Islamic Religious Education Learning Management In Pringsewu

Josantori
Institut Agama Islam Agus Salim, Metro, Indonesia

Corresponding Author:
E-mail: josankrui@gmail.com

Abstract:

At SMP Negeri 2 SukoharjoPringsewu, the teaching of Islamic religious education follows an Islamic-based education system. The class hours in the morning are dedicated to Islamic religious education, where Islamic educational theories are incorporated, covering lessons on the Qur'an, hadith, moral creed, and fiqh. This research adopts a descriptive qualitative approach. Data collection is done through interviews, observation, and documentation. The data analysis involves data reduction, followed by presenting it in a descriptive form and verifying it to draw conclusions. The study aims to analyze, identify, and describe the planning, implementation, and evaluation of Islamic religious education at SMP Negeri 2 SukoharjoPringsewu. The findings of this study indicate the following: The planning of Islamic religious education learning at SMP Negeri 2 SukoharjoPringsewu tends to follow a technological concept, emphasizing techniques that foster cognitive behavior and constructive theories to address teaching problems, particularly concerning 'ámaliyah' learning competencies. The teacher employs scientific lecture methods to read, describe, and design Islamic values, using lesson planning theory to encourage students to explore literature related to da'wah methods. The implementation of Islamic religious education learning at SMP Negeri 2 SukoharjoPringsewu adopts the ROPES model, comprising review, overview, presentation, exercise, and summary. The evaluation of Islamic religious education learning at SMP Negeri 2 Sukoharjo Pringsewu involves assessing the learning tools using observation and interview data.

Keywords: Management; Learning; Islamic Religious Education

Introduction

The implementation of Islamic religious education at SMP Negeri 2 SukoharjoPringsewu has the goal of encouraging devotion to Allah SWT and following the guidance of the Prophet Muhammad in the personal life of a Muslim. The focus is to form a complete Muslim person and an Islamic society through the approach of Ta'lim, recitation, and takziyah. This implementation involves various methods, media, and educational tools that use materials and values originating from the Koran as well as interpretations of natural and social laws.There are several types of Islamic religious education institutions there, such as madrasas, Islamic boarding schools and Islamic schools, which are managed by Islamic organizations or foundations. The main goal is to achieve quality and excellence in the formation of the best Muslim person and Islamic society.The implementation of Islamic religious education involves active participation in spreading its values through various business charity activities, seminars, religious lectures, and extracurricular activities. In addition, management of Islamic religious education also plays an important role in managing learning activities, organizing, directing, and supervising in achieving the goals of Islamic educational institutions.In the implementation of Islamic religious education, support from family, community and other elements of the nation is very important. Development and enrichment programs are carried out outside of regular class hours as an effort to develop students' self. This implementation also emphasizes aspects of social care and character with the aim of forming individuals with noble morals.Supervision and evaluation is carried out to ensure the successful implementation of Islamic religious education learning. The curriculum is the main guide in carrying out learning activities in schools. Management of Islamic religious education includes planning, organizing, directing, and supervising that reflects Islamic values.Overall, the implementation of Islamic religious education at SMP Negeri 2 SukoharjoPringsewu combines Islamic education theory with character-based learning methods, involves active participation from students and involves management based on Islamic values. The goal is to achieve the formation of Muslim individuals who believe and have noble character.

Methods

This study uses a qualitative method. The qualitative method used in this research uses a descriptive analytic study approach. (Lexy J. Moleong, 2016) In this context the researcher is a key instrument, and data collection techniques are carried out by means of source triangulation, data analysis is qualitative inductive, and the results of qualitative research are more meaningful than generalization (Sugiono, 2018). Data collection tool using interviews observation and documentation. Data analysis was qualitatively descriptive, namely by describing the state of the data/information that had been obtained through research instruments and then processed according to the focus and theme. The data analysis steps include: (1) data reduction, (2) data presentation, and (3) verification and conclusion (Lexy J. Moleong, 2016).

Results and Discussion

1. PAI Learning Planning at SMP Negeri 2 SukoharjoPringsewu

Learning planning in the context of Islamic religious education tends to be a technological concept that encourages the use of techniques that develop cognitive behavior and constructive theories in dealing with learning challenges, especially in practical competencies. For example, an Islamic religious education teacher uses the concept of lesson planning to teach Islamic values, with a focus on da'wah methods and related literature.Islamic religious education learning planning at SMP Negeri 2 SukoharjoPringsewu is considered a systematic plan, where this plan involves resources and procedures to drive learning through the development of a structured process. The implementation of this plan refers to a planning system that involves syllabus development. For example, in teaching about the theme of giving alms, students not only learn about the benefits of alms, but are also taught about giving alms formally through BAZNAS.

