



Active and Creative Islamic Religious Education Learning Methods at SMP Muhammadiyah 57 Medan

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ABSTRACT

The problem in this study will reveal the application of active and creative learning methods at Madrasah Aliyah Darul Ulum Banyuanyar Palengaan Pamekasan, this research aims to be able to describe the learning methods applied at SMP MUHAMMADIYAH 57 MEDAN. The type of data from observations is in the form of in-depth field notes and documentation in the form of archived notes. The research data source is the primary data source in the form of interviews and field observations with informants, while the secondary data source is in the form of document study results obtained in the research. The data collection procedure uses three data collection techniques, namely: participant observation techniques, in-depth interviews, and study of documents and using a qualitative descriptive method with primary data collection through interviews and observation while secondary data obtained through documentation. The research results show that the application of learning methods in Madrasahs is not yet effective because they still use conventional methods such as the lecture method, the discussion method, and the demonstration method. It is necessary to develop a variety of learning methods so that the learning process becomes active and creative.

Keywords: active and creative, islamic religious, education

Introduction

The learning of Islamic religious education that is taking place at this time still has many weaknesses. The delivery of subject matter is not well understood by students so as to produce graduates who do not understand Islam itself let alone practice it in their daily lives. Especially in this era of Disruption 4.0, which indirectly forces educators to make new breakthroughs in the PAI learning process actively and creatively. In connection with the learning process being studied, it was found that so far the learning material at SMP MUHAMMADIYAH 57 MEDAN has been taught through relatively conventional methods. That is, the learning process is carried out by delivering material, followed by memorizing and practicing methods, so that the absorption of material for some students seems monotonous and boring. In accordance with Sutrisno's opinion, the learning method used by Islamic religious teachers so far has mostly used the lecture method. The teacher gives an explanation by lecturing about the subject matter and students as listeners. This kind of learning method does not provide direction in the process of searching, understanding, discovering and applying. As a result, Islamic religious education is less able to have a significant influence on the daily lives of its students. As a result, there was a moral crisis among elementary, junior high and high school students, which in the end the moral crisis also spread to the nation's children. In the context of Islamic religious education, it is time for us to change the teaching paradigm that has been commonly used in the teaching and learning process of Islamic religious education to a learning paradigm. It's no secret that our PAI teaching and learning paradigm is still very much oriented towards teaching rather than learning. As a result, among students, Islamic religious education is often seen as a subject that is saturated with dogma and indoctrination of religious norms that does not open up space for students to be more critical and creative in the teaching and learning process. It is not surprising then that students become lazy and less enthusiastic about following the lessons of Hidayatul Mutmainah & Samsul Arifin, Learning Methods for Active and Creative Islamic Religious Education 2030. Teaching and learning activities in the classroom are only dominated by the teacher, as

if the teacher is the main source of learning, while students are only loyal listeners, students only listen to things given by the teacher and they just swallow things planned and delivered by the teacher, students are considered as objects. In teaching and learning activities like this, independent activities are considered meaningless, because the teacher is an all-knowing person and determines everything that is considered important for students. The pouring system is easier for teachers to implement and there are no problems or difficulties; The teacher simply learns the material from the book, then conveys it to students. On the other hand, students are only in charge of receiving and swallowing, they are silent and are passive or inactive. From the explanation above, it can be concluded that one of the most important roles is the learning method. Therefore the teacher must try as much as possible to vary in using learning methods how to create learning that can increase student motivation so that students are enthusiastic about learning, how to make students really actively involved physically, mentally, intellectually and emotionally in learning and how to create creative students. The activeness of students is very necessary in teaching and learning activities, because it is students who should be active a lot. Therefore, learning in Madrasahs should activate students not only mentally so that they are able to apply the results of the material being taught a strategy to create an interesting and enjoyable learning atmosphere for students, so that students are motivated to be active and creative in the teaching and learning process.

