

Designing Islamic Religion Learning Strategies in State Junior High Schools: A Case Study

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ABSTRACT. This study aimed to discover how Islamic Religious Education topic teachers construct learning strategies and identify difficulties in teachers who could be more capable of mastering learning strategies and approaches. A qualitative descriptive methodology is used in the investigation. Techniques for gathering data include interviews, observation, and documentation. In this research, data analysis takes the shape of words structured in a methodical, factual, and exact manner on the facts, nature, and relationships of the examined phenomena. The findings revealed that the teachers of the Islamic Religious Education subject at State Junior High School 7 Sungai Penuh considered choosing the right learning strategy, selecting media and learning tools, creating teaching evaluation tools, using methods and media, managing classes, approaching students, teaching facilities and supporting infrastructure, and a conducive learning environment when designing learning strategies. Even though some Islamic Religious Education professors are less capable of mastering various learning tactics and approaches, pupils need help to grasp the content offered. Before the learning process begins, Islamic religious education teachers have created learning plan designs.

Keywords: *Designing Islamic religion learning; Islamic religion learning strategies; Islamic religion*



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INTRODUCTION

Learning is a series of systematic and systemic processes consisting of several components: educators, curriculum (programs), students, processes, outputs, facilities and strategies (Astuty & Suharto, 2021). According to Farida ini Astuty and Suharto (2021), each component does not work independently but runs regularly and is interdependent, complementary and sustainable. Learning is an interactive process between students and educators and learning resources in a learning environment (Hidayatullah, & Kheryadi, 2020). An educator not only transfers knowledge during the learning process, but how can it transfer knowledge from knowledge to attitude and practice it in everyday life (Astuty & Suharto, 2021). Educators also play an essential role in learning success (Hur et al., 2022). In addition to general learning, learning Islamic education also needs to be strengthened as a provision for children to live life and life.

All schools in Indonesia have religious subjects as a compulsory curriculum at all levels (As'ad, 2015). This religious subject aims to make students have noble morals and teach religious teachings in everyday life (Khasanah & Widodo, 2019). According to Zakiyah Daradjat, Islamic

religious education is education through Islamic teachings, namely in the form of guidance and care for students so that later after completing their education, they can understand, live and practice the teachings of the Islamic religion which they have believed, and make religious teachings Islam is a way of life for the safety and welfare of life in this world and in the hereafter, (Fatharani & Triwoelandari, 2020). Islamic religious education learning is an interaction between students and Islamic religious education teachers, where the teacher carries out the learning process in order to be able to change student behaviour. The teacher exemplifies concepts and practice so that students are motivated and focus on their application in everyday life (Razak & Rivauzi, 2023). Islamic Religious Education is a process of training, guiding, teaching, and guiding students to be better so that they are helpful for themselves for their future in the world and in the hereafter and are beneficial for their society (Jauhari, 2020). Islamic education aims to help students stay closer to Allah in all things (Junaidah, 2015). Because the challenges faced during Islamic Religious Education learning in the industrial revolution, era 4.0, included: reducing direct interaction between teachers and students, and The role of the teacher was shifted by technology (Ifadah & Utomo, 2019). Another problem is that students need more attention to learning Islamic religious education. It is due to the instructor's need for originality in the learning process, as the teacher still uses traditional techniques, and learning resources solely consist of textbooks (Setiadi et al., 2022).

The teaching and learning process is related to approaches and learning methods, commonly referred to as learning designs (Jauhari, 2020). Learning design, otherwise known as instructional design, learning design, and instructional design (Julaeha et al., 2022). Learning design includes learning objectives to be achieved, development of learning materials or subject designs, learning strategies used, and assessment of learning outcomes (Aniah, 2022). Good learning design will make learning more quality and meaningful for students (Julaeha et al., 2022). In learning Islamic religious education, the main thing from learning design is determining learning strategies relevant to the existing situation to achieve the desired learning objectives. For this reason, it is necessary to have a learning design that can provide convenience in carrying out the Islamic religious education learning process (Setiadi et al., 2022) because the design of Islamic religious education learning is oriented so that graduate competencies have not only knowledge and skills but are also accompanied by the realm of attitudes and values that are articulated in the prevalence of thinking and behaving after students solve problems around them (Mumtahanah & Suyuthi, 2021).

