

Learning Architect: A Study on Islamic Education Teachers in Poso Regency, Central Sulawesi

Makmur Makmur^{1*}, Moh. Rifad², Sumiati³, Dyan Pratiwi⁴, Dewi Handayani⁵

¹ Sekolah Tinggi Agama Islam Poso, Indonesia

² Sekolah Tinggi Agama Islam Morowali, Indonesia

³ Universitas Muhammadiyah Makassar, Indonesia

⁴ Insitut Agama Islam Negeri Fatahul Muluk Papua, Indonesia

⁵ Sekolah Tinggi Agama Islam Morowali, Indonesia

*Corresponding Author: Name : Makmur, Email : makmurmakmur500@gmail.com

ARTICLE INFO

Volume: 3

KEYWORD

Architect, Learning, Teacher,
Islamic Education

ABSTRACT

The objective of this research is to uncover and explore the role of a learning architect in state junior high schools in Poso Regency, Central Sulawesi Province, in designing and developing effective, efficient, and meaningful learning. Additionally, a learning architect in educational institutions must serve as a reflection of noble character for students, colleagues, and the community. This study employs a qualitative approach with a case study method, involving classroom observations, in-depth interviews, and document collection. The findings reveal that teachers design learning by considering the diverse backgrounds of students, employing various teaching methods and media, and addressing challenges related to these differences. Solutions to these challenges include leveraging technology and innovative approaches to enhance student participation in learning. This research emphasizes the critical role of teachers in designing learning to achieve a promising future for Islamic education through innovative, effective, efficient, and contextual teaching.

* Makmur is a Lecturer of Islamic Religious Education at Sekolah Tinggi Agama Islam Poso, Indonesia. This paper was presented at the 3rd International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2024, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

1. Introduction

Teachers are not only responsible for enhancing the cognitive, affective, and psychomotor domains of students but must also serve as *uswatun hasanah* or role models. In Islam, a teacher is referred to as a *mu'allim*, *murabbi*, and *muaddib*. A teacher should emulate the Prophet Muhammad (peace be upon him) as a role model, whose noble characteristics—honesty, patience, fairness, trustworthiness, generosity, steadfastness, humility, forgiveness, and compassion—meet the criteria of an exemplary teacher (Siti Aminah & Mukh Nursikin, 2023). Furthermore, teachers are educators who play a role in pedagogical design and lesson planning, requiring broad knowledge and insights to teach students effectively (Jainiyah et al., 2023).

The process of learning can be likened to constructing a building. A professional architect designs a sturdy, aesthetically pleasing, and functional structure. Similarly, classroom learning must be meticulously designed to ensure students remain engaged and active during the learning process. Teachers are responsible for planning effective Islamic education lessons tailored to the developmental needs of students. They must educate, guide, manage learning processes, and provide direction to students (Muhammad Yasin et al., 2023). Teachers play a central role in education, shaping the future of younger generations (Umiyati Jabri et al., 2023). To fulfill their responsibilities, teachers must design learning that corresponds to the evolving times and students' needs, making the learning experience more meaningful. The success of Islamic education learning cannot be separated from the teacher's ability to design it.

This study aims to reveal and explore the concept of the "Learning Architect" in Islamic Education at state junior high schools in Poso Regency, Central Sulawesi.

2. Literature Review

2.1. The Concept of the Learning Architect

The term "architect" initially refers to the Creator (Allah SWT) who transformed nature to sustain human life. Transformations occur due to the designs crafted by an architect (Priyo Pratikno, 2020). Learning, on the other hand, is the process of interaction between students, educators, and learning resources within a learning environment. It involves assistance from educators to enable students to acquire knowledge, skills, attitudes, and beliefs (Ahdar Djamaluddin & Wardana, 2019). Learning can also be described as a process to assist students in constructing ideas encompassing attitudes, knowledge, appreciation, and skills (Muhiddinur Kamal, 2013).

2.2. The Concept of Islamic Education Teachers

Teachers are professionals devoted to educating with sincerity and dedication (Siti Maemunawati & Muhammad Alif, 2020). Teaching is a vocation that requires dedication and wholehearted commitment to the field of education (Syarifah Rahmah, 2014). Islamic Education is a conscious effort to prepare students to believe, understand, internalize, and practice Islamic teachings through guidance and training (A. Rosmiaty Aziz, 2016).

3. Methodology

Research methodology involves a scientific and systematic approach to investigating and analyzing problems, collecting and processing data, and drawing conclusions to solve a problem or test hypotheses (Rifa'i Abubakar, 2021).

3.1. Research Type

The study is field research, involving direct data collection from the observed subjects (Suharsimi Arikunto, 2003).

