



Islamic Education Learning Model in Elementary and Islamic Elementary Schools

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Abstrak

Anak-anak usia sekolah dasar dalam perkembangannya memiliki karakteristik tersendiri dalam hal berpikir, fisik, moralitas, kemampuan sosial, dan sebagainya. Daya pikir anak meningkat seiring bertambahnya usia, dan wawasan mereka pun bertambah. Hal ini membuat mereka mampu berpikir secara konkret, rasional, dan objektif, berbeda dari sebelumnya. Dalam penelitian ini, penulis menerapkan metode kualitatif dengan pendekatan deskriptif kualitatif melalui metode studi pustaka. Berdasarkan penelitian ini, dapat dikatakan bahwa terdapat perbedaan dari periode sebelumnya dalam daya pikir anak sekolah dasar yang telah berubah dari pemikiran imajinatif dan egosentris menjadi pemikiran yang konkret, rasional, dan objektif. Dalam mengukur kompetensi pada pelajaran pendidikan agama, kita tidak bisa hanya mengandalkan penilaian kognitif, tetapi harus menyeluruh, yaitu meliputi aspek kognitif, afektif, psikomotorik, sikap, dan perilaku siswa. Dari hasil evaluasi tersebut, diharapkan kita akan mencetak manusia yang paripurna, yang selalu berusaha mempertebal keimanan, ketakwaan, dan akhlak mulia serta aktif membangun peradaban Islam.

Kata Kunci: Pembelajaran, Pendidikan Agama Islam, Sekolah Dasar

Abstract

Elementary school-age children in their development have characteristics in terms of thinking, physical, morality, social abilities, and so on. Children's thinking power increases as they get older, and their insight increases, which will make them think concretely, rationally, and objectively, unlike before. In this research, the author applies a qualitative method, a descriptive qualitative approach, and a library study method. Based on this research, it can be said that there are differences in the previous period in the thinking power of elementary school children who have changed from imaginative and egocentric thinking to concrete, rational, and objective thinking. In measuring competency in religious education lessons, you cannot only rely on cognitive assessments but must be complex, namely, cognitive, affective, psychomotor, attitudes, and behavior of students. From the evaluation results, it is hoped that we will create perfect human beings who always try to strengthen their faith, piety, and morals and actively build Islamic civilization.

Keywords: Learning, Islamic Education, Elementary School

Introduction

Education is a conscious effort carried out by a person in and outside the school environment throughout his life through teaching, guidance, and training activities (Maunah, 2009). The goals that can be achieved are spiritual and physical maturity, which means maximum physical growth, and spiritual maturity, a person's readiness to control and be responsible for all his societal actions (Fihris, 2015).

Creating renewal and improvements is the hope of a person in participating in making a person a human being through education. That is why people and education cannot be separated.

In forming morality and character, students of Islamic religious education have an important contribution. PAI has a great opportunity to integrate digital tools with technological developments in the learning process. But, of course, there are challenges in implementing technology in the PAI learning process.

The values and essence of Islamic education must be preserved so that it is not only urgent to advance learning that does not integrate technology (Rohima, 2020).

In the process of teaching and guiding religion, of course, the one who has the biggest role is the PAI teacher. The definition of learning, according to Darsono, is an effort made by a student to increase behavior and knowledge increases from before. Learning planning, process, and evaluation are three terms familiar to the learning process. Teachers, students, curriculum, management, facilities and infrastructure, the environment, and parents are elements in the learning process that are attached to each other in achieving noble goals.

Faith and piety are the goals of Islamic Religious Education in learning religious science. To support the progress of national unity according to the teachings of Islam, a comprehensive, reasonable, and philosophical attitude is needed to establish cooperation with fellow people. Harmonization that is maintained both in the school environment and all student activities in the community by religious law is the meaning of Islamic religious education. Minimizing negative prejudice between religious people so that every student can accept differences and learn to live in diversity is the goal of improving religious education (Muchlis, 2020). Prioritizing the value of discourse in religious education is important. Efforts to improve harmony between religious communities are a paradigm of religious education. Disputes and violence between religions result from the emergence of various issues with theological nuances in society. The resulting impact is not only the victims of juwa but also the destruction of houses of worship, both mosques and churches; it is a disaster caused by this and can even clearly reflect the signal of national separation based on several indicators (Yunus & Salim, 2019).

