

# Innovation Method of Islamic Education Through Active Learning in SMP Al-Muslimin Pandan, Central Tapanuli

Ellisa Fitri Tanjung  
 University of Muhammadiyah North Sumatra  
 ellisafitritanjung@gmail.com

**Abstract.** Education is fundamental to the history of human civilization. Educational activities were starting from the creation of Adam. In the Qur'an, it is stated that Allah teaches Adam "al-ashma-a kullaha"(all of the names). It shows the importance of creating a young generation who is able to think creatively, solve problems, be wise in making decisions, communicate effectively and efficiently, and work both individually and in groups. Most of the learning activities, especially in Islamic schools, does not encourage students to think creatively. In response to this issue, SMP Al-Muslimin Pandan offers a solution by presenting a humanistic approach to education, that is, an education that takes into account the potential of the students through fun learning. This study uses descriptive qualitative research methods, which describe and explain symptoms or certain facts based on the actual circumstances. The research was conducted in the junior high school Al-Muslimin Pandan located in Central Tapanuli. The data was from Islamic education teachers and students of class VII, which consisted of 25 students.

**Keywords:** *Islamic education (PAI), active learning, SMP Al-Muslimin Pandan Central Tapanuli*

## INTRODUCTION

Education is fundamental to the history of human civilization. Educational activities have begun since the creation of Adam, as stated in the Qur'an. Allah teaches Adam "al-ashma-a kullaha" (all of the names). The historical society formation began from the family of Adam and Eve as the smallest unit of the society on earth. In this family, the study of humanity, albeit in a small scope, began[1].

Nowadays, it has become more important for the young generation to be able to think creatively, solve problems, make decisions wisely, communicate effectively and efficiently, and work both individually and in groups. Indeed, the knowledge alone is not enough to face problems in life, which has become more complex and experience rapid change.

In today's education, the situation is not very conducive to create a robust generation. Most of the time, the education system is focusing on memorizing

knowledge and facts. Most classes put the teacher as the primary source of knowledge; thus, the learning is teacher-centered. This situation was confirmed by Mohammad Toha while doing research in SDIT Al Hikmah [2].

Teachers must always cultivate and develop a creative attitude in learning. For example, selecting and using a variety of techniques, approaches, methods, and media of learning based on the students' conditions and the learning objectives of Islamic education. Teaching should not be merely a transfer of knowledge from teacher to student, but to help students build their own knowledge by analyzing current phenomenon or surrounding objects [3].

Most of the learning activities, especially in Islamic schools, does not encourage students to think creatively. The learning tends to be teacher-centered, in which students are just listening, memorizing, and writing what they hear. The entire class is dominated by the teacher; thus, the atmosphere is tense and makes the students feel bored. In other words, the class activities do not lead to quality learning

The learning problems mentioned need to be solved. The teacher should be able to find the best solution so that students do not experience extreme boredom. Several studies showed the importance of learning approaches which encourage active learning, making it more fun.

The learning approach is a crucial component in the learning system. It can be a learning strategy related to how learning material is prepared and what method is best to deliver the subject matter [4].

Thus, learning should not only focus on the mastery of the materials (subject matter oriented) but also allow the students to practice what they have learned. To borrow an anonymous analogy, "if you give someone a fish, he will have a single dinner, but if you teach him how to fish, he will eat all his life." Also, as the saying goes, "Let someone lose something, but one should not be lost on how to find something"[5].

Al-Muslimin Pandan SMP was chosen as the research setting for some reasons. First, it uses a wide variety of learning methods. Second, the students are encouraged to actively participate during the learning process. For example, they practice the materials and work in teams to be active, creative, and cooperative. Third, learning often uses the surrounding natural environment as a learning

resource. Fourth, there is multi-faceted development (logic, kinesthetic, ethics, and aesthetics).

#### METHOD

This study used a descriptive qualitative approach. The purpose of this qualitative study was to describe the fact or actual event without in-depth analysis to test the hypothesis [6]. In other words, the descriptive study sought to describe the reality that exists or occurs on the object being studied [7].

Further details can only be obtained by speaking directly with the community or visiting the school and asked the participants to speak without being forced to follow our expectation [8].

The subjects were a) Principal of SMP Al-Muslimin Pandan b) Islamic education (PAI) teachers of SMP Al-Muslimin Pandan, c) seventh-grade students of SMP Al-Muslimin Pandan. The object of the research is the implementation of active learning in Islamic education in SMP Al-Muslimin Pandan.

Data taken in this study were the social facts about active learning conducted by the PAI teachers of SMP Al-Muslimin Pandan in an Islamic education class. To obtain original and accurate data and experience the learning firsthand, the researcher also participated in teaching the class. The researcher attended the school to observe matters relating to the classrooms, places, activities, tools, goals, atmosphere, and feeling. However, not everything was observed. The observations only focused on the matters related to the research aim [9].

Data were collected through observation, interviews, and documentation, and analyzed using a deductive analysis method (i.e., data reduction, data presentation, and conclusion drawing).

#### RESULT

In order to achieve the expected learning outcomes, some efforts were made by the teachers in developing the concept of active learning. The method developed was highly dependent on the level of urgency, the climate, and the students' ability. SMP Al-Muslimin Pandan made an innovation by creating a specific learning method for Islamic education. The learning was performed in groups or community of learners that reflect all aspects of life that the students face in the society, commonly referred to as a learning community.

The PAI teachers tried to create an exciting and fun learning atmosphere by taking advantage of nature, such as beach, mountains, and parks (natural *tadabbur*), which aimed to bring joy to the learning. It was performed successfully in the Islamic education subject. The student learning activities also include dialogue and group participation, and the materials include getting to know God better through His creation, and some signs of God's power.

