

Effectiveness of Application of Additional Hours for Islamic Religious Education Subjects in Class V Students at SDN Inti Inpres BTN Silae

M. Nur Iman^{1*}, Saude Saude² & Adawiyah Pettalongi³

¹Islamic Religious Education Study Program at Postgraduate, Universitas Islam Negeri Datokarama Palu, Indonesia

²Universitas Islam Negeri Datokarama Palu, Indonesia

³Universitas Islam Negeri Datokarama Palu, Indonesia

Corresponding Author: M. Nur Iman E-mail: imann0213@gmail.com

ARTICLE INFO	ABSTRAK
Volume: 1 ISSN:	In general, students at SDN Inti Inpres BTN Silae have the effectiveness of additional hours of subjects, especially Islamic religious education. Therefore, the author raises the issue of the Effectiveness of Application of Additional Hours for Islamic Religious Education Subjects for Class V Students at SDN Inti Inpres BTN Silae.
KEYWORDS Additional Hours, Islamic Religious Education Subjects	In this regard, the description in this thesis departs from the problem of how effective is the application of additional hours in Islamic religious education subjects? And what is the attitude of the students of SDN Inti Inpres BTN Silae in receiving additional hours at school? This study uses a qualitative approach, data collection techniques through interviews, observations, and documentation studies, data analysis techniques used are data reduction, data presentation, and drawing conclusions. These results indicate that the effectiveness of the application of additional hours, especially in Islamic Religious Education subjects can increase students' interest in learning in the learning process that affects student learning outcomes. As for the obstacles and solutions given that were faced in the effectiveness of the additional hours, namely the motivation of students who began to decline during the last hour of learning and the abilities of students who were different until one of the students was passive. While the solution that the teacher does is to motivate students and improve students' abilities so as to achieve good learning outcomes.

1. Introduction

Education is one of the important factors in the development of the country, even education is an indicator for the progress of society in the country, so that the people become critical and have a strong personality and are quick to respond and adapt in the progress of a country. Education is not only seen as an effort to provide information and form skills, but is expanded to include efforts to realize the desires, needs and abilities of individuals or students in order to achieve a desired learning pattern.

The purpose of education as stated in Law No. 2 of 1989 article 4, among others, is formulated:

National education aims to educate the nation's life and develop a complete human being, namely a human being who believes and is devoted to God Almighty and has noble character, has knowledge and skills, physical and spiritual health, a

¹ M. Nur Iman is Student of Islamic Education Study Program at Postgraduate School, Universitas Islam Negeri (UIN) Datokarama Palu, Indonesia. This paper was presented at The 1st International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2022, as a presenter, held by the Postgraduate School Universitas Islam Negeri Datokarama Palu, Indonesia

solid and independent personality and a sense of community and national responsibility. (Hasbullah, 2014)

Students spend more time studying at school which usually lasts 6 days. The average school currently uses the 2013 curriculum or what is commonly called K-13. Learning in the 2013 curriculum is more student-centered, the learning process carried out in the classroom is an activity to transform knowledge, attitudes, and skills. Teachers are expected to develop the learning capacity, basic competencies, and potential possessed by students in full according to the assessment in the 2013 curriculum. In K-13 there are many updates from the previous curriculum, one of which is the addition of learning hours at school.

The addition of learning hours at school is considered very necessary because the learning carried out in normal hours is not enough to provide the learning that students should get. The addition of learning hours is also intended to increase the scientific knowledge of students so that the purpose of education is to make students who excel and excel can be achieved.

In this regard, SDN Inti Inpres BTN Silae is currently implementing additional learning hours for students. The additional hours program at SDN Inpres BTN Silae has only been implemented for two years. This program is a central government program that is held every Tuesday, Wednesday and Thursday from 13:00 to 15:00.

The additional hour program at Inti Inpres BTN Silae State Elementary School is reading and writing the Qur'an. In this program, 5th grade students are divided into 3 classes, namely, first; a class that is still in the hijaiyah letter recognition stage, second; classes that teach students to be able to read IQRA', and third; class that guides students to read the Qur'an properly and correctly. Based on the background above, the author is interested in conducting research to find out how the additional hours process in the BTQ program held at the Inti Inpres State Elementary School BTN Silae.

2. Literature Review

2.1. Additional Hours

Lesson learning time is the hour (unit of time) needed and used to guide, teach, or train the unit of discussion or subject matter programmed in the form of face-to-face, the efficiency and effectiveness of Religious Education teachers in managing and using the learning time of the lesson is very necessary so that the unit the programmed discussion or subject matter can be completed completely at the time of learning the lesson. (Suhedar, 2018)

Additional hours are learning programs that are carried out outside the school's intracurricular program. This means that extra hours are carried out after the regular school program has ended. Additional hours can be done by students at school. The tutors come from subject teachers at the school concerned. Commonly called the afternoon extra hour program.

the purpose of additional hours is not only because of facing various exams at school. This can also be done by students because they want to better master the material of a subject that is in great demand. On the other hand, students can take extra hours with the aim of overcoming learning difficulties in certain subjects at school. According to Uda Awak, the benefits of extra hours for students include:

