

DEVELOPMENT TEACHING MATERIALS OF ISLAMIC EDUCATION IN IMPROVING STUDENTS LEARNING OUTCOMES

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ABSTRACT

This research aims to to develop teaching learning material for Islamic religious education that is relevant to the situation of the student or participant educate to student learning outcomes. This study analyzes the development of Islamic religious education teaching materials. Is it significant between the development of teaching materials and improving student learning outcome. The population was all high school teachers SMA Al Washliyah 1 Medan. The data collection was using observations, interviews and conducting a literature study, as the main sources in this research. The method of this research was qualitative method. The results obtained are teachers as educational agents have been able to develop teaching materials for Islamic religious education. This was obtained after conducting participatory observations by seeing directly the teachers doing the preparation and development of the teaching materials in question. Increased development of teaching materials has a significant influence on student learning outcomes.

Keywords: Teaching Material, Islamic Education, Students Learning Outcomes

INTODUCTION

Islamic education is a subject taught from an early age for Moslem. Islamic education understood and developed from fundamental teachings and values contained in the Qur'an and Sunnah. In formal education, Islamic education is a continuous effort and process of planting something (education) between teachers and students with morality as the ultimate goal. Applying Islamic values in the soul, taste, and thought; as well as compatibility

and balance is its main characteristic (Rahman, 2012). Islamic education in Indonesia today is getting sharp attention from the public. Some education observers argue that the economic and political crisis, especially the moral crisis that has plagued Indonesian society for a long time, is caused by failed mental development. This indicates that PAI has failed to foster the community, especially students to become people of faith and piety. Improving the quality of Islamic education is not a simple effort, because many aspects are related to the quality of education itself, various ways to improve the quality of Islamic education are carried out, one of which is through the arrangement of teaching materials.

Teaching material is all material collections that used by the teacher in teaching and learning situations to help achieve desired learning objectives. Teaching materials are a set of plans and arrangements regarding objectives, content and learning materials, to achieve certain educational goals. Islamic religious education teaching materials must be comprehensive in the joints of life because the essence of education is the process of transferring values, knowledge and skills from the initial generation to later generations whose goal is for the next generation to be able to live life. The results of religious learning are strongly influenced by how educational institutions can develop teaching materials based on the demands of the community which will make students as human beings who have religious knowledge and will make humans in general become superior humans.

The reserach about development teaching material for Islamic education have been done by some reserachers.

Syafei (2019) described the realization of the development of Islamic religious education teaching materials based on problem based learning to

counteract radicalism in high school students in Bandar Lampung City. (Irham, 2015) Abu Rokhmad's research also found that one of the factors that can affect students' perceptions of movement religion-based radicalism is the level of religious knowledge. This research is different with the previous research. It has novelty to develop teaching material for Islamic education to improve students learning outcomes.

Based on the observation, teacher taught Islamic education by using conventional model and teaching material used are only dictation which has never been revised. This condition made the students get low learning outcomes for Islamic education. Developing Islamic education teaching materials is very important in improving the quality of Islamic education learning outcomes, the writer encourage to research on the development of Islamic education teaching materials at the Al Washliyah 1 Private High School located in the North Sumatra Province of Medan as the research location. The purpose of this research is to develop teaching learning material for Islamic religious education that is relevant to the situation of the student or participant educate to student learning outcomes.

REVIEW OF LITERATURE

Teaching Material

The definition of teaching materials stated by the Ministry of National Education (2006b:1) that is, teaching materials are all forms materials used for assist teachers/instructors in carry out learning activities teaching in the classroom, both in the form of materials written such as handouts, books, modules, student worksheets, brochures, leaflets, wallcharts, and unwritten material like video/film, VCD, radio, cassette, CD computer-based interactive Internet. Teaching materials in the form of written in the form of material that must be studied by students as a means to achieve competency standards and basic competencies.

