Analysis of PAI Teacher Strategies in Implementing PAI Learning in the Independent Learning Curriculum at SDN Candi Burung 2 Pamekasan

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ABSTRACT

The learning strategies used by teachers are an important factor in determining learning success. The aim of this research is to find out PAI teachers' strategies in implementing PAI learning in the independent learning curriculum at SDN Candi Burung 2 Pamekasan. This paper uses a qualitative method with a descriptive type. The subjects of this research are PAI teachers. The data collection method used in this research is through interviews. Meanwhile, the results of this research can be concluded that the PAI teacher's strategy in implementing PAI learning in the independent curriculum at SDN Candi Burung 2 Pamekasan goes through three stages, namely the planning, implementation and evaluation stages. At the planning stage, the steps taken by PAI teachers include: formulating and compiling learning tools, designing learning methods, determining learning tools and materials, and paying attention to the availability of learning facilities. Meanwhile, at the implementation stage, PAI teachers go through several steps, namely initial activities and core activities. Meanwhile, at the evaluation stage, PAI teachers carry out formative and summative evaluations. In the process of implementing this strategy PAI teachers face a number of obstacles. However, PAI teachers were able to overcome these obstacles with various efforts.

Keywords: Analysis, Strategy, Islamic Religious Education Teacher

INTRODUCTION

Education is a process of developing various potentials that exist in humans, such as academic abilities, relational, talents, physical abilities or artistic powers (Luluk Indarti, 2020). In Law Number 20 of 2003 concerning the National Education System, education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by them, society, nation, and state (Daharmadi, 2019). In the world of education, of course, it cannot be separated from the curriculum, because the curriculum is one of the factors in the success of education. The better the curriculum used, the more qualified and advanced education will be (Muharrom, 2023). Based on Article 1 point 19 of Law No. 20 of 2003 concerning the National Education System, the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals (Sari Wahyuni Rozi Nasution et.al., 2022). The curriculum is a determining tool in realizing the achievement of educational goals. Without a curriculum, it is impossible for education to be implemented properly, effectively, and efficiently as expected. Therefore, it is very important to pay attention to the curriculum in each educational unit.

The education curriculum in Indonesia has undergone many overhauls and changes due to many factors that require the curriculum to change. In fact, Indonesia has experienced at least eleven curriculum changes after independence (Mimin Sulastri, 2023). And now Indonesia is trying to implement the independence curriculum announced by the Minister of Education, Culture, Research and Technology (Mendikbudristek) under the leadership of Nadiem Anwar Makarim (Nur Afifah, 2023). The creation of this new curriculum is a policy as an effort to restore Indonesian education after the Covid-19 pandemic.

The Minister of Education, Culture, Research and Technology stated various basic and logical reasons regarding the background of the emergence of this independent learning curriculum. Among the reasons is to answer the challenges of the revolution or technology that is increasingly developing rapidly. The rapid development of technology and industry, this is the first reason Nadiem Anwar Makarim initiated the concept of independent learning education for today where this concept is the answer to the needs of the education system in Indonesia. The second reason is that so far the government has aimed to create quality education but has forgotten to make students free to express themselves, therefore a new curriculum was formed, namely the independent learning curriculum, where according to Nadiem Anwar Makarim independent learning is the freedom of educational units (schools, educators, and students) to innovate or learn independently and creatively.

There are four main independent learning policies launched by the Ministry of Education and Culture during a coordination meeting with heads of education offices throughout Indonesia. First, the implementation of the National Standard School Examination (USBN) is completely handed over to schools. Second, the UN is changed to the Minimum Competency Assessment (AKM). Third, the development of teaching materials including the Learning Implementation Plan (RPP) which is more flexible according to the conditions or needs of the school. Fourth, the zoning system for New Student Admissions (PPDB) is expanded (Maemunah Sa'diyah, 2024).

According to the decision of the Minister of Education, Culture, Research and Technology, the

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independent learning curriculum is operationally developed and compiled by school units by considering national education goals or Pancasila student profiles, graduate competency standards (content, process, and assessment), curriculum structure, learning outcomes, and learning principles and assessments. That way, educational units can freely design the independent learning curriculum according to the geographical conditions of the region, the needs of the community, and students. Thus, this independent curriculum is quite different from the previous curriculum which was operationally compiled by the government and schools only implemented it.

