Problems of Learning Islamic Education in Junior High Schools

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Abstract

Islamic Education is a science that is taught to students on the basic of the Qur'an and Hadith, but in reality, there are still students who have difficulty understanding the learning of Islamic Religious Education. This study aims to find out what are the problems of learning Islamic Education at Junior High School 3 Ulakan Tapakis. This study uses a qualitative method with a case study. Data sources were taken from twelve informants through direct interviews using a set of interview protocols. The results of these findings found that there were three learning problems in Islamic Education at Ulakan Tapakis 3 Public Junior High School. The three problems are: i) low pedagogical competence, ii) limited study time, and iii) inadequate learning aids. The results of these findings can be used as initial data for future researchers to examine this issue in the context of different issues.

INTRODUCTION

Education is an obligation in human life because education is the main key to creating people who are experts in various fields. According to, education is a form of fostering personality aspects to become even better which involves teachers and students. Thus education is expected to be able to form responsible human beings and human experts in their fields. With education, it is hoped that it will be able to form active, creative, innovative, and independent human beings so that they can compete globally (Raihany et al., 2022).

States that Islamic Education is a part of education that contains moral and religious values. According to, Islamic Education plays an important role in preparing quality young people to be able to compete globally on a foundation of good faith and morals. Argument that Islamic Education is a process of activities carried out by teachers to strengthen students' faith and piety toward God Almighty. Islamic Education can be applied to daily activities. According to, Islamic Education is a science that is given to students so they can achieve an organized and directed life in order to get happiness in the world and the hereafter. Islamic Education can be interpreted simply, namely education that has comprehensive teachings that aim to live in the world and in the shereafter (Budiman, 2013).

The learning of Islamic Education is an activity carried out by a teacher to strengthen the faith and increase the students' piety towards Allah SWT in everyday life. According to the implementation of Islamic Education learning in formal educational institutions aims to increase knowledge and increase the faith and experience of students regarding the teachings of Islam so that they become people who are pious, have faith, have noble morals and have knowledge in daily life (Zuhri, 2017).

The implementation of Islamic Education in formal educational institutions in Indonesia still experiences many obstacles and problems. According to the constraints or problems of learning Islamic Education are inseparable from the components of education. Educational components include curriculum, media, learning methods, evaluation, and so on (Cahyadi, 2019).

Based on the observations and interviews that the authors have carried out, there are still problems in learning Islamic Education at Ulakan Tapakis 3 Junior High School, this occurs due to teacher weaknesses in teaching, limited time allocation for learning, and inadequate learning media. This fact shows that the learning objectives of Islamic Education at Ulakan Tapakis 3 Junior High School have not been achieved, this is due to the teacher's teaching methods or methods that are not appropriate, learning facilities or media limited, the environment is not supportive and so on (Pecorari & Petrić, 2014).

Previous researcher states that the high rate of plagiarism in the academic community nowadays is proof that intellectuals such as students, professors, teachers, professionals were no longer uphold the principles of honesty and ethics in creating their original scientific work (Murniyetti et al., 2016).

The act of plagiarism in the academic community does not only occurred in academic community at Asian countries, especially Indonesia, but also occurred in academic community of America and Europe. As example, the studies conducted by, the results concluded that the research towards undergraduate students found that 30% of all respondents have conducting plagiarism in accomplishing their coursework. And the other 70% have ever conducted plagiarism in varied forms such as, taking the work of others, taking the main idea of another person's which then modify the outcome as his own idea and took the person's writing without including the source (Sentleng & King, 2012).

The study of, towards 425 students have concluded that, 40% of students have been using service provision ads to fulfill their college coursework. 12% of students have requested other students to complete their coursework and 21% of students claim to submitted a coursework completed by their friend, the results conclude that the factor of plagiarism are that students do not know and not well informed about what forms of action are considered as plagiarism. So that the behavior of plagiarism so freely happening among students when accomplishing the coursework or scientific papers during the course (Elkhaira et al., 2020).

