

Problems of Islamic religious learning in schools

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ABSTRACT

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Learning problems of Islamic religious education include internal and external problems. Internal problems are the lack of allocation of Islamic education learning hours, the factor of the ability of teachers to convey learning and utilize educational technology, the low interest and motivation of students' learning towards PAI subjects because some students do not know and are not fluent in reciting the Koran, and some others consider PAI subjects.

The external problem is the influence of the development of science and technology in the field of communication and the influence of the social environment. Efforts to make solutions to these learning problems are PAI teachers making improvements to the learning process, completing learning aids and trying to master educational technology, holding discussions with school components for solutions to learning problems. Furthermore, mental development through religious activities.

The type of this research is qualitative naturalistic with pedagogic, psychological and sociological approaches. As for data collection techniques using observation techniques, interviews and documentation.

1. Introduction

Indonesia is a developing country that has a focus on various fields and one of the main focuses is in the field of education in accordance with the law, this can be seen from the many schools funded by the government, both public and private schools. The fields of study taught in schools consist of general lessons and religious lessons and one of the focuses of religious schools is to have more religious subjects than in public schools, it is undeniable that Islamic Religious education has a very spent role in shaping the character of students to become a useful human being for the nation and state and able to practice religion.

The change in students towards a better direction in actualizing Islamic values in everyday life after the learning process occurs is inseparable from the skills of the teacher as the main actor who is directly involved in learning activities in the

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classroom.

To overcome the learning problems of Islamic Religious Education there are at least several factors that need to be considered, including:

1.1 Teachers and students

Professionally the teacher has the task of teaching, educating, and training students. Teaching is not only limited to efforts to transfer some knowledge to students and students receive it actively. Teaching referred to here is all actions taken consciously by the teacher so that students are motivated to learn. The reality that is happening at school today is that an Islamic religious teacher lacks interest in students studying Islamic religious lessons. What is even more concerning is the respectful attitude of a learner towards his teacher, which is increasingly being ignored.

1.2 Learning methods

One of the teaching techniques that the teacher needs to pay attention to in order to eliminate the boredom of students in learning is "variation", namely using various teaching methods where the teacher is not monotonous with one method. "For example, variations in using teaching media as learning materials, and variations in the form of interaction between teachers and students.

1.3 Environmental factor

environmental factors are factors that should not be taken for granted that affect student learning success, the failure of parents to place faith in morality and character in their children also contributes to children's failures, a playing environment that is more focused on mobile phones for playing, watching movies, playing face books and others so that students are more focused on playing than learning.

From the phenomenon above, the learning of Islamic Religious Education in public schools is faced with a dilemma situation. On the one hand, the community wants Islamic Religious Education to be able to make a positive contribution to the formation of student morals, on the other hand, advances in science and technology in the field of information and communication pose a serious threat to student morale.

Given these problems, the creation of a religious atmosphere in the school environment both through curricular activities and extracurricular activities such as Islamic boarding schools, religious lectures during Islamic holidays is part of the learning process in fostering and directing the personality potential of students to form morals.

Another thing that motivated the writer to choose the title of this thesis is:

- a. That students really need to get special attention in terms of mental development and religious spirit, especially for students who have problems.
- b. Researchers want to know more closely about the role of Islamic Religious Education teachers in the formation of religious morals of students through the implementation of Islamic Religious Education learning in terms of strengths and weaknesses.
- c. Researchers want to know the problems of learning Islamic Religious Education both internal and external problems and at the same time help to provide solutions to problems faced both related to teacher problems in conducting learning, student interest in learning, selection of learning models and methods, as well as as a result of environmental factors both the family environment and the community environment.

2. Literature Review

Problematic learning consists of two words, each of which has its own meaning. In the Big Indonesian Dictionary, problem comes from the word problem which has the meaning of problem or problem, problematic means that it still creates problems or problems that have not been solved. Furthermore, learning comes from the basic words of teaching, namely instructions given to people so that they are known. Teaching means the process, the way, to make people or living things learn.

