



Analysis of the Problems of Learning Islamic Religious Education in Senior High Schools Regarding the Effectiveness of Learning

Abdul Rahim Nasution¹, Ishak², Mulyadi³, Kamrul³, Nuraini Simamora³

¹Faculty of Social Sciences Universitas Negeri Padang, Indonesia

²Teacher Islamic Education Al Muslimin Pandan North Sumatra, Indonesia

³Teacher Islamic Education Senior High School Sibolga North Sumatra, Indonesia

✉ abdul01062003@gmail.com*

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Abstract

The aim of this study is to analyze the problems that exist in the teaching and learning process of Islamic Religious Education and the factors that cause these problems to occur. Data collection focused on high school. This research uses a qualitative methods with a case study approach with data collection techniques carried out by conducting interviews and observations with Islamic religious education teachers, school principals, deputy principals for student affairs, and students at the research site. The results of the research found that learning problems occurred due to the lack of learning facilities and infrastructure in schools, such as reading books so that which had an effect on students' lack of interest in reading at school besides that there were also problems with the lack of variations in methods and models teaching Islamic Education teachers so that student learning motivation does not increase and learning is more dominant in cognitive nature so that students only understand religion but have not been able to implement it optimally in everyday life.

INTRODUCTION

Education is an effort that is carried out consciously and planned to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, nation and country (Ichsan & Hadiyanto, 2021). The task of national education is to develop skills and shape national character and civilization of high value together with the formation of national life, with the aim of developing opportunities for students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable and capable, creative, independent, and become a democratic and responsible citizen (Pasaribu, 2017).

The role of the teacher as an educator must be able to master the environment in which he teaches, especially knowing the characteristics of his students. The task of a teacher can actually be said to be quite a difficult task. In addition to qualification requirements, teachers must have a number of qualifications that must be possessed or mastered (Akbar, 2021).

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In addition to the competencies described in Government Regulation No. 19 of 2005 concerning National Education Standards, Adams and Dickey propose that there are at least 11 roles of the teacher in learning, among the 11 roles, the teacher acts as an inspiration, guide, and problem solver. From a regulatory standpoint, personality competence, social competence, professional competence, and pedagogical competence are required of teachers in the PP mentioned above. Islamic religious education teachers are different from other subject teachers because they do not intend to "discriminate" teachers. (Abubakar, 2016).

Islamic Religious Education teachers not only teach and instill Islamic religious knowledge to students, but Islamic religious education teachers also have the duty and responsibility to contribute to personality formation and moral development to increase students' faith and piety (Shobahiya, 2017). Various challenges are faced by Islamic religious education teachers in carrying out their duties both inside and outside the classroom. According to Amsal Bakhtiari, Director of the Center for Research and Development of Religion and Religious Education of the Research, Development, and Education Agency of the Ministry of Religion, there are still a number of problems related to the character, strengths, and excellence of students. First, the proportion of Islamic religious education in schools is very small, only 2 hours to be exact. Second, teaching methods in the class are still conventional. Third, teachers' ICT skills are still low. Problems related to Islamic Education learning are very complex. Head of Islamic Religious Education Subdivision, Director General of Islamic Education Ministry of Religion of the Republic of Indonesia Halfian Lubis told at least five problems faced by Islamic Education teachers in schools including teacher learning currently still dominate the cognitive domain.

Teachers should also teach affective and psychomotor aspects, but the cognitive domain still dominates the current situation in the field and also the current learning environment is inadequate and less diverse besides that teacher-led Islamic religious education learning is still dominated by teachers or teacher centers where good learning should be centered on students, but the teacher is only a guide and the teacher's lack of skills and abilities in conducting assessments (Muthoharoh, 2019). Teachers generally do not have a complete understanding of how to make an appropriate assessment based on their qualifications and assessment considerations (Lukum, 2015). The problems faced by students learning Islamic religious education are usually a lack of reading Arabic script, problems memorizing material, lack of enthusiasm or motivation to learn, and problems understanding the material presented (Ammar et al., 2021; Ganefri et al., 2017; Muswara & Zalnur, 2019; Zulmuqim, 2017).