- a. Students better understand the subject matter.
- b. Students become skilled in working on exam questions with a variety of sample questions.
- c. Students are able to adapt to various forms and styles of questions to be tested in the exam.
- d. Students have a great chance of getting good grades on various forms of school exams.
- e. Students have a great opportunity to successfully pass the UN. (Uda Awak, 2018)

2.2. Islamic Religious Education

Islamic Religious education is a compound word consisting of the words "education" and "religion". In the General Indonesian Dictionary, education comes from the word "educating", given the prefix "pe" and the suffix "an", which means "the process of changing attitudes in an effort to mature humans through teaching and training efforts. While the meaning of educating itself is to maintain and provide training (teaching) regarding morals and intelligence of the mind. (yadianto, 1996)

The term education is a translation of the Greek paedagogie which means "education" and paedagogia which means "association with children". Meanwhile, people whose job is to guide or educate in their growth so that they can stand

alone are called paedagogos. The term paedagogos comes from the words paedos (child) and agoge (I guide, lead). Following are some definitions or definitions of religion, namely:

- a. Recognition of the existence of human relations with the power of good that must be obeyed.
- b. Recognition of the existence of supernatural powers that control humans.
- c. Attaching oneself to a form of life that contains acknowledgment of a source that is within humans and which influences human actions.
- d. Belief in a supernatural power that gives rise to a certain life.
- e. A system of behavior that comes from supernatural powers.
- f. Recognition of the existence of obligations that are believed to originate from supernatural powers.
- g. The worship of supernatural powers that arises from feelings of weakness and fear of the mysterious powers that exist in the natural environment around humans.
- h. The teachings revealed by God to humans through an Apostle. (Syafa'at, 2008)

The Basic of Islamic Religious education is Al-Qur'an and Hadith. Al-Qur'an and Hadith as the basis of thought in the formation of the Islamic education system refers to the ultimate truth that has been recommended by the Creator Himself. "This book (the Qur'an) has no doubt in it; guidance for those who are pious (Qur'an 2:2). "Indeed, We have sent down the Qur'an and indeed We will preserve it" (Quran: 15:9). This statement confirms that the truth of the Qur'an is essential and immortalized. Completely avoid the truth of speculation and temporary. (Jalaluddin, 2018)

In the context of teaching Islam which is generally stated by Prof. Dr. Zakiah Darajat as follows:

- a. The teaching of faith.
- b. Moral teaching.
- c. Teaching worship.
- d. Fiqh teaching.
- e. Teaching ushul fiqh.
- f. Teaching qiraat al-Qur'an.
- g. Teaching of interpretation.
- h. Teaching the science of interpretation.
- i. Hadith teaching.
- j. Teaching the science of hadith.
- k. History teaching and
- l. Teaching of taikh tasyri. (Neng Aira, 2018)

The task of Islamic education is always continuous (continuous) and without limits. This is because the nature of Islamic education is an endless process in line with the universal consensus established by Allah SWT. and his apostles. Continuous education is known as "min al-mahdi ila al-lahd" (from the cradle to the grave) or in other terms: "life long education" (lifelong education is conceived by the body). Likewise, the tasks assigned to Islamic educational institutions are dynamic, progressive, and innovative following the needs of students in a broad sense (Mujib, 2008)

in terms of the discussion, the scope of Islamic education that is generally carried out in schools is:

- a. Tawhid is the belief that legitimizes Allah swt.
- b. Akidah morals, namely everything related to worship.
- c. Fiqh, namely all forms of Islamic law.
- d. Al-Qur'an Hadith is the procedure for reading the Qur'an.
- e. The history of Islamic culture, namely the history of Islam from ancient times to the present. (Afrizona, 2018)

As a religion-based education, Islamic religious education taught in schools must be carried out in accordance with the existing Shari'a, and also based on the Qur'an and Hadith. The educational materials presented are also not far from the process of forming a personality as a devout Muslim. (Ulya Hafizoh, 2015)

3. Methodology

This research is a field or qualitative research using interview, observation and documentation methods as data collection way

4. Results and Discussion

4.1. Effectiveness of Application of Additional Hours of Islamic Religious Education Subjects for Class V Students at SDN Inti Inpres BTN Silae

In the initial observations made by the researcher before conducting the study, namely asking educators about the additional hours available at SDN Inti Inpres BTN Silae. In questions concerning the application of additional hours of Islamic religious education subjects.