According to Department for International Development: Learning and Teaching Materials Policy and Practice for Provision (2007) the term development is the act of developing or disclosing that

which is unknown; a gradual unfolding process by which anything is developed, as a plan or method, or an image upon a photographic plate; gradual advancement or growth through a series of progressive changes; also, the result of developing, or a developed state. If we relate this term with teaching-materials, then it means that the subject of the development itself is teaching materials Students Learning Outcomes.

Students Learning Outcomes

Learning outcomes is an expression of educational goals, which is a statement about what is expected to be known, understood, and can be done by students after completing a period of learning. Learning outcomes are changes that occur to students both the ties of cognitive, affective, and psychomotor aspects that they experience through learning activities (Susanto, 2013). Therefore learning outcomes will be a reference for teachers to know the achievement of the learning process.

Theoretical Framework

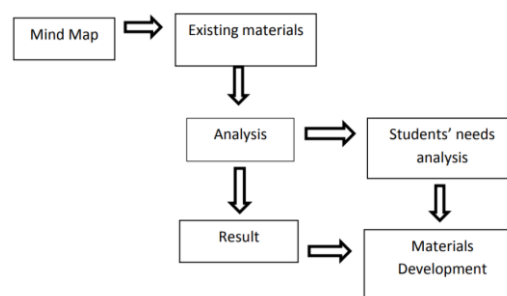


Figure. 1 Theoretical Framework

METHOD

The method of this research was qualitative research by using descriptive analysis. The population in this research was all teachers of secondary school SMA Al Washliyah 1 Medan. The data collection was using observation, interviews and literature study. The technique of the data, the writer used some steps, they are research are editing, scoring, coding, telling and the last was tabulating. The data analysis in this study was carried out in two stages. In the first stage, namely collection process and the second stage after the data is completely

collected. With this kind of analysis, according to Meoleong (2013) in-depth analysis can be carried out intensively after the end of the data collection process. Teaching materials development is being an essential element in a teaching-learning process because it is a way of teacher to transfer material to the students to get maximum learning outcomes.

FINDINGS

The learning material chosen to be taught by the teacher and must be studied by students should contain material or teaching materials that really support the achievement of competency standards and basic competencies.

a. The Concept of Teaching Materials Development

Teaching materials or learning materials (instructional materials) are knowledge, skills, and attitudes that students must learn in order to achieve predetermined competency standards. In detail, the types of learning materials consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes or values.

b. Selecting teaching material

Broadly speaking, the steps for selecting teaching materials include: (a) identifying the aspects contained in the competency standards and basic competencies that become the reference or reference for the selection of teaching materials, (b) identifying the types of teaching materials, (c) selecting teaching materials that are appropriate or relevant to the competency standards and basic competencies that have been identified earlier, and (d) choosing the source of teaching materials.

c. Strategies for delivering teaching materials by teachers

Strategies for delivering teaching materials by teachers, including: (1) Simultaneous delivery sequence strategies; (2) successive delivery sequence strategy; (3) Fact delivery strategy; (4) Concept delivery strategy; (5) The strategy for delivering principle learning materials; and (6) Procedure delivery strategy.

d. The Principles of Teaching Materials Development

In developing teaching materials, of course, it is necessary to pay attention to the principles of learning. Gafur (1994) explains that several principles that need to be considered in the preparation of teaching materials or learning materials include the principles of relevance, consistency, and adequacy. The three applications of these principles are described as follows:

1. Relevance: relatedness, there is a connection;
This means that there is a connection, relationship, or even a guarantee that the selected teaching materials support the achievement of the competencies being taught (KD, SK). The easiest way is to ask questions about the basic competencies that students must master. With this basic principle, the teacher will know whether the material to be taught is material facts, concepts, principles, procedures, attitude aspects or psychomotor aspects so that in turn the teacher avoids mistakes in choosing the type of material that is not relevant to the achievement of the SK and
2. Consistency:
This means that there is a match (amount/amount) between competence and teaching materials; if the basic competencies you want to learn include the four language skills, the materials selected/developed also cover those four things.
3. Sufficiency: adequate in breadth, adequacy;
This means that the selected/developed teaching materials have adequate/sufficient guarantees to achieve the competencies being taught; not too little so that it does not guarantee the achievement of KD/SK. The material should not be too little, and not too much. If too little will be less helpful in achieving SK and KD. On the other hand, too much of it will be an unnecessary waste of time and effort to learn it. The development of teaching materials should pay attention to