Based on these problems, it is necessary to examine what problems or problems teachers face when teaching Islamic religious education in schools. In this study, the authors will analyze the difficulties or problems faced by Islamic religious education teachers in schools related to planning, implementing learning and evaluating.

METHODS

This study uses a qualitative method with a case study approach a case study is a type of research if the researcher wants to observe in depth a phenomenon or event both individually and in community groups (Bartlett & Vavrus, 2016; Murniyetti et al., 2016; Martell, 2017; Zhang et al., 2018; Zhou et al., 2021). Sources of data obtained through in-depth interviews selected using techniques purposive sampling namely the techniques that were carried out intentionally in this study were observation, interviews, and documentation while data analysis techniques through data reduction, data presentation, and drawing conclusions, the selected informants have fulfilled four criteria, namely understanding the problem under study, being active in the field being studied, having time to provide information to researchers, and providing information in accordance with facts that occur in the field (Engkizar et al., 2018; Elkhaira et al., 2020; Syafril et al., 2021). To meet the criteria as an informant, the researchers appointed several informants with the status of school principals, vice principals for student affairs, Islamic religious education teachers, and

students. After the interviews were completed, all informants were taken, a transcript process was carried out, then the authors took themes that were in accordance with research needs.

After the interviews were completed, all informants were taken, a transcript of the interview data was carried out and then the themes were taken in accordance with the objectives and needs of the research data. According to Terry et al., (2017); Castleberry & Nolen, (2018); Engkizar et al., (2018); Herzog et al., (2019) thematic analysis is one of the analytical techniques that can be used by researchers in analyzing the results of interviews so that they can be seen clearly and easily understood by readers.

RESULT AND DISCUSSION

Based on the results of interviews conducted with fifteen informants, the results of the analysis actually found four themes of learning problems in Islamic religious education related to effectiveness in senior high schools. The four themes can be seen in figure 1 below:

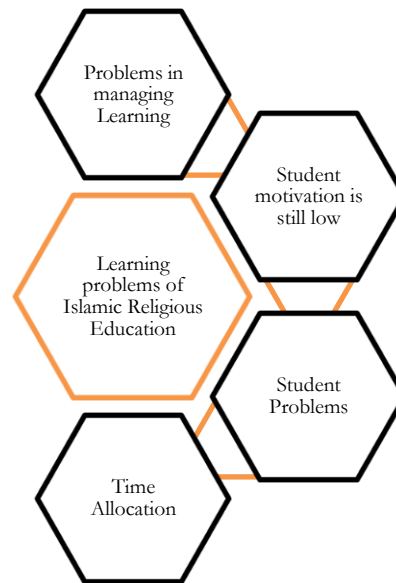


Fig 1. Description of the learning problems of Islamic Religious Education

Based figure 1, the author can explain that after conducting in-depth interviews with informants, there are four problems in the teaching and learning process of Islamic religious education. The four problems are i) problems in managing learning, ii) student learning motivation is still low, iii) student problems, and iv) limited study hours.

To make it more interesting, in the following, the author will describe excerpts from interviews with informants based on the four problems described above. The description of the interview that the author will display is a brief 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, namely Problems in managing Learning, Another problem faced by Islamic religious education teachers in managing learning is as the results of research conducted by Umar in 2015 with the research title Difficulties of Teachers in Learning Islamic Religious Education and Characteristics Based on the 2013 Curriculum at Junior High School Makassar, which revealed the results of the study which concluded that difficulty teachers in teaching islamic religious education based on the 2013 curriculum are finding it difficult to find or determine a model that fits the sanitary approach. The scientific approach or Scientific Approach is an approach that places an emphasis on student activities independently in terms of finding problems, processing information, and communicating it, in other words, students are no longer listeners or no longer just listening to the teacher's explanation, but must be able to learn independently (Uswatun & Widiyanto, 2018). Then it can be interpreted that the teacher has difficulty determining learning methods and models that can make students

learn independently. Currently, Islamic religious education learning and even other learning lessons are still teacher-centered, while passive students just listen to what is conveyed or assigned by the teacher (Hidayat & Syahidin, 2019). The existence of this scientific approach should conceptually teach Islamic religious education teachers to be able to manage learning which can make students active in independent learning and to think scientifically. Meanwhile, the teacher in this case should act as a student learning facilitator in helping students become independent and think scientifically (Sofianti & Afrilianto, 2021).