The implementation of the independent learning curriculum is a challenge for educational elements, including teachers. To face this challenge, it is necessary to choose a learning strategy that is in accordance with the independent learning curriculum to improve the quality of learning (Moh. Yusuf Efendi, 2022). When a teacher is able to develop the right learning strategy, then all learning activities starting from preliminary activities, core activities to closing learning activities can be carried out perfectly. The selection of the right learning strategy will greatly affect the learning outcomes of each subject, including Islamic religious education subjects.

Currently, many schools, especially elementary schools, have begun to implement and develop the independent curriculum as a school curriculum, one of which is Candi Burung 2 Elementary School located in Proppo District, Pamekasan Regency, East Java Province. Based on the background above, the researcher is interested in studying the selection of PAI teacher learning strategies in facing the implementation of the independent curriculum at SDN Candi Burung 2 Pamekasan. The formulation of the problem in this study is What is the strategy of PAI teachers in implementing PAI learning in their curriculum at SDN Candi Burung 2 Pamekasan? and What are the obstacles and efforts of PAI teachers to overcome obstacles in implementing PAI learning strategies in the independent learning curriculum at SDN Candi Burung 2 Pamekasan?. Each study has a specific purpose, so that each stage of the study focuses on achieving these goals. Based on the background and formulation of the problem above, this study aims to describe the strategy of PAI teachers in implementing PAI learning in the independent curriculum at SDN Candi Burung 2 Pamekasan and to describe the obstacles and efforts of PAI teachers to overcome obstacles in implementing PAI learning strategies in the independent learning curriculum at SDN Candi Burung 2 Pamekasan.

RESEARCH METHODS

In this study, we as the authors of the article use a qualitative method because the data we want to obtain is oriented towards in-depth descriptive explanations. A qualitative approach is a research method that presents descriptive data, in the form of words, writings, or behavior from the individuals being studied (Bogdan, 1992). The location of this study is at SDN Candi Burung 2 Pamekasan. The subjects in this study were Islamic Religious Education teachers. The data that researchers can source from humans and non-humans. The human data source is the Islamic Religious Education teacher at SDN Candi Burung 2 Pamekasan. While non-human data sources are obtained from document analysis related to the material discussed in this article, such as: books and journals. The collection procedure is carried out using interview and document analysis techniques. Interviews are conducted to obtain additional non-physical data sourced

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from Islamic Religious Education teachers at SDN Candi Burung 2 Pamekasan. And document analysis is carried out with a literature study related to the material discussed in this article.

RESULTS AND DISCUSSION

A. Islamic Religious Education Teachers' Strategies in Implementing Islamic Religious Education Learning in the Independent Learning Curriculum at SDN Candi Burung 2 Pamekasan

A teacher or educator is someone who has the professional ability to educate, teach, guide, assess, and evaluate students in the process of transferring knowledge from available learning resources to students (Siti Maemunawati, 2020). In carrying out their duties professionally, a teacher needs a solid and complete insight into teaching and learning activities. A teacher must know and have a comprehensive picture of what steps are needed so that their teaching tasks can be carried out properly and obtain results according to the expected goals. One of the insights that a teacher needs to know and have is learning strategies.

Learning strategy is any activity (method or path) chosen or engineered in such a way by educators that can provide assistance so that the learning process occurs in students towards achieving certain learning goals (M. Sobry Sutikno, 2021). By knowing and having a learning strategy, a teacher will have a guideline for action, so that teaching and learning activities can take place regularly, systematically, directed, smoothly, and effectively. The selection and determination of learning strategies are very important to help achieve learning goals, especially with the policy of implementing the independent learning curriculum which requires innovating education starting from the learning system, skills, and teaching competencies of teachers. When a teacher is able to develop the right learning strategy, then all learning activities starting from preliminary activities, core activities to closing learning activities will be carried out perfectly. The selection of the right learning strategy will greatly affect the learning outcomes of each subject, including Islamic religious education subjects.

