

PAI (Islamic Religious Education) Teacher's Strategy in Improving Student Learning Behavior Through Learning Design

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Abstract

This research aims to investigate PAI teachers' strategies through learning designs at Muhammadiyah Middle Schools. This type of research is descriptive qualitative field research. Muhammadiyah Middle School in Yogyakarta is the site of this research. Three PAI teachers served as research subjects, with the research objects being PAI teacher strategies, student learning behavior, and Islamic education learning designs. Techniques for gathering data include observation, interviews, and documentation. Techniques for data analysis include data reduction, data presentation, and conclusion. According to the study's findings, there are two learning design strategies: planning and implementing learning. The planning design is adjusted to content standards and is passed down in the syllabus to the Learning Implementation Plan (RPP). At the same time, implementation is divided into three steps: opening, core activities, and closing. It begins with asking students how they are and brainstorming material. The core activities include communicating learning objectives, delivering material, and assessing students' attitudes, knowledge, and skills. The final activity, closing, is filled out by the teacher with learning reflections and conclusions.

Keywords: PAI Teacher Strategy, PAI Learning Design, Muhammadiyah Middle School

Abstrak

Penelitian ini bertujuan untuk: mengeksplor strategi guru PAI melalui design pembelajaran di SMP Muhammadiyah. Jenis penelitian ini ialah penelitian lapangan, deskriptif kualitatif. Lokasi dalam penelitian ini yaitu di SMP Muhammadiyah di Yogyakarta. Subyek penelitiannya 3 guru PAI, sedangkan objek penelitiannya adalah strategi guru PAI, perilaku belajar siswa dan design pembelajaran PAI. Teknik pengumpulan data dengan menggunakan metode observasi, wawancara, dan dokumentasi. Teknik analisis data menggunakan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa strategi yang digunakan melalui design pembelajaran terbagi menjadi 2 yaitu: perencanaan dan pelaksanaan pembelajaran. Design dalam perencanaan disesuaikan dengan standar isi dan diturunkan dalam silabus ke Rencana Pelaksanaan Pembelajaran (RPP), sedangkan pelaksanaannya terbagi menjadi 3 langkah yaitu pembukaan, kegiatan inti, dan penutup. Kegiatan pembukaan dimulai dengan pendekatan melalui menanyakan kabar siswa dan brainstorming materi. Kegiatan inti dilalui dengan menyatakan tujuan pembelajaran, materi dan evaluasi pada aspek sikap, pengetahuan dan ketrampilan siswa. Kegiatan akhir yaitu penutup, penutup diisi oleh guru dengan refleksi pembelajaran dan kesimpulan.

Kata Kunci: Desain Pembelajaran PAI, SMP Muhammadiyah

INTRODUCTION

Education is one of the most significant factors in success (Al-Shuaibi, 2014; Lau, 2017; Said, 2014). Teachers must maintain the proper attitude and follow the expectations of their professional tasks (Shahmohammadi, 2014; Ulug et al., 2011). Students learning behavior suffered setbacks not only as a result of the two years of the pandemic, which made students weaker in studying independently and in groups but also as a result of teachers' attitudes and behavior, which were not accompanied by professionalism and increased competence in teachers. Teachers' lack of professionalism and competency is consciously attributable to the fact that they were present among students (not in class) during the pandemic. Even though access to online training for teachers should have increased during a pandemic, it decreased.

As a result, the success or failure of reaching learning objectives heavily depends on a teacher's design and professional execution of the learning process. Learning is a process that is a critical component in the implementation of all types and levels of education. Learning activities should ideally involve two active behaviors: an instructor and a student (Syah, 2012).

A learning strategy is a method that a teacher must use to attain the desired learning objectives. Furthermore, the strategies used must be appropriate for the learning objectives to be met optimally (Nor, 2019).

Strategy is critical in addressing the issue of student learning difficulties. In dealing with problems, a teacher will develop a strategy that emphasizes students' learning difficulties. To master various learning resources, condition the classroom environment, and allocate study time for students, a teacher must meet the requirements. Therefore, if the teacher can meet these requirements, it will be simpler to implement the strategy because the teacher should be able to help students comprehend the learning outcomes that students achieve during learning and improve students' ability to broaden existing knowledge. The teacher's duties must be carried out more than simply by selecting a strategy and ignoring the value of an individual approach. One of them is to approach each student in the class.

