

Analysis of Islamic Religious Education Learning Process at MTS Teladan Medan

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ABSTRACT

Based on the results of interviews with Islamic Religious Education teachers in MTS Teladan Medan, many choices of learning methods have been tried to be applied in the learning process, one of which is the word square method that is considered suitable for use in fiqh lessons, but in its application teachers only try to combine the material with the word square method in the form of crossword puzzles as a task at the end of learning without other tools, so that the application of the word square method does not run with sempurna. In the implementation step of Word Square method implemented by teachers in MTs Teladan Medan has little difference with the implementation of Word Square method in general. If in its application the Word Square method requires paper as a medium for sheet paper about students different application with what happens in school, in school only in the sheet of writing alone, and makes it less likely that students play an active role, because only a few students will work on the problem of writing, this is feared to interfere with the focus of students so that students will be more interested in anything other than learning, and furthermore will adversely affect students' learning outcomes later.

Keywords: Islamic Religious Education, Word Square Method, Fiqh Subjects, MTs Teladan Medan

INTRODUCTION

Based on the results of interviews with Islamic Religious Education teachers in MTS Teladan Medan, many choices of

learning methods have been tried to be applied in the learning process, one of which is the word square method that is considered suitable for use in fiqh lessons, but in its application teachers only try to combine the material with the word square method in the form of crossword puzzles as a task at the end of learning without other tools, so that the application of word square method does not run with perfect, whereas in its application according to the book by Zainal Aqib, that teachers should share student activity sheets according to examples that have been adapted to the material that has been taught, the fact in the field that when teachers use Word Square method is only giving questions to students globally that is only written in blackboard and not shared in the activity sheet, so that not all students are interested in following it, only some students will get the opportunity to work on the problem on the board, while the other students only see and are not active in learning, another thing that can be shown is the presence of students who leave the classroom for the bathroom, busy themselves, even there are some students who are waiting for friends during the teaching and learning process.

LITERATURE REVIEW

a. Word Square Method

Word Square consists of two words Word and Square Word means word whereas Square is a word field, so Word Square is a learning method that combines

the ability to answer questions with the ingenuity in matching answers to the answer boxes. This word square method is similar to filling in a crossword puzzle, but the difference is that the answer to word square already exists, but disguised by adding an additional box with any letter of the suitor, this method is suitable for all subjects, only the learner can program a number of selected questions so as to stimulate the learner to think effectively. The purpose of the letter of the fool is not to make it difficult for learners, but to practice a thorough and critical attitude (Zainal Aqib, 2016).

Here are the Steps to Use the Word Square Method: (Zainal Aqib, 2016).

- a. Educators deliver materials according to the competencies they want to achieve
- b. Educators share activity sheets based on examples that have been adapted to the material they have been taught.
- c. Learners answer questions, then interpret the letters in the box according to the answers
- d. Give points for each answer in the box

b. Fiqh Learning

In the curriculum of Madrasah Tsanawiyah (Competency Standards) it is explained that the scope of fiqh subjects in Madrasah Tsanawiyah includes harmony, harmony, and balance between: Human relationship with Allah SWT, human relationship with others human beings, and the relationship of man to nature (other than man) and its environment. The focus of Fiqh subjects are in the following areas, namely: Fiqh Thaharah, Fiqh Salat (worship), Fiqh Jinayah and Fiqh Siyarah.

Based on the explanation above, the scope of fiqh subjects in Dayah is broadly classified into 2 parts, namely: First, vertical Hubungan, namely human relationship with the Creator of the universe (hablu minallaah or 'worship'). Its scope includes provisions on thaharah, prayer, fasting,

zakat, hajj-umrah, jinayah, and so on, Second, horizontal relationship, namely human relationship with beings. Its scope includes provisions on mu'amalah and siyasah (political or state regulation). (Ministry of Religious Affairs, 2005)

METHODOLOGY

a. Research time and place

The research time will be conducted in the even semester of the 2020/2021 school year. The place that was used as a research object was established in Madrasah Tsanawiyah Teladan Medan.

b. Types of Research

This type of research is qualitative research, because qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people and observed behavior. Kirk and Miller define qualitative research as a particular tradition in social sciences that fundamentally relies on observations of humans in both their regions in their terms (Lexy J. Meolong, 1998).

c. Data Sources

What is meant by the data source in this study is the subject from which the data can be obtained, in this study the author uses data sources, namely:

1. Primary data, as for the primary data source in this study are fiqh subject teachers, principals and students of grade VIII MTs Teladan Medan.
2. Secondary data, namely data obtained from indirect sources, can also be said to support the first data source, it can also be said that the data is arranged in the form of documents.

d. Data Collection Techniques

1. Observation

Observations in this study were conducted to strengthen the results of interviews obtained from respondents or informants. That way the author can directly examine and observe the situation and conditions in MTs Teladan Medan.

