

PROBLEMS AND LEARNING SOLUTIONS FOR ISLAMIC CULTURE HISTORY SUBJECTS IN MADRASAH IBTIDA'YAH

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Abstract

The aim of this research is to describe various forms of educational problems in learning the history of Islamic culture at MI along with problem solving or solutions. The method used for this research is a qualitative descriptive approach, examining various scientific papers, relevant books and reports that are relevant to this research. The results of this research produced several problems experienced by educators when learning the history of Islamic culture, including: 1) the students' different backgrounds. 2) The media, methods and strategies used are boring. 3) Limitations in infrastructure to support learning. 4) Lack of competence from educators, and 5) Limited time allocation for learning the history of Islamic culture. The solutions that can be applied for educators include: first. Taking a differentiation approach. Second, educators can use CTL, cooperative learning and discovery learning. Third, educators can utilize facilities that are still suitable for use. Fourth, educator can carry out training and competency development. Fifth, educators can optimize the time given by using several methods.

Keywords: *Problematika pendidik, metode, pembelajaran SKI*

PENDAHULUAN

Teaching and learning activities are activities that play a role in shaping the future of students. Efforts to shape the bright future of students require various efforts in a proper plan by going through the correct and systematic stages. Education planning that is creatively arranged will increase interest in learning for students. This is a fairly important role for an educator in providing learning materials because, educators are forced to provide an interesting innovation in the learning system in the classroom, so that the desire arises in students to learn.

Not only that, as an educator must also be able to produce learning that is fun, active and communicative. Which can be applied in all subjects, especially the history of Islamic culture. Islamic cultural history is

one of the subjects that must be studied by students in Madrasah. This is in accordance with the meaning of the history of Islamic culture is a subject that contains the flow of growth, expedition stories of previous Muslims from time to time, such as worship, muamalah and akhlaq in improving Islam which is shaded by aqidah.

The history of Islamic culture can also be referred to as the growth or progress of Islamic culture seen from the story. Islamic cultural history may be understood as a subject that is part of Islamic religious education which guides us to recognize, understand, and appreciate Islamic history, through teaching as a basis for living, learning and practicing in habituation.

In this case, as an educator, it has an important role in the learning process of students in madrasah. The achievement of

learning goals is determined by an educator who has competence, namely professional competence, so that educators must have skills in teaching. This is stated in Article 40, paragraph (2) of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System which states "Teachers and education personnel have the following obligations:

1. Creating a meaningful, fun, creative, dynamic and interactive educational atmosphere.
2. Engage professionally in improving the quality of education, and
3. Set an example and uphold the institution, profession and position in accordance with the mandate given."

As educators should have good teaching skills and practice teaching subject matter. Wina Sanjaya explained that the weakness of the learning process of educators is a serious problem in the world of education, he suggests that currently there are still many educators who continue learning according to their own convenience without considering the situation and characteristics of their students.

There are several factors that influence the achievement of student learning goals in learning. One of the factors is that educators can think to improve the achievement of students in learning, therefore as educators must try to encourage and influence learning that is fun for students. With the efforts of educators and students learning objectives can be achieved. Not only that, a pleasant atmosphere can also be felt and educators are easier to convey material. to create a positive and pleasant learning atmosphere, you should choose learning strategies and

methods that have been planned in advance according to the material and objectives.

However, currently SKI learning is still considered by some students as a boring lesson, coupled with educators using the lecture method continuously. This can be proven by the number of madrasah institutions that use teacher-centered learning.

Revealed "educators do not place their students as subjects, but as objects." With frequent educators delivering material in the lecture method only using packaged books or modules without using other references. the impact that occurs is that students are less active and get direct learning experience. Educators also do not direct students to look for other learning reference sources to increase their knowledge related to the subject matter presented. so that students only race to the educator's explanation and are less involved in learning activities at school.¹

Based on the explanation above, a problem arises, namely the problematic of educators in learning SKI in madrasah ibtidaiyah. This can be seen from the frequent use of lecture and narration methods, so that educators dominate the learning process

Not only that, but this resulted in students having difficulty understanding the material and some students thought that SKI lessons were boring because during the learning process students often yawned and fell asleep.

Of course, when viewed from the above problems as educators should fix as well as possible in the implementation of learning, especially in SKI learning. Educators must be able to develop interesting and fun strategies and methods that can stimulate thought processes and

behavior and can attract the attention of students and involve them in learning.

Therefore, this article is written with the aim of describing the problems faced by educators in learning SKI at the MI level along with the presentation of solutions.

METODE PENELITIAN

This research uses a qualitative descriptive approach method, by examining various relevant sources of information in detail. Using secondary data such as articles, journals and books as data sources. This research uses a type of library study with a literature review to refine the analysis supported by strong theoretical sources. While the data collection method is obtained through various academic papers and reports related to this research. After finding relevant information, the data obtained is then analyzed regarding the relationship between one another.

Findings and Discussion

Definition and Scope of Islamic Cultural History

History refers to events that occurred in the past, history in Arabic is called tarikh which means determination of time. Culture comes from the Sanskrit language *Buddhayah* which is the plural form of *Budhi* which means reason, norms and actions. While Islam comes from the Arabic word which means salvation.² We can conclude that the history of Islamic culture is events and events that occurred in the past and in the form of the creation of Muslims based on Islamic religious values.

The history of Islamic culture is one of the themes of Islamic religious education that fulfills the mission of religion in humans, namely "to become a prosperous and happy human being in accordance with

the ideals of Islam."³ The history of Islamic culture is one of the key themes in efforts to shape the morality and character of society. Through history, this becomes easier to understand by the younger generation in getting valuable lessons from a journey of life of previous figures. Many lessons need to be taken and developed.

