

Optimizing Student Mastery of PAI Learning Objectives at SMA Negeri 2 Sigi

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ARTICLE INFO

Volume: 2

KEYWORDS

Students' mastery, PAI learning objectives.

ABSTRACT

This research uses a qualitative approach to investigate the optimization of students' mastery of Islamic Religious Education (PAI) learning objectives at SMA Negeri 2 Sigi. The research aims to discover the process of students' mastery of the PAI learning objectives. The data was collected through interviews involving two PAI teachers, who were henceforth written with the initials R-1 and R-2.

The research found that the optimization of students' mastery of learning objectives through a combination of the abilities of teachers and students. The conclusion is that PAI learning at SMA Negeri 2 Sigi is organized by presenting the material in small units. Each unit of material has determined a minimum learning achievement value as a standard for student mastery of learning objectives which is implemented through learning methods. Before attending the class, students are required to have learned certain subjects that the teacher will present at each meeting through learning activities outside of class hours, individually or in groups.

This research has implications for PAI teachers that their place is to teach optimally not only in class but also outside of class hours.

1. Introduction

The term teaching-learning is given to two parties who meet in a certain place at a certain time with the intention that the first party teaches and the second party learns. What is taught and what is learned is called learning material. Learning refers to an activity that involves teachers, students, and learning materials. Based on this explanation, it can be inferred that teaching-learning is a form of material (knowledge) mastery activity by the teacher to students.

Transferring knowledge from the first party to the second party is a challenging job to do because each element (teachers, students and learning materials) has weaknesses. Consequently, this learning activity is one of the areas of work that requires expertise.

Research activities on learning have been carried out repeatedly and have generated many interpretations according to the point of view of each researcher. For those who interpret learning activities from an implementation point of view, this brings about an understanding that learning is an interaction activity of teachers, students, and subject matter (learning material) (Aprida Pane dkk, 2017:24). Some view it based on learning objectives which give birth to an understanding that learning is a series of educator activities conveying subject matter to students so that they receive and can develop the learning material (Akhmad Riadi, 2018: 1). Other researchers view learning activities as media, which mediates between students and learning materials. At this level, learning is considered an activity to acquire knowledge (Purwanto,2011:27) and activities to memorize facts (Asep Sukenda Egok, 2018: 124).

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Through the presentation of the previous research results above, there is still an empty space that has yet to be discussed, namely learning materials. This space is very important to investigate, especially concerning optimizing students' mastery of learning objectives. Through this research, an explanation will be obtained about students' mastery of PAI learning objectives in SMA Negeri 2 Sigi.

2. Literature Review

This research refers to the teachers' handbook of *Pendidikan Agama Islam dan Budi Pekerti* (Islamic Religious Education and Moral) for class X and class XI as the literature to explain the efforts of PAI teachers in learning activities. The other literature is in the form of research articles, including:

Syafri Fadillah Marpaung entitled *Optimalisasi Kinerja guru Pendidikan agama Islam dalam Meningkatkan Mutu Pendidikan* (Optimizing the Performance of Islamic Religious Education Teachers in Improving the Quality of Education). The results of this research indicate that optimizing the performance of Islamic religious education teachers at SMA Budi Agung Medan involves two things, namely improving and developing the capabilities of existing teachers.

Ahmad Hendra's entitled *Optimalisasi Kompetensi Pedagogik Guru Pendidikan Agama Islam di SMA Negeri Kabupaten Barru* (Optimizing the Pedagogic Competence of Islamic Religious Education Teachers at State High Schools in Barru Regency). The results of the research indicate that the form of optimizing the PAI Teacher Competency in State Senior High Schools in Barru Regency has been optimized.

Adelia Pratiwi's entitled *Optimalisasi Pembelajaran Pendidikan agama Islam Melalui metode Blended Learning di MTs.AI-I'nah Karawang* (Optimizing the Learning of Islamic Religious Education Through the Blended Learning Method at MTs.AI-I'nah Karawang). The result of this research is that Blended learning can assist educators in optimizing the learning of Islamic Religious Education (PAI).

Muhammad Ali Hanafiah's article entitled *Optimalisasi Pendidikan agama Islam terhadap moral siswa di Sekolah Menengah Kejuruan Swasta Bina Taruna 1 Medan* (Optimization of Islamic religious education on student morale at Bina Taruna 1 Medan Private Vocational High School).

Winda Lusiana's entitled *Optimalisasi Penerapan Kurikulum Berbasis Kompetensi Pendidikan agama Islam pada era Pandemi Covid-19 di kelas X SMK Islamic Qon Gresik* (Optimizing the Implementation of Competency-Based Curriculum for Islamic Religious Education during the Covid-19 Pandemic era in class X at SMK Islamic Qon Gresik). The result of the research is that efforts made to optimize the improvement of the Competency-Based Curriculum for Islamic Religious Education are by providing adequate facilities and infrastructure.