According to the informant, one of their problems in the learning process of the Islamic religion is the difficulty of Islamic religious education teachers in managing learning in the classroom, one of which is because of the difficulty of the teacher in determining a suitable learning model. This difficulty actually cannot be fully justified, ideally, the teacher must have mastered the types of models and methods used in Islamic religious education learning. It's a different matter if those who teach Islamic religious education do not have a higher educational background from the Islamic Religious Education Study Program or a cognate. Supposedly, Islamic religious education graduates must be able to choose and determine the right model for certain learning. This theme was stated by informant as excerpts from the bellow:

... Yes, I admit my problems in managing the class when learning, some students say it is very monotonous in the learning process.

Islamic religious education learning in schools seems to be still dominated by the lecture or discussion method only. Islamic religious education learning is still identified with religious advice and moral messages. In fact, Islamic religious education learning is more than just advice and moral messages. Citing the results that learning Islamic religious education in high school is still dominated by lectures, learning media are still conventional, sober and do not involve technological developments. Learning tools owned by Islamic religious education teachers tend to use devices that were previously only replaced by years and other identities in learning tools. Another problem found in this research is the lack of practice and demonstration activities. The problem of learning Islamic religious education that originates from the teacher is due to the lack of varied learning methods, as well as the lack of varied learning media such as electronic media, print media and so on.

Problems regarding Islamic religious education learning also occur in the problem of the learning methods used by teachers. Where the learning methods used by teachers have varied but learning methods emphasize more on cognitive aspects. With this, the impact is that students memorize and understand Islamic religious education material but are unable to implement it. This means that it is difficult for teachers to apply methods or choose methods that can optimize affective and psychomotor aspects. Another factor that becomes a problem for learning Islamic religious education is the lack of facilities and infrastructure that are suitable for Islamic religious education subjects so that because of these deficiencies students' interest in reading is very low.

Second, student motivation is still low, Interest in learning according to Bloom that "what is meant by interest is something that causes someone to like something, it also includes liking certain subjects" (Amma et al., 2021). Indicators that show low interest and motivation in students are shown in several ways, namely; students do not finish attending class or skip classes, students do not enter class without explanation, these students do not do homework or assignments in class, sleep during lessons, are engrossed in their respective activities during lessons, and have not there is a sense of need and importance for Islamic religious education lessons (Setiyanto et al., 2021). This shows the lack of willingness of students in carrying out the Islamic religious education learning process and their lack of attention, interest, and involvement in Islamic religious education subjects. So a teacher or school stakeholder must work hard to find a solution related to this interest.

Where one of the informants, namely the teacher at Senior High School Sibolga said that the average student learning motivation was so low in class, students had to really be looked after and supervised in class, making group work very difficult to do. What's more,

the decline in student interest in learning caused by the involvement of parents and the community has become rare, almost the average school says so, as stated by one of the research informants, that today's children's education is as if only to teachers, parents like it's just hands off.

Third, Student Problems, Learners are the most important part as objects of maturity. Hamalik argues about the learning components he said include: objectives, students, teachers, learning plans, learning media, learning strategies, and evaluation or assessment (Amma et al., 2021). Learners are part of members of society who have physical and psychological potential and need effort and assistance, direction and guidance from other, more mature people (teachers and others), to develop themselves through the educational process at certain levels and types of education (Yoni, 2020).

