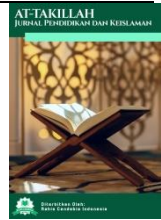




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ISLAMIC RELIGIOUS EDUCATION LEARNING MANAGEMENT IN MADRASAH ALIYAH NEGERI 3 TAPANULI TENGAH

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KEYWORDS

Management, Learning, Islamic Religious Education

A B S T R A C T

This paper is entitled Management of Islamic Religious Education Learning at Madrasah Aliyah Negeri 3 Tapanuli Tengah. The problems in this study are how to plan Islamic Religious Education learning at Madrasah Aliyah Negeri 3 Tapanuli Tengah, how to organize Islamic Religious Education learning at Madrasah Aliyah Negeri 3 Tapanuli Tengah, how to implement Islamic Religious Education learning at Madrasah Aliyah Negeri 3 Tapanuli Tengah. Based on the formulation of the problem above, the main objectives of this study are: to determine the planning of Islamic Religious Education learning at Madrasah Aliyah Negeri 3 Central Tapanuli, to determine the organization of Islamic Religious Education learning at Madrasah Aliyah Negeri 3 Tapanuli Tengah, to determine the implementation of Islamic Religious Education learning at Madrasah Aliyah Negeri 3 Tapanuli Tengah, To find out the results of this study, the authors used a qualitative approach by conducting direct interviews with research respondents. The results of the research above can be obtained that the learning management materials for Islamic Religious Education at Madrasah Aliyah Negeri 3 Tapanuli Tengah are classified as good. This can be seen from the results of the author's interviews with research respondents, namely in preparing the Learning Implementation Plan (RPP) respondents have included all learning components, namely basic competencies, indicators, learning objectives, standard materials, learning methods, learning activities, learning resources and assessments. In organizing learning, respondents have tried to use the right method. However, due to limited knowledge about teaching methods, the methods used remain the same. Apart from that, the lack of facilities and infrastructure can hinder the smooth teaching and learning process. The implementation of Islamic Religious Education learning at Madrasah Aliyah Negeri 3 Tapanuli Tengah is generally carried out in class and based on a predetermined schedule.



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INTRODUCTION

The development of science and technology has brought changes in almost all aspects of human life where various problems can only be solved by efforts to master and improve science and technology. In addition to the benefits for human life, on the one hand, these changes have also brought humans into an era of increasingly fierce global competition. In order to be able to play a role in global competition, as a nation, it is necessary to continue to develop and improve the quality of human resources. Therefore, improving the quality of human resources is a reality that must be carried out in a planned, directed, intensive, effective and efficient manner in the development process, if you do not want the next generation of Indonesians to be unable to compete in the globalization era. The consequence that arises if learning management is not implemented is that a teacher will fail in achieving teaching goals, this is in line with the teacher's inability to manage teaching. Indicators of failure are low student achievement, not in accordance with the standards or size limits specified, even student activities do not appear to exist when the teacher carries out learning in class. Based on the description above, the researcher wants to conduct research at Madrasah Aliyah Negeri 3 Tapanuli Tengah with the title "Learning Management of Islamic Religious Education in Madrasah Aliyah Negeri 3 Tapanuli Tengah".

Problem Formulation

By paying attention to the background of the problem above, the best problem formulation in this research is:

1. How is Islamic Education Learning Planning at Madrasah Aliyah Negeri 3 Tapanuli Tengah?
2. How is Islamic Religious Education Learning organized at Madrasah Aliyah Negeri 3 Tapanuli Tengah?
3. How is the implementation of Islamic Religious Education learning at Madrasah Aliyah Negeri 3 Tapanuli Tengah?

Research Objectives

The objectives of this research are:

1. To find out the planning in learning Islamic Religious Education at Madrasah Aliyah Negeri 3 Tapanuli Tengah.
2. To find out the organization in learning Islamic Religious Education at Madrasah Aliyah Negeri 3 Tapanuli Tengah.
3. To find out the implementation of Islamic Religious Education learning at Madrasah Aliyah Negeri 3 Tapanuli Tengah.

Research Benefits

Furthermore, the discussion in the research is expected to be useful as:

1. Contribute advice to the principal of Madrasah Aliyah Negeri 3 Tapanuli Tengah
2. Contribute advice to Islamic Religious Education teachers in Madrasah Aliyah Negeri 3 Tapanuli Tengah.
3. As a comparison material for other researchers who want to discuss the same subject matter.

RESULTS AND DISCUSSION

1. Planning for Islamic Religious Education Learning at Madrasah Aliyah Negeri 3 Tapanuli Tengah

Based on the author's interview with four teachers of Islamic Religious Education, respondents said that in the teaching and learning process, each of them compiles learning tools that aim to facilitate teaching and learning activities. This is as expressed by Mrs. Berlina Sinaga S.Pd.I:

"In order to achieve effective learning outcomes, a teacher must make teaching preparations as a guide in teaching called RPP by including basic competencies, indicators, learning objectives, standard materials, learning methods, learning activities, learning resources and assessments."

