



The effect of using varied methods in the islamic religious education for the happy feelings of Madrasah Ibtidaiyah teacher (Study at KKM-MI Pandeglang-Banten Regency)

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ABSTRACT

This study aims to find out how the teachers of Madrasah Ibtidaiyah who use varied methods in learning Islamic Religious Education Subjects find that their students experience increased learning activities and involvement in the classroom. The use of varied methods also has an impact on increasing the acquisition of student learning scores. The teachers said they felt happy because their students experienced a significant increase in learning. This research was conducted in ten Madrasah Working Groups (KKM) Madrasah Ibtidaiyah (MI) in Pandeglang Regency, Banten Province, with research respondents of teachers of Islamic Religious Education subject clusters randomly selected. The method used in this study is a field survey method using observation instruments, interviews, and documentation. The results of this study showed that almost all respondents expressed feelings of happiness and felt new challenges in teaching. The use of varied methods can liven up the classroom, foster an atmosphere of curiosity, and realize a child-centered learning system (Student Center Learning). The use of varied methods is a learning model that has novelty value and is expected to produce other learning models.

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INTRODUCTION

The use of learning methods makes it easier for teachers to deliver material. To achieve a good education, learning must be done well. The use of learning methods begins with analyzing how to apply learning methods and strategies in the educational process so that learning is achieved effectively (Mahfudz and Sukarno 2023). The use of methods cannot be replaced by other elements of learning. The method is the most important way to deliver learning material. In learning, a method will affect whether information can be conveyed completely or not (Amaluddin 2022).

That is why methods are such an important part of learning, and how methods are applied (Pratama, Hamidi, and Cahyono 2023).

The learning method is chosen by the teacher according to the material presented. The use of learning methods must be appropriate and in accordance with the teaching material. If it is not appropriate, it will be an obstacle and confusion for teachers and students. A teacher can choose several methods used in the learning process so that learning can run well and enjoyably in accordance with student expectations (Adawiyah 2021). The success of learning is determined by the component of the use of methods in learning (Julita and Sofiono 2022). The achievement of learning quality can be seen from the increase in knowledge and understanding as learning outputs (Saroh and Uswatusolihah 2022). Then a strategy, method, or learning model is needed (Valentina, sri hartati 2019). For this reason, it is necessary to analyze how the teacher chooses the method appropriately. Also, analyze methods to increase student motivation.

The use of learning methods chosen by teachers matches the character of students and makes learning more effective. To achieve this level of effectiveness, teachers can use varied methods to boost interest in learning (RimahDani, Shaleh, and Nurlaeli 2023). The use of the right learning method will increase students' interest and enthusiasm for learning (Ariviani, Claretta, and Achmad 2021). Thus learning becomes easier and more effective in terms of time. The teacher can use several methods, choose one method, or combine several methods. Teachers can think of and combine various conventional and modern teaching methods (RimahDani, Shaleh, and Nurlaeli 2023). In this case, the learning method is very important so that learning achieves the expected goals. However, the application of learning methods is chosen by teachers who are easiest to use and make it easier for teachers to deliver teaching materials.

Teachers choose several learning methods that are mastered, for example, teachers use varied learning methods, namely by combining lecture, discussion, and question-and-answer learning methods (Julita and Sofiono 2022). Teachers can use a variety of methods or a combination of several methods, and media that can be heard, seen, touched, or manipulated (Ilmiah et al. 2021). Mastery of teachers in using varied methods not only makes students more motivated but teachers also get a positive impact, namely a sense of pleasure and happiness when seeing their students able to absorb material as perfectly as possible. The teacher must understand the qualities of each student (Bendriyanti, Dewi, and Nurhasanah 2022). Teachers are more enthusiastic in teaching students when there is a quick stimulus-response, students are active in learning and even students are enthusiastic and become a source of learning for themselves. A teacher must be competent so that it can be reflected in the habits of thinking and acting (Susanti 2022).

Along with the development of science and technology that accelerates the flow of information, teachers get more information related to the use of various learning methods whose aim is to make it easier for teachers to deliver teaching materials. Several methods are used by Islamic Religious Education teachers that are different from the old methods, Yet adapt quality and management principles to the education (Dewi 2020). Islamic Religious Education teachers explore using a combination of several methods or using varied methods in learning. Technological developments give rise to various learning models that are more varied and innovative (Sarwendah, Azizah, and Mumpuniarti 2023). And of course, every method that teachers choose uses learning media that refers to various forms of material or tools used to help convey information, concepts, or skills to students (Soekarno- and Timur 2023).

