



Islamic Religious Education Teacher Learning Methods During the Covid-19 Pandemic Period in Junior High Schools

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Abstract

The Islamic Religious Education learning method is an important component of learning. In providing learning materials the teacher must have preparation so the teacher must know the appropriate learning methods to apply when teaching. The purpose of this study was to find out what learning methods were applied at Sijunjung 19 Public Junior High School during the Covid-19 pandemic. This study used a qualitative method with a case study approach, data sources were taken from sixteen informants consisting of teachers and students through direct interviews using a set of interview protocols. All data were analyzed thematically using NVivo 12 software. The research findings show that there are three Islamic Religious Education learning methods that are often applied by teachers, namely: i) Lecture method, ii) recitation, and iii) group discussion.

INTRODUCTION

The learning method is a method used to implement plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally [Sutton, \(1990\)](#) . According to [Satriani, \(2018\)](#), learning methods can be interpreted as specific ways or patterns of utilizing various basic principles of education as well as various techniques and other related resources so that the learning process occurs in students. The learning method is a technique that is mastered by educators or teachers to present subject matter to students in class, both individually and in groups so that subject matter can be absorbed, understood, and utilized by students properly ([Bloom, 1984](#)).

Meanwhile [Mezirow, \(1981\)](#), argument that the method is a way to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives. Meanwhile, according to [Cochran et al., \(1993\)](#) the learning method is a method or system used in learning that aims to enable students to know, understand, use, and master certain subject matter. educational goals in general and school learning goals in particular, especially in Islamic Religious Education subjects. According to [Nasir et al., \(2021\)](#) Islamic Religious Education is an effort that is more specifically emphasized to develop the nature of Diversity By looking at the importance of learning methods as a determinant of learning success, teacher are expected to be able to apply learning methods

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in order to achieve (religiosity) of student subjects so that they are better able to understand, appreciate, and practice Islamic teachings. Meanwhile, according to [Ayuningsih et al., \(2020\)](#), Islamic education is an effort to guide, direct and foster students who are carried out consciously and planned so that a main personality is developed in accordance with the values of Islamic teachings.

Teachers must have the ability to develop learning with various strategies, models, and learning methods so that learning is more effective, memorable, and enjoyable, especially in Islamic education [Arifin, \(2018\)](#); [Febriani et al., \(2020\)](#); [Murniyetti et al., \(2016\)](#); [Prasetyo et al., 2020](#); [Ramli et al., \(2017\)](#). To be able to carry out Islamic Religious Education and achieve its learning objectives, teachers need to apply appropriate learning methods. In this discussion, the author will focus on the learning methods of Islamic Religious Education that were applied at the 19 Sijunjung Junior High School during the Covid-19 pandemic.

It is known that there are several kinds of learning methods in outline methods that are often used in learning Islamic Religious Education, including lectures, questions, answers, discussions, giving assignments, experiments, demonstrations, tutorials or guidance, and problem-solving [Alberts, \(2010\)](#). Teachers who have competence, if they are able to choose the right methods and media in learning Islamic Religious Education which have their own characteristics, will be able to present a lesson in a solid blend [Budiman, \(2013\)](#). The religious education method according to Al-Ghazali in principle begins with memorizing and understanding, then proceeds with confidence and justification, and that leads to the enforcement of arguments and information that supports the strengthening of this rule is a reflection of his Sufi nature and perseverance in worship ([Arifin, 2018](#)).

Research related to Islamic Religious Education learning methods during the Covid-19 period has been widely studied by previous researchers, such as [Abdussalam et al., \(2021\)](#); [Akmal et al., \(2020\)](#); [Budiman, \(2013\)](#); [Helmi, \(2016\)](#); [Ma'rifatani, \(2018\)](#); [Meli Anjustian et al., \(2020\)](#). This means that religious education requires a learning approach that is different from approaches to other subject subjects. Because in addition to achieving mastery, it also instills commitment, the method used in learning religious education must receive careful attention from religious educators because it has a very significant influence on its success.

[Dunlosky et al., \(2013\)](#); [Fadhil, \(2014\)](#); [Hayes & Allinson, \(1998\)](#); [Maghfirah & Nurhayati, \(2020\)](#); [Mulyani, \(2020\)](#); [Mustafida et al., \(2019\)](#), learning methods can help improve the cognitive, affective, and psychomotor abilities of students in understanding the subject matter and solving problems collectively in accordance with predetermined Islamic Religious Education learning indicators. Therefore, teachers are demanded to be more creative, selective, and proactive in accommodating the needs of students, teachers are also more sensitive to the characteristics and psychology of students. The various learning methods include; lecture method, question and answer method, discussion method, recitation method, group work method, demonstration and experiment method, sociodrama method (role-playing), a problem-solving method, team system method (team teaching), training method (drill), field trip method (field-trip), community survey method, and simulation method ([Padilla et al., 2018](#)).

