education's true goals when it is not in accordance with the steps even though in With this strategy, teachers can create conditions that are fun and attract students' attention. The learning process can be known through the evaluation of the learning strategy itself, learning evaluation is an activity in the form of measurement and assessment, processing, and interpretation to make decisions about the level of learning outcomes that have been achieved in Islamic Religious Education (Pedaste et al., 2015).

Students or students after carrying out learning activities in class in an effort to achieve Islamic Religious Education learning objectives that have been previously determined (Hasan, 2012). In the author's research regarding taking grades or evaluating lessons by providing independent training, daily tests, and practical exams, for students who have low grades, remediation will be carried out, apart from that the teacher also assesses their daily attitudes and behavior, especially at school if

there are those who have Low marks due to lack of understanding so explained again. The assessment process has procedures that must be carried out by the teacher, determining the objectives of the assessment, creating assessment grids, assessment instruments, and assessment analysis so that with these assessment procedures the evaluation carried out can be accurate and effective (Olofsson et al., 2014).

The assessment procedure carried out by the teacher is based on the existing syllabus and learning implementation plan (Gunawan, 2017). Every time he gives a lesson, the learning implementation plan and makes an assessment grid, the assessment procedure is no longer a difficulty for the teacher because it is already provided in the curriculum. Procedures for assessing results and assessing processes already exist, but teachers have not developed them into a form that suits the students' conditions. Creating questions is one of the teacher's tasks in testing students' abilities, namely creating questions that are in accordance with Islamic Religious Education material. Based on the statement above, it can be concluded that teachers only rely on old questions, not updating new, more interesting questions (Tofade et al., 2013).

CONCLUSION

This research reveals that the planning of Islamic Religious Education learning strategies at Junior High School 01 Palembayan is only based on the existing curriculum, less than optimal planning, lack of motivation for students when starting lessons, and monotonous learning techniques. The implementation of the learning strategy for Islamic Religious Education at Junior High School 01 Palembayan is less consistent in carrying out the learning steps that must be carried out, and the method used is in accordance with one's own wishes so that the learning objectives are not achieved by Islamic Religious Education. There are several forms of evaluation of Islamic Religious Education at Junior High School 01 Palembayan in the assessment process, namely tests and non-tests. Making questions based on old questions is less interesting because there are no pictures or language that can encourage students to take the exam. So this research can at least be continued by further researchers with different objects for the sake of perfection of this research.

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