Islamic Religious Education as a series of subjects is an educational program that instills Islamic values through the learning process, both in and outside the classroom (Syarifuddin K., 2013). Islamic religious education teachers are professional educators who have the task of providing an understanding of Islamic religious material to students and the community. In facing the implementation of the new curriculum, namely the independent learning curriculum, an Islamic Religious Education teacher must be able to develop learning strategies that are in accordance with the new curriculum in order to improve the quality of learning. The following are the strategies of Islamic Religious Education teachers in implementing Islamic Religious Education learning in the independent learning curriculum at SDN Candi Burung 2 Pamekasan:

1. Learning Planning

a. Formulating and compiling learning tools

The learning strategy carried out by Mr. Mohammad Zainul, SHI, S.Pd. as a PAI teacher at SDN Candi Burung 2 Pamekasan is realized by formulating and compiling learning tools. In the independent curriculum, learning tools include: Learning Outcomes (CP), Learning Objective Flow (ATP), teaching modules. In this independent curriculum, teachers are given the freedom to compile Learning Objective Flow (ATP) according to the context and needs of the students they teach (Mohammad Zainul, 2023). ATP

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is one of the learning tools used as a reference material in creating and developing learning modules. By compiling ATP, an educator can find out how he will carry out good, effective, and efficient learning so that the established graduate competency standards can be achieved optimally.

Teaching modules are a number of tools or media, methods, instructions, and guidelines that are designed systematically and attractively. Teaching modules are a form of implementation of the Learning Objective Flow (ATP) developed from Learning Outcomes (CP) with the Pancasila Student Profile as the target. Teaching modules are arranged according to the phase or stage of student development, considering what will be learned with learning objectives, and based on long-term development.

b. Designing Learning Methods

The next learning strategy carried out by Islamic religious education teachers at SDN Candi Burung 2 Pamekasan is by designing learning methods. Learning methods are a way of conveying knowledge from educators to students. In the independent learning curriculum, the methods used by teachers must be student-centered, as explained by Mr. Mohammad Zainul, SHI, S.Pd. as a PAI teacher at SDN Candi Burung 2 Pamekasan who stated that in this independent curriculum, teachers only act as facilitators so that the learning methods used must be in accordance with the conditions and needs of students, this is done so that students can properly participate in teaching and learning activities. Mr. Mohammad Zainul, SHI, S.Pd. also said that one of the methods he uses in the learning process is the problem-based method (problem solving) and the experience learning method.

c. Determining Learning Tools and Materials

The next step of the learning strategy used by PAI teachers at SDN Candi Burung 2 Pamekasan is to determine the tools and materials that will be used in the learning process. Mr. Mohammad Zainul, SHI, S.Pd. stated that one of the tools and materials used in the implementation of PAI learning is by using learning videos that will later be played in the learning process.

d. Pay attention to the availability of learning facilities

Furthermore, the learning strategy carried out by the PAI teacher at SDN Candi Burung 2 Pamekasan is by paying attention to the availability of learning facilities. Learning facilities are equipment needed by students in the learning process. Learning facilities must be complete to support learning objectives. Mr. Mohammad Zainul, SHI, S.Pd. stated that the learning facilities at SDN Candi Burung 2 Pamekasan are quite complete. He said that every class at SDN Candi Burung 2 Pamekasan is equipped with an LCD and sound system that helps implement effective learning.

2. Implementation of Learning

The implementation of learning is an action or learning activity as a form of implementation of learning planning. The implementation of PAI learning at SDN Candi Burung 2 Pamekasan in using the independent learning curriculum through the following learning process steps, including:

a. Initial Activities

At this stage, the Islamic Religious Education teacher at SDN Candi Burung 2 Pamekasan started the learning by getting used to reading the Qur'an. In addition, at this stage, the Islamic Religious Education teacher also asked students to do literacy.

b. Core Activities

Core activities are the most important activities in learning or in the process of mastering students'

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learning experiences. At this stage, the teacher begins learning according to the material that has been prepared and sourced from the teaching module. In the process of delivering learning materials, Islamic Religious Education teachers at SDN Candi Burung 2 use various methods, one of which is the problem-based method (problem solving) and the experience learning method.

