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by Deri Wanto

Islamic Religious Education Learning Problems: Case Study at SMPN 5 Rejang Lebong

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Abstract: The problem raised in this article is the application of schools in overcoming various matters relating to the problem of learning Islamic religious education at SMPN 5 Rejang Lebong. The purpose of this discussion is to find out the problematic forms carried out by schools in overcoming the problems of learning Islamic religious education at SMPN 5 Rejang Lebong and to find out how to overcome the problems of learning Islamic religion. This study uses a qualitative research method with a qualitative descriptive approach. The technique in collecting is using interview, observation and documentation techniques. The final results in this study suggest that, the forms of problems in learning Islamic religious education that occur at SMPN 5 Rejang Lebong, namely, 1) some of the students have not been able to read the Qur'an and also have not been able to do the prayers with the guidance of the prayer. True, 2) students are less interested in religious activities, 3) lack of Islamic religious education learning to adjust the material in learning. While the implementation of the school in overcoming the problem of learning Islamic religious education at SMPN 5 Rejang Lebong are: 1) holding weekly learning to read the Qur'an and practicing prayers, 2) collaborate with the community and parents of students, and 3) organize a Muslim Friday program. So that from several applications in the efforts that have been carried out by the school, it has shown quite good results in overcoming the problem of learning Islamic religious education at SMPN 5 Rejang Lebong.
Keywords: School, Problem Learning, Islamic Religious Education

1. Introduction

Education is something that is very important for every individual to make a major contribution to the progress of the nation and state which becomes a place or vessel for translating constitutional messages and becomes a means of building the character of the nation and state (Suwahyu, 2018). An intelligent society will provide an intelligent nuance of life as well so as to be able to provide something that can later be useful and beneficial for the country and vice versa will progressively form independence for the community itself (Gunawan, 2014).

Strategic means, namely improving the quality of a nation, so that the nation's progress can be measured from the progress of education. The progress of several countries in the world is inseparable from the progress that starts with education by applying several strategies and methods in every ongoing learning process. So that in this case the learning implementation system starts from Islamic religious education subjects (Futaqi, 2018).

Islamic religious education is a process in preparing human beings who are virtuous, have good morals, love the motherland, have organized thoughts, are refined in feelings, are proficient in their work, are sweet in their speech, both orally and in writing (Gunawan, 2014). Islamic religious education is a conscious and purposeful education, Allah SWT., establishes a clear educational foundation for all human beings through Islamic law. In line with Budimanyah's explanation that Islamic religious education is a conscious and planned effort in preparing students to know, understand, live up to faith, piety and noble character in practicing the teachings of Islam from the main source of the book Sui al-Qur'an and Hadith through the program-guidance and training programs (Rizal & A, 2015).

The implementation of Islamic religious education in general and Islamic religious education in particular in schools which are of a general nature, has been strengthened by the emergence of various subsequent laws and regulations, until the birth of Law Number 2 of 2003 concerning the National Education System which guarantees more fulfillment of religious education for student (Law of the Republic of Indonesia Number 20 of 2003 concerning National Education, nd) and in line with the birth of subsequent regulations until the issuance of the Minister of Religion of the Republic of Indonesia Number 16 of 2010 concerning the Management of Religious Education in Schools (Regulation of the Minister of Religion of the Republic of Indonesia Number 16 of 2010 concerning the Management of Religious Education in Schools, nd).

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The position of Islamic religious education in the Indonesian education system, of course, has shown significant results perfectly. However, the reality on the ground is that there are many problems that arise which result in not optimal learning of Islamic religious education in schools, whether at the elementary, junior high, high school or vocational levels.

From various arguments and even seminars held by the Ministry of Religion, Islamic Religious Colleges and others related to education, it can be classified various problems of learning Islam in schools which are also the basis for this research, including: 1) Internal factors, namely factors that arises from within the religious teacher himself which includes relatively low teacher competence, misuse of management using religious teachers, teacher methodological approaches that have not been able to attract students' interest, solidarity between religious teachers and non-religious teachers is still very low, lack of time to prepare religious teachers in teaching, and the relationship between religious teachers and students is only formal. 2) External factors, namely the attitude of society and parents who are less concerned about continuing religious education. And 3) Institutional factors, namely the minimum allocation of study hours for Islamic religious education, curriculum policies that seem to be disassembled, and so on.

