Problems of Implementation of Islamic Religious Education
at Muhammadiyah Junior High School 4 Gadung Surabaya

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ABSTRACT

The purpose of this study is 1) Describing the problem of the implementation of Islamic religious education at Muhammadiyah 4 Gadung Surabaya Junior High School; 2) Describing efforts in overcoming the obstacles of the implementation of Islamic religious education at Muhammadiyah 4 Gadung Surabaya Junior High School. This research uses qualitative research with a case study approach. As for the data collection required in this study, the authors used several methods, including observation methods, interview methods, and documentation methods. The data collected by the authors is analyzed using descriptive analysis techniques. From the results of research conducted, it can be concluded that in the implementation of Islamic religious education in Muhammadiyah 4 Gadung Surabaya Junior High School there are several problems, namely a) Different levels of intelligence among students. There is a difference in the level of intelligence between students with each other; b) Difficulty in dealing with students with high and low IQ; c) In the curriculum i.e. the lack of teacher understanding of Curriculum 13; d) In management is the lack of cooperation between parents and teachers and at least students who are interested in religious activities. Efforts to overcome the problem of the implementation of Islamic religious education at Muhammadiyah 4 Gadung Surabaya Junior High School can be done in several ways, namely a) Guru forms student group work, teachers form discussions between students in the classroom, the school has tried to hold additional hours for students who are considered less able; b) Attending seminars, workshops, teachers trying various methods, teachers have tried to understand the character of students and adjust to existing classroom conditions; c) In the curriculum that includes the school continues to try to disseminate information about Curriculum 13 to teachers, teachers make units of lessons; d) Management includes the school will continue to strive to implement school-based competency management which includes, professional competence of teachers and also involvement between student guardians and the community, the school will try to hold meetings with students.

Keywords: Problems, Implementation, Islamic Religious Education.

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1. INTRODUCTION

Entering the third millennium, the world of education is faced to a very complex problem. If this is not addressed quickly and appropriately, education will be outdated. In this case education is one of the things that is very important for every human being in dealing with every problem of life that tends to be hedonistic or materialist.

Especially now people in Indonesia pay more attention to material things, while their attention to religion is getting smaller. This is reflected in the lives of those who tend to be materialistic and hedonistic. Now more and more people are choosing non-religious education that promises jobs easier than religious education[1].

Education contributes greatly to the progress of a nation and is a vehicle for translating the messages of the constitution and is a means to build the character of the nation. An intelligent society will give the nuances of intelligent life as well, vice versa and will progressively form independence in society itself.

According to Mukhtar Bukhori, the practice of Islamic education in Indonesia is generally divided into four parts:

1. Boarding school education, which is an education that is traditionally organized.

2. Madrassa education is an education organized in western educational institutions that use classical teaching methods and seek to instill Islamic values as the foundation of life in every student.

3. Islamic general education, namely Islamic religious education that is carried out through the development of Islamic-spirited educational facilities in institutions that organize programs that are general.

4. Islamic religious education is held in public educational institutions as a part of the subject/ course. [3]

In essence, Islamic religious education is a process that takes place continuously and continuously. Based on this, the duties and functions that must be carried out by Islamic religious education are full human education and last a lifetime. This concept means that educational tasks and functions have a goal in students who are always growing and developing dynamically from the womb to the end of their lives .

The above review shows that education is a benchmark in building a highly cultured society. A nation will be advanced, dynamic, harmonious and qualified if the existing education is also quality. According to Rachman, the weak point of education in Indonesia is that the success of education is only measured by the superiority of the cognitive realm and ignores the affective and psychomotor realm. In the context of education in school, this weakness seems to be comprehensive, not only experienced by one particular subject, but also experienced by all subjects. [3]

Related to the fact illustrates that there are a number of students who like to live extravagant and wasteful in school. It shows the failure of math and economics teachers. Students who don't care about the surrounding environment, isn't that the failure of IPA teachers? There are students who are disrespectful in talking to older people, it is the fault of the language teacher. The failure of all subjects is indirectly the failure of teachers of Islamic subjects as well.