However, field studies show that not every method is suitable for one particular subject. explained that the failure to value education is due to what happens in schools is education (Suyatno et al. 2019). Sometimes several materials in one subject require several methods so that the material is conveyed well. This is so that the quality of the process and the quality of learning outputs can be improved (Jumaeda 2022). This shows that a theory is not always effective in use, on the contrary, it makes it difficult for teachers to convey all the material, and many learning materials are missed, the educational system in times of both calm and crisis (Green et al. 2020).

Even when students are too active and focused on material that interests them can become an obstacle in itself and serious handling is needed to restore the classroom atmosphere. Otherwise, the impact that occurs is that learning becomes less optimal and the learning material is not fully delivered. This means that the learning method is not entirely helpful if the selection of methods is not right. Therefore, improvement efforts are associated with the teacher's real abilities and efforts in the learning process (Mahfudz and Sukarno 2023).

Another problem that often arises is the hasty selection of learning methods so that the chosen method is not in accordance with the teaching material and even seems forced. This case usually occurs in Madrasah Ibtidaiyah teachers who are given guidance and introduced to a new method and recommended for use in learning. Even though the selection of methods is very important so that there is no disorientation of the function of the method.

Errors in using methods have an impact on the learning process of students. If the method used is not right, student activities can be uncontrollable, for example too active or excessive so that the class is not conducive and too noisy. The teacher's inaccuracy in choosing a method is inversely proportional to expectations. Therefore, before determining what method will be used, teachers need to identify the condition of students, and how characteristics students even teachers should have personal records of students that describe their state of cognition, affection, and psychomotor and further increase the opportunity for lifelong learning (Brown and James 2020).

The condition of teachers who do not really master the variety of methods, especially if combining two or three methods can be one of the serious problems in learning. Mastering combining methods requires mastery of several methods. Teacher mastery of various learning methods will provide a variety of alternative method selection and The more diverse the variety of methods used, the better The learning process and learner targets are increasingly easy to achieve. The use of appropriate methods can not only help solve problems but also help students build knowledge (Liao et al. 2023).

The use of learning methods does not make teachers more enthusiastic about teaching if the methods used are less relevant, inappropriate less effective and efficient, misdirected, or cannot be understood by students. Misuse of learning methods causes serious problems. Learning that should make the classroom interactive is instead used as a place to play and satisfy freedom without learning objectives. And this is the main challenge for teachers (Holmqvist 2012). Teacher proficiency in providing effective and quality learning is closely related to providing education and analyzing pedagogical skills for teachers themselves (Rozak et al. 2022).

RESEARCH METHODOLOGY

This research was conducted in several areas of the Madrasah Working Group (KKM) at the Madrasah Ibtidaiyah (MI) level in Pandeglang Regency, Banten. The respondents were Madrasah Ibtidaiyah teachers who were interviewed randomly in order to represent most of the respondents. The study will be conducted in September 2023 in ten Madrasah Ibtidaiyah (MI) with an even distribution.

This research is important to find out how Madrasah Ibtidaiyah teachers feel when teaching using varied methods. Is there any other feeling besides being happy and satisfied when seeing that students are able to absorb learning or are they ordinary? This research aims to identify how teachers feel when teaching their students. How they respond to changes in learning from conventional to interactive models with varied methods.

This research uses field survey methods by using observation, interview, and documentation instruments. Data were taken through interviews with ten respondents of Islamic Religious Education Subject Clusters teachers at the Madrasah Ibtidaiyah education level. The ten selected Madrasah Ibtidaiyah are considered to represent KKM-MI with the status of State and Private Madrasah or Foundation.

RESULTS AND DISCUSSIONS

This study produces the view that the feelings of Islamic Education teachers in using varied methods feel happy because they see the cheerfulness and activeness of students and students in the classroom, compared to using conventional methods or lecture methods. Teachers find it easier to deliver learning material even though almost all respondents say the class is too noisy if it uses varied and less orderly methods. All respondents said that preparing for learning was more time-consuming and had to think hard so that the method used was not distorted or not mistaken, but the obstacle faced by teachers was the limited availability of sufficient property to make teaching aids.