The same thing as expressed by Mr. Jimmi Raja Naek Marbun S.Pd.I that: "The Learning Implementation Plan is prepared with the intention of achieving learning objectives effectively. In other words, in order for the learning objectives to be achieved, all the components listed in the lesson plan must be organized as well as possible. As the opinion of Mrs. Dewi Sari Lestari R S.Pd that: "Learning planning is the work done by a teacher so that the teaching and learning process achieves maximum goals, without planning the goals will not be achieved, for that learning is required RPP which contains indicators, learning objectives, learning materials, methods used, teaching and learning activities, resources learning and assessment".

On the same occasion, Mrs. Babar Susilawati S.Pd.I added: "Learning Implementation Plans are very urgent because they involve the activities of teachers and students in the classroom. The lesson plans must clearly include learning components consisting of indicators, learning objectives, standard materials, learning methods, teaching and learning activities, and learning resources. and assessment".

Based on the descriptions above, it can be concluded that in preparing the Learning Implementation Plan, each Islamic Religious Education teacher has the same method, namely by including learning components consisting of indicators, learning objectives, standard materials, learning methods, teaching and learning activities. , learning resources and assessment. This is in accordance with the results of the researcher's observation that the Islamic Religious Education teachers at Madrasah Aliyah Negeri 3 Tapanuli Tengah did prepare a lesson plan.

2. Organizing Islamic Religious Education Learning at Madrasah Aliyah Negeri 3 Tapanuli Tengah

In organizing learning, the important thing that the teacher must pay attention to is the problem of the method used and the use of media and learning resources. This is as expressed by Mrs. Berlina Sinaga S.Pd.I as a teacher of the Qur'an Hadith, that:

"In learning the Qur'an Hadith, for example, the best method applied is the drill method, because in its presentation it involves students directly so that in the teaching and learning process good interactions are created between students and teachers. By using this drill method, various trainings and activities related to the lessons of the Qur'an Hadith that are always given are expected to improve the knowledge and quality of the students themselves".

On the same occasion, Dewi Sari Lestari R S.Pd also commented on media and learning resources, that: "Limited and inadequate facilities and facilities have caused many students to be bored and unmotivated to be active in various teaching and learning activities held in schools. The facilities meant in this case are the lack of teaching aids and incomplete laboratories that can hinder the smooth teaching and learning process".

On another occasion, Babar Susilawati S.Pd.I's mother said: "The use of the correct method in learning is related to increasing student activity. The failure in the teaching and learning process is due to the lack of scientific discipline, experience and inappropriate teacher methods in teaching. Student activity will not grow if the methods used are less effective. It is clear that in this case the teacher and method are units that can increase student concentration and learning activities appropriately. Media and learning resources are also the main factors for the smooth teaching and learning process. In fiqh lessons, for example, if the material is related to the management of corpses and ablution, then media such as water, buckets, shrouds, etc. are needed, and these media are used as effectively as possible.

Organizing is not only in curricular activities but also in co-curricular and extra-curricular activities. This is as expressed by Mrs. Berlina Sinaga S.Pd.I, that; "Extracurricular activities also need to be organized, although in practice they involve more students' initiatives and roles. Extracurricular activities must also receive special attention from all parties involved in the implementation of education, both the community and the environment where the madrasa or school is located, but also the government which in this case acts as an education facilitator. In certain cases, especially those related to the spiritual and moral deepening of students. Extracurricular activities must be developed in such a way that there is a counseling process (guidance and coaching) in the activities developed by students.

Thus, from the results of the author's interviews with Islamic Religious Education teachers, it can be concluded that the organization is not only in curricular activities but also in co-curricular and extracurricular activities.

3. Implementation of Islamic Religious Education Learning at Madrasah Aliyah Negeri 3 Tapanuli Tengah

Regarding the implementation of Islamic Religious Education learning, Mrs. Berlina Sinaga S.Pd.I explained that: "Islamic Religious Education learning is carried out in the classroom and based on a predetermined schedule, but it is possible that the process will take place outside the classroom, but still on a predetermined schedule. For example, if the material is related to the management of corpses, it will automatically be practiced outside the room."

In line with that, Mr. Jimmi Raja Naek Marbun S.Pd.I explained that: "Islamic Religious Education learning is carried out indoors and the activities have been programmed, it's just that in its implementation there are still many obstacles and obstacles from here and there, the obstacles in question lie in the limitations of learning facilities and facilities, as well as limited time in learning so that the application of the method is also limited. ". From the descriptions above, it can be concluded that in essence, learning activities are carried out in the room and through a predetermined schedule and follow established procedures.

CONCLUSION

Based on the exposure and discussion of the research results, the following conclusions can be drawn:

1. Planning for Islamic Religious Education Learning at Madrasah Aliyah Negeri 3 Tapanuli Tengah is generally good. This can be seen from the results of the author's interviews with the four research respondents. In preparing the Learning Implementation Plan (RPP), respondents have included all components in learning, namely basic competencies, indicators, learning objectives, standard materials, learning methods, learning activities, learning resources and assessments.

2. In organizing Islamic Religious Education learning at Madrasah Aliyah Negeri 3 Tapanuli Tengah the respondents have tried to use methods that are in accordance with their abilities. But sometimes they are not right in using the method. This is based on the teacher's lack of understanding and experience regarding teaching methods. Apart from that, limited and inadequate facilities and infrastructure hinder the smooth teaching and learning process.
3. The implementation of Islamic Religious Education learning at Madrasah Aliyah Negeri 3 Tapanuli Tengah is carried out in class and based on a predetermined and programmed schedule.

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