Therefore, the educational process is not only oriented to the cognitive development *of the transfer of knowledge*, but also on the affective and psychomotor aspects so that students develop fully between knowing, feeling, and acting.

Islamic religious education is expected to provide a new nuance for the development of the existing education system in Indonesia and at the same time be able to contribute in explaining the meaning of the development of the quality of Indonesian people, namely people who believe and fear and serve God Almighty. This is contained in the National Education Purpose of Law No. 2 Tahun 1989 [6].

Amin Abdullah explained, religious education activities that have taken place in the school include:

1. Religious education has been more concentrated on theoretical religious issues of a cognitive nature.

2. Religious education pays less attention to the issue of how to turn cognitive knowledge into meanings and values that need to be internalized in every student through various means, media, and forums.

3. The issue of juvenile delinquency, inter-school fighting, violence, thuggery, white criminality, consumption of alcohol, and so on, although not directly related to conventional and traditional religious education methodology patterns is evidence of the lack of achievement of religious education.

4. The methodology of religious education did not change between the pre and post-modern eras.

5. Religious education focuses on correspondence, a textual aspect that emphasizes memorization of existing religious texts.

6. An evaluation system in which islamic religious exam questions show top priority on cognitive and rarely questions that have functional spiritual "value" and "meaning" of religious spiritual content in everyday life. [6]

The implementation of Islamic religious education in our schools still has many obstacles including teachers who mostly do not understand how to educate correctly so that the purpose of Islamic religious education is to form awareness to students in practicing Islamic sharia and practicing karimah, moral in daily life, and less than optimal or has not been fully achieved [7].

Problems in the implementation of Islamic religious education are also found in students in their neighborhoods have experienced a lot of moral decadence caused by a weak economy and weak self-awareness of religious values. Problems also exist in the provision of educational facilities and infrastructure that are closely related to the school's inadequate financial capabilities [8].

According to the observation of the author, the above problems seem to have occurred in Muhammadiyah 4 Gadung Surabaya Junior High School which is one of the Islamic religious education institutions that also has a responsibility to realize the ideals of Islamic religious education.

2. RESEARCH METHODS

Research is a process that runs continuously and never stops. In other words, the results of the study will never be final. Research can be viewed as an effort or activity that aims to solve a problem using the scientific method. That is, in trying to solve a problem, an investigator is required to have sufficient knowledge and facilities and other facilities that allow him to carry out his duties smoothly so as to achieve scientifically accountable results. So research methods can be interpreted as the way researchers use in collecting research data.

1. Type of research

Qualitative research is scientific research that aims to understand a phenomenon in a natural social context by prioritizing the process of deep communication interaction between researchers and the phenomena studied. Phenomena about what the subject

of research experiences, such as behavior, perception, motivation, action, etc. holistically, descriptively in the form of words and language, in a special natural context and by utilizing various scientific methods.

2. Research Object

The object in this study is SMP Muhammadiyah 4 Gadung Surabaya located at Jl. Gadung III No.7 Jagir, Kecamatan Wonokromo, Surabaya City, East Java 60244.

The reason the author chose this object is because the author considers that SMP Muhammadiyah 4 Gadung Surabaya is still in the process of improving the quality of Islamic religious education judging from inadequate facilities and infrastructure.

3. Research Informant

Informants are people who are used as researchers as a source of information about the situation and conditions of the study[10] . Thus, the informant can be said to be the person who responds to or answers the researcher's questions or can also be referred to as the person who provides the information needed by the researcher. The informants in the study were the principal, several educators who provided the information researcher needed, and the student foundation manager.

4. Data Collection Techniques

In this study, several data collection techniques were used to obtain accurate and accountable data for researchers as follows.

a. Observation method

In a psychological sense, observation includes the activity of focusing on an object using all five senses [11].

