

Problems Of Learning Islamic Religious Education In Remote Areas (Case Study At Taranggi State Elementary School (Sd) Doripoku District, Pasangkayu Regency)

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ABSTRACT

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This writing discusses "PROBLEMS OF LEARNING ISLAMIC RELIGIOUS EDUCATION IN REMOTE AREAS (Case study at Taranggi State Elementary School (SD) Doripoku District, Pasangkayu Regency). The problems are: What are the problems of learning Islamic religious education in SD Taranggi, Doripoku District, Pasangkayu Regency? and What are the efforts to overcome the problems?

In this study, the researchers used a qualitative research method which took the research setting in SD Taranggi, Doripoku District, Pasangkayu Regency. The data collection techniques used were observation, interviews and documentation, while the data analysis techniques used were data presentation, data reduction and verification. The results showed that the problems of learning Islamic religious education in SD Taranggi were divided into internal and external factors, which had problems from each factor. The internal factors include unprofessional teachers who only use one or two learning methods, lack of interest in learning, too burdensome curriculum, bad school management, and inadequate facilities and infrastructure. The external factors include the family environment that pays little attention to children's education and a less religious social environment. Efforts to overcome the internal factors are with teachers training, giving learning motivation to students, improving school management through school policies that are decided in teacher meetings, and inadequate facilities and infrastructure can be circumvented by using an environmental learning model. The external factors, parents' lack of attention to their children's education and a less religious environment, can be overcome by conducting outreach to parents of students.

1. Introduction

Education is an alternative to the intellectual development of a nation. It is an inevitability that a nation will only progress when paying attention to its education. Education is able to maximize every stage of student growth through teaching that is appropriate to the needs and creative teaching that does not only use one learning method, as well as the existence of an education system that supports each other in realizing educational goals.

According to Ahmad D. Marimba, education is (Hasbullah 2011) conscious guidance by educators on the physical and spiritual development of the students towards the formation of the main personality. In the Republic of Indonesia Law Number 20 of 2003 concerning the national education system chapter 1 article 1, education is defined as (Muhibbin Syah, 2003) a conscious

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and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society and the nation and state.

The main goal of education is to maximize every human potential of students through teaching, guidance and training. In the Republic of Indonesia Law Number 20 of 2003 concerning the national education system chapter 2 article 3, the purpose of education is (Hasbullah, 2011) to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, independent, creative, and become a democratic and responsible citizen.

A concern for the world of education in Indonesia is based on the result of research conducted by the Organization for Economic Co-Operation and Development (OECD) as an international research institute in 2006-2007. It shows that the quality of education in Indonesia is in the second lowest position. One of the factors behind it is the inability to equalize education. Education in cities and rural areas has very significant quality differences, especially in formal education as an education whose curriculum is regulated by the government. The quality level of learning in urban areas is much higher than in rural areas, from subjects of mathematics, language, natural science, social science, religion and others, especially Islamic religious education.

2. Literature Review

2.1. Definition of Islamic Religious Education

Islamic religious education is an effort to instill Islamic religious guidance or Islamic teachings and values so that they become the people's way of life (view of life and attitude to life).

In the 2014 curriculum, Islamic religious education is defined as a conscious and planned effort to prepare students to have piety and noble character as well as to know, understand, live up, believe, and practice the teachings of Islam from the main sources of the Qur'an and al-Hadith, through guidance, teaching, practice, and use of the practice.

The definitions of Islamic religious education, according to experts, are:

According to Ahmad D. Marimba, as quoted by Nur-Uhbiyati (Nur Uhbiati, 1998), Islamic religious education is physical, spiritual guidance based on Islamic religious laws towards the formation of personality according to Islamic standards. The main personality is called the Muslim personality.

According to Sheikh Muhammad Aaqid al-Attaq in Nur Uhbiati (1998), Islamic religious education is an effort made by educators for students to recognize the places of everything in order, which leads to recognition of God's place in the order of creation so that it leads to the proper acknowledgment or place of god in the order of being and personality.

Menurut Omar Muhammad Attauni al-Syabanu:

According to Omar Muhammad Attauni al-Shabanu, Islamic religious education is guidance, teaching, training, and practice of Islamic religious teachings so that students can understand and also make them a view of life in everyday life. Guidance, teaching, training, and practice of Islamic religious teachings in formal schools are taught by a professional teacher who is fully responsible for the success of Islamic religious education.