According to Suyono, the main goal of learning design is to make learning more effective and efficient and reduce difficulties in the learning process (Amiria, 2019). Because learning design must be designed in such a way, especially learning Islamic Religious Education, so that learning activities can spur student learning to become more active and student-centred, methods, strategies, learning resources, models and no less important is the learning media (Tri Hartono, 2019). To achieve optimal learning outcomes in the teaching and learning process, students and teachers must have more competence and skills in carrying out the teaching and learning process. Teachers must be able to design creative learning. Learning is effective if the Islamic Religion teacher can apply an approach that suits the needs of students. It means that teachers can sort out teaching methods according to the subject. Sorting out the correct method requires individual teacher skills to choose and apply the suitable method for students (Razak & Rivauzi, 2023).

Educating pupils about the Islamic faith seeks to help them instil and develop Islamic principles and values as a way of life (Mahmudi, 2019). Achievement of Islamic Religious Education goals is attributable primarily to a teacher's capacity to develop suitable learning techniques, characteristics, and learning (Astuty & Suharto, 2021). The learning strategy is a combination of various kinds of actions to achieve activity objectives (Huda et al., 2020). Darma Surya defines a learning strategy as an action plan that uses methods and various learning resources that are structured to achieve learning objectives (Ifadah & Utomo, 2019). The teaching strategy that students can understand is learning using different learning methods to determine student success can be seen in the application of learning delivered in class (Maarif et al., 2020; Siregar et al., 2021).

So, the process of achieving learning goals needs learning strategies that are both effective and efficient because the learning strategy in the Islamic perspective is based on the initial framework in determining the expected changes oriented towards achieving educational goals, namely the formation of morals in students (Junaidah, 2015).

One of the educational institutions experiencing this problem is the 7 State Junior High School of Sungai Penuh. Based on the data and information the researchers obtained on Tuesday, January 10, 2023, some students needed help understanding the material delivered by Islamic religious education teachers. In addition, the learning atmosphere is considered unpleasant, so students are less comfortable during the learning process. Therefore, this study aims to discover how Islamic Religious Education subject teachers design learning strategies and find problems in teachers who cannot master learning strategies and methods.

METHOD

In this study, researchers used a qualitative approach with the case study method. Researchers carried out data collection techniques through observation, interviews, and documentation. Observations were made to observe the learning strategies carried out by Islamic religious education teachers at 7 State Junior High School of Sungai Penuh and obtain information from teachers, staff and students. Interviews were prepared using written questions and recorded what informants from the principal, deputy principal, teachers, administrative staff, and students stated. Documentation is done as an effort to support relevant documents. Data analysis techniques include the reduction, presentation, and verification stages. In this study, researchers act as planners, executors, data collectors, and data analyzers and report research results.

RESULT AND DISCUSSION

Result

Consider the teacher designing Islamic learning strategies

Success in learning is determined by many factors, one of which is the learning design designed by the teacher. Learning design indeed plays an essential role in improving the quality of learning. It is possible because by designing learning designs, a designer (in this case, the teacher) has a vital role in formulating the learning objectives to be achieved. By being aware of the importance of learning objectives, the teacher will try to carry out various activities to realize learning objectives, such as formulating instructional materials, choosing instructional strategies, learning media and tools, and designing evaluation tools. As a subject in making lesson plans, the teacher must be able to arrange various teaching programs following the material to be delivered. In this case, the researcher interviewed the principal, and he said: *"before the teacher carries out teaching and learning activities, I instruct them to prepare themselves both in terms of the material, the method so that the teacher feels confident in front of the students and there are no obstacles for the teacher in delivering learning material. There are some teachers who are not prepared in carrying out learning activities because they have extensive experience in learning activities and can make the atmosphere in the class comfortable and there are no obstacles for them."*

After carrying out the planning stage before teaching assignments, the teacher continues with the implementation stage. Implementation is the implementation stage or the implementation stage of the planning design that the teacher has made. The essence of the implementation stage is the operational learning activity itself. In this stage, the teacher conducts learning interactions by applying various strategies, methods and techniques. Before carrying out learning activities, the best step for the teacher is to motivate so that students feel energized and motivated to receive the material. As stated by Dito Fendra, one of his Islamic religious education teachers, said: *"before starting the lesson I give motivation or encouragement to students about 5-10 minutes before teaching as the initial*

stage of the learning process, because by providing motivation or encouragement it can awaken the enthusiasm of children in the learning process, so that students can easily accept the material to be taught, be delivered".