The result of this research is to analyze the Islamic learning model in the classroom learning process to instill religious moderation beliefs. Researchers carry the process from planning to implementation to assess the basis of religious moderation in PAI learning.

Method

Research or research is an activity carried out by a person to collect data with a specific purpose that is carried out systematically and analyzed. The methods are carried out to obtain and analyze data to be developed to produce knowledge; in obtaining knowledge, data must be by reliable procedures, which is the meaning of the research method.

The type of qualitative and descriptive research is implemented in this research. Describing and analyzing phenomena, social activities, or anything related to the purpose of the research is the meaning of qualitative research. The use of this method is so that the researcher's results can be explained, which leads to conclusions. Qualitative research is inductive, namely the interpretation or withdrawal of meaning based on problems from data that can appear independently.

The strategy used is ethnography, in which the researcher investigates a cultural group in a natural scope by going through several stages of main data collection, observation data, and interview data. Researchers can develop phenomena that occur in the field, which is why this research is flexible.

Result and Discussion

Islamic Education Learning in Elementary Schools

In elementary schools, Islamic education is part of the foundation of national education. Regarding national education, it is based on Law No. 2 of 1989, which states that Islamic education is a subsystem of national education. Several aspects are strong reasons for the application of Islamic religious education in formal education, namely: *first*, based on Juridis, laws, and regulations are the basis of the implementation of religious education, so that it can be used as a strong argument for formal educational institutions to carry out religious education.

Stages of Elementary School Child Development

Their physical, cognitive, motor, social, emotional, and religious development are indicators of student characteristics. (1) Physical elementary school students: Physical changes in elementary school children are relatively slow and related to others, starting from puberty as a sign of sexual maturity. The physical growth of children in this process still has its meaning, especially in the "quiet period," which is the rapid growth before adolescence. Several sizes of body organs, skeletal systems, and muscles grow and increase, which is why children will experience weight gain, and fat babies decrease as they gain muscle (Desmita, 2006). (2) students' cognitive development will develop rapidly as the child enters elementary school education. Children's interest and world will increase if they enter school without exception students' knowledge to learn everything they did not know before (Sulistiyowati, 2006). (3) Motor motor development helps children to be better at knowing portions of their body, such as being able to maintain their body balance, the ability to run, and even the ability to jump. The way to improve children's motor skills can be by involving children in an activity or games that can develop children's motor skills (Desmita, 2006).

(4) Social development is children's ability to interact and communicate with their peers. The desire of children to participate in a group, to do activities, and to give and receive suggestions and input from their friends is a social development that occurs in elementary school children. (5) The development of emotions or a child's passionate desire for an activity, one of which is to be accepted in a group of their age. Flexible and increasing children's knowledge about norms, norms, prevailing values, and good or bad at this time. Children can understand behavior or circumstances that can change the judgment of good and bad.

The Purpose of Islamic Education in Elementary Schools

The cultivation of ethics and morality must be considered so that the purpose and meaning of PAI lessons are not limited to instilling Islamic values. The success of this learning is measured not only by achievements in this world but also by the benefits for students in the hereafter. Therefore, growing, developing, and improving the understanding and experience of Islamic religious teachings will strengthen students' faith with this learning objective.

The results of this learning process will produce students who have good character and are devoted to God. Competency standards and learning standard competencies are expected to develop learning methods by educators. Informally basic competencies of commendable behavior can be achieved. All components related to the school environment have a very important role in achieving the goals of Islamic education.

Thus, the end goal of this learning process is to achieve the status of a perfect human being before God. Therefore, this learning aims to create a perfect human being before Allah by increasing piety, faith, and morals, and most importantly, it can develop a dignified nation.

Islamic Education Materials in Elementary Schools

A teacher can develop the curriculum in five stages: (a). planning in the learning process. (b) In preparing the plan, some principles are used as guidelines. (c) After preparing the plan, it is executed in the learning process. (d) Conduct assessments in the learning process. (e) Learning must be supervised (Suyadi, 2014). The material explained to students will be well organized if the five stages are considered. The curriculum that has been programmed and implemented can affect the success of this learning process. So, the curriculum can not only contain the learning process on one material or one subject, but the curriculum must also be able to influence the development of student

competencies by utilizing the surrounding environment in the school environment.

