

JESLR
Journal Of Educational Science Learning And Research

Journal homepage :https://jurnal.asrypersadaquality.com/index.php/JournalESLR

LEARNING MANAGEMENT ISLAMIC EDUCATION

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ABSTRACT

The purpose of this study was to describe the management of Islamic Religious Education learning at SD Negeri 3 Sampoiniet. This research method uses a qualitative descriptive method. Data were collected by interview, observation, and documentation. Subjects of the study: principal, curriculum representative, Islamic Religious Education teacher and students. The results of this study are that Islamic Religious Education teachers at the beginning of the school year have prepared learning tools, implementation of Islamic Religious Education teacher learning using various methods and classroom management, learning evaluation, including cognitive, affective, and psychomotor, problems and solutions, Islamic Religious Education teachers held Islamic Religious Education KKG.

ARTICLE INFO

Article History:
Received 2 Jan 2024
Revised 3 Jan 2024
Accepted 29 Jan 2024
Available online 30 Jan 2024

Keywords:

Learning Management, Islamic Religious Education.

To cite this paper (in APA style): Fitriana, S.Pd.I
Journal Of Educational Science Learning And Research

INTRODUCTION

PAI learning management is a very important aspect in teaching and learning activities to realize national education goals. Students always seek or demand knowledge. The development of science and technology is an important factor that requires students to improve their knowledge in order to keep pace with developments over time. Apart from improving their knowledge, students must be fostered in their faith and devotion to Allah SWT, developing attitudes or morals in their practice in everyday life.

The current process of Islamic religious education seems to be trapped in the teaching of the dogmatic cognitive domain which is busy teaching knowledge of religious rules and laws with the discipline of fiqh as its orientation (fiqh oriented) so that fiqh is considered as the religion itself. In addition, Islamic religious education learning still focuses a lot on the content or material load that must be transferred to students with arguments and dogmas that do not touch the reality of life and not on the process and methodology. (Harto, 2013). Islamic Religious Education learning will be in accordance with the expected competencies. Islamic Religious Education teachers should try to develop the teaching and learning process from traditional conventional learning methods to cooperative methods that lead to students' creative innovation, so that learning can be effective, efficient and students feel happy in learning. According to Komarudin Hidayat in the book Active Learning in Islamic Religious Education (Harto, 2013) explains that there are three things that can prove the inaccuracy of the orientation of Islamic religious education in this beloved country. First, Islamic religious education is currently more oriented towards learning about religion. Therefore, it is not strange that in this country we often witness someone who knows a lot about religion, but his behavior is not relevant to the religious values he knows. Second, the disorderly arrangement and selection of religious education materials, so that often found things that are principles that should be learned earlier.

Even missed. The chaos of religious education material is even more clearly seen in the discipline of Islamic jurisprudence which is its orientation (fiqh oriented) so that Islamic jurisprudence is considered as the religion itself. Third, the lack of broad and in-depth explanations and the lack of systematic and generic mastery of key and basic terms in religious teachings so that explanations are often found that are very far and different from spiritual and contextual meanings. So the orientation of Islamic religious education until now needs to be reviewed critically to find a more appropriate and effective orientation of religious education.

At present, Islamic Religious Education has not been maximized in the affective aspect, namely the development of attitudes and psychomotor skills practiced by students. This can be seen from various cases in schools such as: brawls between students, drug use among students, pornography and pornographic actions among students, the influence of the internet and violating school rules. The failure of Islamic Religious Education in its efforts to create students with Islamic character or personality cannot be separated from the weakness of the existing learning system and management. Therefore, quality control is needed to be a guide in implementing the Islamic Religious Education process to the output. (DEPAG RI, 2001). Islamic Religious Education, in addition to having the same transmission as other fields of study (transfer of knowledge), also has a transformation of values and the formation of personality with all aspects covered in accordance with the transcendental foundation that is rooted and very strong in its teaching. The occurrence of the transformation process in the lives of students is the main goal of religious education and the success of religious education learning which must be reflected in the actions of individuals, families and society. (Harto: 2013).

