



# Implementation of Da'wah Methods in Islamic Education Learning

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## Abstract

This research aims to determine the preparation of preaching methods in Islamic religious education learning which is used in implementing the preaching method in learning Islamic religious education at Junior High School 3 Tigo Nagari, Pasaman Regency. Then to find out the presentation of the preaching method in learning Islamic religious education at Junior High School 3 Tigo Nagari, Pasaman Regency and to find out the supporting and inhibiting factors in learning Islamic religious education at Junior High School 3 Tigo Nagari, Pasaman Regency. This research uses a descriptive qualitative approach. Data collection techniques: observation, interviews, and documentation. After all the data was collected, the author carried out classification, editing, and adjustments to the character and type of each data, then filtered it into a final conclusion. Based on the results of research conducted by the author, it shows that the implementation of the Preaching Method in Islamic Religious Education Learning at Junior High School 3 Tigo Nagari Pasaman Regency can be seen from various aspects including the Preparation of preaching methods in learning Islamic religious education, namely by impromptu method, memorization method, note reading method, and extemporaneous method. The presentation of the preaching method in Islamic religious education learning is so that the delivery of the material can run smoothly as the implementation of the preaching method is the delivery of learning material by means of speaking so that the lecture is quality as a learning method. Conduct evaluations to determine students' ability to master the learning material that has just been presented or given.

## INTRODUCTION

Education is one of the basic rights of humans as humans who are gifted with reason. Education is a means that occupies an important position in producing a generation of people who are intelligent and have high intellectual potential. The need for education is very necessary, especially in shaping a person's character (Agboola & Chen, 2012). In realizing the goals of Islamic religious education in a formal institution, teachers are one of the things that are the main foundation for making it happen. Teachers as educators are figures, role models, and identification for students and their environment (Goldie, 2012). So learning is a planned effort to

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manipulate learning resources so that a learning process occurs among students. Learning can also be interpreted as an activity or effort to teach students.

Learning methods greatly determine the success of students in studying. Method is a method or path that must be followed to achieve a certain goal. This is one effort that should not be abandoned by teaching staff to understand the position of methods as one of the components that contribute to the success of learning activities. For this reason, teachers must have sufficient knowledge about learning principles as a basis for designing teaching and learning activities, one of which is choosing the right method in the learning process (Shulman, 2013).

In the learning process, teachers must have strategies so that students can learn effectively and efficiently. Teaching methods are used to motivate students to be able to use their knowledge to solve a problem they face or answer questions with the aim of making students able to think and express their own opinions in dealing with all kinds of problems (Hsieh et al., 2017). The use of methods has a big influence on the growth and development of students' creativity and interest in learning in all subjects that will be recommended, especially in Islamic religious education subjects.

Metode preaching is a method that often makes students feel less interested in taking part in ongoing subjects. This method in a teaching and learning process is very important because it is a true and solid appreciation and understanding as well as correct understanding and insight. This will happen if the teaching is carried out correctly, effectively, and efficiently and is shown not merely to understand a concept but is continued by understanding and practicing it (Scheeler et al., 2012). Preaching method Indeed, it cannot be separated from the learning process, therefore its use must be balanced with other methods so that students do not feel bored when learning takes place.

The application of this method has several objectives, including, making it easier for students to concentrate in following the learning process, making it easier for students to know the purpose of the lesson material, to improving student learning outcomes in learning Islamic religious education. Applying this method will also make students less active in participating in the teaching and learning process, and students only receive explanations from the teacher without any communication between educators and students (Hew, 2016).

There are several studies that are considered relevant to research on the Implementation of the Preaching Method in Islamic Religious Education Learning, both in the form of essays, journals, and theses, including i) Application of the Lecture Method in Understanding Employment Lessons in class VIII Madrasah Tsanawiyah Hasanah Pekanbaru. Based on the results of the research that has been carried out, researchers can draw conclusions, namely, the application of the lecture method can increase and deepen knowledge of employment material for students in class VIII at Madrasah Tsanawiyah Hasanah Pekanbaru (Anwar et al., 2017, 2022; Febriani et al., 2022; Ramli et al., 2017; Sartika et al., 2020; Syafril & Yaumas, 2017; Zamzami, 2021).

This can be seen from the percentage obtained before action was taken, namely that there were only 19 students, or 63.33% who achieved the score. ii) Raden Rizky Amaliah: Application of Lecture and Discussion Methods in Improving Islamic Religious Education Learning Outcomes in 44 Jakarta High Schools. The results of the research show that the lecture method applied from a cognitive perspective has increased, from an affective perspective students can receive lessons well, and from a psychomotor perspective, students can be involved quite actively. The learning outcomes of students who applied the discussion method, from a cognitive perspective, decreased at the third meeting, from an affective perspective students could receive learning quite well, from a psychomotor perspective students

could be actively involved (Fraser et al., 2012).