However, the researchers above only focused on learning outcomes, improving strategies, or the influence of the method, then the research above only discussed strategies and methods of Islamic religious learning or the effectiveness of discussion and lecture methods in increasing religious motivation in Islamic Religious Education subjects.

METHODS

This study uses a qualitative method with a case study type, according to [Crowe Bartlett & Vavrus, \(2016\)](#); [Crowe et al., \(2011\)](#); [Martin et al., \(2012\)](#); [Murniyetti et al., \(2016\)](#) case studies are a type of research if the researcher wants to observe in depth a phenomenon or incident both individually and in community groups. Referring to the opinion above, related to the issues and problems that the authors raise in this study, this type of research is

very appropriate to use.

The data source was taken from sixteen informants consisting of Islamic Religious Education teachers and active students at 19 Sijunjung Junior High School. All informants were selected using a purposive sampling technique. According to [Elkhaira et al., \(2020\)](#); [Engkizar et al., \(2018\)](#); [Rahawarin et al., \(2020\)](#)), the selection of informants must meet four criteria, namely being active in the field research, having competence related to the problem being studied, being willing to take the time to provide information to researchers, and being honest in providing information in accordance with the facts that occur in the field.

After the interviews were completed, all informants were taken, then the process of transcribing the interview data was carried out to then take themes according to the objectives and needs of the research data. According to [Campbell et al., \(2001\)](#); [Castleberry & Nolen, \(2018\)](#); [Gyllensten et al., \(1999\)](#); [Herzog et al., \(2019\)](#), thematic analysis is an analytical technique that researchers can use in analyzing the results of interviews so that they can be seen clearly and easily understood by readers.

The entire thematic analysis process above was carried out using Nvivo 12 qualitative analysis software. The use of Nvivo 12 qualitative analysis software aims to display research results (themes) with graphics or images produced by the Nvivo software used. Thematic analysis can be carried out with the help of Nvivo software so that researchers can easily display research results [Castleberry & Nolen, \(2018\)](#); [Padilla et al., \(2018\)](#).

RESULT AND DISCUSSION

Based on the results of interviews conducted with sixteen informants, the results of the analysis prove that there are three learning methods that are often used at the school, these three methods can be seen in Figure 1 below

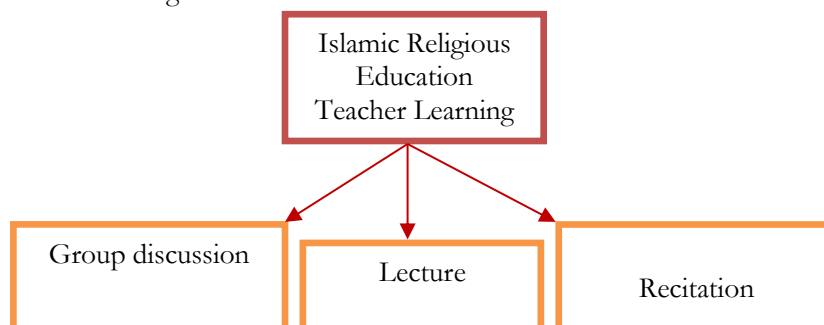


Fig 1. Description of Islamic Religious Education Teacher Learning Methods

Based on Figure 1, the author can explain that after conducting interviews with informants, there are 3 Islamic Religious Education learning methods that are often used, the three methods are; i) lecture method, ii) recitation method, iii) group discussion method.

To make it more interesting, in the following, the author will describe excerpts from the results of interviews with informants based on the 3 learning methods of Islamic Religious Education that are often used as described above. The description of the interview that the author will present is a short statement excerpt from the informant when the interview was conducted. Although the interview excerpts were conveyed by the informant in a slightly different language, they actually have more or less the same goals and objectives.

first theme that is related to the learning method that is often used in learning Islamic Religious Education is the lecture method. Related to this first finding, six informants are clearly identified. This theme was stated by informants 1, 2, 7, 14, 15, and 16 as excerpts from the below:

... In learning, I understand the learning material better when the teacher uses the lecture method" (informant 1). ...The lesson material is clearer when the teacher explains the lesson" (informant 2). ...I understand better when the teacher explains the lesson (informant 7). ... The purpose and material are clearer when the teacher explains the lesson (informant 14). ... I understand more easily

when the teacher explains the subject matter (informant 15). ...The lecture method is an easy method to do (informant 16).