This method is used to uncover data related to general conditions in the school environment, teaching and learning process activities, as well as the state of facilities and infrastructure in Muhammadiyah 4 Gadung Surabaya Junior High School.

b. Interview method

Interview or interview is a method or way used to get answers from respondents with one-sided Q&A. In this study, researchers used a guided free interview technique. Which is a combination of free interviews and guided interviews. In conducting the interview, the interviewer brings guidelines that are only an outline of the things that will be asked. [11].

In this case the interviewer should create a relaxed but serious atmosphere, meaning that the interview is done in earnest, not playful, but not rigid. It is important to maintain this atmosphere so that respondents are willing to answer whatever the interviewer wants honestly. This method is used to dig up data from Muhammadiyah 4 Gadung Surabaya Junior High School and collect data from the principal about the problems faced by Islamic religious education and how to solve it.

c. Documentation methods

Documentation comes from the word documen which means the items written [11]. In carrying out documentation methods, researchers investigate written objects such as documents, regulations, diaries and so on. This method researchers use to obtain data on the structure of stewardship and find out the state of students and teachers.

5. Data Analysis Techniques

In analyzing and managing the data obtained, researchers use descriptive analysis techniques as is often done with qualitative research data, because this study does not use data in the form of numbers, then the technique used is qualitative descriptive analysis [10].

This descriptive research aims to describe what is going on. In it there is an attempt to describe, record,

analyze, and interpret the conditions that are happening or existing [12].

After all the necessary data is collected, then the data is processed and presented using descriptive analysis techniques, by going through certain stages, namely identification, classification, then interpreted through descriptive explanations.

3. DISCUSSION AND ANALYSIS

3.1 Problems of Implementation of Islamic Religious Education

In carrying out teaching and learning activities at Muhammadiyah 4 Gadung Surabaya Junior High School, researchers found several problems that can directly or indirectly hinder the process of implementing Islamic religious education. The problem is not only present in teachers and students as actors in the education process but also in internal and external environmental factors, as well as in the management of facilities and infrastructure. The problem of the implementation of Islamic religious education in Muhammadiyah 4 Gadung Surabaya Junior High School can be described as follows.

a. The problem of students in the implementation of Islamic religious education as follows.

   1) The low economic level of most student guardians. Most parents of students come from the lower middle class with insufficient income to finance daily needs so pay less attention to the development of their children's education.

   2) Different levels of intelligence between students. The difference in intelligence levels between one student and another will cause jealousy for students who are able and who are unable so it will be difficult for teachers to implement specific instructional goals.

   3) Different graduate origins. Some students are graduates of Madrasah Ibtidaiyah (MI) and some are graduates of Elementary School (SD). Differences in school origin affect the initial capital of students in taking Islamic religious education at Muhammadiyah 4 Gadung Surabaya Junior High School, where students from MI are more understanding compared to elementary school graduates. This is because the portion of Islamic religious education in MI is greater than elementary school.

   4) Differences in family background and environment will also cause differences in student character so that there are students who obey the school order because it is regulated in a religious family environment and there are students who come from a disobedient family background due to a non-religious environment.

b. The problem of teachers in the implementation of Islamic education is as follows.

   1) Low salaries have an impact on the lack of responsibility and motivation of educators to present subject matter.

   2) Teachers often complain about the morality of students who are considered unethical so that sometimes preventive / solutions provide less educational sanctions.

   3) There are still educators who do not yet hold an undergraduate degree but with long teaching experience, they are more experienced in finding and solving every problem faced.

   4) Teachers are concerned in dealing with differences in students with high or low IQ and differences in character, as well as their life background.

5) It's a partnership between parents and teachers to be able to guide them together. It's because of their living conditions. Parents' attention is focused only on economic issues, so it does not pay attention to what is needed by students.

c. The problem of curriculum implementation in Islam is as follows.