As the results of interviews conducted by researchers with Mrs. Hj. Nurjannah:

1. Class V before the earthquake started from 14.00 to 16.00 in the afternoon. But after the earthquake, learning starts from 11.00 to 12.30. But the lessons are held every Tuesday, Wednesday, and Thursday, three days a week.
2. The way of learning is that there is already al-Qur'an, the tajwid must be polished again, some are still learning Iqra', and some are not familiar with the Hijaiyah letters at all. So, so that the Extra Hours learning process runs well and maximally, class V is divided into three classes, namely, first; a class that is still in the Hijaiyah letter recognition stage, second; classes that teach students to be able to read Iqra ', and third; class that guides students to read the Qur'an properly and correctly.
3. Obviously there is, at first their way of learning was directed, because before the existence of BTQ in schools they had studied it in mosques. But there are also children who have said goodbye from home, even though they did not arrive at school. So 1, 2 days the student is absent at school, then on the third day the student will get a sanction, namely inviting parents to school. The positive impact is clear for those who do not know the Qur'an, and who are illiterate in reading and writing the Qur'an, Alhamdulillah with this BTQ, students can already, although some do not know the letters of the Qur'an, now it has start to know the letters of the Qur'an. For those who already have the Qur'an, students can add fluency to their reading.
4. As for the Religion teacher, every Friday we have morning apples, read short surahs, and do dhikr together. Every meeting 2 to 3 times a month, there are times when students are gathered to be enlightened by the principal and religion teacher.

Based on the description above, in general, the author draws the conclusion that the Effectiveness of the Application of Additional Hours of Islamic Religious Education Subjects for Class V Students at SDN Inti Inpres BTN Silae, where the additional hours are carried out three times a week, although it has not been implemented optimally, because of the limited abilities possessed by students. Therefore, in order for the extra hours of learning to run well and maximally, class V is divided into three classes, namely first; a class that is still in the Hijaiyah letter recognition stage, second; classes that teach students to be able to read Iqra ', and third; class that guides students to read the Qur'an properly and correctly.

4.2. Constraints and solutions for the application of additional hours of Islamic education subjects for fifth grade students at SDN Inti Inpres BTN Silae

After doing the research, the researcher saw that at the Inti Inpres State Elementary School BTN Silae there were obstacles and the solutions that followed, which were as follows:

1. Constraints on the application of additional hours of Islamic education subjects for fifth grade students at SDN Inti Inpres BTN Silae.
 - a. Seeing from the teacher's statement, it can be concluded that one of the obstacles faced by BTQ teachers at SDN Inti Inpres BTN Silae is that the attendance of some students is still minimal, we can see that in 1 week there are

- 3 meetings, meaning there are 3 times face-to-face for the process of additional hours of special BTQ learning, but there are some students who only attend the additional hours of BTQ once a week so that these students do not get the same BTQ guidance as other students. That is one of the obstacles for BTQ teachers in providing learning to students, because if one of them does not attend 1 meeting, it will miss the BTQ learning.
- b. The obstacle experienced by the students themselves lies in the BTQ learning process itself. For example, there are students who are quick to catch and understand and there are also students who are weak in terms of capturing the learning provided by the BTQ teacher and the lack of interest and participation of students in taking extra hours of BTQ learning.
2. The solution for PAI teachers to overcome obstacles to the application of additional hours of Islamic education subjects for fifth grade students at SDN Inti Inpres BTN Silae.
 - a. The solution taken by PAI teachers is that a teacher must be firm in providing rules regarding additional hours of special BTQ learning, for example, teachers must be firm in giving punishment or punishment to students who do not take additional hours of BTQ learning, examples of punishments such as not completing Islamic education subjects to students. the student concerned who violates the rules.
 - b. The solution for students is to increase participation and motivate themselves by assuming that all learning provided by teachers is related to improving the quality of education, especially Islamic education in this case is BTQ. BTQ is really a necessity for him to become a student who has religious values and is obedient to the rules given by the school, so that in his life and life he can serve as a good role model.

Thus, that the obstacle faced in the application of additional hours lies in the presence of some students who are still minimal, that is one of the obstacles for teachers in providing learning to students, because if one of them does not attend 1 meeting it will missed the BTQ learning.

5. Conclusion

after conducting research, the authors can conclude the results of the study as follows:

In the implementation of the additional hours program implemented at SDN Inti Inpres BTN Silae, it has only been implemented for 2 years. This program is a central government program that is held every Tuesday, Wednesday, Thursday from 13:00 to 15:00. The additional hour program at SDN Inti Inpres BTN Silae is reading and writing the Koran. In this program, class V students are divided into 3 classes, namely the first; class that is still in the stage of recognizing Hijaiyah letters, second; classes that teach students to be able to read Iqra ', and third; class that guides students to read the Qur'an properly and correctly.

The constraints of PAI teachers in applying additional hours of Islamic religious education subjects to class V students at SDN Inti Inpres BTN Silae are: Located in the presence of some students who are still minimal, we can see that in 1 week there are 3 meetings, meaning there are 3 times face-to-face for the process of additional hours of learning, especially BTQ, but there are some students who do not get the same BTQ guidance as other students. That is one of the obstacles for BTQ teachers in providing learning to students, because if one of them does not attend 1 meeting, it will miss the BTQ learning. As for the solution to the application of additional hours of Islamic religious education subjects for fifth grade students at SDN Inti Inpres BTN Silae, namely: teachers must be firm in providing rules related to additional hours of special BTQ learning, for example teachers must be firm in giving punishment or punishment to students who do not follow additional hours of studying BTQ.

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