Problems in learning Islamic religious education at school do not only come from teachers but also students, where the obstacles to learning Islamic religious education are caused by internal and external factors of students. The results of the research put forward by Siti Nursoh and Eva Luthfi in 2020 revealed that the obstacles to learning Islamic religious education that came from students were due to students' basic ability to read the Qur'an. This is reasonable considering that Islamic religious education lessons are sourced from the Qur'an and Hadith so if there are students who have difficulty reading the Qur'an, it will be difficult for them to learn other Islamic religious education material. This theme was stated by informant as excerpts from the bellow:

... Yes, it was very difficult for me to study because I didn't read the Quran, just like when the subject matter was about the funeral prayer.

From a psychological aspect, students' constraints in learning Islamic religious education can be caused by several things. Citing the results of Susiana's research that there are at least three problems for students in learning Islamic religious education. First, the disorder of thinking power (cognitive) that most often appears in students. The thinking power of students is closely related to students' ability to remember, think, adapt to friends and relate to language skills. Second, the factor of psychological disorders but this appears very little among students. The second example is for example students who have deficiencies in sensing problems. Third, is the factor of motivation or willingness. Someone's strong will to more easily achieve the goals to be achieved, motivation can generate, direct and organize the behavior of students. A person's motivation is closely related to the way and results of learning. Various studies have shown that motivation influences student achievement and learning outcomes.

Fourth, Allocation of time or limitations of Lesson Hours, According to an informant, one of the teachers at the school studied revealed the problem he faced in the interview excerpt, namely "to be honest, according to you, the time to discuss Islamic religious education materials is less different from the case at state madrasah aliyah schools, where Islamic religious subjects are divided into certain subjects, whereas in state senior high schools all topics are only in one subject". But at the research location, the school and Islamic teachers have raised an activity whose purpose is to increase understanding of religion and solve the problem of limited hours of study in this activity students are indeed required to broaden their knowledge apart from Islamic religious subject hours on the school roster. The activity that is intended is called monotheism lecture where this activity is carried out three days and two nights at school.

From the many input responses from resource persons, the researcher obtained a strategy for overcoming the shortage of Islamic education hours. These alternative solutions include the following first, changing the orientation and focus of religious teaching which was originally subject matter-oriented, which was originally centered on imparting religious knowledge in the sense of understanding and memorizing religious teachings according to the curriculum, to experience-oriented religious teaching and the formation of religious attitudes through the habit of living according to religion. Secondly, by adding the hours of religious lessons given outside the lesson hours that have been set in the curriculum. In this

regard, additional curricula or extracurricular activities need to be added and designed according to needs, with the main emphasis on religious experience and daily life. Activities that can be offered in this extracurricular include congregational prayer activities, religious study through Islamic boarding schools, *qiyamul lail* (carrying out prayers and *amaliyah* at night), sunnah fasting, giving compensation to the poor, and other social-religious activities.

The problems of Islamic religious education learning above are all influenced by infrastructure factors, Islamic religious education learning media that are irrelevant and influenced by other factors such as the teacher's educational background, scheduling mechanisms, school policies, class time, and other factors which all contribute to the success of learning. Islamic religious education at school. Therefore, it is not only teacher issues and teacher competence that must be addressed, but other non-technical factors must be addressed by all related parties so that Islamic religious education learning is achieved with the goals at each unit and level of education.

CONCLUSION

This research succeeded in uncovering solutions to the problems of learning Islamic religious education through several informants. Some solutions that can be applied by teachers' Islamic education to existing problems related to learning, especially with the form of assertiveness and also teachers must use a variety of learning methods. Problems in managing learning researchers get a solution where teaching successfully means there must be active involvement of students to learn. The two go hand in hand, nothing precedes learning and teaching because each has a role that influences the other. The teacher's success in teaching is determined by the activeness of students in learning, as well as the success of students in learning is also determined by the teacher's role in teaching. The results of interviews with teachers' Islamic education show that if students are too naughty in our class as educators, we can move the sitting position to the front which is easy for the teacher to reach, as long as it doesn't disturb other students and can also make students as class instruments such as being class leaders.

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