According to former Minister of National Education of Indonesia, the high rate of plagiarism in the academic community in Indonesia shows the lack of character, culture, and moral education in the academic community. The character education of such honesty, love of knowledge, respect for others, responsibility, hardworking should be instilled in early age. According to previous research, the character values which are instilled early in elementary school would imprinted on someone mind into his adult life. That is, with the instilment of character values such as honesty, respect for others, responsibilities were expected to bring changes to the future of education in Indonesia (Breen & Maassen, 2005).

METHODS

This study uses a qualitative method with a case study (Febriani et al., 2022; Rahman et al., 2018; Sabrina et al., 2022). Data sources were taken from twelve informants through in-depth interviews who were selected using the technique of purposive sampling, while the selected informants met four criteria including being active in the field being

studied, having the competence to understand well the problems being studied, having time to provide information to researchers and being honest in providing information according to data and facts that occurred in the field. Research data was taken through direct interviews with all informants using a set of interview protocols. To meet the criteria as informants, all informants consisted of two Islamic Education teachers and ten active students at Junior High School 3 Ulakan Tapakis. After the interview is completed, the next step is to carry out the transcription process, then the writer takes themes that are in accordance with research needs (Akhsanulkhaq, 2018; Mutathahirin et al., 2022).

RESULT AND DISCUSSION

Based on the results of observations and interviews that the author has conducted with twelve informants, the findings from this study are three problems of learning Islamic Education at Junior High School 3 Ulakan Tapakis. These three problems can be seen in Figure 1, below:
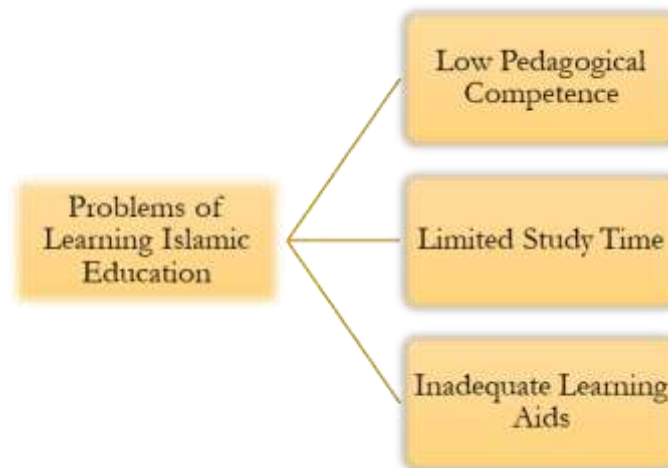

Fig 1. Description of the Problems of Learning Islamic Education

Based on Figure 1 above, the author can explain that after conducting observations and interviews with informants, there are three problems in learning Islamic Education at Ulakan Tapakis 3 Public Junior High School. The three problems include: i) weaknesses in teacher pedagogical competence, ii) limited learning time, and iii) inadequate infrastructure such as projectors and supporting books. In order to make the results of the research and discussion in this article easier to read and understand, the authors will present excerpts from interviews with informants based on the three problems of learning Islamic Education as described above. The interview excerpts that the author will describe are excerpts from short statements from informants when conducting interviews. Although the interview excerpts were submitted by the informants in slightly different editorials, they actually have more or less the same aims and objectives (Helmi, 2016).

First, weakness of teacher pedagogic competence. According to the informant, the problems of learning Islamic Education that occurred at Ulakan Tapakis 3 Junior High School included the teacher's weakness in teaching, namely the use of monotonous learning methods. Related to the first theme as excerpts from the interview in the below.

> ...the teacher's teaching methods are not varied so that students feel bored (Informant 3). ...the teacher pays little attention to students who do not understand some learning material and continue the material without repeating the previous material (Informant 7).

Second, limited study time. As it is known that the learning hours of Islamic Education in public schools, especially in junior high schools, are very limited, namely two hours of lessons. According to the informant, the implementation of Islamic Education learning at Ulakan Tapakis Junior High School 3 was less effective. Related to the second theme is the interview excerpt in the below.