3. Learning Evaluation

Evaluation is the last component in the learning system. Evaluation not only functions to see the success of students in understanding learning materials, but also functions as teacher feedback on their performance in the learning process. Through this evaluation activity, teachers can find out the shortcomings in the use of various components in the learning process.

In the learning curriculum, educators are given the freedom to determine evaluations, namely at the beginning of learning (cognitive or non-cognitive diagnostic evaluation), during the learning process (formative), and at the end of learning (summative). Likewise, regarding the form or type of evaluation, in this independent learning curriculum, an educator is given freedom.

The evaluation carried out by the PAI teacher at SDN Candi Burung 2 Pamekasan is in the form of formative and summative evaluations, where the evaluation does not only carry out evaluations from a cognitive and psychomotor perspective, but also from an affective or attitudinal perspective (Mohammad Zainul, 2023).

B. Obstacles in the Implementation of Islamic Religious Education Learning Strategies in the Independent Learning Curriculum at SDN Candi Burung 2 Pamekasan

Obstacles in the Big Indonesian Dictionary (KBBI) are defined as things, conditions, or other causes that hinder, hold back, and hinder. Obstacles can also be defined as something that can hinder the progress or achievement of something (Ida Untari, 2022). In implementing the Islamic Religious Education learning strategy in the independent learning curriculum at SDN Candi Burung 2 Pamekasan, there are a number of obstacles faced by Islamic Religious Education teachers, one of which is obstacles that come from students. In students who are still in grades 1 and 2, some do not yet have good reading skills. This is of course a challenge for teachers, including Islamic Religious Education teachers. Teachers must provide extra assistance for students who do not yet have good reading skills, because the implementation of this independent curriculum focuses on discussing the material.

C. PAI Teachers' Efforts in Overcoming Obstacles to the Implementation of PAI Learning Strategies in the Independent Learning Curriculum at SDN Candi Burung 2 Pamekasan

In achieving learning objectives, Islamic Religious Education teachers make efforts to overcome obstacles to implementing Islamic Religious Education learning strategies in the independent learning curriculum at SDN Candi Burung 2 Pamekasan. The efforts made are by guiding students who have not yet completed their reading skills. In between times, Islamic Religious Education teachers gather students who do not yet have good reading skills to the library, then they teach them to read.

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CONCLUSION

Learning strategy is any activity (method or path) chosen or engineered in such a way by a teacher or educator that can be used as a guideline and provide assistance so that the learning process occurs in students so that certain learning objectives are achieved. In facing the implementation of the new curriculum, namely the independent learning curriculum, an Islamic Religious Education teacher must be able to develop a learning strategy that is in accordance with the new curriculum in order to improve the quality of learning. The strategy of Islamic Religious Education teachers in implementing Islamic Religious Education learning in the independent learning curriculum at SDN Candi Burung 2 Pamekasan, in general, goes through three stages, namely the planning stage, the implementation stage, and the evaluation stage. At the planning stage, the steps taken by Islamic Religious Education teachers at SDN Candi Burung 2 Pamekasan include: formulating and compiling learning tools, designing learning methods, determining learning tools and materials, and paying attention to the availability of learning facilities. At the implementation stage, the steps taken by Islamic Religious Education teachers at SDN Candi Burung 2 Pamekasan consist of initial activities and core activities, where the initial activities are the initial steps for an Islamic Religious Education teacher to start learning, while the core activities are activities where a teacher delivers learning materials. At the evaluation stage, Islamic Religious Education teachers at SDN Candi Burung 2 Pamekasan used formative and summative evaluations.

In implementing the PAI learning strategy in the independent learning curriculum at SDN Candi Burung 2 Pamekasan, there are a number of obstacles faced by PAI teachers, one of which is obstacles that come from students. In students who are still in grades 1 and 2, some do not yet have good reading skills. The efforts made by PAI teachers at Candi Burung 2 Pamekasan to overcome these obstacles are by guiding students who have not yet completed their reading skills.

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