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ISLAMIC EDUCATION METHOD IN IMPROVING THE RELIGIOUS LEARNING QUALITY IN MADRASAH IBTIDAIYAH

METODE PENDIDIKAN ISLAM DALAM MENINGKATKAN KUALITAS PEMBELAJARAN AGAMA DI MADRASAH IBTIDAIYAH

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Abstract

This research emphasizes the importance of methods in learning religion for students at the elementary school or madrasah ibtidaiyah level. Learning materials that are not understood by students begin with the wrong method used by the teacher, so a method that is right on target is needed. The purpose of this study is to explain the importance of Islamic Education methods in improving quality learning in madrasah ibtidaiyah. The method used in this research is qualitative with a literature study approach, so that when analyzing data through literature review analysis of primary data and secondary data. This research shows that effective Islamic education methods with various variants can improve the quality of religious learning because with the right method, media sophistication and teacher competence can deliver religious learning easily absorbed and understood by students in madrasah ibtidaiyah. Thus, Islamic education methods have distinctive characteristics and are different from other subjects.

Keywords: *Method, Islamic Education, Religious Learning, Madrasah Ibtidaiyah*

Abstrak

Penelitian ini menekankan pentingnya metode dalam pembelajaran agama bagi peserta didik di level sekolah dasar atau madrasah ibtidaiyah. Materi pembelajaran yang tidak dipahami oleh peserta didik berawal dari kesalahan metode yang digunakan oleh guru, sehingga diperlukan sebuah metode yang tepat sasaran. Tujuan penelitian ini untuk menjelaskan pentingnya metode Pendidikan Islam dalam peningkatan pembelajaran yang berkualitas di madrasah ibtidaiyah. Metode yang digunakan dalam penelitian ini merupakan kualitatif dengan pendekatan studi kepustakaan, sehingga pada saat melakukan analisis data melalui analisis literatur review terhadap data primer dan data sekunder. Penelitian ini menunjukkan bahwa metode pendidikan Islam yang efektif dengan berbagai variannya dapat meningkatkan kualitas pembelajaran agama karena dengan metode yang tepat, kecanggihan media dan kompetensi guru dapat mengantarkan pembelajaran agama mudah diserap dan dipahami oleh peserta didik di madrasah ibtidaiyah. Dengan demikian, metode pendidikan Islam memiliki karakteristik yang khas dan berbeda dengan mata pelajaran lainnya.

Kata Kunci: *Metode, Pendidikan Islam, Pembelajaran Agama, Madrasah Ibtidaiyah*

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1. Introduction

In the study of Islamic education, the method is a set of methods teachers use to achieve competency formulated in the curriculum in the already available subjects (Nawi, Jamsari, Hamzah, Sulaiman, & Umar, 2012). Meanwhile, Islamic education has a special purpose of raising awareness, with a plan to realize it as a state of learning before learning begins (Mansir & Karim, 2020). Students are expected to develop their religious spirit, self-control, and *muttaqin* personality; the keyword is in the method (Mansir, 2018). The word method comes from the Greek words *meeta,* which means through, and *hodos,* which means way. So, the meaning of this method could also be the path traversed. In this context, the educational method is one of the forms needed to instill or change students' capacity or educational materials.

The importance of the method in religious learning is because it is one part of educating (Rahim, Yakob, Mansor, & Mohamad, 2016). The strategy has a commitment that is not less important than the other part in educating and cultivating experience, especially for students (Amalia & Ibrahim, 2017). It is necessary to educate students and acquire practice that is inseparable from teaching strategies (Hakim, 2021). This implies that teachers understand methods as tools to inspire learners. In teaching, teachers rarely use just one method because teachers understand that the method has advantages and disadvantages (Mansir, 2021b). If teachers use only one method, it usually provides students with a boring educational and developmental experience. The experience development seemed dense, and the students seemed somewhat less enthusiastic. Learning became tiring and sluggish and covered learning exercises for the students. Of course, conditions like this are very detrimental to teachers and students, and teachers can also fail to deliver material to students. This implies that teachers' methods do not serve as inspiration tools during teaching. Furthermore, it is highly likely to be justified that using the correct method will be a capable way to convey religious learning material to students at *madrasah ibtidaiyah* (elementary school).