Islamic religious education learning planning is part of a scientific discipline that always pays attention to the results of research and the theory of teaching strategies and their implementation. This plan is used as a form of discipline for all components of educators and education staff. In this plan, teaching is considered as a science that includes the development, implementation, evaluation, and maintenance of learning situations and facilities at various levels of competence.In developing the syllabus, planning for the implementation of learning management for Islamic religious education at SMP Negeri 2 SukoharjoPringsewu is carried out by taking into account several criteria, such as subject identity, competency standards, basic competencies, subject matter, learning experience, time allocation, and learning resources and materials. The subject matter is adjusted to the theme to be discussed, with reference to material standards that have been set nationally.Analysis of Islamic religious education learning materials requires accurate and detailed information. Experts are the best source of information, as they have in-depth knowledge and practical experience. In addition, other sources such as textbooks, research reports, scientific magazines, films or videos, and practicum visits can also be used to supplement knowledge and skills.In Islamic religious education learning planning, PAI teachers emphasize determining student learning experiences as part of learning arrangements that lead to learning experiences. Activities and learning experiences at SMP Negeri 2 Sukoharjo show that students have succeeded in achieving competency standards and basic abilities. Various alternative learning experiences can be selected according to the type of competency and material being studied.

2. Implementation of PAI Learning at SMP Negeri 2 SukoharjoPringsewu

The current implementation of learning Islamic religious education at SMP Negeri 2 SukoharjoPringsewu shows that Islamic religious education does not emphasize the transformation of religious knowledge into values and meanings that are attached to a strong personality. The approach that is generally used focuses more on cognitive coherence than on embracing religious values in everyday life. However, paradigm shifts and learning methods can be made taking into account social situations and conditions, economic developments, political fluctuations, and technological advances that are constantly changing.In the learning management of Islamic religious education, doctrinal-religious and scientific-empirical approaches must be carried out simultaneously. Religious studies and education that only focus on a doctrinal approach will feel boring and artificial, while a scientific or scientific approach that does not include religious doctrine can cause students to forget the attitude and outlook on life they should have. There are several approaches that need to be studied further related to Islamic religious learning, such as a psychological approach that considers the rational, emotional, and human memory aspects. A

socio-cultural approach also needs to be applied to see the social and cultural dimensions of humans as community developers.In planning Islamic religious education learning, there is an integrated approach that includes faith, practice, habituation, rational, emotional, functional, and exemplary. This approach provides an opportunity for students to develop an understanding of faith, practice worship and morals, get used to good attitudes and behavior, use reason in understanding religious teachings, arouse emotions in living religious behavior, understand the benefits of learning materials in everyday life, and make teachers and parents as role models of religious personality.Through good implementation, the implementation of Islamic religious education learning at SMP Negeri 2 SukoharjoPringsewu seeks to improve the quality of education and provide high scores. In addition to implementing learning during class hours, activities are also carried out outside class hours such as greetings as an effort to improve the quality of education.

     3. Evaluation of PAI Learning at SMP Negeri 2 SukoharjoPringsewu

Evaluation of Islamic religious education learning at SMP Negeri 2 SukoharjoPringewu is carried out to assess the achievement of the learning objectives that have been set. Evaluation is carried out through various methods, such as daily tests, basic competency tests, mid semester, practical exams, and semester exams. Daily tests are carried out based on the basic competencies that have been taught, while semester tests are carried out simultaneously in all classes. The results of the semester test evaluation are checked by the teacher and collected to the homeroom teacher to be processed into report card grades. If there are students who score below the KKM (Minimum Completeness Criteria), remedial will be carried out. If after three times the remedial still has not achieved significant results, it will be discussed in the class increase meeting.The results of the evaluation become a value report that is submitted to students and parents. Evaluation of the implementation of Islamic religious education learning management at SMP Negeri 2 SukoharjoPringewu in accordance with the learning objectives and competency achievement indicators set by the teacher. The purpose of the evaluation is to provide reports on learning outcomes to parents as a means of communication between schools and parents. Evaluation of learning outcomes is also carried out through practical exams, which are practices that have been carried out by students in their daily activities.In conclusion, learning evaluation is the third stage in learning management. This evaluation has an important function in learning, namely to assess the effectiveness of learning programs and identify parts of the program that need to be improved in order to achieve the desired learning objectives.

Conclusion and suggestion

Based on the situation at SMP Negeri 2 Sukoharjo, Pringsewu, learning planning for Islamic religious education tends to adopt technological concepts. This involves using techniques that develop cognitive behavior and constructive theories to address teaching problems, especially in practical learning competencies. Islamic religious education teachers use learning planning theory as a technology to integrate Islamic values, especially in Islamic religious education subjects, and encourage students to look for literature related to da'wah methods. Implementation of Islamic religious education learning at SMP Negeri 2 Sukoharjo, Pringsewu , following the ROPES model which consists of review, overview, presentation, exercise, and summary stages.Evaluation of Islamic religious education learning at SMP Negeri 2 Sukoharjo, Pringsewu, involves evaluating learning tools using observation and interviews as data sources.

Acknowledgement

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