So that the implementation of Islamic religious education in schools still experiences many problems that arise including one of the educators not understanding how to educate properly and in the implementation of Islamic education there are also students whose environment where they live lacks good morals and lack of self-awareness of religious values. Based on this, this study examines the application of schools in overcoming problems in learning Islamic religious education at SMPN 5 Rejang Lebong, with the aim of knowing the forms of learning problems in Islamic religious education at SMPN 5 Rejang Lebong and the application of school strategies in overcoming problems learning religious education Islam at SMPN 5 Rejang Lebong.

2. Research Methods

This research is a qualitative research while the approach used is a qualitative descriptive approach. This implementation qualitative descriptive approach occurs naturally, a normal situation that is not manipulated by circumstances and conditions, emphasizing natural descriptive (Arikunto, 2002). The sources of this research are school principals, Islamic religious education teachers, and students.

And the collection of data collected comes from observations, interviews, and documentation so that the purpose of this study is to describe reality (Fathurrochman, Danim, Anwar AB, Kurniah, & Ristianti, 2021).

3. Results And Discussion

The research data was obtained in the form of documentation, interviews and observations through the formulation of a discussion of the application of schools in the learning problems of Islamic religious education divided into two aspects. The first aspect concerns the problems of learning Islamic religious education and the second aspect concerns the implementation of strategies in schools in overcoming the problems of learning Islamic religious education.

a. Problem of Learning Islamic Religious Education at SMPN 5 Rejang Lebong

In dealing with problems in learning Islamic religious education at SMPN 5 Rejang Lebong, from the findings of the research results it has been found several problems faced by Islamic religious education at SMPN 5 Rejang Lebong. As for some of the problems that occur and do not only arise from students but also problems that are owned by educators, problems in the environment, as well as problems that arise in management and even in the curriculum.

From the results of the research based on the findings encountered at SMPN 5 Rejang Lebong, namely during research related to problems in learning Islamic religious education, of course in this problem there are several factors that underlie the problem, while the factors found include :

1) Internal factors

First, For students where the problem of learning Islamic religious education that occurs at SMPN 5 Rejang Lebong is related to students that there are some students who cannot read the Koran and cannot pray in accordance with the prayer readings. This problem arises because there are other factors, namely by looking at the factors from the families of the dominant students who attend school at SMPN 5 Rejang Lebong who are Muslim, but in reality what happens is seeing the phenomenon of students regarding religious knowledge is still lacking or minimal, this is the initial factor for the emergence problems of learning Islamic religious education in students. And both parents pay less attention to the progress of their

children's studies so that when it is already far away a child is very unlikely to be able to get used to studying religion.

So that from the beginning to the end actually the problems of students need guidance and direction. Even though basically humans already have nature in themselves, students are pedagogical human beings who really need guidance and education by adults with the aim of making human beings who have noble character and have good ethics. From Zuhairini's opinion, he explained that children born have a religious nature and then it depends on their parents or the people around them who guide them to be good human beings (Zuhairini, 1983).

*Second,*the teacher is one of the important factors in the educational process, because educators will be responsible for educating and fostering in the teaching and learning process towards the formation of good, intelligent, skilled and knowledgeable individuals both for the world and the hereafter. The existence of teachers at SMPN 5 Rejang Lebong is very urgent at this time because seeing the association that has been mixed with westernism so that the teacher's role is important in fostering students, especially Islamic religious education teachers are required to improve the lives of students to become intellectual beings who are good at mastering knowledge insights general and religious education itself.

2) External Factors

Second, environment where these environmental factors also affect the success of students in studying Islamic religious knowledge, especially the environment where students are high is a major factor in preventing children from deepening and concentrating well on Islamic religious education and general education.

3) Institutional Factors

The curriculum problem is one of the most decisive components in an education system unit, because the curriculum is a tool for achieving educational goals as well as a guide in the implementation of teaching at all types and levels of education. Problems that exist in the Islamic religious education curriculum can hinder the effectiveness of Islamic religious education learning such as the lack of study hours to adjust the material to completion.