The teaching method is a knowledge that discusses the tips for a teacher in conducting interaction activities on learning-teaching activities and objectives, with the existence of methods to a commonly agreed goal. In learning-teaching activities, a teacher must use methods appropriate to the conditions of the class and its students. The objective is to create a conducive, effective classroom environment where knowledge or material learning can work smoothly and be easily understood by every student. Therefore, Islamic education mostly delivers material to achieve educational goals based on estimates regarding the basis of Islam as a necessary learning system of Islamic education and skills for the nation and society (Mansir, 2020a). Islamic education is recognized as a national education subsystem. Islamic education also has specific goals that must be achieved by Islamic teachings in this world and in the afterlife, and also to produce students who improve the quality of life with suitable methods. Thus, we must have a systematic strategy to improve the quality of Indonesian young generations.

As a teacher, it is necessary to choose the proper method of learning so that students can achieve appropriate educational goals, such as learning Islamic education (Mansir, 2020c). Methods adapted and determined according to Islamic education are to improve the quality of life of Indonesian children (Irgashevich, 2020). However, it is difficult since we need an understanding of human concept formation. For example, we need to apply basic values such as discipline, review the material and methods of Islamic religious education based on what has been determined, and provide several other examples.

Improving children's education quality by maximizing Islamic education's learning objectives is imperative (Arbi, 2018). This can foster students' creativity with good values by improving Indonesian children's quality of life through learning Islamic education. To improve children's quality of life through Islamic education, we can improve the quality of life in our environment through Islamic teachings. In addition, they should also strive to improve their quality of life in Islamic religious education since Indonesian students learning Islamic education are closely related to the views of the Islamic community.

Research Munawir, Putri, & Amaliah (2024) found that to optimize the learning activities of religious education in this context, the History of Islamic Culture requires good material development so that ongoing learning can reach the goals required by the initial purpose of learning. So, learning Islamic Education is not just a complete medium but a method that needs material development, and it requires the role of a teacher. Thus, this study aims to know, explain, and reveal the importance of Islamic education methods to improve the quality of learning Islamic education so that it is better and more enjoyable for students at the level of *madrasah ibtidaiyah*.

2. Research Method

This article used a qualitative approach and explored the data from 23 international and national journals. Therefore, in data processing, it is necessary to collect data on the topic being studied. After that, the collected data was then analyzed using content analysis to see and help to understand all of the available themes. Analytic descriptive analysis was used to conduct data analysis. This is so that research findings can be more focused and in-depth. In addition, the data obtained is partly from observations linked to data sourced from library studies. Therefore, another approach is needed to strengthen the data in this study. A psychological approach is used to see the reality on the ground. This is to see firsthand the quality of interaction and learning from teachers to students.

3. Results and Discussion

The system or method of Islamic education is an educational system developed on the basics of Qur'an and hadith in which all components support the realization of a complete human being (Barni & Mahdany, 2017). In this topic, the method to improve the quality of life of Indonesian children in Islamic education is to discuss individual problems of the students. In contrast, students must pay attention well since the educational method is only a means or a path to the goal of education. One of the methods is the question-and-answer method, where the teacher gives questions to students about what has been and is being studied while paying attention to students' thinking processes. This method trains students' memory, reviewing material and creating as many associations and benefits as possible, especially when students want to make mistakes and violations. Furthermore, this method aims to gain knowledge so that the lessons received are embedded in memory. The more often the child repeats something, the more convinced that what he/she hears is accurate, and through this repetition method, the child will undoubtedly accept the faith in his/her heart.