2. Interviews

Interviews are dialog conducted by interviewers using oral data, teaching teachers and student circumstances in MTs Teladan Medan.

3. Documentation

Document collection or what is often called document studies. A large number of facts and data are stored in materials in the form of documentation. Various documents that can be used as data sources include letters, diary, foro archives, meeting results, souvenirs, activity journals and so on (Erwin Widiasmoro, 2018). Directed to find information about some of the following, such as:

- a. School profile
- b. General purpose of research objects
- c. Vision, mission and educational objectives of MTs Teladan Medan in relation to learning that takes place during learning in school.

The three data collection techniques above are used simultaneously in the sense that they are used to complement each other's data.

e. Data Analysis Techniques

Data analysis during the field should continue until all data collected with interactive model analysis techniques. The analysis is carried out jointly with the process of collecting data with stage flows according to miles and faisal as follows:

1. Data reduction

The processed data is written in the form of a report or detailed data. Data reduction is the process of summarizing, choosing the main things, focusing on the important things, looking for themes and patterns and discarding unnecessary data (Erwin Widiasmoro, 2018).

2. Presentation of data

After the data reduction process is complete, the next step is to present the data. Data presentation in qualitative research can be done in the form of brief description, chart, relationship between categories, flowcharts, and others.

3. Collection and verification

After the process of data reduction and presentation is systematically carried out, the next researcher must make a temporary conclusion withdrawal. The temporary difficulty is usually still unclear, but in the next stage it will be more assertive and have a strong foundation.

f. Checking the validity of findings

In determining the validity of the data used in this study is to use triangulation techniques, according to moloeng that triangulation technique is a technique used to measure data wetness that utilizes something born outside the data in order to certainty of checking or comparing the data. Triangulation is carried out in order to obtain valid and valid data and also to recheck the data source conducted by comparing the results of the interview with the observations said by the principal, teachers and students. Triangulation is done by testing the understanding of researchers. Therefore, triangulation can be done by conducting an understanding test at the end of the study when all information has been presented in the draft report, then before it is published researchers can ask the informant to re-read the draft report of the study. The last step is to draw conclusions and verify. This conclusion will be followed by the evidence filled in when the research is fielded. Data verification is intended for the determination of the final data of the entire analysis process, so that the whole problem regarding the word square method.

RESULTS AND DISCUSSION

Profile of Madrasah Tsanawiyah Teladan Medan

Madrasah Tsanawiyah (MTs) Teladan Medan is located at Jalan Negara No. 97. Is a private school located in one of the conducive areas of Medan city, is a school not far from the city center and easy

to reach because of its place around the community.

School Identity

1. School Name	: Madrasah Tsanawiyah Teladan Medan
2. National School Principal Number (NPSN)	: 60727937
3. Province	: North Sumatra
4. Regional Autonomy	: Medan City
5. Subdistrict	: Medan Tembung
6. Village / village	: Timur Bantan
7. Roads and Numbers	: State Roads, No. 97
8. Zip Code	: 20224
9. Telephone/Fax	: (061) 4567855
10. Region	: Urban
11. School Status	: Private
12. Accreditation	: B
13. Date of Accreditation Decree	: 01-01-2013
14. School Establishment Decree	: -
15. Decision Letter Publisher	: Head of Medan City Education Office
16. Year established	: 1987
17. Study Time	: Morning at 07.30 a.m -12.40 p.m.
18. School Building	: Wakaf Land
19. Land Area	: 5502 m ²

Application of Word Square Learning Methods

a. Word Square Learning Method Implementation Planning

Basically learning is something complex, there must be careful preparation when going to start learning, from the beginning it is prepared how to teach and what methods should be applied when learning takes place. Because the success of a learning process is determined by careful planning, well-done planning, then half the success can be achieved, the other half lies in the implementation.

The teacher's understanding of the learners or the preparation of the students' readiness, the preparation of learning resources, and what competencies should be achieved in learning activities, are important series units in the preparation of learning activities. For this reason, the planning must be done by a teacher. Planning is to develop the steps that will be implemented to achieve the goals that have been determined. The planning can be arranged based on the needs within a certain period of time in accordance with the wishes of the planning maker (Amini, 2016).

Based on the importance of planning for learning, and the results of interviews conducted by researchers to Islamic religious education teachers, it is seen that teachers are planning to implement Word Square learning methods so that the learning runs as expected.

According to Ms. Afridayanti, fiqh subject teacher who got the assignment to teach in grade VIII as follows,

“Before teaching I do planning by preparing the material to be taught in accordance with the last material that has been taught, and making RPP based on the syllabus that has been determined with the final reference minimum graduation criteria (KKM) to set measurable targets to be achieved in learning activities.”