Muhaimin's opinion (2001) is that there are several stages that will be improved and aimed at by Islamic religious education learning activities, namely (1) the dimension of students' faith in Islamic teachings; (2) the dimension of understanding or reasoning (intellectual) and students' knowledge of Islamic teachings; (3) the dimension of appreciation or inner experience felt by students in carrying out Islamic teachings; and (4) the dimension of practice in the sense of how Islamic teachings that have been believed in, understood and experienced or internalized by students are able to foster motivation in themselves to move, practice and obey Islamic teachings

and their values in personal, social, national and state life. The world of education today is shocked by unpleasant events.

RESEARCH METHODS

This type of research is quantitative research. Quantitative research is research that emphasizes statistical data (Emzir, 2013). According to Sugiyono (2016:7) quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research certain populations or samples. Sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical in nature with the aim of testing the established hypothesis. The purpose of collecting qualitative data in this study is to prove, strengthen, deepen, expand, weaken and invalidate previously obtained quantitative data.

Data collection technique

Data collection is an important step in research activities. This aims to obtain data objectively and accurately according to research needs. The collected data will then be analyzed based on theoretical basis references, so that the results are useful for hypotheses or in making a decision. The data collection technique used in this study was carried out with the following steps:

RESULTS AND DISCUSSION

Results The results of the study are as follows: First, the planning of Islamic Religious Education teacher learning begins with creating learning tools consisting of: educational calendar, time analysis, syllabus, annual program, semester program, RPP, KKM/KBM, daily agenda and assessment format. Second, the implementation of Islamic Religious Education learning is influenced by the learning methods used by Islamic Religious Education teachers. Islamic Religious Education teachers who use the KTSP curriculum and the 2013 curriculum still tend to use the lecture method rather than question and answer and demonstration. The learning media used by teachers who teach with the KTSP and the 2013 Curriculum are still simple and manual, such as using concept map media, pictures, cardboard with verses of the Qur'an or Hadith written on it, and have not used science and technology-based media. Islamic Religious Education teachers conduct coaching for habits in and outside the classroom. Habits in the classroom such as Islamic Religious Education teachers entering the class read greetings, students answer them, class leaders prepare to pray

before learning, class leaders prepare students and stand to greet and teachers stand to answer greetings, after taking attendance the teacher checks the cleanliness of the class and students, and before delivering the material the Islamic Religious Education teacher together with students read verses of the Qur'an, or memorize QS Al-Qur'an Zuz Amma, and habits outside the classroom are implementing smiles, greetings, greetings, politeness, students greet and shake hands every time they meet the teacher, every Friday in the first hour a spiritual shower is held attended by all students in the ceremonial field, and performing the Dhuhur prayer in congregation in turns. Third, Islamic Religious Education teachers carry out learning evaluations in KTSP using cognitive assessments (thinking skills), affective (attitudes and values) and psychomotor (skills, practicing). Meanwhile, in the 2013 curriculum assessment, attitude assessment (religious attitude, social attitude), knowledge assessment (daily tests, mid-semester, semester), and skills assessment (performance, project, and portfolio) are used. Fourth, problems and solutions, in the management of Islamic Religious Education learning, namely the delay in teachers making and collecting learning devices, Islamic Religious Education teachers still use conventional methods, in terms of evaluation of Islamic Religious Education teachers, KTSP and the 2013 Curriculum still tend to assess knowledge and practice, while affective assessments are not yet programmed and written. The solution is to hold an Islamic Religious Education MGMP to compile Islamic Religious Education learning devices, hold exercises through the Islamic Religious Education MGMP to apply various methods and media, and affective assessment techniques. Discussion of Islamic Religious Education Learning Planning First, planning a learning strategy with an approach to methods and techniques that have been adjusted to learning competencies, second; preparing learning media that are adjusted to learning needs, third, preparing learning materials taken from textbooks and other sources,Fourth, planning an evaluation to determine the extent to which students understand the learning that has been taught. Then formulated in the Learning Implementation Plan (RPP). Islamic Religious Education teachers prepare learning devices consisting of: educational calendar, time analysis, annual program, semester program, syllabus, RPP, teacher learning planning journal, attendance and grade list. The purpose of teaching planning according to Wahab, (2015) is a) so that teaching objectives are clearer, b) teachers have a better grasp of the subject matter, c) so that they can choose and determine the right method, d) so that they can determine various tools/media needed, e). So