Indeed, Islamic education learning in SMP Al-Muslimin Pandan not only focused on the mastery of the

materials (subject matter oriented) but also allowed the students to practice what they had learned. Clearly, it reflected the positive message behind the expression of "if you give someone a fish, he will have a single dinner, but it if you teach him how to fish, he will eat all his life."

SMP Al-Muslimin Pandan used active learning approach through a variety of methods depending on the subject matter. Several methods used are as follow.

Creative Case Studies (Student-created case studies). The case study is an active learning method considered as the best current method of learning. It discusses issues concerning actual phenomena or a case containing lessons to learn and seeks for solutions. A case study can teach you how to avoid situations that will come up. The techniques used in this method can use current cases or students' cases [10].

The method includes lecturing and discussing news headlines. In lecturing, teachers started by giving an explanation. It was followed by a discussion to solve problems in the students found in the news from social media.

The activities in this method focus on problem-solving. It starts with formulating the problem, identifying the problems, collecting data, and then analyzing the data to find a solution. All of these activities are performed by students. The purpose is to provide students with the necessary knowledge and technique in solving problems using critical and logical thinking. This basic knowledge and problem-solving techniques will be useful in their everyday life [11].

There were some advantages gained through this method: 1) Students learned about logical thinking; 2) Students had the ability to solve problems properly and quickly; 3) Students used their creativity in finding a solution; 4) Students received education relevant to real life, and 5) Students became more active and responsible.

However, the method also has some downsides: 1) Took a long time to perform compared to other methods; 2) Passive or lazy students would be left behind, and 3) It was difficult to determine the discussion issues that fit students' level of ability.

The results showed that this method successfully instilled students' social, cognitive, and emotional skills. Students became more independent, had strong leadership skills, and had the responsibility to find a solution when facing problems. Using this method, students were encouraged to develop positive social behavior, teamwork, effective communication, expressing emotions and feelings, appreciate diversity, and find conflict resolution [12].

Studying outdoors/ *tadabbur* (pondering over) nature. SMP Al-Muslimin Pandan was located between the mountains and the sea (the beautiful beaches and Pandan beach). The teachers took advantages from this situation for learning, especially in Islamic education subjects. For instance, the students learned about signs of God and God's creation by pondering over the surrounding nature.

This method made learning more exciting and reduced boredom. It also showed that it was possible to

learn outside the classroom. Studying outdoors seemed useful for students in understanding real-life problems. In this case, the students learned outside of the class and directly observed and experienced the nature, making the materials learned in school more relevant to the needs and realities that exist in the community or real life. It included field study, recitation, learning by doing or practice, and fun learning.

Some of the advantages of this method were: 1) Increasing students' motivation. Learning activities conducted outside the classroom with a beautiful view of the sky, clouds, trees, while exploring the beach made the learning process fun and exciting activities, and 2) involving not only the mind but also physical aspect.

Nevertheless, it had some weakness too, such as: 1) taking too much time to do; 2) demanding teachers patience and perseverance to manage the students so the 'class' would be well organized. Otherwise, it might create a fuss or disorganized 'class', and 3) more challenging to organize students outside the class.

#### CONCLUSION

Based on the results of the discussion presented in the previous chapters, it is concluded that there innovative method using active learning significantly improve the quality of Islamic education in SMP Al-Muslimin Pandan. The impact of the active learning approach on improving Islamic education can also be seen from the achievements of students in the school and outside the school. They often win some competitions in both religion and science Olympics at the district / municipal, provincial and even national level In 2017, SMP Al-Muslimin Pandan Adiwiyata reached the national level, and in 2018, it was nominated as the best and excellent school in national level. It certainly improves the school performance and the community trust in this school,

which was shown by the increasing number of students who are enrolled in this school each year. Currently, SMP Al-Muslimin Pandan is a favorite school in the area.

#### REFERENCES

- [1] Arifin, Ilmu Pendidikan Islam. *Jakarta: Bumi Aksara*, 2006.
- [2] S. Toha, "Pelaksanaan metode active learning dalam meningkatkan hasil belajar siswa pada pembelajaran pendidikan agama Islam," *Pendidik. Islam Ta'dibuna*, 2018.
- [3] J. Muliawan, Pendidikan Islam Integratif. *Yogyakarta: Pustaka Pelajar*, 2005.
- [4] Darmansyah, Strategi Pembelajaran Menyenangkan dengan Humor. *Jakarta: PT. Bumi Aksara*, 2010.
- [5] A. Syariati, Sosiologi Islam. *Bandung: Mizan*, 1988.
- [6] Sukardi, Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya. *Jakarta: PT. Bumi Aksara*, 2009.
- [7] I. Bawani, Metodologi Penelitian Pendidikan Islam. Jawa Timur: *Khazanah Ilmu Sidoarjo*, 2016.
- [8] W. C. Jhon, Penelitian Kualitatif & Desain Riset: Memilih Diantara Lima Pendekatan. *Yogyakarta: Pustaka Pelajar*, 2014.
- [9] P. Hamid, Metode Penelitian Kualitatif. *Bandung: Alfabeta*, 2005.
- [10] S. Mell, Active Learning: 101 Strategi Pembelajaran Aktif. *Yogyakarta: Pustaka Insan Madani*, 2005.
- [11] Suyanto, Menjadi guru profesional (Strategi meningkatkan kualifikasi dan kualitas guru di Era Global). Jakarta: Esensi Erlangga Group, 2013.
- [12] Tobroni, "Prophetic Character Transformation for Development of Peace Culture in the School in Indonesia," vol. 5, no. 32, pp. 111–117, 2014.