

**TEACHING AND LEARNING STRATEGIES IN AN
EFFORT TO IMPROVE LEARNING OUTCOMES OF
ISLAMIC RELIGIOUS EDUCATION IN ELEMENTARY
SCHOOLS**

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ABSTRAK

Artikel ini bertujuan untuk menganalisis secara deskriptif tentang strategi belajar mengajar yang dilakukan oleh pendidik dalam upaya peningkatan hasil belajar pendidikan agama Islam di sekolah dasar. Metode yang digunakan adalah metode kualitatif dengan wawancara terpusat (focused interviews). Pengumpulan analisis data menggunakan wawancara secara langsung. Hasil dari wawancara mengatakan bahwa strategi belajar mengajar guru dalam mata pelajaran agama Islam dapat menggunakan beberapa metode dalam pembelajaran. Strategi pembelajaran tersebut tertuang dalam rencana pelaksanaan pembelajaran. Sedangkan untuk metode yang digunakan guru dalam muatan pelajaran Pendidikan Agama Islam dan Budi pekerti adalah menggunakan metode pembelajaran Kooperatif tipe Jigsaw, dan drill atau biasa disebut dengan mengelompokkan dengan kelompok kecil dan membaca berulang-ulang. Studi kasus di SDN Sapuro 05 Kota Pekalongan dengan kepala sekolah bapak Wardiman, S.Pd. dengan guru pengampu muatan pelajaran Pendidikan Agama Islam Endang Sukrisnani, S.Pd. I.

Kata kunci : *Strategi belajar mengajar, Pendidikan agama Islam, Hasil belajar.*

ABSTRACT

This article aims to descriptively analyze the teaching and learning strategies carried out by educators in an effort to improve learning outcomes of Islamic religious education in elementary schools. The method used is a qualitative method with focused interviews. Data analysis collection using direct interviews. The results of the interview said that the teacher's teaching and learning strategy in Islamic religion subjects can use several methods in learning. The learning strategy is contained in the lesson plan. As for the methods used by teachers in the content of Islamic Religious Education and Ethics lessons are using the Jigsaw type cooperative learning

method, and drill or commonly referred to by grouping with small groups and reading repeatedly. Case study at SDN Sapuro 05 Pekalongan City with the principal Mr. Wardiman, S.Pd. with the teacher of Islamic Religious Education Endang Sukrisnani, S.Pd. I.

Keywords: *Teaching and learning strategies, Islamic religious education, learning outcomes.*

INTRODUCTION

The progress and decline of a nation is determined by the progress or failure of existing education, where education must really be a common concern (Baharun, 2016), both government and private. The development of education in this 4.0 era has many severe challenges that can result in low quality education. No exception, Islamic education also finds challenges that must be faced together. The output of Islamic education, especially the subject of Islamic Religious Education, has become the main spotlight of society. The decline in the character (akhlaq) of students cannot be separated from the results of the educational process organized by the institution (school or madrasah), in this case the spotlight is on teachers as educators. NotWith the exception of Islamic education, there are also challenges that must be faced by educators. The decline in Islamic religious education learning outcomes is inseparable from the methods taught by teachers to their students. Indeed, teachers are not just transferring knowledge that is in their brains into the brains of students (Juhji, 2016). Rather, educators should also transfer their affective and psychomotor domains to their students. This is in line with the educational philosophy put forward by Ki Hajar Dewantara, *ing ngarso sung tulodo, ing madyo manguk karso, tut wuri handayani* (Syaikhudin, 2012; Masrullah, 2015; Mariah, 2017; Susilo, 2018). This philosophy means that teachers become role models for their learners, building *karsa* (spirit).

with their learners, and a driver for their learners' progress in the future.

In general, teachers implement teaching and learning in schools using the lecture method. This is seen as causing students to be less actively involved in the learning activities. As a result, the learning becomes "dry" without "meaning" if done continuously will have an impact on the boredom of the students.