2.2. The basis of Islamic religious education

There are several basis or foundations so that Islamic religious education is considered important:

a) The Qur'an

The Qur'an is the holy book of Islam revealed to the Prophet Muhammad SAW. It has several miracles, including the Qur'an explaining every phenomenon that occurs in this world and teaching about education is no exception. One of the verses of the Qur'an which explains the need for education is in the Qur'an surah al-Alaq verses 1-5 (Yayasan Wakof Al-Qur'an, 2011). "Recite, in the name of your Lord Who created, He has created man from a clot of blood, Read, and your Lord is the Most Gracious, who teaches (humans) by means of the word, He teaches humans what they do not know". These verses explain the importance of education, especially Islamic religious education, where the Qur'an is the source of the teachings. Humans

are ordered to understand every event that occurs in this universe, even the smallest things. For example, in the verse above, humans are ordered to understand the process of creating humans who were created from a clot of blood.

b) The Hadith

The Hadith is the words, deeds, and provisions of the Prophet Muhammad SAW. The Prophet is a role model for the Muslim community. He is a messenger of Allah who brought the message of Islam. Every act of a Muslim cannot be separated from the example of the Prophet Muhammad SAW.

c) Laws

1945 Law, article 29, paragraphs 1 and 2

Article 29 of the 1945 Constitution provides guarantees for citizens of the Republic of Indonesia to embrace a religion and worship according to the religion they embrace and hold activities that can support the implementation of worship.

Law No. 2 of 1989 about national education system Article 11 paragraph 1 states that the type of education referred to as the school education pathway consists of general education, vocational education, special education, service education, religious education, academic education, and professional education." (Hasbullah, 2011) Article 11 paragraph 6 states: "Religious education is education that prepares students to be able to carry out roles that require mastery of special knowledge about relevant religious teachings".

2.3 The purpose of Islamic religious education

Islamic Religious Education as a knowledge discipline has several goals. The 2003 Ministry of National Education Curriculum Center stated (Poerwadarminta, 1976) that Islamic Religious Education in Indonesia aims to foster and increase the faith of students through the provision of knowledge, appreciation, and practice of Islamic religion to become Muslims who continue to develop in terms of faith, piety to Allah SWT. as well as a noble manner in personal life, basic, nation and state.

Faith is the trust of a servant to the Creator. Piety is an attitude of submission and obedience to the Creator. These two attitudes of a true Muslim can never be separated because pure beliefs will give birth to an attitude of obedience and piety. Perfect faith and piety will bring a Muslim to the height of akhlaq.

According to Nazir, the purpose of Islamic religious education can generally be classified into three groups: jismiah, ruhiyyat, and aqliah. The purpose of jismiah is oriented to the task of humans as kholifah fi al-ardh, the purpose of Ruhiyyat is oriented to the ability of humans to accept Islamic teachings in a kaffah, and the purpose of aqliyyat is the development of students' brain intelligence.

2.4 Learning as a system

The system is a unified composition that is interrelated and interacts to achieve an expected outcome optimally according to the guidance set (Wina Sanjaya, 2007). Learning is not just teaching activities solely. It has several components, so one activity deserves to be called a learning process. In learning, some components are often not realized and receive less attention.

The components of the learning system include learning objectives, materials, methods, media, and evaluations (Wina Sanjaya, 2009). The five components of learning are a requirement for the success of the learning process. Some factors that become the main determinants of the success of a learning process are teachers, students, facilities, and environmental factors (Wina Sanjaya, 2009). The teacher, as the main actor, becomes the executor who determines the methods and media used and conducts an evaluation of teaching results. Students, as learning subjects and objects who receive learning materials designed by the teacher, must maximize their potential in accepting every material from a teacher.

Facilities and infrastructure are the determinant of the success of learning that supports the professionalism of a teacher. The environment is vital in the learning process. This is because a student needs the support of the family and the community environment to implement learning outcomes. It is very necessary to pay attention to every learning element and maximize each function. The main problem in learning difficulties is due to the existence of learning elements that are not in accordance with their functions or even sometimes considered not important in a learning process.

2.6 Problems of Islamic Religious Education Learning

Etymologically, the word problematic comes from the word problem, difficult case, problem, problematics is difficult, doubtful, and uncertain (Pius A. Pertanto, M. Dahlan al-Barry, 1914). Problematic is a term originating from English "Problem", which means Questions or Problem (Fata Yasin 2008). Problems in Islamic religious education learning are from two factors, namely internal factors and external factors. These two factors are the source of problems in learning Islamic religious education.

a. Internal Factors

Internal factors occur within the school environment, which are directly related to learning issues to achieve the goals of Islamic religious education that have been set. The problems surrounding the implementation of Islamic religious education in public schools include students, educators (teachers), curriculum, management, facilities, and infrastructure. Delays in learning are caused by insufficient teaching and learning activities, poor teaching, inadequate teachers, difficult subject matter children cannot follow, or no suitability between the lessons set and the child's talents (Fata, Y. 2008).

The teacher is the main problem in the learning process of Islamic religious education. It is often found that teachers do not know their role as a teacher. They tend to be authoritarian and do not pay attention to any learning problems. There are several things that a teacher needs to pay attention to in the learning process: A teacher is not monotonous, using only one method of learning; a teacher must choose what methods are appropriate to the material to be taught; A teacher of Islamic Religious Education must be a role model for students. Teachers who can be role models will affect the learning of Islamic Education. Islamic religious education, which teaches more ethics or morals, will be very inappropriate if an immoral teacher teaches it. Islamic religious education teachers should create a religious environment for students, be it a school, family, or community environment. A professional Islamic religious education teacher has the potential to create every student's environment.

b. External Factors

Education includes not only the school environment but also the environment other than the school (external factors) often plays an important role, as does in Islamic religious education. In the success or failure of Islamic religious education, the social environment plays an important role in the process because children's development is strongly influenced by the surrounding environment, namely the community environment and family environment.