> ...Islamic Education learning hours are very limited, namely two hours of lessons a week

(Informant 2). ...sometimes the teacher comes late to class so that the lesson time is less effective (Informant 4).

Third, Infrastructure such as projectors and supporting books are inadequate. According to the informant, the problem of learning Islamic Education at Ulakan Tapakis 3 Junior High School is that the learning media is inadequate it can hinder the learning process. Related to the third theme as excerpts from the interview in the below.

...learning books for students are less compared to the number of students (Informant 6). ...there is no projector to display material in front of the class (Informant 1).

Regarding the problems of learning Islamic Education at Junior High School 3 Ulakan Tapakis, the findings of this study reveal three problems of learning Islamic Education at Junior High School 3 Ulakan Tapakis. In order to make it easy to read and understand the results of these findings, the authors will discuss them based on the theories and opinions of previous researchers who discussed the context of problems and issues that were more or less the same (Anam, 2021; Hidayah, 2018).

First, Weaknesses of teacher pedagogic competence. Based on the results of the interviews, the authors carried out the weaknesses of teacher pedagogic competence in teaching in class, namely the method of teaching teachers who only convey material without paying attention to students in class. The role of the teacher is the key to success in developing educational and teaching missions in schools besides being responsible for organizing, directing, and creating a conducive atmosphere that encourages students to carry out learning activities in class. Teacher teaching skills have a big influence on educational outcomes (*output*). According to, teacher skills in teaching are the most dominant factor in efforts to transfer knowledge to students because it can overcome student boredom in learning, so as to create a creative and fun learning atmosphere (Guswanti & Satria, 2021).

Classifies teaching methods that can be implemented by teachers as follows: lecture method, question and answer method, discussion method, demonstration method, and problem-solving method. However, the facts occur in the world of education so far the learning of Islamic Education is still dominated by cognitive aspects only. argues that so far learning in the classroom mostly still uses an approach teacher-centered namely teacher-centered learning with the lecture teaching method so that students become passive in class (Isnaini et al., 2019).

The lecture method is the method most used by teachers in delivering the subject matter in class, the selection and determination of teaching methods in the classroom are influenced by several factors, including students, learning objectives, classroom situations, facilities, and teacher competence. Therefore, it is expected for Islamic Education teachers to be able to master the right learning techniques, patterns, and strategies so that they can create active, creative, and enjoyable learning (Susiana, 2017).

Second, limited study time. Determining the allocation of learning time is basically determining the effective week in each semester in one school year. According to, the time allocation plan functions to find out how many hours of effective time are available to be used in the learning process in one school year. This is necessary to comply with competency standards and minimum basic competencies that must be achieved in accordance with the formulation of predetermined content standards. According to, teachers must be able and strive to realize a learning outcome goal, especially learning Islamic Education within a limited time allocation. With the limited allocation of learning time, the teacher must be able to manage and pay attention to the time from preliminary to closing activities which require sufficient time to convey learning material (Arafat, 2020).

Third, infrastructure such as projectors and supporting books are inadequate. Learning media is a means used as an intermediary to channel messages, and stimulate the thoughts, interests, and willingness of students so that they can encourage the learning process in students. Learning media can help provide students with an understanding of a particular concept, especially abstract material concepts. Learning media is very important in the teaching and learning process because the media as an intermediary can explain

material that is not clear (Engkizar, et al., 2018).

CONCLUSION

The results of these findings are that there are three problems with learning Islamic Education at Junior High School 3 Ulakan Tapakis, namely weaknesses in teacher pedagogical competence, limited learning time, and inadequate infrastructure such as projectors and supporting books. The role of Islamic Education in achieving national education goals is very important because the goals of Islamic Education are one of the goals of national education. The implementation of learning Islamic Education in formal educational institutions in Indonesia is still very much experiencing problems or problems. Constraints or problems in learning Islamic Education in Indonesia cannot be separated from the components of education. Educational components include curriculum, infrastructure, learning methods, evaluation, etc. It is hoped that this research can be used as a basis or reference for subsequent researchers to examine this issue in different contexts and issues.

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