Islamic Religious Education describes subjects that make programmatic efforts to prepare learners as learners so that they can understanding, knowing, recognizing, appreciating, believing, having faith, having good character, implementing Islamic religious teachings sourced from al- Qur'an and al-Hadith through teaching and learning strategies carried out by teachers in schools or madrasahs.

The method used in this research is a qualitative method with focused interviews. According to Patton: "A qualitative method is a research approach that allows the researcher to gain a deep understanding of the phenomenon being studied. It often uses unstructured data collection, such as participatory observation or in-depth interviews, to gain complex insights". Some primary and secondary references were taken from research and books.

Progressive Islamic education is an approach that combines the fundamental values of Islam with the context of modern times to create a relevant and inclusive learning environment.

DISCUSSION

Learning

- a. **Learning Strategy** A learning strategy is a plan or approach designed to help students acquire specific knowledge, skills or attitudes. It involves a series of steps or techniques that are selected and implemented by educators to achieve learning objectives. Learning strategies can vary according to the learning context, objectives, and student needs. Meanwhile, Kemp (Wina Senjaya, 2008) suggests that a learning strategy is a learning activity that teachers and students must do so that learning objectives can be achieved effectively and efficiently.
Furthermore, by quoting the thoughts of J. R David, Wina Senjaya (2008) states that the learning strategy contains the meaning of planning. This means that the strategy is basically still conceptual about the decisions that will be taken in a learning implementation.
- b. **Learning Model** A learning model is a systematic approach or method used by educators to plan, implementing, and evaluating the learning process in the classroom. These learning models are designed to create an effective learning environment and optimize the process of understanding and receiving information by students. Each learning model has different characteristics, strategies and techniques, which are in accordance with the learning objectives and students' needs. According to Briggs (1978; 23) explains, the model is a set of sequential procedures to realize a process, such as needs assessment, media selection, and evaluation. Meanwhile, according to Syaiful Sagala The definition of a learning model is a conceptual framework that is

It describes systematic procedures in organizing students' learning experiences to achieve specific learning objectives and serves as a guide in planning and implementing teaching and learning activities.

There are 10 kinds of learning models, namely:

1. Problem-Based Learning (PBL) Model: Students are given a real problem or situation that requires solving. They then work together to find a solution with guidance from the educator.

2. Project- Based Learning (PBL) Model: Students work on projects that demand problem-solving, research, and creativity to achieve specific learning objectives.

3. Cooperative Learning Model: Students work in small groups to achieve learning objectives. Collaboration and interaction between students is emphasized in this model.

4. Inquiry- Based Learning Model: Students are encouraged to discover knowledge through questioning, experimentation and independent research. The educator acts as a facilitator.

5. Constructivism-based learning model: This model focuses on the construction of knowledge by students through interaction with the environment and learning experiences. Play-Based Learning Model: Learning is organized through play activities designed to facilitate the development of cognitive, physical, social and emotional skills.

6. Online Learning Model: Learning is conducted through an online platform, where students access materials, interact with fellow students and teachers, and complete assignments online.

7. Skill-Based Learning Model: Learning is focused on developing specific skills, such as critical thinking skills, communication skills, or problem-solving skills. Story-Based Learning Model: Learning is presented through stories or narratives to strengthen understanding of certain concepts.

8. Direct Instruction Model: Educators provide direct instruction to students through material presentation, demonstration, and exercises. While the learning model according to Bruce Joyce and Marsha Weil (Dedi Supriawan and

A. Benyamin Surasega, 1990)

presents 4 (four) groups of learning models, namely: (1) social interaction models; (2) information processing models;

(3) personal-humanistic model; and (4) behavior modification model.

However, the term model is often used

The learning is identified with learning strategies.

c. Learning Methods Learning methods are a series of ways, techniques, or approaches used by educators in the process of delivering subject matter to learners. Learning methods can include various strategies to facilitate understanding and mastery of concepts by learners. Meanwhile, according to Aziz,

H. A. (2008),

A method is a series of procedures or steps taken to achieve certain goals in an activity or research.