DISCUSSION

The development of Islamic religious education teaching materials in schools refers to Government Regulation Number 19 of 2005 concerning National Education Standards (SNP), especially on content standards, learning process standards, educators and education personnel standards, as well as educational facilities and infrastructure.

The development of Islamic religious education teaching materials in schools also implements Government Regulation Number 55 of 2007 concerning Islamic Education, that Islamic education can be classified into three forms: first, religious education is held in the form of Islamic religious education in education units at all levels and educational path. Second, general education is characterized by Islam in early childhood education units, basic education, secondary education, and higher education in formal and non-formal, as well as informal channels. Third, Islamic education in various diniyah education units and Islamic boarding schools which are held on formal, non-formal, and informal channels.

The teaching materials are not only informative materials, but they can accommodate an interactive and communicative learning process and involve students directly through the instructional process that is accommodated through books or teaching materials. The teaching material can determine the classroom interaction between teacher and students. Classroom interaction is not only about participation in the teaching and learning process and sharing their knowledge of a material at each other, but it is also about a relationship at each student to other students in the classroom (Dharmawati, 2020).

The efforts made in developing Islamic education teaching materials to improve Islamic education learning outcomes. So complete are the tasks that must be carried out by the principal along with the staff and the teacher council in the development of teaching materials for Islamic religious education as the results obtained from the research include the following:

1. Providing books and magazines with Islamic learning nuances.
2. Supervise teachers through a special teacher absentee list recorded by the daily picket officer.
3. Hold Teacher Meetings for each Subject.
4. Carry out activities to come to class when the teacher is giving lessons without the knowledge of the teacher who is on duty on the day in question to directly test the level of discipline.
5. Holding School-Based Religious Activities
6. Learning through Natural Facts
7. Increase the practice in the field of religion and its practice.
8. Require every student to memorize Short Surahs from the Qur'an.
9. Sending teachers for training and workshops.
10. Provide welfare money for teachers as well as social money that is adjusted to the ability of the school budget.
11. Non-binding cooperation with private institutions and State-owned enterprises.

National development in the field of national education is an effort to educate the nation's life and improve the quality of Indonesian people in realizing an advanced, just and prosperous society and enabling its citizens to develop themselves both in terms of physical and spiritual aspects based on Pancasila and the 1945 Constitution.

The material or scope of Islamic education taught by Islamic education teachers in schools, its success is determined by several factors, including the factors of the students themselves, teachers and the school environment. The teaching and learning process can take place effectively and efficiently if these factors support the smooth teaching and learning process, such as the readiness of students to receive lessons which in turn can affect student learning absorption. The teaching and learning process is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. The interaction or reciprocal

relationship between teachers and students is a requirement for the teaching and learning process to occur.

The readiness of students to receive lessons can be influenced by several aspects, namely the internal and external aspects of students. The internal aspects of students include students' physical and spiritual conditions. The physical aspect pays attention to the general physical condition that marks the level of fitness of the body's organs and joints which can affect the spirit of student interest in learning in following lessons.

CONCLUSION

The procedure for developing Islamic education teaching materials is an arrangement of planning learning activities aimed at bringing students towards the desired changes and assessing the extent to which these changes have occurred in students, especially in Islamic religious education. The principle of teaching materials can also be said to be the rules that animate the development of teaching materials. These principles have the aim that teaching materials are designed or produced in accordance with the requests of all parties, namely students, parents, society and the nation.

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