Learning difficulties for students will be easier to solve if an individual approach is used, even if a group approach is required (Milacandra, 2019). Furthermore, the success of the teacher's skills in designing learning and competent and professional teaching staff determine the success of a lesson.

Sulistiono et al., (2019) discovered that the teacher is an actor who determines students' success in achieving learning goals. The teacher must take an approach and has many strategies to provide insight to students based on student abilities. If strategy A is not successful, the teacher must immediately identify and use strategy B, and so on.

Based on the explanation of the teacher's approach, that strategy may be stated in an action or decision made by a teacher to recognize difficulties and decide of his own free will. As a result, the teacher must first approach his students for the method to be successful.

There are several basic strategies in teaching and learning (Djamarah, S. B., & Zain, 2010), which include identifying and establishing indicators of expected changes in students' behavior and personalities, selecting a teaching and learning approach strategy based on material, and selecting and establishing procedures, methods, and techniques in teaching and learning that are considered the most appropriate and effective so that teachers can use it as a guide in carrying out their duties.

There are benefits to teaching and learning strategies that teachers can apply to students, such as 1) teachers can properly prepare learning tools and have them accepted by students; 2) proper preparation in learning tools is very important if the teacher realizes that the material for each subject can be different, then it cannot be taught with just one strategy. When educators can only master a restricted number of learning strategies, the teaching and learning process will fail to produce the desired results, but educators will be able to easily control classrooms due to their knowledge of methods. Different teaching and learning activities might free up the teacher's time to organize the class for teaching and learning.

Students will be energized due to the range of instructional strategies provided. Controlling the class will need educators to be imaginative. The more teaching and learning strategies a teacher masters, the more creative teacher will be in creating a pleasant environment in the classroom for the teaching and learning process. There are teaching and learning activities that are engaging for students. Strategy is a learning activity that teachers and students must carry out to reach learning objectives effectively and efficiently. A teacher's inventiveness in delivering material to students will increase (Al-Banna & Aziz, 2014; Djamarah, S. B., & Zain, 2010; Lestiyanawati, 2020; Sorohiti & Ahna, 2018; Suyatno et al., 2019). Because the teacher's teaching strategy is full of imagination, students feel energized when engaging in the teaching and learning process.

Teaching strategies are designed to meet certain learning goals. As a result, the preparation of learning steps and the usage of various facilities and learning resources are all aimed at attaining goals. Learning strategies (Ahmadi, 2011) are divided into four sections: 1) Direct Learning Techniques (direct instruction). The direct learning strategy refers to learning that a teacher primarily guides; the teaching and learning process is dominated by a teacher (teacher-centered). In general, direct learning is deductive. This strategy is particularly useful for describing information or gradually developing skills. The advantage of this technique is that it is simple to design and implement, but the disadvantage is that it needs to build the skills, processes, and attitudes required for critical thinking and interpersonal interactions between students as well as between students and teachers. 2) Strategy for Indirect Learning (indirect instruction). Inductive learning strategy is another name for indirect learning strategies. In contrast to direct learning strategies, indirect learning is often centered on the learner, yet the two can complement each other. The teacher's job transforms from that of a lecturer to that of a facilitator. Teachers regulate the learning environment and give chances for students to participate. The benefits of this strategy are that it encourages student interest and curiosity to create alternatives and solve a problem (case study), encourages creativity and the development of interpersonal skills and other abilities,

promotes much better understanding, and allows students to express their understanding. On the other hand, this technique has flaws: it takes a long time, the effects are difficult to predict, and it is inappropriate if students are asked to memorize content fast. 3) Interactive Learning Strategy (interactive learning). Inductive, learner-centered, activity-based activities are the focus of interactive learning strategies. The benefits of this strategy are that students can learn directly from friends and teachers to develop social skills and talents, organize thoughts, and construct rational arguments. Interactive learning strategies allow for the development of interactive groups and methods. This technique's disadvantage is that it highly depends on a teacher's ability to compile and create study group dynamics. 4) Empirical Learning S. Empirical learning is focused on student activities and is oriented toward inductive activities. The benefits of this technique include increased student participation, critical thinking, student analysis, and the ability to apply learning in various circumstances. The drawbacks of this strategy are that it focuses solely on the process rather than the learning outcomes, student safety is not assured, it is very expensive, and it takes a long time.