From the information above shows that in carrying out the learning process planning that must be done is to prepare the material in advance in accordance with the limits of learning that has been taught yesterday and then detail it in the form of RPP that is adjusted to the syllabus that has been prepared and not forget to predict the size of learning results with the target in

accordance with the specified minimum graduation criteria (KKM).

In addition to planning in the form of learning devices Ms. Afridayanti mother also said that there are other things that need to be prepared including:

“In addition to planning and preparing learning tools there are also outside that that need to be prepared, namely the preparation of classroom management such as providing motivation so that students want to learn well, and active in learning.”

In line with Ms. Afridayanti statement, Ms. Yanti as a business in school as well as a PKN teacher in school explained that to use the Word Square method of planning that must be prepared are:

“According to the planning in the learning is to prepare the material that tomorrow will be studied and prepare all the learning materials and media to be used, also look at the condition of the student to adjust to the suitable method used.”

From the statement of the Ms. Yanti that in the planning in addition to looking at and preparing all the methods and tools to be used also look at the condition of the student and the ability of the student so that it will be known that the method applied is suitable or not.

From the fact that the two data sources that have been presented that in the planning and preparation step has been well structured, this is supported by the results of the interview that it is presented that when preparing the teacher has prepared an RPP that is in accordance with the syllabus and also determines the target with the size of the minimum graduation criteria (KKM) and sees the condition of the student as an object that will receive learning.

b. Implementation of Word Square Method Implementation

Based on what the researchers saw when carrying out the research, in the planning step is included well and in accordance with what should be planned

when going to the learning process, but in the implementation section of the application of The Word Square method in MTs Teladan Medan still use the media of books, whiteboards and markers, the use of paper media is very rarely used, it is the analysis of the author after conducting observations on 06-01-2021. Therefore, when entering into the implementation step, it can't be separated from how the steps taken by the teacher to apply the method. the steps to apply the Method of Word Square on fiqh subjects spoken by Afridayanti's mother are:

“According to the mother before entering into the application of Word Square method there are several steps that must be prepared, because a method will not run well if the material is not mature and maximal, so the first is to prepare the material and make a concept in conveying new material after that there must be a description of the material when the learning takes place, after the material is delivered properly and acceptable to new students enter fatigue , which is to give questions on the board with the form of crossword puzzles, and then students will try to answer and after all the questions on the board are filled the teacher explains and corrects the answers and gives conclusions at the time of closing the learning.”

From the opinion of Ms. Aridayanti as an informant above, that the steps of applying the Word Square method have not been applied perfectly, according to the book by Zainal Aqib that in the application of the method of steps is after the teacher explained the learning material of the teacher to share the sheet paper about the material taught in the form of crossword puzzles, so that all students will get an even and personal turn in answering the problem , if the application is done as the informant does then it is possible for students to answer questions only to some students, as a result not all students will participate and be active in their application, and the other result is that the student will be distracted and feel bored and unseniced, even the

worst possibility is that the student will play alone and disturb his friends who are studying.

This is supported by a statement from grade VIII student M. Rizki Maulana who follows the learning process in the classroom.

“The teacher usually enters the classroom and starts greetings as usual, after which the teacher immediately learns and at the end usually the teacher gives an exercise written on the board.”

Such is the statement from grade VIII student Ratih Lusianti,

“The teacher before starting the lesson usually explains the learning material that day, the teacher only uses the media in the form of books.”

From the presentation of the statement of grade VIII students, it is described that in the implementation the teacher only uses books and does not share worksheets in the form of paper in the form of crossword puzzles as described in the actual implementation steps. Therefore, it can be concluded that in the implementation step of this Word Square method the application of the steps has not been perfect. Therefore, when the application should be more detailed and managed so that learning becomes as creative as possible.

After carrying out the learning, a teacher must evaluate or assess the student, whether the learning is in accordance with the planning, procedures, time, material, whether the student has achieved the desired goal, of course this activity is not just looking around or groping, but it takes one particular way, that particular procedure is called evaluation. Evaluation is an activity with an ongoing, evaluation done after learning using the Method Word Square, According to Ms. Afridayanti evaluation using the Method Word Square as follows:

“In my opinion, evaluation can be done when the learning has been completed and knowing the students' learning outcomes from the training and the questions given, can also be seen from when the learning process takes place, for

example when problems occur during learning, then afterwards we must find a solution or problem solving of it. After that we find a solution by trying new methods or something that must be improved in terms of preparation and condition of teachers and students.”

Related to the evaluation of learning by using the Method of Word Square in the eyes of the Fiqh Lesson can't be separated from the planning, the implementation is carried out in an arranged manner starting from the Decree and KD by organizing in accordance with the objectives or indicators that end with the assessment as learning feedback.

c. Supporting factor and inhibiting the application of Word Square method

In the learning process, sometimes what has been planned and prepared is not in accordance with what we imagine, in this case influenced by factors that occur during the learning, there are supporting factors that become a force to be maintained in the learning process, but sometimes the inhibition factor is greater influence than the supporting factor.