Some subjects in elementary school are usually taught separately, but some use a thematic-integrative approach. Examples of subjects often taught separately include physical education, sports and health, and Islamic religious education. This can be seen from the book's writing, which uses a multidisciplinary approach in 35 minutes per session, with four sessions per week on the PAI-BP book. The educator's book provides directions for educators to develop learning accompanied by systematic explanations. Meanwhile, the student book has interesting visuals to attract students' interest in learning. As an educator, you must enrich your creativity through activities sourced from the natural, social, and cultural environment or adjust to available resources (Shunhaji, 2019).

The competence of PAI-BP educators who are by the standards should be able to balance the structured systematics to carry out the learning process. The atmosphere in the learning process can support educators in achieving educational success because not all success in education is in the ability to convey teaching materials alone. Therefore, one of the learnings that greatly supports success is by peaceful means (penetration pacifique). In the learning process of PAI-BP, educators are directly involved in planning, implementation, and assessment, which is why educators must be able to understand each component of the learning process, from competence to interaction with student guardians (Shunhaji, 2019).

Islamic Education Methods in Elementary Schools

In the educational process, some steps are chosen to achieve educational goals, which is the meaning of the methodology. All efforts planned in detail and systematically in religious learning are to achieve these learning goals by organizing all practices and implementing the learning process. Using the right and appropriate method is one of the most effective and efficient ways to achieve learning goals.

Using the right method can help deliver educational materials appropriately and easily. There are many reasons for failing to achieve the learning goals set previously, one of which is not precisely choosing a learning method, which hampers the learning process. In another sense, the educational method is an effort teachers make to achieve educational goals by carrying out all activities.

Evaluation of Islamic Education in Elementary Schools

In Islamic religious education, the ultimate goal is not only to create human beings who have knowledge or faith but must also be able to have everything. These people are knowledgeable, religious,

and devoted to God and society. Therefore, evaluation is needed; evaluation itself means a way or effort to assess everything, both behavior and cognitive abilities, comprehensively, including psychological and spiritual aspects.

A phenomenon that often occurs in evaluating learning, especially religious lessons, is that some students have a lazy nature and rarely follow religious lessons. However, at the time of the assessment, the students had a higher score than those who diligently followed religious lessons. So, the error found in the case is the measuring tool or evaluation tool that only measures the cognitive ability of students; therefore, in the evaluation, there must be an affective and psychomotor assessment. Teachers can pay attention to students at school based on their actions when the implementation of exam practice is in the correct stages. The evaluation aims to categorize whether the student has achieved the learning goal. If it is associated with religious lessons, it can be said that the evaluation is carried out to determine whether students have practiced Islam well.

There is a proposal to evaluate Islamic religious education, namely to include religious lessons in one of the national exam subjects in an educational institution. All aspects of religious lessons must be measured, including cognitive, affective, psychomotor, and even practice and behavior, as well as students' attitudes toward implementing Islamic religious learning.

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Therefore, conducting assessments can be measured based on verbal or nonverbal ability, written and non-written, and intellectual and spiritual competence.

Conclusion

Students' personalities can be formed because of the important role of Islamic religious education subjects. In its implementation, there is learning about science and technology. Implementing this learning is based on juridical, religious, and psychological and is part of the law. No. 2 of 1989. Children of primary school age have distinctive developmental characteristics, including thinking skills and physical, moral, and social aspects. As children grow older and more insightful, their thinking will become more concrete, rational, and objective than in the previous period.

In all subjects, of course, evaluation is required. Evaluation is important in the learning process because it can determine students' achievement levels. Islamic Religious Education lessons are no exception and must be evaluated. The evaluation in this subject is not only based on cognitive assessment but must also be based on complex assessments, namely, cognitive, affective, psychomotor, attitudes, and behaviors of students. From the evaluation results, it is hoped that it will produce perfect human beings who always strive to perfect faith, piety, and morals and actively build Islamic civilization.

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