Teaching and learning activities must be distinct from the goal's name because learning objectives significantly influence the success of learning. Objectives are guidelines and targets to be achieved in teaching and learning activities. In this case, the researcher interviewed the deputy head of curriculum. He said: *"delivering learning objectives is very important, at least when we convey learning objectives to students, they become aware of the importance of studying the material to be delivered so that motivation or enthusiasm for learning arises."*

Regarding the strategy or method of learning the Islamic religion, in this case, the researcher conducted interviews with the teacher of Islamic religious education (Jufri Juned). He said: *"I frequently utilize the lecture technique in class learning, in which I explain the subject that I want to impart in depth, and this way may make students engaged in learning. After I presented the information, I made time for students to ask questions, which they did in droves. It implies that students think about the meaning of the learning material that I present, and this technique always puts the student's brain in a thinking mode so that the student understands what I present."*

The deputy head of the school conveyed other information he said: *"The task of a teacher is not only to teach but more than that, a teacher must also approach his students individually and socially. The teacher is the second parent of every student; the treatment of students is like treating them like their own children. It will be advantageous when a teacher works together with guardian parents. It will support in monitoring their learning as well as their social development so that they do not fall into harmful actions."*

In this case, the researcher interviewed the school principal. He said: *"various efforts have been made by the teacher to create a conducive classroom atmosphere, among them the problem of student placement, grouping of students, the number of students in the class also has an effect, class success must be considered so that a pleasant learning atmosphere will be created."*

Consider the teacher designing Islamic learning strategies before delivering material to students. The teacher always provides motivation or encouragement so that students feel enthusiastic about receiving the material that the teacher will convey, selecting instructional strategies, choosing media and learning tools, and designing evaluation tools. All aspects that support the success of learning, starting from teaching staff who are knowledgeable about teaching variations, use of methods and media, class management, approaches to students, supporting facilities and infrastructure as well as a conducive learning environment which can be seen from the enthusiasm of students in follow learning. In other words, the teacher must design the learning design that will be implemented and consider the learning model or method used. These considerations include subject matter, study hours, level of cognitive development of students, learning environment, and available supporting facilities so that the learning objectives that have been set can be achieved.

According to Abdul Majid, instructional-learning strategies comprise plans, techniques, and activities designed to meet specific instructional goals. A collection of learning approaches is required to carry out particular tactics. Strategy can be interpreted as a plan of operation to achieve something (Majid, 2012). According to the interviews that the researchers conducted in designing Islamic learning strategies, consideration was given to choosing the right learning strategy, choosing media and learning tools, and designing evaluation tools. Using methods and media, classroom management, approaches to students, supporting facilities and infrastructure, and a conducive learning environment can be seen in students' enthusiasm for participating in learning.

Systematics of Islamic Education learning activities

The steps for preparing a lesson plan aim to achieve general and specific learning objectives tailored to students' competency standards and essential competencies. In this case, the researcher conducted interviews with Islamic religious education teachers. He said: *"the steps I took in preparing*

the lesson plan according to the learning objectives. There are seven steps, so the first step starts with formulating specific objectives, selecting learning experiences, determining teaching and learning activities, determining the people involved in the learning process, selecting materials and tools, availability of physical facilities and the seven evaluation and development plans."

The formulation of learning objectives must include three essential aspects: the cognitive domain, attitude and appreciation of the attitude domain, and skills and skills domain performance. In this case, the researcher conducted interviews with Islamic religious education teachers. He said: *"formulating specific learning objectives means formulating lesson materials adapted to competency standards and essential competencies of the subjects to be developed. Formulating learning objectives contains the values of the cognitive, affective and psychomotor domains. The cognitive domain means learning objectives related to students' intellectual aspects through mastery of knowledge and information regarding data and facts, concepts, generalizations, and principles. The stronger a person is in mastering knowledge and information, the easier it is for someone to carry out learning activities. The affective domain relates to one's acceptance and appreciation of something and the mental development within a person. The psychomotor domain describes a person's abilities and skills, which can be seen from performance in the form of physical and non-physical skills. Physical skill is a person's skill to do something using an auto, while non-physical skill is a person's skill in using the brain as the primary tool in working on and solving a problem."*