It is often found that the history of Islamic culture is understood as the history of Islamic culture only. Currently, the history of Islamic culture is only understood as the history of Islam and its culture. Therefore, in the learning process, not only the story of power or the story of the caliphs will be presented, but also the development of science, religion, and technology in Islam. The figures presented are not only prophets, companions and leaders, but many scholars, intellectuals and philosophers of the past will be presented. As well as social factors that complement students' knowledge of the history of Islamic culture.

Learning Problematics

Problematics is a word that comes from England, namely problem or problem where something shows a gap between theory and empirical facts.⁴ This shows that learning problems are a specific condition and can hinder learning for students to get a change. If this problem is allowed to drag on, it will cause a pile of problems so that there must be problem solving with a calm soul and mind.

In everyday life at school as an educator will not be separated from various problems that occur during the implementation of teaching and learning activities. The problems that arise can be very simple, but can also be very complex problems, problems faced by educators. In order for learning activities carried out by

educators to be more directed and as educators not only understand the subject matter but also must understand the problems that occur in learning activities. So An educator should have an understanding of various issues regarding learning activities and be able to find the right solution when problems occur during the implementation of the teaching and learning process.

Problems Experienced by Educators in the SKI Learning Process in MI

In SKI subjects in MI, educators are often faced with several problems or problems that can affect the teaching and learning process, including:

1. Different backgrounds of students

In this case many students experience different backgrounds such as students who experience delays in capturing material, each student has a different level of intelligence in understanding the material. In addition, various family problems can also cause a lack of interest in students in studying.

2. The media, methods and strategies used are boring

Lack of innovation in developing strategies, methods and media used by educators in providing SKI learning. This greatly affects the students' interest in learning to decrease, because educators tend to be more frequent when teaching SKI. Using the storytelling or lecture method, students' critical thinking skills and understanding are not maximized because they only sit and listen.

Then there are still many educators who use the method of telling stories or lecturing in SKI learning, of course this makes students very bored and feel bored when a learning process occurs. Therefore, students are less

enthusiastic in participating in learning. This must be considered by an educator, because the selection of methods must be adapted to the situation and characteristics of students. Then the educator makes an evaluation of learning progress and identifies what deficiencies exist in the learning process, especially in the level of understanding and interest of students.

So it can be said that in the learning process, especially in SKI subjects, educators more often use the method of telling stories or lecturing which they think is practical and easy to do. Whereas this very ineffective if done continuously.

3. Limitations in infrastructure as learning support

In madrasah it is very important to provide and even complete facilities and infrastructure according to the situation and needs, because inadequate facilities can affect the quality of the learning process. It can be seen that the lack of infrastructure through damaged equipment, boards cannot be used, limited reading books, especially SKI subjects in the library, the presence or absence of technology-based facilities and so on.

4. Lack of competence of educators

An important role performed by educators is to educate and teach students with a good teaching style and suitable for their background. Like educators who teach SKI subjects, as educators should have academic abilities that are in accordance with their fields. If educators do not have adequate competence in teaching, it can hinder the teaching and learning process. So that educators who have not mastered the material can be said to be not

professional and greatly affect the teaching process achievement of the learning objectives.

5. Limited time allocation in SKI subjects

Limited time in the SKI learning schedule can be a challenge for an educator, because educators can be overwhelmed by the extensive SKI learning material. Topics discussed include Arab traditions before entering Islam, the personality of the Prophet Muhammad SAW, the apostolic events of the Prophet Muhammad SAW until the death of the Prophet Muhammad SAW, the events of isra' and mikraj, the story of wali songo and others. From the discussion of SKI material above, it is quite extensive, so it requires educators to achieve personality or personality development that is far different from the needs of other subjects. This shows that SKI lessons are very important for students.

Problems in learning history are related to misunderstandings between educators and students, according to him learning the history of Islamic culture aims to memorize useful material, just evaluate numbers and history, and imitate the values of historical figures.⁶ This is based on practice in madrasah ibtidaiyah where SKI learning aims to memorize informative material and just appreciate figures and history and emulate the values exemplified by historical figures.

The lack of attitude development both among educators and students is caused by the lack of development of knowledge about the history of Islamic culture. This also results in a lack of awareness in fostering an attitude of tolerance, mutual respect, low attention to lessons also triggers the learning process to be less effective and conducive resulting in low

development of abilities and achievements in the history of Islamic culture.

Solutions that Educators Can Apply

The solutions that can be applied by educators in overcoming the above problems are: first, as an educator to take a differentiation approach, where educators pay attention to the needs of each learner and develop appropriate learning methods or strategies. As for students with a visual learning style, it can be applied by showing videos or pictures while for students who have a visual learning style.

CONCLUSION

Based on the results and discussion above, it can be concluded that there are several problems of educators in learning SKI, including: 1) different backgrounds of students, because the level of capture and understanding of the material is different. Material is different. 2) Media, methods and strategies used are boring, caused by the lack of innovation in developing media, methods and strategies used by educators. 3) limitations in infrastructure as learning support. 4) the lack of competence possessed by educators, and fifth, the limited time allocation in the SKI subject given.

The appropriate solutions to the above problems include: first, educators can do a differentiation approach to find out the characteristics of each student. Second, educators can use CTL, Cooperative learning and discovery learning methods. Third, educators can utilize facilities that are still suitable for use or educators can collaborate with the madrasah to improve infrastructure. Fourth, the solution that can be applied is that educators can participate in training and competency development.

Fifth, related to the time allocation of SKI subjects as educators should be able to optimize their time by using several ways.

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