Implementation of Learning Methods at SDN Sapuro 05 Pekalongan City

Teachers at SDN Sapuro 05 use a variety of learning methods

and increase their interest in learning.

Some of the methods used include: **a. Jigsaw Type Cooperative Method**

This method divides students into small groups and assigns different tasks to each group. Then, each student from each group exchanges information to complete the task together. This method can help students to develop cooperation, communication, and problem-solving skills.

b. Drill Method

This method uses repetitive practice to help students memorize the subject matter. This method can be effective for helping students remember important facts in Islam.

d. Learning Media Learning media is anything that can be used to convey information and understanding during the teaching and learning process. This media can be in the form of tools, materials, techniques, or situations that are deliberate.

designed and selected to assist students in achieving learning objectives. Meanwhile, according to Oemar Hamalik, learning media are tools, methods, and techniques used in order to further streamline communication and learning.

interaction between teachers and students in the process of education and teaching at School.

Implementation of Learning Methods at SDN Sapuro 05 Pekalongan City

Teachers at SDN Sapuro 05 also utilize interesting learning media in teaching Islamic religion subjects.

This is done to help students more easily understand the subject matter and increase their participation in learning. Some of the learning media used include:

a. Video:

Teachers use videos to show concrete examples of the subject matter. This can help students to understand the concepts more easily.

b. Image:

Teachers use pictures to help students visualize the subject matter. This can help students to remember information more easily. **c.**

Songs:

Teachers use songs to help students memorize the subject matter. This can make learning more fun and memorable for students.

e. Continuous assessment

Assessment is a process of collecting and processing information to measure the achievement of student learning outcomes. Meanwhile, according to Gronlund (2006) definition: Assessment is a systematic process for planning, collecting, analyzing, and interpreting information related to student progress.

Teachers at SDN Sapuro 05 conduct regular assessments to monitor students' learning progress. This is done to

knowing the weaknesses and strengths of students so that teachers can provide more directed learning. The assessment carried out not only focuses on cognitive aspects, but also affective and psychomotor aspects.

f. Character Development **Character development** is a conscious and planned human effort to educate and empower the potential of students to build their personal character so that they can become individuals who are beneficial to themselves and their environment. Meanwhile, according to Martin Seligman: A psychologist who developed the concept of "positive psychology" and introduced the term "character strengths and virtues" which identifies 24 basic character strengths that are essential for psychological well-being.

Teachers at SDN Sapuro 05 not only teach subject matter, but also foster student character. This is done by providing good examples and role models to the students.

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students, as well as by providing advice and guidance. This character development is expected to help students to become noble and faithful individuals.

CONCLUSION

Improving Islamic Religious Education learning outcomes in primary schools requires the right teaching and learning strategies. The use of interesting and varied media, comprehensive assessment methods, and continuous character building are the main keys. The right learning media can help students understand the material more easily. Diverse assessments can measure various aspects of student competence.

Character development must be integrated in every learning process and teachers must be role models for students.

With the right strategy, it is hoped that students can understand and practice Islamic religious values well, so that they become individuals who have faith and noble character.

This study still has some limitations, such as a small sample and a focus on only one school.

Therefore, further research needs to be done with a larger and more diverse sample to get more generalizable results.

In addition, this study also does not discuss in depth about other factors that can affect Islamic religious education learning outcomes, such as student motivation, parental support, and learning environment. Therefore, further research needs to be done to find out the factors that can affect learning outcomes.

other factors that can affect Islamic religious education learning outcomes.

The teaching and learning strategies used by educators at SDN Sapuro 05 Pekalongan City have proven to be effective in improving learning outcomes in Islamic religious education at primary schools. These strategies can be an inspiration for other teachers to improve the quality of learning in their respective schools.

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