In line with the findings of Raudlatul Jannah that one of the problems that often occurs is the lack of class time for teaching Islamic religious

education in public schools such as Elementary Schools, Junior High Schools, and High Schools. This is the same thing that is the main cause of the emergence of a lack of students in living, understanding, and practicing the teachings of Islam.(Jannah, 2017)

So that in this case there are other problems apart from the student factor itself, it turns out that there are other factors, namely the factor of the lack of study hours in the delivery of material delivered by the teacher.

b. Implementation of Strategies in Overcoming Learning Problems of Islamic Religious Education at SMPN 5 Rejang Lebong

Based on several descriptions of explanations for each problem that has been found, we will then discuss some of the implementation of strategies that have been carried out by schools in overcoming problems in learning Islamic religious education that occur at SMPN 5 Rejang Lebong, known from related parties such as the opinion of Islamic religious education teachers and school principals as well as parties at SMPN 5 Rejang Lebong who acted as interviewers and linked their explanations with the opinions of educational figures in general. The following is the application of the school's strategy in overcoming some of the problems in learning Islamic religious education as follows:

First, internal factors in overcoming some of the problems that occur in students at SMPN 5 Rejang Lebong require tenacity and patience from teachers and parents, because a child still needs to be guided and given direction so that everything must have a party to show something good. so that seen from the explanation above, that the interest and willingness of students to study Islam so that it is more optimal, that is, teachers and schools must be very clever in arranging strategies that are interesting for students.

Second, external factors come from the environment, where the environmental conditions are very influential in the development and progress of the process of children's learning activities towards learning Islamic religious education. Efforts to overcome problems that occur by continuing to pay attention to problems that often arise in children as students, because the family is very influential on the behavior and mindset of a child to guide and monitor what is a child's daily activities so it needs cooperation between the teacher and also parents so that everything can be balanced so that children continue to be given optimal direction.

Third, institutional factors in overcoming this are certainly inseparable from the strategy in overcoming the problem, while the implementation of the strategy from SMPN 5 Rejang Lebong has been explained previously that Islamic religious education teachers at SMPN 5 Rejang Lebong use outside class hours to overcome the problem of lack of lesson hours in the education curriculum Islam at SMPN 5 Rejang Lebong. Furthermore, the school also continues to work to establish cooperation with parents of students by holding meetings with parents of students in one semester with an evaluation of school programs that have been implemented and which will be implemented in such a way that parents are involved in guiding their children as well.

It was said in the results of the interview that the implementation implemented was in the form of a strategy implemented at SMPN 5 Rejang Lebong as explained that in improving the quality of Islamic religious education in schools there should be a relationship between parents of students so that parents know about the various activities planned and implemented by the school to the interests of students and also parents want to pay great attention in supporting school programs.

So that in this case, SMPN 5 Rejang Lebong has implemented very well in overcoming problems that exist in schools by managing Islamic religious education in order to improve the quality of education in schools.

4. Conclusion

Based on the results of the research that has been examined, it can be concluded that the forms of learning problems in Islamic religious education that occur at SMPN 5 Rejang Lebong are seen from various factors including: 1) internal factors: there are several students who cannot read the Koran and have not been able to do and recite correctly about prayer, 2) external factors namely in the environment it is seen that the environment where some students live is not supportive so it is a little difficult to support students' understanding of Islamic religious education teaching, 3) institutional factors, namely the lack of hours of Islamic religious education to explain in a complex manner related to Islamic religious education material and school management which is still difficult to invite students to take part in religious programs because students are less interested in religious activities. While the application of the school's strategy in overcoming the learning problems of Islamic religious education at SMPN 5 Rejang Lebong includes: 1) holding weekly activities to learn to read the Koran

and practice prayer, 2) the principal holds evaluations or individual discussions with teachers regarding checking learning tools, 3) collaborating with the community and student guardians, and 4) holding a Muslim Friday program. So that from several implementations of the efforts that have been carried out by the school, it has shown quite good results in overcoming the problems of learning Islamic religious education at SMPN 5 Rejang Lebong.

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