Learning behavior (Aunurrahman, 2012) is the learning habits of students who have been involved in their learning activities long enough to acquire specific features. The efforts of the teacher to establish a favorable learning environment for students always to show tenacity, excitement, and full engagement are extremely important and determine the success of learning. Furthermore, it is supported by the teacher's capacity to prevent student behavior that interferes with the course of learning activities and the teacher's ability to manage it (Kasmawati, 2017). Learning behavior is a habit or learning process that students repeat to establish particular qualities and experience a change in learning outcomes (Ruswandi, 2014). This learning behavior is heavily influenced by students' habits when learning in class. The role of a teacher is critical in assisting students in improving their learning behavior as desired.

The purpose of learning behavior is to prepare students for the future by engaging in teaching, coaching, and training activities. Learning behavior is an

endeavor to change one's conduct positively. Meanwhile, learning can take place in either formal or informal institutions (Sriyana & Winarso, 2018). As a result, it was determined that the goal of student learning behavior is to modify individual behavior and insight.

The design derives from the Italian word "designo," which means "image" in learning design. Then, in English, this word takes on a new meaning synonymous with craft, which is a significant creative ability (Sachari, A., & Sunarya, 2000). In this century, design is defined in English as an active action in preparing to articulate a plan for a goal (Anonim, 2021). Furthermore, design can be viewed as a science and a system. Learning design, as a science, is the discipline of developing specifications for the development, implementation, assessment, and administration of scenarios that provide learning service facilities on a macro and micro scale for various subjects at varying levels of complexity. Meanwhile, learning design as a system is the development of a learning system and its implementation, including facilities and procedures to improve student learning behavior.

Before learning from numerous available possibilities, a teacher must select the best answer before constructing a learning plan. Furthermore, teachers can use these techniques to help students overcome challenges. Then, a teacher evaluates to determine which designs are appropriate for learning and can be used in the learning process (Maula & Indra, 2019). To achieve the desired educational goals, the development of learning designs in educational institutions, both formal and non-formal, must be carried out. A design aims to achieve the best solution in solving a problem by utilizing the amount of information available (Wiyana, 2017). A design allows a teacher to take systematic measures to handle an issue that will be encountered; the design is essentially linear (Lilis, 2019), which begins with analyzing needs, developing designs to react to student needs, and then testing and evaluating. The following is the anticipated linear learning design:

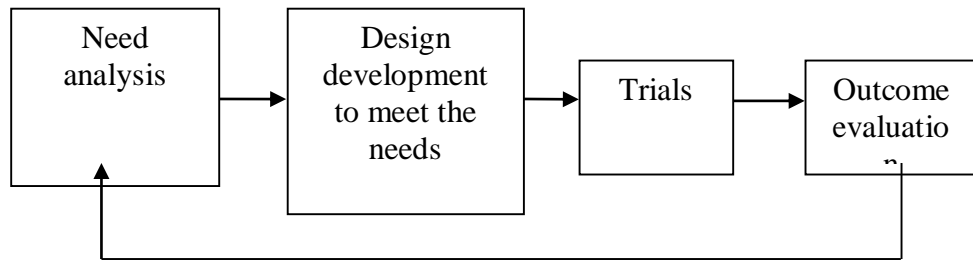


Figure 1 Learning Linearity Design
(Lilis, 2019)

Classroom management necessitates planning to produce successful and efficient learning environments (Minsih & D, 2018). As a result, this research is required to delve deeper into the extent to which teachers use learning designs to promote student learning behavior.

RESEARCH METHODS

This research is descriptive qualitative research. The participants were three Islamic Religious Religious Education teachers. The research goals were Islamic Religious Education teacher techniques, student learning behavior, and Islamic Religious Education learning designs. The research was carried out between July and September of 2022. This research gathered data through observation, interviews, and documentation. To gather correct data, this research utilizes Milles and Huberman data credibility (Moleong, 2010), specifically technique triangulation and confirmation.