The second theme is related to the method of recitation or summarizing, this method is also very often used in learning Islamic Religious Education. This theme was stated by informants 3, 4, 6, 10, 11, and 13 as excerpts from the below:

... Learning by summarizing makes me more focused on learning (informant 3). ... Writing a summary can make me remember the subject matter easily (informant 4). ... I prefer to learn by taking notes on learning materials (informant 6). ... Giving assignments by the teacher stimulates me to study more diligently” (informant 10). ... Summarizing can develop creativity. (informant 11). ... Summarizing makes me concentrate on studying (informant 13).

Third theme namely the learning method using the group discussion method, according to four informants, learning in the classroom is also carried out by discussion. As the interview excerpt below:

... Learning together is very fun (informant 5). ... Learning by discussion can solve a problem quickly (informant 8). ... I am freer to ask questions related to the material to my group mates (informant 9). ... Group study can train me to think critically (informant 12).

Actually, research and issues related to aspects of learning methods have been widely studied in the world of education, especially in the learning process of Islamic Religious Education. Much has been discussed about the strategy, application, and influence of the method, for example by applying the learning method the teacher must adapt the type and nature of the subject matter to the situations and conditions in the teaching and learning process [Campbell et al., \(2002\)](#); [Dewi, \(2018\)](#); [Helmi, 2016](#); [Rahmat, 2010](#); [Ramli et al., 2017](#)), the ways and methods of parents in educating their children's religion and religion in the family , However this is different from the discussion that the author will adopt, which discusses the learning methods of Islamic Religious Education which are often applied in Sijunjung Junior High School 19.

As previously explained by the author, the Islamic Religious Education learning method is an important component of learning. In providing learning materials the teacher must have preparation so the teacher must know the appropriate learning methods to apply when teaching. As stated by [Amelia et al., \(2022\)](#), In carrying out their duties professionally, teachers need sufficient and complete insights about teaching and learning activities. One of the insights that teachers have is strategies and methods in teaching and learning. Thus a teacher will know and have learning strategies and methods as well as guidelines for action so that learning can be applied properly.

As for the learning methods that were often applied by Islamic Religious Education teachers during the Covid-19 pandemic at the Sijunjung 19 Negri Junior High School, the research results actually found that there were three learning methods that were often used in Islamic Religious Education learning. To make it more interesting, the authors will discuss the findings in more detail based on theory and expert opinion.

First, the lecture method, according to the informant the lecture method is a learning method that is easy to do because the teacher can arrange the main subject matter that needs to be conveyed according to the lesson objectives to be achieved, Based on [Kristanto et al., \(2019\)](#), the lecture method is a learning method that has been applied by teachers for a very long time, by delivering it verbally to students. This method is used for subject matter that requires a lot of explanation.

Second, the recitation method, according to the informant, one of the learning methods that is often used is the recitation method or what is often referred to as the assignment method, both in the form of summarizing assignments, answering practice questions, or memorizing. According to [Seknun, \(2013\)](#), recitation is a learning method that combines memorization, reading, repetition, testing, and self-examination. Meanwhile, according to [Brophy, \(1986\)](#), recitation is a learning method that emphasizes giving assignments to teachers to students complete a number of skills, certain skills. Meanwhile, according to [Grabinger & Dunlap, \(1995\)](#). Assignments and recitation stimulate children to

actively learn, both individually and in groups. Through the recitation method, students have the opportunity to compare with the results of other people's work and can learn and explore the results of other people's descriptions. Thus it will broaden, enrich and deepen the knowledge and experience of students.

Third, the group discussion method, according to the teacher informant also applies the group discussion method so that students can discuss and be able to solve a problem quickly, besides that group discussion can encourage students to think critically. Karlen et al., (1997), explained that the discussion method is a conversation that is scientific in nature and is responsive containing the opinions and ideas of several people who are collected in groups that are focused on solving a problem. As for according . the discussion method aims to solve a case or problem, add to or understand knowledge, answer a question, and aim to make a decision. During the pandemic, some schools implemented learning policies by dividing students into several shifts to enter school. This policy is intended so that students do not sit close together and crowd. Taking into account the situation, the teacher more often applies the lecture and recitation method so that learning activities continue as they should.

Conclusion

This research has succeeded in revealing learning Methods for Islamic Religious Education Teachers During the Covid-19 Pandemic at 19 Sijunjung Public Middle School. There are three methods that are often used in learning Islamic Religious Education, namely; lecture method, recitation method, and group discussion method. The learning method is a method or system used in learning that aims to enable students to know, understand, use, and master certain subject matter. By looking at the importance of learning methods as a determinant of learning success, teachers are expected to be able to apply learning methods in order to achieve educational goals in general and school learning goals in particular, especially in Islamic Religious Education subjects.

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