Similarly, what happens with the learning process in MTs Teladan, there are factors that influence the learning process so that the application of the method can run well, along with exposure to Ms. Afridayanti's related to the supporting factors of the application of the Word Square method

“I think the supporting factor in the learning process and application of this method is the existence of a handbook owned by each student, so it can be to study at home, in addition they are also good at technology, using smartphones for example, so they can look for learning materials there when there is homework, and also this Word Square method is classified as an easy method to apply so that students can follow it.”

From the exposure of information provided by Ms. Afridayanti that in the learning process in class that is a supporting

factor is the existence of student handbook and also the condition of students who can use their smartphone to find learning materials, of course in the supervision of teachers and parents, besides this Word Square method is also easy to apply and does not require a large cost when applying, especially combined with materials that do use keywords to memorize something, as in the hajj and umrah materials that are the teacher's choice in applying the Word Square method. In addition, from environmental and social factors there is a harmonious relationship between teachers and students and also all school residents create a comfortable and peaceful environment, sometimes this is lost from memory and considered not a big thing, when basically all school residents have the right and mandatory to create security and comfort so that a positive vision and mission of learning can be created for the long term.

But it is true that when there is a supporting factor, there are actors who become inhibitions of learning itself specially at the time of application of The Word Square method, it is also influenced by several things, following exposure from Mrs. Afridayanti related to the application of fiqh learning methods:

“The inhibition factor is sometimes derived from the student itself as the object that will receive the learning, as we know that the learners come from different families, different upbringing from parents, then the nature, character, and background of the students are certainly different, in one class of course diverse, some are quiet, grumpy is also commonplace, this causes different ways they receive learning.”

From the above exposure it is clear that the inhibition factor is from the students themselves, the differences in learners cause the way to receive learning is also different, in this case there are efforts that can be made by the teacher is the way the teacher should not be too attached to the individual differences of the learner, but the teacher must see the learner in the similarity

classically. Although both individual children should get attention, therefore in addition to encouragement from teachers, parents should also be involved to supervise and teach children when in their supervision outside the school.

In addition, there are also other factors that influence the learning process, based on the results of the author's observations on 06-01-2021, environmental factors become one of the attention of the author, this MTs Teladan school is located between the neighbourhoods and on the side of the road with low building position, so that the rain is too heavy sometimes water enters the classroom and swims, causing the learning process that takes place to be disturbed. This is supported by a statement from the principal's Ms. Lelly Syuryani S.Pd.I:

“Because the position of the school is like this and the condition of the building is not high then when the heavy rain sometimes gets to the student's class and interferes with the learning, so it must be cleaned first and there are plans also for construction but still wait from the head of the foundation he said.”

From the statement of the headmaster, it was seen that in addition to the factors of the students there are also external factors that are related to the environmental code of the school, and both factors that must be considered, both internal and external factors of the second will also have little influence on the learning process that ends in the objectives and Vision of the school Mission.

CONCLUSION

Based on the description of the discussion in this research, it can be concluded as follows:

1. Teacher planning in the application of Word Square method in MTs Teladan Medan has been quite good, at this stage the teacher starts by adjusting the material to be taught with the material that has been wasted or in other words, looking at the limits of learning, then the

teacher also prepares an RPP that is considered capable to get good student learning outcomes with minimum graduation criteria (KKM) targets. In addition to the preparation of learning tools teachers also prepare strategies for classroom management, namely by providing motivation to students before the learning takes place so that students are motivated to learn and active in learning so that the quality and learning outcomes of students will improve.

2. In the implementation step of Word Square method implemented by teachers in MTs Teladan Medan has little difference with the implementation of Word Square method in general. If in its application the Word Square method requires paper as a medium for sheet paper about students different application with what happens in school, in school only in the sheet of writing alone, and makes it less likely that students play an active role, because only a few students will work on the problem of writing, this is feared to interfere with the focus of students so that students will be more interested in anything other than learning, and furthermore will adversely affect students' learning outcomes later. In terms of teacher evaluation has tried to give the best thing, the teacher's efforts are to try to pay attention to the students and jointly solve the problems that occur during learning and make students' learning outcomes a benchmark for better evaluation.
3. The factor of supporting during learning and application of Word Square method is, each student already has a manual so

that they can learn at home and students who can already use technology media, this will enrich the learning resources, but must remain in the supervision of parents and teachers. While the inhibition factor is motivated by the student's condition, diverse character, upbringing from different families also causes the way of learning and receiving learning is different, but in this case the teacher tries to understand the differences of students globally and pay attention to them as a whole by still asking for cooperation between teachers and parents.

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