Learning is an interaction process in which there is a teacher as a source of learning and there are students as teaching objects. The interaction process can take place inside and outside the classroom. Learning can also be interpreted as a

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two-way communication process, namely teaching and learning. Teaching is a task performed by the teacher as an educator while learning is a task performed by students as students.² Based on this interpretation, the learning process will not be created if one of them does not exist. This means that educators and students in learning are the dominant factors.

Learning Islamic Religious Education is directing the personality of students based on Islamic teachings through guidance and training in the learning process related to cognitive, affective and psychomotor aspects both taking place in the classroom and outside the classroom. Learning Islamic Religious Education can also be interpreted as efforts made by a person or group of people to help students understand, live and practice Islamic teachings in their lives. In learning Islamic religion, there are several things that need to be considered. note, namely:

- a. Islamic Religious Education as a conscious effort, namely an activity of guidance, teaching and/or training that is carried out in a planned and conscious manner for the goals to be achieved;
- b. Students who want to be prepared to achieve goals; in the sense that someone is being guided, taught and/or trained in increasing belief, understanding, appreciation and practice of Islamic religious teachings;
- c. Islamic Religious Education (GPAI) educators or teachers who carry out conscious guidance, teaching and/or training activities for their students to achieve the objectives of Islamic Religious Education;
- d. Islamic Religious Education (learning) activities are directed at increasing students' beliefs, understanding, appreciation, and practice of Islamic religious teachings, which in addition to forming personal piety or qualities, are also social piety.

Based on this formulation, it can be understood that Islamic Religious Education must be carried out deliberately by teachers or educators in schools for students, the inculcation of these Islamic values is the responsibility of the PAI teacher as the person in charge of fostering religious morals whose actualization

Islamic religious education consists of three words, namely education, religion and Islam, each of which has its own meaning. Freeman Butt in his book *Cultural History of Wistern Education* put forward the definition of education as follows:

- 1) Education is an activity of receiving and imparting knowledge, so that culture can be passed on from generation to generation.
- 2) Education is a process, through this process individuals are taught loyalty and willingness to follow rules. Through this way the human mind is trained and developed.

Education is a process of growth, in this process individuals are helped to develop their talents, strengths, abilities and interests. Noble character includes ethics, manners, or morals as the embodiment of religious education

Islamic Religious Education is part of Islamic education, namely education that is understood and developed and compiled from the main sources of Islamic teachings, namely the Al-Qur'an and the Sunnah of the Prophet Muhammad. Islamic education is not only concerned with personal formation for worldly happiness, but more than that it is also intended to achieve happiness in the hereafter. As for what the author means by Islamic Religious Education in this article is that these are Islamic religious subjects that are taught or used as references in MTs which are used as teaching materials by teachers.

Learning Islamic Religious Education is an effort to make students able to understand, know and practice Islamic teachings in personal and social life. According to Muhaimin, learning Islamic Religious Education is an effort to make students able to learn, need to learn, motivated to learn, willing to learn, and interested in continuing to study Islam. Learning in this sense requires the teacher to create a learning atmosphere in which students can learn by themselves after the learning process is carried out.

Learning Islamic Religious Education can be translated as the process of transferring knowledge from someone (teacher) who has knowledge of Islamic teachings to students who need or do not yet have that knowledge. The transfer of this knowledge comes from two sources, namely divine and human. The transfer of knowledge is carried out through learning activities in the classroom, where educational interactions are established between the teacher as a catalyst and students as catalysts, and as a result of that interaction, students who learn must always improve their quality so that changes occur in a positive direction as desired from the learning process.

In general, the implementation of Islamic Religious Education learning can be grouped into two forms, namely: Curricular learning is a learning activity carried out by teachers in the school environment where the implementation

time has been set in advance and included in the KBM schedule. which needs to be understood here is that curricular activities must be in line with the curriculum that is the reference for an educational institution.

Islamic Religious Education curricular learning is an activity that done inschools by PAI teachers where the time allotment has been determined in the school program structure and is intended to achieve minimal goals. Based on this structure, a lesson schedule is formulated which forms the basis for PAI teachers and students in the learning process. Basically curricular activities are activities carried out when learning activities take place in schools based on the structure of the program that has been announced. Curricular activities aim to achieve the minimum goals for each subject. This goal can be seen in the outline of the teaching program. To create a quality and directed learning process, a goal-oriented learning system is needed in education Improving the quality of learning in Islamic Religious Education requires clarification of two key terminologies, namely learning and teaching, mastering, and developing learning materials. The components involved in it include students, materials taught, and methods used teaching.