The second step in planning learning is choosing learning experiences that students must do following learning objectives. In this case, the researcher conducted interviews with Islamic religious education teachers. He said: *"learning is not just note-taking and memorization, but an experienced process, so students must be actively encouraged to carry out certain activities and seek and find facts for themselves. Sometimes, the learning process is also carried out with simulations and dramatizations."* The head of the school also expressed the same thing. He said: *"the goal is to remember and live up to a particular role related to a student's mental and emotional development. There are times when students are also allowed to study in groups, which provides an experience for students to socialize with others."*

Determining teaching and learning activities is the third step in preparing learning plans with a systems approach. Determining appropriate teaching and learning activities, we can design through a group or individual approach. In this case, the researcher interviewed the deputy principal. He said: *"determining appropriate teaching and learning activities can be designed through a group approach or an individual approach. The group approach is learning designed using a classical approach, namely learning in which each student studies in large and small groups. Individual learning is learning in which students study independently through teaching materials designed so that students can learn according to their own pace and abilities."*

People involved learning planning with a systems approach is also responsible for determining the people who will determine the learning process. The people involved in the learning process, especially those who will act as learning resources, include instructors, teachers, and professionals. In this case, the researcher interviewed the deputy head of curriculum. He said: *"people involved in the learning process and act as learning resources include instructors, teachers, and professional staff. The teacher's role in the learning process is as a learning manager. For the teacher to carry out his functions and duties to the fullest, the teacher must be able to speak and communicate using various media. However, some of our teachers are still constrained and need to be proficient in multimedia, making it difficult for students to understand learning material."* The vice principal also expressed the same thing, he said: *"in addition, the teacher also acts as a regulator of the learning environment, which provides an adequate learning experience for students. Teachers must be able to design and manage the environment so that students can learn with enthusiasm according to their learning styles. However, not all of our teachers can manage the student learning environment, which results in students being less enthusiastic about the learning process."*

Physical facilities are factors that will influence the success of the learning process. Physical facilities include classrooms, media centres, laboratories, or rooms for large classes. Teachers and students will work together, use learning materials, utilize tools, and discuss. In this case, the

researcher conducted interviews with Islamic religious education teachers. He said: *"my students and I will work together using study materials, tools, and discussion. That can be used through a careful planning process, professional arrangements, and financial support. Nevertheless, the physical facilities available at our school still need to be completed and are limited in number, so we are required to take turns using the facilities. This is one of the obstacles for us in teaching."*

The evaluation procedure is an essential factor in a learning planning system. Evaluating student learning outcomes will provide information about 1) Weaknesses in lesson planning, namely regarding lesson content, learning procedures and the lesson materials used. 2) The mistake of diagnosing students about readiness to follow the learning experience. 3) completeness of specific learning objectives. 4) Weaknesses of the instruments used to measure students' ability to achieve learning objectives. In this case, the researchers conducted interviews with Islamic religious education teachers. He said: *"evaluation and Development Planning is an essential factor in learning planning because, with evaluation, we can see the extent to which learning management success has been achieved, as well as being a record of improvement for the future so that student success achieves the planned learning objectives."*

Results of the Application of Islamic Religion Learning Design.

The application of design in a lesson is determined by many factors, one of which is the learning design. Learning design plays an essential role in improving the quality of learning. It is possible because the teacher has a vital role in formulating the learning objectives by designing a learning design. In this case, the researcher interviewed Tenti Melandari, who said: *"before the implementation of learning begins, the teacher asks us about the previous learning. Before opening new material in learning Islamic religious education, our teacher prefers to use the lecture method, one of which is explaining how to do ablution and reading. Sometimes we find it difficult to understand and understand the explanation. When a material is delivered, the teacher should use other methods such as direct practice, exercises or the media of images to make the material more accessible for us to understand."* In this case, the researcher also interviewed Islamic religious education teachers. He said: *"implementation of learning design is the process of compiling something that will be implemented to achieve the desired goals. The implementation of these plans can be prepared based on needs within a certain period according to the wishes of the planners, but what is more important is that the plans made must be carried out efficiently and on target, and this is a big challenge for us as teachers of Islamic religious education subjects."*

In other words, the teacher must design the learning design that will be implemented and consider the learning model or method used. The learning model or method used must follow a more suitable concept. It can be combined with other learning models or methods to improve student learning outcomes because each model or learning method equals others. These considerations include subject matter, study hours, level of cognitive development of students, learning environment, and available supporting facilities so that the learning objectives that have been set can be achieved. The data obtained in the field and the learning design designed by the teacher can run well, whereas, before teaching, a teacher makes a plan in the form of preparation about the material to be delivered and the methods to be used following the material. The main objective of learning design is to make learning more effective and efficient and reduce difficulties in the learning process (Suyono, 2011). In the research, it was found that at least the teacher must know the material to be discussed, in which class, what are the class conditions, and what are the conditions of the students so that when in class, it is not seen who is not. Before the learning activities begin, the teacher always gives positive motivation or encouragement to the students so that the students have a sense of enthusiasm for receiving the material to be delivered. The teacher also asks students about the previous material and relates it to the following material.