Teachers must be selective in choosing methods because the use of methods is related to properties, so teachers prepare teaching materials and necessary properties. No less important is the teacher's observation of student learning behavior, character, and student interests. After observing the students, the teacher decides what method to use. Of course, the use of the method is chosen based on the teaching material, and for different teaching materials, the teacher will again choose another method. However, the varied method combines several methods used in one meeting or one subject matter.

The combined methods usually have a correlation or are related when used. For example, teachers combine the Match a Match, Lecture, and Discussion methods or a combination of the Lecture method, Numbered Head Together and Role Player, or a combination of several other methods. With the use of varied methods, students look more cheerful, active, and conducive, although sometimes student activities in the classroom tend to be more rowdy. This learning model can be said that every student is involved in learning, or in other words, Student Center Learning (SCL) model learning is achieved.

All Madrasah Ibtidaiyah (MI) teachers interviewed stated that the use of varied methods for MI teachers is new. When compared to before, learning generally uses conventional methods, for example only lectures or discussions. As a result, students quickly feel bored, bored, and sleepy, the class becomes not conducive. Students tend to experience boredom and loss of interest. Learning is entirely controlled by teachers and teachers as the only source of student learning, while students are objects or parties who are taught something. This kind of Teacher Center Learning (TCL) learning system makes teachers feel tired and stressed, dizzy and emotional.

Almost all teachers interviewed said that the use of varied methods was very draining at the beginning of learning, teachers had to think hard about how teaching material could be delivered through teaching aids or games. Some teachers feel that the use of varied methods is a new challenge, teachers feel more challenged when in the learning process. Almost all of them said that using varied methods in learning Islamic Religious Education teachers feel happy because materials that are difficult to convey such as morals, fiqh, and Islamic Cultural History (SKI) are easier for students to understand, varied methods also teach them to work together in groups so as to eliminate gaps or gaps in students' cognitive aspects.

In the Islamic Religious Education Subject Family in view of learning outcomes, there is a significant difference when compared to previous learning, namely when using varied methods, student achievement on average rises to KKM (Minimum Completeness Criteria). All respondents felt a high level of satisfaction due to obtaining average student scores above KKM or achieving good grades based on the Minimum Completeness Criteria. This is an indicator of the success of using varied methods in learning.

Meanwhile, from a different side, the use of varied methods is recognized by Madrasah Ibtidaiyah teachers who have not fully mastered it. However, Madrasah Ibtidaiyah teachers use a variety of methods that are limited to two or three models, at relatively frequently time some teachers say that there is saturation in teaching because of the same methods and teaching aids, and another supporting thing is the insufficiency of the necessary properties because often used teaching aids become damaged. The lack of socialization of varied methods makes teachers have

limitations in mastering other varied methods. Teachers end up using the same method for several materials in one subject. The things that teachers complain about are the difficulty in making props and the difficulty of controlling the classroom.

Although teachers find it difficult to prepare for learning, especially preparing teaching aids and property needs, all respondents said they feel happy if students study cheerfully, and no one is sleepy, or daydreaming. The use of varied methods is also able to train students to work together, discuss, and learn to present tasks together. From the use of varied methods, teachers carry out several combined methods or development of learning methods. Because with the increasing variety of methods and the more innovative the level of student learning, teachers are increasingly helped in delivering learning material.

Based on the experience of madrasah teachers in using varied methods, teachers conveyed the importance of developing more innovative and more diverse learning methods, for example by combining two or three methods that can give birth to new, more effective methods, so that materials in the Islamic Religious Education Subject family that cannot be delivered using varied methods or still have to use lecture methods can be delivered using methods that other variations.

CONCLUSION

The use of varied methods in learning Islamic Religious Education subjects is a learning model that is able to provide a sense of satisfaction and happiness to teachers because the methods used are able to liven up the classroom atmosphere. Varied methods make students more active and involved in learning, and influence the level of student understanding.

Researchers see that there are several limitations in this study such as limited teacher mastery of alternative use methods, this is an obstacle in making variations of learning models used. Researchers hope that in the future similar research can be carried out to find types of learning methods that are more effective and innovative so that learning becomes a happy activity and students miss school, increase learning effectiveness and encourage students to find new things in every learning process.

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