Implementation of the lecture and question and answer method on the effectiveness of Muhammadiyah education learning at the Muhammadiyah Elementary School in Depok. The results of the research show that the implementation of the lecture and question and answer method in the Muhammadiyah subject at the Depok Muhammadiyah Elementary School can be applied and has good effectiveness for classroom learning because it is combined with the storytelling method (Yang & Wu, 2012).

In existing research, researchers have not found research problems that are exactly the same as the research title regarding the Implementation of Preaching Methods in Islamic Religious Education Learning at Junior High School 3 Tigo Nagari, Pasaman Regency (Paap et al., 2015). Where the author's research is a qualitative descriptive researcher who describes the preparation of preaching methods in learning Islamic religious education, presenting the preaching method in learning Islamic religious education, inhibiting factors, and supporting factors in learning Islamic religious education at Junior High School 3 Tigo Nagari, Pasaman Regency (Aini et al., 2019; Anwar et al., 2017; Febriani et al., 2022; Khoiriyati et al., 2021; Yuslia et al., 2021).

## METHODS

This research uses a qualitative descriptive qualitative approach, which is a method in which it is implemented to collect and analyze data along with current conditions. Data collection techniques: observation, interviews, and documentation. After all the data was collected, the author carried out classification, editing, and adjustments to the practices and types of each data, then filtered it into a final conclusion.

## RESULT AND DISCUSSION

Preparation of preaching methods in Islamic religious education learning is as follows: impromptu Method, in learning Islamic religious education teachers use this method because this method is carried out without any preparation before starting the lesson and the language used is short and clear, so it is not boring. Memorization method, this method is used because this method is done by preparing the material before starting learning (Sylve et al., 2012). In this method, the teacher prepares the materials that will be given to the students. The rote memorization method used by teachers in learning is to provide an activity that can be carried out to stimulate basic abilities in students so that they can grow and develop optimally by providing learning tasks to improve intellectual, emotional, spiritual, social, and interaction. with students to encourage courage in students and act as someone to help.

Note reading method, a method used in learning Islamic religious education by reading texts. This method seems boring because in general there are still many things that are rigid, in this method, the teacher does not use a special design in learning because in this method what is used in the teaching and learning process is a guidebook, and so on. Extemporaneous Method, in this method Islamic religious education teachers use this method because they only write down the main points or note down the important points. In this extemporaneous method, the design used is to create a learning framework, such as creating content or important points that will be conveyed to students by the teacher (Scanlan et al., 2016).

This presentation stage is the stage of delivering learning material in a good manner so that the material delivered is of high quality as a learning method. The teacher must maintain students' attention so that they remain focused on the learning material being delivered. This presentation will be well structured if it is implemented well for students, then the learning will be easily accepted by students. The

implementation of this method is: the class atmosphere runs calm because the students are doing the same activities, so the teacher can supervise the students at the same time. It doesn't require a lot of energy or a lot of time, in a short time students can receive lessons at once (Gelles et al., 2020).

Lessons can be carried out quickly because in a little time, you can explain a lot of material (Roach, 2014). Flexible in the use of time and materials, if there are a lot of materials and limited time, you can discuss the main issues. As for implementing the preaching method these are as follows: preparation stage, at this stage a teacher will make preparations before starting learning, namely by determining the basic competencies to be achieved, preparing tools to clarify the material, creating relationships with students, and attracting students' attention.

Presentation stage, in this stage a teacher must pay attention to students from the beginning to the end of the lesson, so that students remain concentrated on the lesson, present the lesson systematically, generate continuous learning motivation during teaching and learning activities, and use learning media that is appropriate to learning objectives. This presentation stage is very important because it can direct the teacher to design a learning method that is liked by students (Gilboy et al., 2015).

The closing stage is an activity carried out by the teacher to determine the achievement of goals and students' understanding of the material that has been studied, as well as ending the learning activity. This activity is usually carried out after the learning process has been given to students, with the aim that students can understand all the content of the lesson material that has been given (Mercer & Howe, 2012).

## CONCLUSION

The presentation of the preaching method in learning Islamic religious education at Junior High School 3 Tigo Nagari, Pasaman Regency in the process of delivering the material so that it runs smoothly. The implementation of the preaching method is that the class atmosphere runs calmly because the students are carrying out the same activities so that the teacher can supervise the students at the same time, it doesn't require a lot of energy and a lot of time. In a short time, students can receive lessons at once, and lessons can be carried out quickly because in a small amount of time, a lot of material can be explained, and it is flexible in the use of time and materials. In implementing the preaching method, there are several forms of implementation, namely the preparation stage, presentation stage, and closing stage.

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