Observations in the pre-observations identified problems. One of the triangulation methods was based on observations. Interviews were performed to gather information about Islamic education teaching strategies, ranging from the creation of learning designs by the instructor to the presence of an increase in student learning behavior. Documentation was utilized to collect data. It is employed as credible reinforcing data. Meanwhile, the data analysis technique used in this research was to reduce the acquired data, show the facts, and draw conclusions.

RESEARCH RESULT AND DISCUSSION

According to the findings, Islamic Religious Education teachers' learning design is divided into planning and implementing. The planning design is adjusted to content requirements and passed down in the syllabus to the lesson plans. On the other hand, the implementation phase is separated into three steps: opening, core activities, and closing. The opening activity begins with an approach in which students are asked how they are doing, and the material is brainstormed. The core activities include communicating learning objectives, presenting material, and assessing students' attitudes, knowledge, and abilities. The last activity is closing, where the teacher provides learning insights and conclusions.

Learning Design in the Planning Stage

The design in this planning stage is adjusted to the content standards and is passed down in the syllabus to lesson plans. In designing learning at the beginning, the teacher analyzes the learning objectives in the syllabus, which are then outlined in lesson plans.

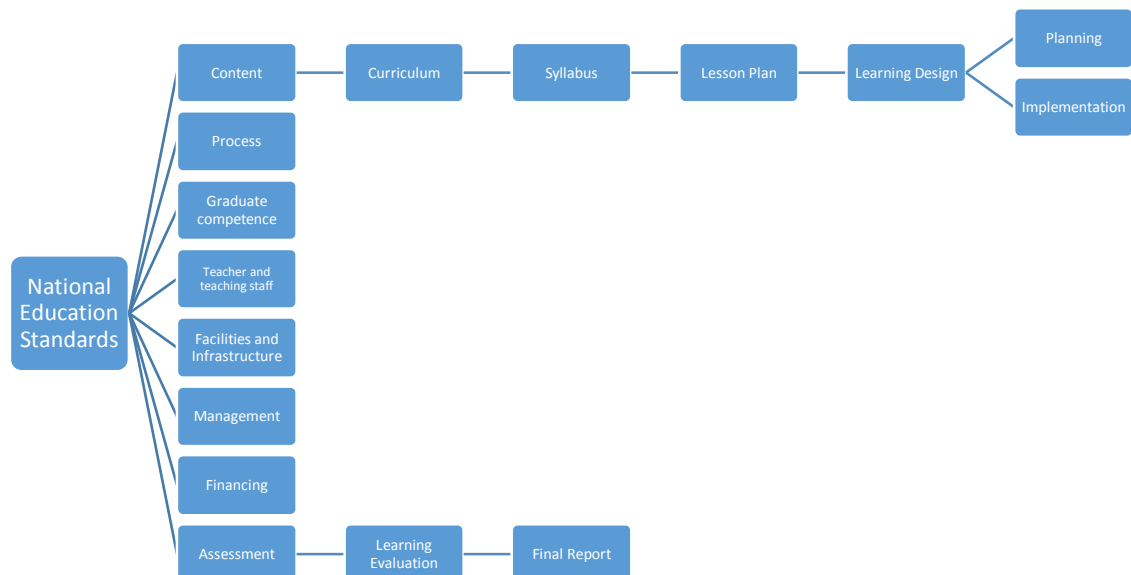


Figure 2. The Planning Process in the Learning Design

In addition to learning objectives, lesson plans must incorporate learning media, resources, and evaluation techniques. At the planning stage, the teacher's steps in designing learning are as follows: 1) The curriculum's learning objectives serve as the starting benchmark; 2) Analyze the teaching modules tailored to the Islamic Religious Education syllabus in the form of handouts that will be utilized in implementation. The handout is depicted in the image below:



Figure 3. Handout Used by Teachers
(Source: School's Internal Document)

The existing handouts are based on the Islamic Kemuhammadiyah curriculum (Ismuba), which can shape student character (Handayani et al., 2019). In addition to the handouts utilized by Muhammadiyah Middle School teachers, there are additional resources in the form of PPT media to help the learning process be more effective, as seen below:



Figure 4. PowerPoint in One of the Discussion
(Source: School's Internal Document)

The lesson plans and PPT are following the findings of interviews with the R1 teacher:

Each semester, we prepare an annual program, semester program, syllabus, and lesson plans. In the lesson plan, we include opening activities, core activities, and closing. The opening can be filled with learning objectives that will be carried out. After the learning objectives can be conveyed, the teacher gets into the core activity, namely activity material where students can make presentations in front of the class using their PPT.