Research Methodology

This research is a qualitative descriptive research. Qualitative descriptive research, namely research procedures based on descriptive data, namely in the form of oral or written words from a subject who has been observed and has the characteristic that the data provided is original data that has not been changed and uses a systematic method and can be accounted for. Place of research at SMP MUHAMMADIYAH 57 MEDAN. The subjects of this study were several PAI teachers. The object of this research is the Active and Creative Islamic Religious Education Learning Method. The research data is qualitative data in the form of words, and/or sentences from interviews, observations, and documentation. Interview data were obtained from predetermined sources. The type of data from observations is in the form of in-depth field notes and documentation in the form of archived notes. The research data source is the primary data source in the form of interviews and field observations with informants, while the secondary data source is in the form of document study results obtained in the research. The data collection procedure uses three data collection techniques, namely: participant observation techniques, in-depth interviews, and study of documents. The presence of researchers in this study as data collectors, so that they have full participation or are directly involved in the activities carried out by the subjects during the research. The advantage of the researcher as a key instrument is due to its nature which can directly adjust itself to respond to the interactions that occur in the subject. According to Guba and Lincoln in Ulfatin³ researchers can maintain integrity, develop basic knowledge, process information immediately (clarifying and summarizing), and can take advantage of opportunities to investigate special/odd or typical responses. In qualitative research, the criteria for the validity of the data are carried out by checking/testing four criteria, namely the degree of trust (credibility), transferability (transferability), dependability (dependability), and certainty (confirmability). In this study, checking the credibility of the data was carried out using a triangulation technique. The triangulation that was carried out included method triangulation and data source triangulation. Triangulation means a triangle, but it does not mean that it is sufficient to seek information from only three sources. Triangulation can mean about something. Triangulation is done to strengthen the data, to make researchers confident in the correctness and completeness of the data. Triangulation can be done continuously until the researcher is satisfied with the data. Triangulation of data collection techniques is done by comparing data or information collected through other techniques. In this case what the researchers did was compare data or information obtained through in-depth interviews, participant observation, and document studies. The triangulation of data sources is done by asking the truth of certain data or information obtained from one informant to another informant. The data analysis technique used is interactive analysis.

Results and Discussion

The concept and meaning of learning

According to Kimble and Garnezy in Suwarna Pringgawidagda, learning is a change in behavior that is relatively fixed and is the result of repeated practice. Learning has the meaning that the subject of learning must be taught not taught. The study subjects in question are students. Students as learning subjects are required to actively seek, find, analyze, formulate, solve problems and conclude a problem. Learning is teaching students to use educational principles and learning theory which is the main determinant of educational success. Learning is a two-way communication, between teachers and students / students. The teacher's readiness to recognize the characteristics of students in learning is the main capital in delivering learning materials and is an indicator of the successful implementation of learning requiring students to just listen, take notes, but want students' activities in thinking. Second, in learning to build a dialogic atmosphere and a question and answer process. Brown in

Muhammad Thobroni and Arif Mustofa, details the characteristics of learning as follows: 1) Learning is mastering or "acquiring"; 2) Learning is remembering information or skills; 3) The process of remembering involves storage systems, memory, and cognitive organization; 4) Learning involves conscious active attention and acting according to events outside and within the organism; 5) Learning is permanent, but subject to forgetting; 6) Learning involves various forms of training, perhaps training sustained by rewards and laws; and 7) Learning is a change in behavior. Learning requires a conscious process that tends to be permanent and change behavior. In this process there is a recollection which is then stored in memory and cognitive. Furthermore, these skills are realized practically and students' activeness in responding and reacting to events that occur to students or their environment.

Learning is the implementation of the curriculum in schools from the curriculum that has been designed and demands the activity and creativity of teachers and students according to what has been programmed in an effective and fun way. This is in accordance with what Brooks stated that "reform in education must start from how children learn and how teachers teach, not from the provisions of the results". Learning is essentially a process of interaction between a teacher and students, both direct interactions such as face-to-face activities and indirectly, namely by using various learning media. Based on the differences in these interactions, learning activities can be carried out using various learning patterns and methods. Learning activities, in their implementation, recognize many terms to describe the way of teaching that will be carried out by the teacher. At present, there are so many kinds of learning strategies or methods that aim to improve the quality of learning for the better. Learning models that can be used in active and creative PAI learning include: (a) Direct learning model (direct instruction). It is a learning model that emphasizes mastery of concepts and/or changes in behavior by prioritizing a deductive approach (b) The cooperative learning model is a form of learning based on constructivist understanding (c) The inquiry/discovery learning model is inquiry-based learning, the pattern follows the scientific method which provides opportunities for students to learn meaningfully. Inquiry as a learning strategy that prioritizes the process of discovery in learning activities to gain knowledge