1) Lack of teachers in Muhammadiyah 4 Gadung Surabaya Junior High School who understand Curriculum 13 and have already completed it. Their lack of understanding is due to Curriculum 13 which is a curriculum whose implementation is only implemented in the current school year and the lack of government in socializing Curriculum 13 in schools, especially in Muhammadiyah 4 Gadung Surabaya Junior High School.

2) Teachers do not create units of lessons (Satpel) that cause instructional goals of education not to be achieved optimally, so educators do not have guidelines in teaching that ultimately students are unable to capture the value and meaning taught by teachers.

d. The problem of management in the implementation of Islamic religious education is as follows.

1) Lack of cooperation between parents and teachers so that all student activities that should be done at home are done at school.

3.2 Efforts to Overcome the Problem of Implementation of Islamic Religious Education

a. Efforts made to overcome the problems of students in Islamic religious education are as follows.

1) Teachers provide educational sanctions for every student who violates the school order in solution and humanist.

2) Teachers have formed student group work that students expect to be able to help students who

are unable, so that students who are unable to understand and follow the activities of the learning process continuously.

3) Educators will form student discussions in the classroom, so that students can easily understand and be motivated to learn better.

4) The school has held additional hours for students who are considered less able to receive lessons in class, in order to catch up in class.

b. Efforts to overcome the problem of teachers in Islamic religious education as follows.

1) At the cost of the institution, the school will make every effort to be included in seminars, workshops or events of Subject Teacher Deliberation (MGMP) that can add insight and ability in educating, especially Islamic religious education.

2) Every educator should try to use various methods in order to be able to create a pleasant learning atmosphere, so that students can feel happy in following the subject matter and easily accept and understand the subject matter provided by the teacher.

3) Every teacher learns to understand the character and interests of students. This aims to avoid boredom in each student so that the process of transferring knowledge can succeed as expected.

c. Efforts to overcome curriculum problems in Islamic religious education as follows.

1) The school will continue to strive to socialize about Curriculum 13 to teachers. Cooperate with the government, so that teachers can better understand Curriculum 13 and be able to apply it in the classroom more optimally.

2) Teachers try to create a unit of study (Satpel) so that certain instructional goals can be achieved. In addition, it helps teachers to prepare the subject matter to be delivered to students.

d. Efforts to overcome the problem of management in Islamic religious education as follows.

1) The School continues to strive to implement school-based competition management in schools that include professional competence of teachers and also involvement between parents of students and the community.

2) The school will try to hold meetings with parents at least once a month. In the meeting held an evaluation of the school education program that has been implemented and which will be implemented. Thus, it is expected that parents can be involved in the educational process in school.

4. CONCLUSION

From the results of research conducted, it can be concluded that in the implementation of Islamic religious education in Muhammadiyah 4 Gadung Surabaya Junior High School there are several problems, namely: a) Different levels of intelligence among students. There is a difference in the level of intelligence between students with each other; b) Difficulty in dealing with students with high and low IQs; c) In the curriculum, namely the lack of teacher understanding of Curriculum 13.d) In management is the lack of cooperation between parents and teachers and at least students who are interested in religious activities. Efforts to overcome the problem of the implementation of Islamic religious education in Muhammadiyah 4 Gadung Surabaya Junior High School can be done in several ways as follows: a) Teachers form student group work, teachers have formed discussions between students in the classroom, the school has tried to hold

additional hours for students who are considered less able; b) Teachers attend seminars, workshops, try various methods, try to understand the character of students, and adjust to existing classroom conditions; c) In the curriculum that includes schools continue to try to disseminate information about Curriculum 13 to teachers and schools to strive and require teachers to create a unit of study; d) Management includes the school will continue to strive to implement school-based competency management which includes professional competence of teachers and also involvement between the student guardian and the community, the school will try to hold meetings with students.

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