The quality of student learning outcomes is also determined by the quality of packaging and the teacher's strategy in learning. As a provider of information (teaching) the teacher functions as a communicator, source and media of information. How do teachers filter, evaluate existing information and then process it so that it can be accepted by students as recipients of information, so that later they are able to provide changes to students to a better level of knowledge development individually or in groups. Islam requires that in the process of conveying information an educator does not encourage his students to learn something that is beyond their ability, The learning process of Islamic Religious Education, must always pay attention to and respect the dignity, and freedom of thought to express opinions and make decisions so that for students learning becomes something that is not boring and even fun, and vice versa for educators who act as teachers the learning process becomes something fun. worthy of worship before Allah swt.

Extra-curricular activities are activities carried out outside of school hours (face to face) whether carried out at school or outside school, with the intention of further enriching and broadening the horizons of knowledge and abilities they have. Extra-curricular learning is carried out to provide other nuances in the learning process of Islamic Religious Education at the curricular level. In contrast to curricular learning, where the academic color is very dominant, the curriculum is clear, the time schedule has been set, and where the learning interaction process is mostly carried out in the classroom. In contrast, extra-curricular learning in Islamic Religious Education is at the level of implementation, both cognitive, affective and psychomotor. Therefore, the curriculum design must be school-based which accommodates the needs of students in adding deeper religious content.

In the implementation of Islamic Religious Education extra-curricular learning, the involvement of educational elements, such as parents and the community must be more real. Their support, both morally and materially, is needed to optimize the expected educational outcomes. Therefore, parents and the community must also pay attention and their support is more real. In this regard, the involvement of parents and the community also influences the quality of education through concern, contribution of thoughts to improve and at the same time develop forms and patterns of higher quality and quality religious development.

In addition to being directed at mastering religious practice skills, extra-curricular activities are also directed at getting students used to it and creating a conducive climate to implement their religious sense in the school and community environment. The steps that need to be taken in relation to this are to include religious nuances in the learning process in the classroom, the implementation of which is not only in Islamic Religious Education teaching materials, but is applied to all subjects.

In addition, extra-curricular learning can be carried out through branches of religious extracurricular activities such as religious coaching in terms of reading and writing the Qur'an, tajwid, and songs in special coaching places, this place is very helpful for channeling students' interests and talents. The mastery of religious practice skills in extra-curricular learning to be effective needs to formulate its own curriculum or syllabus such as; Funeral arrangements, Hajj and Umrah, Islamic weddings, how to lead prayers, prayer practice, khutbah practice, azan and iqamah, slaughtering and others This teaching needs to be done because it is an actual phenomenon that is found by students in everyday life. Factors that can affect the learning process of Islam in relation to students is the factor of interest. The new learning situation is said to be effective if there is student interest in learning, even the learning atmosphere will not live if students' interest in learning does not exist. Interest is something abstract that is inherent in a person, interest cannot

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be measured using measuring instruments because it is relative. Interest can only be seen from the size of a person's motivation towards learning, interest and motivation have a big influence on learning, strong interest will have a positive impact on learning, and vice versa, weak learning interest can cause a learning atmosphere not lively.

Recognizing the importance of interest in learning, teachers need to pay attention to it in learning interactions and if necessary take appropriate steps to arouse students' interest in learning. This means that in essence every child has an interest in learning and it is the teacher's job to arouse students' interest in learning. is a factor that is closely related to interest in learning is motivation, if students are not interested in learning it means that the motivation that drives them is not strong, because students learn something due to certain motivations that work within themselves to achieve what they want. Thus, interest is stored in a driving force called motivation as a driving force to achieve goals as a need that must be met.

One of the important aspects of learning is to arouse children's motivation to learn, because one's motivation is an internal human part. Departing from the instinctive nature of humans, each individual has different interests and motivations. However, the teacher as an educator needs to make various breakthroughs to arouse student learning motivation, in connection with this there are several ways that need to be done by the teacher as an educator in arousing student interest and motivation.