3.2. Research Approach

This research uses qualitative approach which aims to provide a comprehensive description of human and social issues, interpreting how subjects derive meaning from their environment (Anelda Ultavia B et al., 2023). The issue to be addressed is the role of the learning architect in educational institutions.

3.3. Research Design

The research design was a case study, which is a qualitative research method focused on understanding events, situations, or human behavior based on human opinions (Muhammad Wahyu Ilhami et al., 2024). The research location is at state junior high schools in Poso Regency, Central Sulawesi, chosen for its relevance to the topic of Islamic education.

3.4. Population

The population refers to all members of a group of people living together in a certain place (Nur Fadilah Amin et al., 2023). The population in this study consists of Islamic Religious Education teachers at SMP Negeri 1, 2, 3, 4, 5, and 6 in Poso Regency, Central Sulawesi Province as written in the table as follow :

School					
SMP Negeri 1	SMP Negeri 2	SMP Negeri 3	SMP Negeri 4	SMP Negeri 5	SMP Negeri 6
1	1	1	1	1	1
Total					6

(Source: Administrative Unit, SMP Negeri 1–6, Poso, 2024)

3.5. Sample

The sample consists of all elements directly investigated by the researcher (Deri Firmansyah and Dede, 2022). In this case, it includes 6 teachers from 6 junior high schools in Poso Regency.

3.6. pengumpulan Data

Data Collection was conducted through several methods:

Classroom Observation : This is an empirical scientific activity based on field facts and texts, using sensory experiences without any manipulation in the classroom (Hasyim Hasanah, 2016). Classroom observation was conducted to directly observe how the teaching process takes place in the classroom. This activity helps researchers understand the dynamics of teaching and the interaction between teachers and students.

In-Depth Interviews : These activities serve as a verification tool for the information obtained earlier. Interviews allow researchers to deeply explore information from informants. To gather information, researchers prepare a list of questions relevant to the topic or issue being addressed. These questions are presented to the audience or informants to be answered based on their experiences. It is further explained that the question list comprises a series of questions about a specific topic given to respondents, either individually or in groups (Wahyu Ningsih et al., 2021). This method is used to collect data from teachers regarding their experiences and strategies in teaching Islamic Religious Education.

Documentation: This involves direct observation to obtain data collected by researchers according to the study focus. It is conducted to understand the real situation in the field and acquire primary sources (Anggy Giri Prawiyogi, 2021). Documents collected from informants include syllabi, lesson plans (RPS), teaching materials, practice questions to assess students' cognitive abilities, and other relevant documents.

Data Analysis employed a thematic approach, a method used to analyze qualitative data obtained from in-depth or semi-structured interviews, as applied in this study (Heriyanto, 2018). Data from observations, interviews, and documentation were analyzed thematically. This process involved coding the data to identify key themes related to Islamic Religious Education teaching practices

4. Results and Discussion

4.1 Research Findings

The lesson planning conducted by Islamic Religious Education (PAI) teachers involves understanding students' age, hobbies, personality, and prior knowledge of Islamic teachings. Teachers then set learning objectives to be achieved, covering cognitive, affective, and psychomotor aspects. Next, they determine materials that align with the curriculum and are relevant to students' daily lives, adapting these materials to the students' levels of understanding and needs.

Teachers prepare a Lesson Plan (RPP) that includes an introduction, core activities, methods, media, evaluation techniques, and a conclusion. To enhance the effectiveness of the learning process, teachers choose methods and media such as Talk, Action, Your Obligate (TAYO); lectures; discussions; Q&A; case studies; role-playing; textbooks and references; audio-visual

aids; teaching tools; or information technology. They also determine evaluation techniques, such as written or oral tests, group assignments, or other tasks.

However, during the teaching process, teachers often face various challenges requiring them to innovate to resolve and overcome these difficulties. These challenges include students' varying knowledge and understanding of Islamic teachings, differences in interest and motivation in learning Islamic education, and diverse cultural, economic, and social backgrounds. For instance, some students show little interest in lessons involving educational technology media. To address these challenges, teachers use diverse media and methods, such as incorporating local culture or other reference books. For example, storytelling methods are employed to connect the lesson to real-life experiences, such as the story of Uwais al-Qarni honoring his mother by carrying her on a pilgrimage to Mecca. The Prophet Muhammad described Uwais as unknown to people on Earth but revered in the heavens. This storytelling method can boost students' motivation and understanding of the importance of respecting parents.