that learning can be more focused, f) so that students can understand the lesson more easily, g) so that students are more interested in the subject matter being taught. Learning is an effort to teach students in this sense implicitly in teaching there are activities of choosing, determining and developing methods to achieve the desired learning outcomes. The development of this method is based on existing teaching conditions, this activity is basically the core of learning planning (B. Uno, 2011) Learning resources or teaching materials are information, tools and texts needed by teachers for planning and reviewing learning implementation. (Majid, 2007) The importance of learning devices because they are references, benchmarks, achievement of goals and as a guide to delivering 6 materials. Learning devices consist of an educational calendar, time analysis, syllabus, annual program, semester program, lesson plans, daily journals and assessment lists.2007) The importance of learning devices because they are a reference, benchmark, goal achievement and as a guide to deliver 6 materials. Learning devices consist of an educational calendar, time analysis, syllabus, annual program, semester program, lesson plans, daily journals and assessment lists.2007) The importance of learning devices because they are a reference, benchmark, goal achievement and as a guide to deliver 6 materials. Learning devices consist of an educational calendar, time analysis, syllabus, annual program, semester program, lesson plans, daily journals and assessment lists.

Teachers are learning resources who have the obligation to organize creative learning and a conducive environment. Teachers must select and determine the methods that will be chosen in learning to achieve goals. Islamic Religious Education teachers make strategic plans, select methods, techniques, and media that will be used in learning activities, so that the material delivered to students can be accepted and easily understood, prepare learning resources supported by references related to the material, planning evaluation activities. This learning plan is arranged in learning tools. Implementation of Islamic Religious Education Learning Islamic Religious Education teachers in implementing learning have an important role in the success of teaching and learning activities because they are directly related to students as objects and subjects of learning.

The ability of Islamic Religious Education teachers in implementing their knowledge must refer to the syllabus and lesson plans that have been formulated in the planning program. Based on the results of the study, the implementation of Islamic Religious Education learning at SMPN 2 Muara Pinang was carried out by Islamic

Religious Education teachers, namely, first, implementing the Learning Implementation Plan (RPP) that had been prepared previously which contained strategies, methods, media and learning materials. In its implementation, Islamic Religious Education teachers were less than optimal or there was a discrepancy with the plan outlined in the RPP. Less appropriate in implementing learning strategies, teachers' lack of understanding of using methods in teaching and learning, teachers' use of learning media was very lacking, and lacking in developing learning materials and only using one source, namely textbooks. Second, in the habituation in the classroom and outside the classroom it was good. Third, Islamic Religious Education teachers have not mastered classroom management. The learning strategy approach, the use of methods, techniques and media are components that have a function that determines the success of achieving learning competency objectives. Teachers must understand the role and function of strategies, methods and strategies for implementing learning. Learning strategies must be carried out by teachers on students so that students can understand and comprehend the material presented. The quantum learning approach uses reading, note-taking, remembering and writing strategies. This strategy is used to provide learning motivation to students so that the material taught by educators can be easily understood and remembered by students. (Wahab; 2014).

The selection of methods to be used in teaching needs to consider factors of suitability with instructional objectives and their implementation by considering the time and facilities available. Advances in science and technology will have an influence on the preparation and strategy of learning. Therefore, a school needs good educational tools. In learning activities, educational tools are needed because they are directly related to achieving their goals. Educational tools are grouped into two, namely (1) educational tools in the form of objects such as school buildings, libraries, learning equipment commonly called teaching aids, (2) educational tools that are not in the form of objects, such as habituation, role models, supervision, orders, prohibitions, rewards and punishments. (Rusmaini, 2014). In the teaching and learning process, the presence of media has a fairly important meaning. Because in these activities, the unclear material presented can be helped by presenting media as an intermediary. The complexity of the material to be delivered to students can be simplified with media.

Media can represent what teachers are less able to say through certain words or sentences. Even the abstractness of the material can be concretized with the

presence of media. Thus, students can digest the material more easily than without the help of media. (Djamarah, 2010). Based on research that SMPN 2 Muara Pinang already has educational tools such as school buildings or classrooms that have air circulation, seats and tables, blackboards, in good condition, a library that provides textbooks and references that support Islamic Religious Education learning materials in a supportive condition. have learning aids, but these aids are still categorized as incomplete and lack of science and technology-based aids. Educational tools that are not objects such as habits that have been implemented in SD Negeri 3 Sampoiniet, namely the habit of smiling, greeting, being polite and courteous, the habit of throwing garbage in its place, every Friday the first hour is filled with the habit of tadarus al-Qur'an and spiritual shower. In terms of role models, teachers as educators must provide good role models to students.