However, there are also differences in the method of Islamic education in elementary schools or *madrasah ibtidaiyah* and Islamic boarding schools (Idris, Tabrani,

& Sulaiman, 2018). Below are several methods of Islamic education that are suitable for Islamic boarding schools: (a) in the individual method, the students face kiai (teacher) individually and bring Islamic textbooks, (b) the *wetonan* or *bandongan* method is the most important in the boarding school environment. The teacher reads and translates while the students listen and record the meaning or pay attention to the book according to what the teacher explains along with the readings, (c) the *mudzakaroh* method often discusses religious issues in general, such as disputes or so on, (d) the *majelis taklim* method is widely used while delivering Islamic materials.

In comparison, the methods used in public schools are usually in learning Islamic education as follows: (a) lecture method aims to provide an understanding or description of the topic, (b) discussion method is to solve a problem or provide feedback, (c) experimental method is to find out the problem-solving process, (d) group work method is useful for training the ability to cooperate between groups, (e) question and answer method aims to increase the durability of students' memory, and it is necessary to know that there is a relationship related to the method (Anam, Degeng, Murtadho, & Kuswandi, 2019; Bahdar, Juraid, & Syahid, 2022; Khunaifi, 2021).



Figure 1. The Method Used

Those various methods confirm that the method's strength in learning is very important in Islamic boarding schools and public schools (Haron, 2016). The method must be based on the teaching objectives and the learning activities. In addition, there are several factors to consider when applying specific methods, such as whether it generates motivation, interest, and passion for learning, increases the development of student activities, and educates students (Harackiewicz, Smith, & Priniski, 2016).

The design of Islamic education methods includes goals and adjustments in Islamic education to embrace human interaction with *Allah* (God) and fellow creatures, integration between (integrative and monotheistic) estuary including determination (faith), self-submission, Islam, and ihsan (Ilham, 2020). Relying on the truth, the material presented must be proper in the right way and with the right intentions, openly and mandated role models, based on values (ethics and morals), following students' age and intellectual abilities. Education should be distributed to students after they turn seven years old, according to the needs of students.

Islamic education in *madrasah ibtidaiyah* and Islamic boarding schools certainly has a specified method because the culture and climate differ from public schools (Mansir, 2021a). Therefore, the methods that can be described include the individual method, where *santri* (students) face *kyai* (teacher) one by one and bring Islamic textbooks. After that, there is the *wetonan* or *bandongan* method, where the teacher reads and translates

while the students listen, note the meaning, or pay attention to the book according to what *ustadz* (teachers) explained in front of the one who reads it. After that, the *mudzakaroh* method often discusses religious issues in general, such as disputes, etc. After that, there is the *majelis taklim* method, which is open to delivering Islamic teachings and is attended by many people.

The Islamic education method aims to guide children so that they have muslim personalities (Mansir, 2020a), being submissive to Islamic teachings and becoming a guide to their way of life. Knowledge of education is mostly known to clarify knowledge according to Islamic education (Mansir, 2019). This is so that the assessment or description of an educator can be clear and systematic. Islamic education also puts the power in a community or group form so that they see things revealed in society. Therefore, society needs to be enlightened by having a knowledge base. That is, if the knowledge is not used, then the knowledge will be in vain.

The essence of the Islamic education method is to guide students to become human beings and community members and achieve the highest safety and happiness. Islamic education methods can improve the quality of students' lives. This is a necessity for every learning method that has its characteristics. For example, *madrasah ibitidaiyah* or Islamic boarding schools will certainly not be the same because the method at Islamic boarding schools is wider for deepening Islamic education (Anam, Degeng, Murtadho, & Kuswandi, 2019). The method of Islamic education regarding Islamic materials that explain the values of Qur'an, is the main learning material used in the Islamic education process, both formally and non-formally. Therefore, the method of Islamic education material sourced from Qur'an and al-Hadith must be understood, lived, believed, and practiced in daily life.

Islamic Education and Progressive Education Method

In Islamic education, Qur'an acts as a scientific text and a guide for humans in all aspects of their lives. Qur'an is a form of basic principles and motivators of science. Therefore, we must be able to advance and improve the quality of students through the Qur'an and al-Hadith (Sirait, 2021). Also, Islamic education is crucial and is expected to improve students' understanding of their religion. Islamic education can be defined as a process of transformation and internalization of Islamic knowledge and the values contained in students through the growth and development of the potential of human nature.

