

Strategies of Learning Islamic Religion Teachers In Improving Students' Knowledge At Smpn 1 Tikke

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ABSTRACT

The research aims to understand the teaching strategies of Islamic education teachers in enhancing the noble character of students at SMP Astra Makmur Jaya. The objectives of this study are to identify teaching strategies, describe noble character, and analyze the impact of the teaching strategies employed by Islamic education teachers.

The National Education aims for the development of learners' potential so that they become individuals who have faith and devotion to the One Almighty God, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Inculcating noble character in students is not an easy task. Therefore, the education system needs to be closely monitored and carried out by dedicated experts who are entrusted with this responsibility. When noble character is integrated into human daily life, all aspects of life will flourish, and they will be shielded from all forms of adversity and calamity. Hence, the education of noble character must be taught and practiced in everyday life.

The Islamic education teaching strategies employed at SMPN 1 TIKKE include inquiry-based learning, expository teaching, cooperative learning, affective learning, and problem-solving learning. These strategies encompass various methods such as modeling, guidance, question and answer, discussion, lecture, habituation, practice, group work, assignments, punishment, and reward.

1. Introduction

Islamic religious education is an education that involves the teachings of Islam, consisting of guidance and nurturing for students so that, upon completing their education, they can fully comprehend, internalize, and practice the teachings of Islam that they have come to believe in. This education aims to make Islam a way of life, guiding their actions for the well-being and prosperity in both this world and the hereafter.

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This verse indicates the obligation to deepen one's religious understanding and be prepared to teach it in various settlements, as well as to enlighten others about the religion, to the extent that it can improve their condition. Thus, they would no longer be ignorant of the general religious laws that every believer must know.

Throughout history, it has been stated that education is the key to human progress, but this doesn't mean that the life of humans, especially Muslims, is complete without noble character. Islamic teachings have shown that the goal of Islamic education is to humanize individuals. This is in line with the Republic of Indonesia's Law on National Education System No. 20 of 2003, which outlines the National Education Objectives as follows:

National Education aims to develop the potential of learners to become individuals who have faith and devotion to the One God, possess noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

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To realize the above-mentioned goal, Islamic education teachers should employ various strategies in fostering noble character among students. This includes employing strategies in delivering the curriculum through methods and strategies that outline the activities necessary for cultivating good character in students. Utilizing these strategies can help achieve the desired objectives in education.

2. Literature Review

Before conducting the research, the researcher conducted a review of several relevant scholarly works, including: First, Siti Kustiyah in her thesis titled "The Role of Islamic Education Teachers in Enhancing the Character of Students at SMK Muhammadiyah Delangu Klaten, Central Java." In her research, she provided an overview of the programs aimed at enhancing the character of students, such as conducting Duha prayers, Tadarrus (Quranic recitation), congregational prayers at the mosque, religious lectures, and Ramadan camps or intensive religious programs. These are the programs implemented to improve the character of students at SMK Muhammadiyah Klaten. The role of Islamic education teachers includes being a guide, counselor, supervisor, motivator, and facilitator. The outcomes of the teachers' roles resulted in significant improvements in the students' behavior, with many of them transitioning from deviating from norms to showing better behavior.

Second, Wahyudi Purnomo in his thesis titled "Efforts of Islamic Education Teachers in Nurturing the Character of Students at SMK Muhammadiyah Kalipakem 1 Bantul." In this research, it was explained that the presence of students with less desirable character traits was attributed to both internal and external factors. The efforts of teachers in nurturing students' character involved classroom instruction on good and bad character traits, as well as extracurricular activities outside of regular classes. These activities included congregational Dhuhr prayers, religious education classes, celebrations of religious holidays, intensive religious programs, and more.

3. Methodology

This research is a qualitative descriptive study that employs a spiritual, psychological, and pedagogical approach. The types of data used in this study include primary data and secondary data. Primary data sources consist of the school principal, vice principal, Islamic education teachers, and other teachers. Secondary data sources comprise important documentation such as school magazines, teacher and student data, as well as facility-related information. The main research instrument is the researcher themselves, supplemented by observation guidelines, interview protocols, and documentation checklists. The data processing and analysis techniques involve three stages: data reduction, data presentation, and drawing conclusions.

4. Results and Discussion

The Islamic education teaching strategies employed at SMPN 1 TIKKE include inquiry-based learning, expository teaching, cooperative learning, affective learning, and problem-solving learning. These strategies encompass various methods such as modeling, guidance, question and answer, discussion, lecture, habituation, practice, group work, assignments, punishment, and reward.

5. Conclusion

The research results indicate a significant influence of the teaching strategies on the noble character of the students, as evidenced by the students' increased diligence in worship, discipline, and sense of responsibility.

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