Teachers in carrying out their duties must consistently supervise students, Evaluation of Islamic Religious Education Learning Evaluation of learning is a process of assessing success and to measure the growth and development of students in understanding the material received. Ramayulis, in the book Rusmaimi (2014) states that the function of Islamic education evaluation is: 1). To find out which students are the smartest and the stupidest in their class, 2) to find out whether the material that has been taught has been mastered by students or not, 3) To encourage healthy competition between students, 4) To find out the progress and development of students after participating in the teaching and learning process, 5) to find out whether or not it is appropriate to choose materials, methods and various adjustments in the classroom. Based on the results of the study, the evaluation technique used by Islamic Religious Education teachers uses formative evaluation and summative evaluation techniques. Formative assessment is an assessment carried out during the lesson which functions to find out to what extent students have mastered the material being taught, so that they can make changes or remain after knowing the results of the evaluation. While the summative test aims to find out to what extent students have mastered or understood the 8 lessons that have been taught, so that they can make improvements to the next material. Evaluation also functions as a benchmark for teacher success in teaching.

Teachers are expected to be able to analyze the evaluation results, so that they can make improvements in the implementation of the next learning. These improvements include how the strategy of delivering material can be accepted by

students and is enjoyable, and implementing remedial or improvement for students who do not complete or do not reach the KKM. What methods are appropriate to use and what media can be used is adjusted to the available facilities. Based on the explanations above and the results of documentation in the evaluation activities of Islamic Religious Education learning at SD Negeri 3 Sampoiniet. Evaluation activities begin with planning, namely making grids and test items, implementation, managing values and analyzing evaluation results, holding remedial for students below the KKM value and enrichment for students above the average KKM. Problems and Solutions for Managing Islamic Religious Education Learning Islamic Religious Education learning is inseparable from problems in managing Islamic religious education learning. At this time, Islamic Religious Education teachers at SD Negeri 3 Sampoiniet tend to use learning models that are still conventional, namely teachers are considered all-rounders who convey knowledge to their students. Students as objects must accept and implement the doctrine conveyed by their teachers. Teachers in the classroom seem to have full rights over everything while students must be quiet and listen well, students have no opportunity to develop their insights. Learning activities are considered as implementing the curriculum only. Are students able or not to master the material. The conventional learning system above will make the classroom conditions not alive, there is no communication between teachers and students, learning seems monotonous will cause students to become bored in class and uncomfortable in learning. possibility of being applied (pragmatic value) Solutions in managing PAI learning, namely PAI teachers must be able to choose varied and appropriate methods, use learning media based on science and technology, must consider students' emotions in designing learning, hold religious mental coaching as a follow-up to learning to achieve PAI goals.

CONCLUSION

Conclusion The general conclusion of this study shows that the management of Islamic Religious Education learning at SMPN 2 Muara Pinang, Muara Pinang District, Empat Lawang Regency implements PAI learning management in accordance with the curriculum. PAI teachers prepare learning plans, implement learning, carry out evaluations, implement MGMP PAI in solving problems in learning management. Suggestions The research suggestions are as follows: first, in terms of learning planning, PAI teachers in compiling learning devices are made in accordance with the curriculum at the beginning of the 9th year of scheduled lessons, the

preparation of materials is not only in textbooks but is developed from relevant sources. Second: in terms of implementing learning, teachers must master classroom management, implement PAI learning using a variety of approach strategies in learning because students are happy and motivated by new things, third: in terms of evaluation, PAI teachers must carry out cognitive and affective assessments. The cognitive assessment of PAI teachers must make a grid of questions and questions and analyze the results of the evaluation and hold remedial for students who have not completed and provide enrichment for students whose scores are above KKM or good scores, affective assessment of PAI teachers must create a program and assessment format. Fourth, in terms of facing learning management problems, teachers must be creative and innovative in finding solutions.

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