Additionally, Islamic Religious Education teachers synchronize the Lesson Plan with the school curriculum, review classroom conditions, facilities, and students' needs to create a conducive and meaningful learning environment. They implement diverse methods, such as Talk, Action, Your Obligate (TAYO); case studies; problem-based learning; and demonstrations to increase student engagement in the learning process. Teachers also introduce new strategies, such as project-based learning, digital technology use, and interactive approaches, to make learning more engaging and relevant. By utilizing technology to support the learning process, teachers aim to maximize student participation and enthusiasm despite challenges like diverse student backgrounds, limited time, and a lack of interactive media.

To further enhance students' motivation and understanding, teachers integrate Islamic values with local culture in all aspects of the learning process. This approach aims to develop students' noble character and foster effective, efficient, and meaningful learning.

4.2 Discussion

The teaching strategy for Islamic Religious Education (PAI) encompasses every activity (method or approach) carefully selected or designed by teachers to facilitate students' learning process and achieve specific learning objectives. In this context, teachers must implement appropriate strategies to ensure learning goals are met as expected. A general principle of using teaching strategies is that not all strategies are suitable for achieving every goal or in every situation (M. Sobry Sutikno, 2020). Teaching strategies can also be defined as learning activity patterns selected and applied by teachers contextually, according to students' characteristics, school conditions, the surrounding environment, and the specific learning objectives formulated. Teaching strategies are broader than methods and techniques (Jaka Wijaya Kusuma et al., 2023). Furthermore, teaching strategies are described as plans of action that include the use of methods and the optimization of various resources and strengths in a learning process (Haudi, 2021).

One teaching strategy employed by teachers is the use of technology in Islamic Religious Education. Educational technology, born out of the communication revolution, serves as a learning medium alongside teachers, textbooks, and blackboards. It is seen as a field focused on facilitating human learning and as a process that requires the management of all involved components within a system to solve various learning problems. Educational technology emphasizes facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources (Muhammad Yaumi, 2018). Although educational technology is still in its early stages, its development continues creatively and meticulously to address challenges in education, even down to micro-level aspects of students' learning behavior. Hardware use aligns with the development of industrial products and societal progress, such as e-learning, which utilizes internet networks for learning activities (Aryadillah and Fifit Fitriansyah, 2017).

The use of Information and Communication Technology in Islamic Religious Education includes visual technologies, such as PowerPoint programs in classroom learning. Teachers can use this program to present key points of the material accompanied by engaging visuals, which can alleviate students' boredom and fatigue. Additionally, teachers can utilize Macromedia Flash to make lessons even more engaging, incorporating sound and video related to the taught material. For instance, in lessons about faith in the Day of Judgment, teachers can include videos and sounds illustrating apocalyptic events (Mazrur, 2023).

The integration of technology and teaching media has become a critical issue in modern education. Teachers worldwide strive to leverage these innovations to enhance classroom learning quality. However, integrating technology and teaching media into the curriculum is not an easy task, as it presents various challenges for teachers (Yunusman Hulu, 2023). A significant challenge for 21st-century teachers is incorporating technology into teaching. Technology, as noted, has two sides: it provides numerous benefits, which many teachers use for instructional purposes, but it can also have adverse effects on education. Education's essence extends beyond the transfer of knowledge; it also involves providing role models, instilling values, and developing personality traits. These aspects cannot be achieved solely with technology but require human intersubjective interaction between teachers and students (Wahyu Yuda Pradana and Muhammad Irwan Padli Nasution, 2023). However, these challenges can be mitigated through well-designed plans created by Islamic Religious Education teachers.

5. Conclusion

Teachers have duties and responsibilities in implementing the learning process. In carrying out this role, teachers must be well-prepared, starting from the materials, strategies, methods, media, tools, to the processes involved. This preparation aims to anticipate errors and disruptions during the implementation of learning. Thus, it can be concluded that teachers are the "architects of learning," individuals entrusted with the task and responsibility to design effective, efficient, and meaningful learning experiences. They achieve this by utilizing all competencies, media, and tools as learning resources based on the applicable curriculum, particularly in the teaching of Islamic Religious Education.