Discussion

Consider the teacher designing learning strategies for Islamic religious education before delivering material to students. The teacher always provides motivation or encouragement so that

students feel enthusiastic about receiving the material that the teacher will convey, selecting instructional strategies, choosing media and tools for learning, and designing evaluation tools aspects that support the success of learning, starting from teaching staff who are knowledgeable about variations in teaching, use of methods and media, class management, approaches to students, supporting facilities and infrastructure and a conducive learning environment that can be seen from the enthusiasm of students in learning.

According to research by Muqit and Djuwairiyah (2017), there are four considerations for choosing the first learning strategy. Considerations are based on learning objectives, meaning considerations are based on learning objectives. Second, considerations related to learning materials. Is the learning material in the form of facts, concepts, laws, or specific theories? Does learning the learning material require prerequisites or not? Are learning materials available to study? Third, consideration from the point of learners. Is the learning strategy following the level of maturity of students? Is the learning strategy following students' interests, talents, and conditions? Does the learning strategy suit the learning styles of students? Fourth, other non-technical considerations. Is it enough to achieve learning goals with just one learning model or strategy? Is the learning strategy set as the right strategy? Does the learning strategy used have the value of effectiveness and efficiency? The teacher must prepare conditions such as considerations to realize the learning program. These preparations include curriculum, teaching materials, learning methods and media used, and assessment instruments as a means of evaluation (Bararah, 2017).

Consideration is given to choosing appropriate learning strategies, selecting media and learning tools, designing evaluation tools, methods and media, classroom management, approaches to students, supporting facilities and infrastructure, and learning environment based on the research results conducted by researchers in designing learning strategies for Islamic religious education. However, not all Islamic religious education teachers can take steps or consider them while developing learning methodologies.

Systematic steps and learning activities designed by Islamic religious education teachers must adhere to learning materials, which means that teachers must understand and master steps such as formulating specific goals, learning experiences, teaching and learning activities, the people involved, materials and tools, physical facilities, evaluation planning, and learning development so that students can correctly understand what the teacher conveys. According to the findings of Setiadi et al. (2022), in the Islamic religion learning design at Bone Bolango District High School, the teacher designs learning in stages that include (1) identifying the general objectives of learning and (2) analyzing learning characteristics of students (3) formulating performance objectives (4) preparing post-test items (5) developing strategies (6) determining tools, media, and learning resources and (7) summative evaluation on daily tests.

As a result, Astuty and Suharto (2021) believe that instructors must increase their ability to grasp learning materials, techniques, and media in order to meet the educational goals that have been established. If the implementation is correctly planned, the quality of education may improve. To meet the aim of justification, the teacher must be able to utilize the processes in building a learning strategy to establish an effective and efficient learning environment. The results of applying this design assess the teaching or condition of students, meaning that teaching is considered successful if students have achieved the predetermined teaching goals before learning activities begin. The achievement of teaching objectives by students is an indicator of the success of the teaching system. Previously designed, a teacher has explained the teaching objectives to students. It is very influential because it will help them understand the importance of the material they will learn as a criterion for designing lessons. In addition, the study of the Islamic religion also has a unique purpose in forming attitudes apart from educating reason.

Meanwhile, in assessing the success of learning the Islamic religion, it is also assessing cognitive and psychomotor abilities and assessing attitudes is also more critical (Darmiah, 2019). So

that the results of applying the learning design can be seen when students have achieved predetermined teaching goals, achieved learning objectives, and indicators of the success of previously designed teaching and understood the importance of the material they will learn as a lesson criterion for designing lessons.

CONCLUSION

According to the study, instructors think about selecting the best learning method, learning media and tools, and creating evaluation systems. All components contribute to learning success, beginning with teaching professionals educated in teaching variants, techniques and media, class management, approaches to students, supporting facilities and infrastructure, and a suitable learning environment.

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