The method functions to develop the quality of students and increase the degree of humanity and the quality of worship. The methods that teachers have used need to be mastered to help students in the learning process. For example, the question-and-answer method is easily applicable and increases the use of Islamic education methods in the quality of student learning. On the other hand, schools must also improve their quality and complete educational infrastructure so that the learning process of Islamic education has higher quality.

Teachers who teach about religious education must be responsive and able to respond to changes or developments that occur in the lives of students, and teachers must also master various methods and try seriously to help students understand the materials. Islamic education is very important for the world and the hereafter. Improving the quality of Islamic education in the current era is very important because it is full of challenges. Some achievements are expected in the future, such as being religious, intelligent,

creative, healthy, and beneficial for society and the nation to function as servants of God and caliphs on earth.

The integrated Islamic education system is one of today's most effective education systems (Mansir, 2020d). This integrated Islamic education system has become very active for upper-middle-class parents. There is a complete practice of Islamic teachings for their children, using Islamic education methods that are not much different from those in public schools, such as lectures, discussions, questions and answers, demonstrations, experiments, etc. However, what distinguishes the Islamic education method from other methods is the spiritual and mental values accompanying it. The method of Islamic education greatly determines the results of education obtained. The method used must lead to the intention to seek the pleasure of Allah by strengthening faith and intended for worship.

Islamic education is also based on truth in that the material presented must be correct and have the proper method (Mansir, 2021c). Despite the good material, it will bring inappropriate results when delivered using the wrong method. Therefore, it is necessary to be honest and trustworthy to convey something. Before conveying, the educator must do it first so that strength and delivery encourage students to do what their teacher says (Mansir, 2019). It is not permissible for teachers to say that they only teach. Based on the values contained in the Islamic education method that everything is based on ethical and moral values, teachers must hold the values and boundaries taught by Islam and also according to the age and abilities of students.

In Islamic education, the method chosen by the teacher needs to be understood well to prepare students to better know, digest, explore the material, and even believe in the teachings of Islamic beliefs and use guidelines to respect adherents of other religions. Islamic belief education is essential for developing students' understanding of religious knowledge and fostering their connection with Allah (Haerul, Iqra, Al-Nil, & Elsakhawy, 2023). According to Ahmad Tafsir dalam Wardi (2017), Islamic belief education is guidance given to a person to develop optimally and in sync using Islamic teachings.

Religious learning with Islamic education methods in the form of advice (Mansir, 2020b), commands, and memorization is a way to create students' morals. Because of that, we need a model and personal training so that the character of a good person can blend with other students. Based on the description above, learning Islamic beliefs prioritizes being skilled or experiencing better behavior and morals in their lives. The teacher should spearhead Islamic education so Muslim students can deepen their beliefs.

Therefore, the relevant Islamic Education methods at *madrasah ibtidaiyah* are the methods of education through counsel, education through story, education through similarity/*uswatun hasanah*, and teaching through habit. Suppose the teacher uses all of those methods in teaching Islamic education. In that case, the material delivered will be more easily accessible to students, which can also help the teacher carry out the science transfer. In addition, those methods are more flexible and do not need to be systematic but according to the needs in the field and the conditions of the students in the classroom.

4. Conclusion

Islamic religious learning differs from other learning in schools, especially *madrasah ibtidaiyah*. The appropriate methods of Islamic education at the level of the *madrasah* are through counsel story, similarity/*uswatun hasanah*, and teaching through habit. Those methods are expected to improve the quality of Islamic education for

students. A method is needed to respond and provide solutions for students who have been studying and following the learning process in class but did not get the expected results. Therefore, the right solution to answer that reality is a learning method for Islamic education. A good learning method is a method that is right on target, effective, and on time. This can make it easier for students to understand the material given at school. Islamic education methods believe that the best method is to improve the quality of students. The learning faced by students is certainly different, but with a good method, all learning problems can be solved properly. Therefore, the lecture method and other classical methods cannot be forgotten; they just need development so that students do not feel bored during the learning process.

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