References

- Amin, Nur Fadilah, dkk. (2023). Konsep Umum Populasi dan Sampel dalam Penelitian, *Jurnal Kajian Islam Kontemporer*, 14 (1), 15-31.
- Aminah, Siti dan Mukh Nursikin. (2023). Tugas Guru di Kelas dalam Implementasi Kurikulum Merdeka: Perspektif Islam, *Journal on Education*, 5, (4), 12710-12719
- Firmansyah, Deri dan Dede. (2022). Teknik Pengambilan Sampel Umum dalam Metodologi Penelitian: Literature Review, *Jurnal Ilmiah Pendidikan Holistik*, 1 (2), 85-114.
- Hasanah, Hasyim. (2016). Teknik-Teknik Observasi (Sebuah Alternatif Metode Pengumpulan Data Kualitatif Ilmu-ilmu Sosial, *Jurnal at-Taqaddum*, 8, (1), 21-46
- Heriyanto. (2018). Thematic Analysis sebagai Metode Menganalisa Data untuk Penelitian Kualitatif, *ANUVA*, 2 (3), 317-324
- Hulu, Yunusman. (2023). Problematika Guru Dalam Pengembangan Teknologi dan Media Pembelajaran, *Jurnal Education and Learning*, 2 (6), 840-846
- Ilhami, Muhammad Wahyu, dkk. (2024). Penerapan Metode Studi Kasus Dalam Penelitian Kualitatif, *Jurnal Ilmiah Wahana Pendidikan*, 10 (9), 462-469.
- Jabri, Umiyati, dkk. (2023). Kedudukan Guru Sebagai Pendidik, *Edupsycouns Journal*, 5, (1), 7-12
- Jainiyah, dkk. (2023). Peranan Guru dalam Meningkatkan Motivasi Belajar Siswa, *JMI (Jurnal Multidisiplin Indonesia)*, 2, (6), 1304-1309.
- Ningsih, Wahyu, dkk. (2021). Hubungan Media Pembelajaran dengan Peningkatan Motivasi Belajar Siswa Pada Mata Pelajaran PAI di SMP Iptek Sengkol Tangerang Selatan, *Jurnal Tarbawi*, 6, (1), 77-92.
- Pratikno, Priyo. (2020). Membaca Pesan YB Mangunwijaya Lewat Wastu Citra Berdasar Konsep Hibriditas dan Otentisitas, *TALENTA Conference Series: Energy & Engineering*, 3, (1), 100-105
- Pradana, Wahyu Yuda dan Muhammad Irwan Padli Nasution. (2023). Penggunaan Teknologi Dalam Pendidikan Tantangan Guru Pada Abad 21, *Jurnal Sains Student Research*, 1, (2), 774-778
- Prawiyogi, Anggy Giri. (2021). Penggunaan Media Big Book untuk Menumbuhkan Minat Baca Siswa di Sekolah Dasar, *Jurnal Basicedu*, 5 (1), 446-452
- Ultavia B., Anelda, dkk. (2023). Kualitatif : Memahami Karakteristik Penelitian Sebagai Metodologi, *Jurnal Pendidikan Dasar*, 11 (2), 341-348
- Yasin, Muhammad, dkk. (2023). Peran Guru di Sekolah dan Masyarakat, *DIAJAR (Jurnal Pendidikan dan Pembelajaran)*, 2 (3), 382-389.
- Abubakar, Rifa'i. (2021). Pengantar Metodologi Penelitian. Yogyakarta : SUKA-Press UIN Sunan Kalijaga.
- Arikunto, Suharsimi. (2003). Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.
- Aryadillah dan Fifit Fitriansyah. (2017). Teknologi Media Pembelajaran: Teori dan Praktik. Bogor: Herya Media.

Learning Architect: A Study on Islamic Education Teachers in Poso Regency, Central Sulawesi

Aziz, A. Rosmiaty. (2016). Ilmu Pendidikan Islam. Yogyakarta : Sibuku.

Djamaluddin, Ahdar dan Wardana. (2019). Belajar dan Pembelajaran : 4 Pilar Peningkatan Kompetensi Pedagogis. Pare-Pare : Kaaffah Learning Center.

Haudi. (2021). Strategi Pembelajaran. Solok: Insan Cendekia Mandiri.

Kamal, Muhiddinur. (2013) Guru: Suatu Kajian Teoritis dan Praktis. Bandar Lampung : Anugrah Utama Raharja.

Kusuma, Jaka Wijaya, dkk. (2023). Strategi Pembelajaran. Batam: Yayasan Cendikia Mulia Mandiri.

Maemunawati, Siti dan Muhammad Alif. (2020). Peran Guru, Orang Tua, Metode dan Media Pembelajaran: Strategi KBM di Masa Pandemi Covid-19. Banten : Penerbit 3M Media Karya Serang.

Mazrur. (2023). Inovasi Pembelajaran PAI Berbasis IT. Yogyakarta: K-Media.

Rahmah, Syarifah. (2014). Guru Profesional. Yogyakarta : Kaukaba Dipantara.

Sutikno, M. Sobry. (2020). Strategi Pembelajaran. Indramasyu: Adab/Adanu Abimata.

Yaumi, Muhammad. (2018). Media dan Teknologi Pembelajaran. Jakarta: Prenadamedia Group.