R2 also conveyed similar responses:

In preparing the design, we refer to the Ismuba curriculum. Then we analyze the content in the curriculum. After that, we started by preparing teaching materials in modules, PPTs, syllabi, and so on.

In addition to compiling lesson plans, teachers provide or prepare modules according to the syllabus and lesson plans, prepare PPTs, and ensure other supporting facilities are in good condition, such as the internet and projectors. This finding was conveyed by R1:

The school has aided by providing internet access to carry out the teacher's assignments in class when they later want to deliver assignments via the internet. Teachers can connect to WIFI directly, making the strategy that teachers want to implement through the design easier to implement. Aside from that, the teacher can use YouTube to explain other material related to the module or textbook, providing variety. They can view animated pictures and audio-visuals based on the material the teacher has prepared. Not only that, but the school has set up a projector screen to help the teacher convey the material to the students.

R1's statements are supported by good supporting facilities, as depicted in Figure 5.



Figure 5. The Supporting Facilities are Functioning Well

According to the description above, the teacher performs the following tasks during the planning stage of the learning design: 1) prepares lesson plans that refer to the Content Standards listed in the curriculum to be inserted into the syllabus and arranges them into lesson plans; 2) developing learning modules and presenting material in PPT format; 3) ensuring the availability of supporting facilities, such as internet access and properly functioning projector screens.

Learning Design in the Learning Implementation Stage

The implementation phase is divided into 3: opening, core activities, and closing. The opening begins with an approach by asking students how they are doing and brainstorming material. The core activities are carried out by conveying learning objectives, delivering material, and evaluating aspects of students' attitudes, knowledge, and skills. The final activity is closing. The teacher fills the closing with learning reflections and conclusions.

Opening

During the opening stage, the teacher always takes a personal approach, asking how students are doing, conditioning students, and motivating them. The teacher does those activities to aid in the smooth delivery of material (learning process), as indicated by R3:

In front of the class, we condition the students. After being conditioned properly, we can only convey material to be discussed and insert motivation so that students are stimulated to listen well and understand. So we can make the first approach to the students. The approach can be made with communication. We can do questions and answers and create a comfortable atmosphere for students to learn.

Providing motivation in learning has a positive and significant impact on students (Arianti, 2019; Kahfi et al., 2022; OECD, 2013), as illustrated in Figure 6 below:

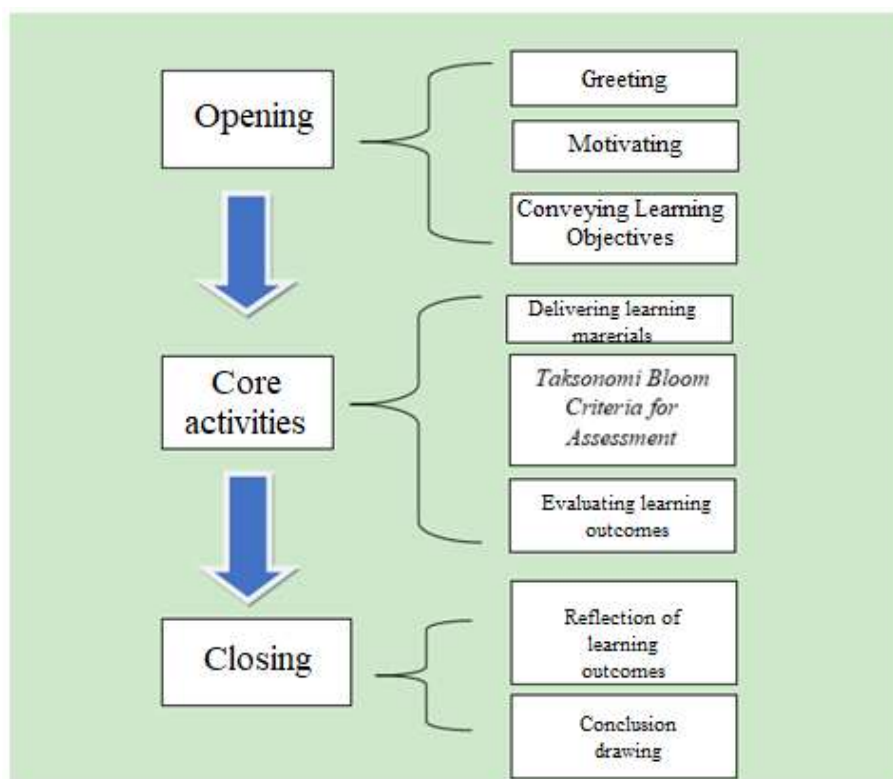


Figure 6. Learning Implementation Stage

Core Activities

To teach the material to students, the instructor employs a variable method of instruction at each session. R3 stated that:

... the methods I use in class are lectures, demonstrations, and discussions. Initially, I lectured using PowerPoint media, then the students listened. After that, they could discuss to determine what I was discussing in the class.

Furthermore, R3 also said that the delivery of material is intended to fulfill learning outcomes according to Bloom's taxonomy which includes cognitive, affective, and psychomotor.

In addition to knowledge, student attitudes, specifically their attitudes, are very important when carrying out the learning process in class. Students' attitudes are sometimes always related to their own lives because interactions with their peers or other schoolmates will reveal these students' attitudes. Their expressions or actions when addressing something in their social life, such as when they respect friends or teachers, will carry over to their time at school. When getting the knowledge given by the teacher at school, it will be clear later when the student is already interacting.

Even if students' responses to a stimulus differ, these differences are due to differences in interests, knowledge, the intensity of feelings, experiences, environmental situations, and so on (Sutarto, 2018). A student's attitude greatly influences the learning process at school because it can be observed during social interactions between teachers and friends. The interaction is an example of two-way communication. These findings suggest that teachers should assess students' attitudes in addition to cognitive abilities throughout the teaching and learning process (Hasanah & Fadilah, 2021).

Not only that, but the teacher also guides and assists students in becoming skilled in praying in one of the subject matters, beginning with the teacher testing their understanding and progressing to students being directed to become skilled in performing prayer movements, as explained by R1:

The main question is how we can tell if students understand what we are saying. I teach the Worship chapter material, so I make students want to memorize prayer readings and practice prayer, ablution, and tayammum.

Existing data shows that the teacher's learning outcomes include cognitive, affective, and psychomotor students. This finding is supported by R1:

After the material is finished being given, we allow students to discuss with their friends before the teacher asks about the material that has been explained, in this case, the material in grade 8 in surah Al-Furqon about humble behavior. After discussing it, we conducted a question-and-answer session to awaken students' ability to think, create a harmonious atmosphere, and practice their memorization skills to explain in front of

their friends. They tend to prefer memorizing rather than doing assignments. After this stage, we evaluate all of them for their learning achievements.

Closing

The teacher reflects on student learning achievements in the closing stage by listening to the progress of student achievements in class. By conveying the goals to students, they will continue honing their skills, as R2 conveyed as follows:

We must see the condition of students who change every day and continue to monitor student development as a joint reflection of their achievements during learning.

The teacher's understanding of assessment literacy greatly supports student learning outcomes (Hannigan et al., 2022). Therefore, the teacher's direct involvement through an approach is necessary (Ghazali et al., 2022).

CONCLUSION AND SUGGESTION

The main thing in classroom learning activities is strategy; before learning, the teacher must determine the best strategy to use. Before planning strategies for learning design, it is also important to consider student development and differences in student learning methods. The learning design contains two components, divided into the planning and implementation stages. The planning design is adjusted to content standards and is passed down in the syllabus to the lesson plans. At the same time, implementation is divided into three steps: opening, core activities, and closing. The opening activities begin with asking students how they are doing and brainstorming material. The core activities include communicating learning objectives, delivering material, and assessing students' attitudes, knowledge, and skills. The final activity is closing, which the teacher supplies with learning reflections and conclusions.

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