Active Learning Concept

Literally active according to Hornoby in Muhammad Jauhar. Namely "in the habit of doing things, energetic". That is, accustomed to doing everything by using all power. Active learning means learning that requires the activeness of all students and teachers physically, mentally, emotionally and even morally and spiritually. The teacher must create an atmosphere in such a way that students actively ask questions, build ideas and carry out activities that can provide direct experience, so that learning is an active process of students in building their own knowledge. Thus, students are encouraged to be responsible for their own learning process. According to Taslimuharrom, a learning process is said to be active if it contains; (1) Attachment to the task (commitment). In this case, the materials, methods and learning strategies should be beneficial to students, in accordance with the needs of students, and are/have a relationship with personal interests (2) Responsibility (responsibility). In this case, a learning process needs to give authority to students to think critically in a responsible manner, while teachers listen more to and respect students' ideas, and provide choices and opportunities for students to make their own decisions (3) Motivation (motivation). The learning process should further develop students' intrinsic motivation. Intrinsic motivation is things and circumstances that come from within the students themselves that can encourage them to take learning actions. On the one hand, active teachers: (a) provide feedback; (b) Ask challenging questions; (c) Discuss students' ideas. On the other hand, active students include: (a) Asking/asking for an explanation; (b) Presenting ideas; And (c) Discuss other people's ideas or their own. Active and Creative learning methods are carried out, so there are several principles in teaching and educating that teachers need to pay attention to, namely: (1) Pay attention to the level of thinking power of students (2) Explain the lesson in the clearest way possible (3) Teaching science from the concrete to the abstract (4) Teach in a gradual way (5) Inform the purpose of the science being studied to students (6) Teaching science from the simple to the complex.

The steps that must be taken in active and creative religious learning with various methods used in implementing classroom learning are by looking at the existing classroom environmental conditions because the success of learning looks at the environment and looks at the abilities of students. Through the learning environment approach becomes meaningful. The attitude of students' verbalism towards concept mastery can be minimized and students' understanding will be imprinted in their memory. Scientific concepts and the environment around students can be easily mastered by students through observing concrete situations. In general, the steps in implementing active and creative PAI learning that must be carried out are as follows: (1) The teacher tries to raise enthusiasm by using various tools. For example, the teacher provides visual learning media or projectors and other media in the correct ablution or prayer material. And another example of how to bathe the corpse and cover it with the media of students in class demonstrating it (2) The teacher organizes the class in such a way as to make it more interesting and conducive to learning situations and makes students feel at home in their class. For example, caring for the cleanliness of the classroom and providing decorations on the walls of the classroom with educative

decorations, for example, students make their work continue to be placed in class (3) The teacher applies a more cooperative and interactive way of teaching. For example, through group study or providing opportunities for students to express their ideas, students are divided into groups according to attendance. Or by choosing your own friends to be a group. The teacher outlines a new lesson practically if the lesson requires differences of opinion, such as studying the Al-Quran and Hadith. Then students read the lesson in the required book. the teacher guides their reading to important matters and then discusses them with other students. In line with what was stated by Nur Akbar as a Quran Hadith teacher, with encouragement or motivation for students who are lazy or don't like learning, these students will enjoy learning, such as the example of telling them to read the Al-Quran, even though it is not good enough, it has been praised. In this theory the method taken is the discussion and lecture methods expressed by Killen and Majid (2013) the discussion method is learning that confronts students with a problem with the aim of solving problems while the lecture method is used to explain problems in determining the root material problems taken. Correlating lessons with lessons with social practice means a teacher when the subject matter of Aqidah Akhlak is in class 10/A. then the teacher connects with his practice, an example of faith and piety to Allah, in practice students do good behavior to fellow Muslims and increase worship to Allah. Summarizing the lessons that have been learned, in this case the teacher provides conclusions on the lessons that have been explained or taught examples such as fiqh lessons in class 12/B with Thoharoh material. as fiqh teacher concluded the thaharah material as follows: (a) Thoharah holy and purify (b) Holy in kahanan means that the water does not change color, smells and is not unclean. It is called holy and purifies.

Conclusion

From the discussion above, it can be concluded that an active and creative teaching method or learning method is a method used by a teacher in conveying material or related to Islamic learning to students using various active and creative ways so that the goals of an education, especially in conveying learning material, can be achieved effectively and efficiently. To be able to develop learning methods at Madrasah Aliyah Darul Ulum Banyuwani Palengaan, a teacher should also consider other things, such as the principles of learning methods, factors for selecting methods, and learning strategies. Because one method that has been chosen cannot work well if the development aspects are ignored.

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