The community and family environments are educational environments that play an important role in the success of learning in schools. Compared to the time students spend at school, the time in the community and family environment is much longer, which will impact the students' learning process at school.

1. Family Environment

The family environment is the first learning environment but not infrequently becomes the main obstacle to students' learning success. For example, students who grow up in troubled families, parents are too hard to educate children, parents do not teach discipline, or children are overloaded with work. Students need help from their families to succeed in their studies, both physically and psychologically. Families, especially parents, must always pay attention to all elements of students. Students often under pressure will impact their behavior patterns and ability to store memory and focus. Students need their families' full support in achieving their learning goals.

2. Community Environment

A less religious community environment will impact the teaching and learning process. Students who receive religious education at school will need the role of the environment in implementing the lessons taught at school in everyday life. An unreligious environment will have a negative impact on learning outcomes. As a result, students feel they do not need to get religious education and also do not get free space to implement Islamic education in society.

3. Methodology

The research method used in this study is a qualitative research method. This research was conducted at Elementary School (SD) Taranggi, Doripoku District, Pasangkayu Regency. This study reviews and analyzes the situation critically, recognizes and avoids bias, and obtains accurate and reliable data, which is carried out in the presence of the researchers at the research site, deepening observations, triangulation (triangulation of sources, methods, researchers, or theory), peer checking, negative case analysis, checking the conformity of the results, member checks, thinking abstractly and conducting interviews through informants and sources who provide factual data about the object of research. This descriptive research aims to explain the descriptions on the basis of empirical facts as can be understood from the formulated problems. The presence of the researchers in this study is very important and is needed optimally as the key instrument. The function of the researchers is to determine the research focus, select informants as data sources, collect data, assess data quality, analyze data, interpret data, and make conclusions based on research findings. In other words, the researchers in this study as planners, data collectors, analyzers, data interpreters, and conclusion makers. Sources of data obtained from primary data and secondary data (directly) are the results of field research, namely by interviewing several informants, including Islamic Boarding School Leaders, Ustadz and Ustadzah, Students, and parents of students. Secondary data or supporting data obtained from the results of collecting data relating to the problem under study. The data obtained from interviews, observations, and documentation were collected and concluded.

4. Results and Discussion

The findings of this study are as follows:

- 1) The problems of learning Islamic education in the remote area with a case study at SD Taranggi, Doripoku District, Pasangkayu Regency, shows that the low quality of Islamic religious education is a result of the lack of students' interest in learning, teachers who are only monotonous in one lesson method, poor management that cannot optimize the existing educational elements, the facilities and infrastructure are still minimal, the curriculum is too burdensome, parents tend not to care about their children's education and the community environment is less religious.
- 2) Efforts to overcome the problems of learning Islamic religious education in remote areas according to the case that occurred at Taranggi Elementary School, Doripoku District, Pasangkayu Regency:
 - Teachers who only use one learning method must learn and practice not only using one method in teaching;
 - Students who lack interest in learning can be overcome in simple ways, such as by providing motivation before learning or explaining the purpose of the lesson to be taught;
 - Deliberations or monthly meetings held at schools are the best alternative to create good school management;
 - Learning facilities that are still lacking can be circumvented by using or utilizing the environment as a tool for teaching;
 - The curriculum should prioritize the quality of learning rather than the amount of material being taught. Excessive material only burdens students and teachers;
 - The lack of parents' attention toward their children's education is caused by a lack of understanding of parents regarding the importance of supervising and paying attention to the education of their children. For this reason, it is necessary to be explained by inviting the parents to school and then conveying the socialization of the importance of parental supervision in education;
 - A less religious environment can be overcome by providing religious guidance, holding religious activities such as majlis ta'lim, collective dzikir, and competitions on Islamic holidays.

5. Conclusion

After conducting research at Taranggi Public Elementary School, Doripoku District, Pasangkayu Regency, the researchers suggest the following:

1). The need to maximize every function of the elements of education by being aware of their respective roles and functions and maximizing one's potential as a school principal, teacher, or teaching staff.

2) The need for the involvement of all parties to pay attention to Islamic education, especially in the village of Taranggi, by becoming an education facilitator, paying attention to children's education, and creating a religious environment that can help the learning process of students.

3) The need for the involvement of all parties to jointly pay attention to learning facilities such as the unavailability of prayer rooms, religious books, in focus, TV, Educational DVDs, and others.

The need for attention from related agencies, such as the Ministry of National Education and the Ministry of Religion, to understand the problems that occur in remote areas by establishing appropriate policies, both related to the provision of facilities and administration and management systems.

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