3. Methodology

This study uses a qualitative approach, which describes descriptive data. Taking this approach is expected that researchers can take action and comprehend the nature of the objective under study. It allows researchers to provide explanations and interpretations regarding optimizing students' mastery of the PAI learning objectives.

The position of researchers at the research location was participatory. The researchers participated in the field to witness the optimization of learning in Islamic religious education subjects.

There are two types of data sources for this research, primary and secondary. Primary data were obtained at the research location, while secondary data were obtained through reading from a number of books, magazines, newspapers, and research journals.

The data collection for this research was through interviews; question and answer sessions with two Islamic Religious Education teachers for class X and class XI. The interviews were about teaching activities related to optimizing students' mastery of the PAI learning objectives.

The analysis of data collection aims to:

1. Analyzing the content to reveal the truth contained therein.
2. Reducing, sharpening, classifying, directing, and discarding unnecessary data, as well as organizing data in such a way that conclusions can be drawn and verified.
3. Presenting data to examine things that are very important to know the characteristics of what actually happens to the research object at the research field.

4. Data verifying, namely drawing conclusions from research data found in the field.

4. Results and Discussion

A. *Optimizing Student Mastery of PAI Learning Objectives*

The results of the research were in the form of statements explained by the respondents during the interviews. These statements were field evidence stated by the respondents related to the research theme. The following are excerpts from the statements of each respondent:

- How to optimize students' mastery of Islamic learning material?

R-1 replied:

Before teaching, I initially make preparations, such as compiling the subject matter, adjusting it with the number of teaching hours that are effective and ineffective, and making lesson plans.

R-2 Answer

Entering the first week of teaching, I usually am not presenting material but conducting interviews to find out the background of each student as a basis for mapping students' abilities, distributing discussion material so that before entering class, they have read it outside of class hours.

- What is the benchmark in students' mastery increase?

R-1 Answer:

I always determine the minimum score of learning outcomes by applying various learning methods and media that are appropriate to the material.

R-2 Answers:

The preparation of the teacher to teach and the preparation of students to learn, both must work together.

- How to deal with students who have difficulty mastering learning material?

R1 replied:

I work closely with parents of students so that when their children return from school, they continue studying at home. Form study groups whose members are two people and carry out remedial.

R2 replied:

When presenting material, I apply several learning methods according to the subject being taught at that time. I introduce the material, the purpose and the benefits of studying it.

B. *Discussion*

This research was conducted to determine the optimization or improvement of student's mastery of learning objectives. Based on data from respondents' statements, it is known that Islamic religious education learning activities are started with teacher preparation and preparing students to actively participate in planned learning activities.

Initially, the teacher prepares learning tools in the form of a Lesson Plan. After that, the teacher conducts teaching in class with the steps of opening the lesson, apperception, determining the value of learning outcomes, presenting material by grouping students in small groups, posing problems to be solved by students through groups, giving reinforcement, evaluating, assessing and closing the lesson.

This kind of teacher activity is different from the opinion stated earlier that the teacher's activity is to arrange teaching materials to be conveyed to students to be accepted and developed, likewise with the opinion that learning is an interaction activity of teachers, students, and subject matter, as well as the view that learning activities are for memorizing facts. The teacher's activity of compiling material, interacting, and memorizing facts is much lighter. In comparison, the learning process that starts with making learning tools, implementing, evaluating, assessing, and carrying out remedial learning is a heavier job.

In addition to the jobs above, teachers still do other jobs, namely overcoming students' learning difficulties by conducting continuous tutoring from schools at home and in the community. For learning activities at home, teachers work with parents to supervise and order their children to repeat their lessons. Outside the home, the teachers form a small study group with

two members. Besides, the teachers also carry out remedial learning for students whose learning outcomes have yet to reach the minimum score, map out students based on their individual learning abilities, distribute topics for several meetings, show learning resources, guide, give examples of solving the questions being studied, and provide exercises to feel the increase in students' learning abilities before participating in the real test.

C. Novelty

An important finding in this study is that the optimization of students' mastery of learning objectives is based on the combination of the intellectual abilities of teachers and students.

5. Conclusion

A. Conclusion

Optimizing student mastery of the learning objectives of Islamic religious education at SMA Negeri 2 Sigi is conducted by presenting the material in the form of small units, with each unit having a minimum learning achievement score that has been determined as a standard for student mastery of learning objectives implemented through various learning methods. Before attending class, the students are required to have mastered a certain topic or subject at a certain time which the teacher will present at each meeting through learning activities outside of class hours individually and in groups.

B. Research Implications

This research has implications for teachers to continuously improve their teaching skills which are held both in class and outside of class hours.

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