Thus, a conducive learning situation created by the teacher can encourage students' interest in learning, and students' interest in learning can arise if students pay attention to learning encouragement and stimulus. This is where the task and role of the teacher lies in generating and maintaining students' attention and interest in learning. Efforts to provide encouragement and interest in learning for students need to be done before starting the learning process and at the time the learning process occurs or when finding students who experience learning decline.

There are at least two types of motivation that can affect students' interest in learning, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that arises from within the individual himself without any coercion from others, but of his own free will because he wants to be better or want to be a successful person in learning. Meanwhile, extrinsic motivation is motivation that arises as a result of influences originating from outside the individual, whether in the form of invitations, orders, or stimulation because he sees the success achieved by other people so that under these conditions, he wants to do something.

3. Methodology

The type of this research is qualitative naturalistic with pedagogic, psychological and sociological approaches. As for data collection techniques using observation techniques, interviews and documentation.

4. Results and Discussion

As for the scope of the Islamic religious learning material in the first secondary school, the focus is on the reading of the holy verses of the Qur'an, this is done at the beginning of learning, the material of faith contained in the field of Islamic religious education, about the sources of Islamic law, praiseworthy attributes , reprehensible traits, manners, repentance, respect others. Date-related material

The descriptions and explanations mentioned above contain implications, that Islamic Religious Education encourages and motivates students to create balance, harmony and harmony between human relations with God as creator, and human-to-human, human-to-himself and human-to-natural relationships, which realized through Al-Qur'an and Hadith education, faith, morals and dates.

In planning the learning process, Islamic Religious Education teachers choose material priorities and determine appropriate learning methods, namely from easy-to-understand material to difficult subject matter, choosing teaching material sources related to the discussion, and using learning aids.

Broadly speaking, the learning problems of Islamic Religious Education can be classified into 2, namely:

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1) Internal problems (Islamic religious learning)

In terms of Lack of Study Time Allocation, Teacher Professional Factors include Learning Methods Used, Learning Aids Used, Student Interests and Motivation in Learning

2) Problem External

Environmental factor especially the family environment is an element that greatly determines a child's personality, because it is with the family environment that the child first receives education from both parents from all aspects of his personality. Unfavorable family environment such as broken home, it is certain that it will have a negative impact on children and will further affect all their activities, including attention in learning.

Science and Technology Advancement Factors The challenges posed by the communication media in particular hand phone for the world of education is the tendency for teenagers and school children to use it not only for the purpose of being a mere communication tool, but has other functions as a medium of entertainment.

One of the efforts made is to encourage each teacher to take part in various activities related to professional development, both through training (training) and non-training. Carrying out discussions around the implementation of learning which is carried out regularly every midterm, through this discussion it is hoped that the teacher can solve the problems encountered related to the implementation of learning in class or the problems faced. Involving teachers in participating in seminar activities, through this activity teachers are expected to be able to interact scientifically with their colleagues in the profession regarding current matters in the world of education, and continuously provide understanding to students about things that are useful in accordance with applicable norms. Conduct coaching for students who have problems in subjects, students who do not know the Koran are guided using the Iqra' method in the school mushallah after each midday prayer, and are also encouraged to recite the Koran at home;

For students who lack interest in and pay attention to learning about subjects, during learning the sitting position is moved forward so that it is easy to control and does not disturb other friends

5. Conclusion

Factors that cause learning problems in Islamic Religious Education include internal and external problems. The internal problems of PAI learning are the lack of learning time allocation, teacher professional factors in terms of choosing and applying methods, the inability of PAI teachers to use educational technology in learning activities, the lack of interest and motivation of students towards subjects, because some students think that PAI subjects are not too important, and because of differences in the IQ of students in understanding the subject matter.

The external problem of PAI learning is as a result of the influence of scientific and technological developments in the field of communication, as a result of the influence of the environment, both the family environment and the community environment, the family environment such as mistakes in placing religious education, families who have broken home, which causes the child's psyche to be unstable. While the problem in the community environment is there are groups of naughty teenagers who can influence students

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