Islamic Religious Education Learning Management Based on Holistic Education at Superior Islamic High School Al-Fahd Jakabaring

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ABSTRACT

The aim of this research is to obtain data about learning management which includes planning, implementation and evaluation. This research is qualitative research with a case study type. The data in this research was obtained by interviews, observation and documentation. Data were analyzed using descriptive data analysis techniques. The results of this research explain that the learning plans prepared before implementing learning in the classroom include the syllabus, annual program, semester program, effective week, and Learning Implementation Plan. Learning is carried out by applying active learning methods such as discovery learning methods, problem-based learning, and project-based learning. Aspects developed in learning include linguistic, interpersonal, intrapersonal, visual, kinesthetic and entrepreneurial intelligence. The learning evaluations used are project assessments, practical assessments, teacher observation assessments, description test assessments, and portfolio assessments. Learning evaluation measures aspects of knowledge, attitudes and skills.

Keywords: Management, Islamic Religious Education Learning, Holistic Education

A. INTRODUCTION

In order to realize holistic education, it is necessary to improve learning management in schools which includes aspects of planning, implementation and evaluation, because learning success can be achieved if learning management is managed well (Fadillah, 2015).

Good learning management in learning activities means that there is serious effort carried out by individuals, groups of individuals, institutions or organizations continuously and sustainably for the greatest success and achievement of the educational and learning activity process in order to achieve the goals as envisioned. aspire (Kosasih, Herawan; Widodo, Wahyu; Nurjanah, 2022). Teachers who have competence, knowledge and reliability are factors that determine whether management can function and be implemented well (Sundulusi, Sutarna, Dimyati, Nurjanah, & Ahmad, 2022).

Holistic Islamic Religious Education learning management must be implemented to fulfill all aspects required in Islamic education. As understood from the aim of holistic Islamic education, namely being able to develop students' personalities who are intellectually, spiritually and attitudinally knowledgeable. Because holistic education is a form of education that integrates the body, emotions, mind and soul (Anwar, 2021).

Based on the holistic education paradigm, Islamic education can no longer be separated from its environment, which causes students to be unable to practice their religion properly even when they are in a house of worship. Apart from that, Islamic education is no longer normative-textual because it ignores contextual components and places more emphasis on cognitive factors (thinking) rather than emotional (feeling) and psychomotor (activity) (Magdalena & Hikayat, 2020).

Based on the results of preliminary pre-research observations on November 7 2022, it is clear that Alfahd Jakabaring Islamic Superior High School applies three languages, Indonesian, English and Arabic in its teaching and learning process. In an effort to improve the quality of education at Al-Fahd Islamic Superior High School, various methods have been attempted by applying varied methods, especially in learning Islamic Religious Education. Researchers also found that the implementation of learning management has achieved optimal results in the cognitive domain. This can be seen from the classroom atmosphere being active and not silent, as well as harmonious communication between students and students and teachers, both in the classroom and outside the classroom.

There is a need to review the management of Islamic Religious Education learning in schools which is still not in line with the values of holistic education, so that the problems that exist among students can be resolved and the goals of Islamic education can be realized. Various kinds of juvenile delinquency must be eradicated, especially negative or deviant acts. This looks like it's just normal for these students, especially as some consider it a matter of pride.

B. RESEARCH METHODOLOGY

This research uses a qualitative approach. The aim of qualitative research is to gain a holistic (comprehensive) understanding of a phenomenon from the subject's point of view without having to prove anything. Qualitative research aims to understand human or social phenomena (Lexy J. Moleong, 2019). Therefore, this qualitative approach is very suitable for use in this descriptive problem.(Suryana, 2012)

This research is qualitative research with a case study type. Case study research is research that focuses on closely examining how the position of the research unit, the environment, and current field conditions interact.(Yin, 2016) The phenomenon is usually referred to as a case, which indicates that it is happening now and not in the past. Case study research topics can be people, communities, groups, or institutions (John W. Creswell; Cheryl N. Poth, 2017). The case study has a small number of research participants, but the scope and range of factors are very broad, such as what happened at Al-Fahd Islamic Superior High School, Jakabaring.

The data in this research relates to the learning management of Islamic Religious Education at Al-Fahd Islamic Superior High School Jakabaring based on holistic education. Purposive sampling technique is used to select sources that suit research needs based on predetermined standards (criterion-based selection).

The data sources in this research are Islamic Religious Education teachers, documents, school principals, and students. This was chosen with the consideration that they are all directly involved in the process of teaching and learning activities and educational development in general at Al-Fahd Islamic Superior High School Jakabaring. Islamic Religious Education Teachers and documents are primary data sources in this research, while School Principals and Students are secondary data sources. Primary data is a data source that can provide facts directly, while secondary data sources are sources that do not directly provide data for researchers.(Ridder, 2012)

Data collection techniques are the methods used to obtain research data. The data in this research was obtained through three techniques, namely:(Djam'an Satori dan Aan Komariah, 2011)

1. Document review (Arikunto, 2017), namely the researcher collects information from archives, including books about concepts, theories, postulates, or laws, as well as others that are relevant to the research problem.

2. Observation (Rukin, 2017), namely the researcher directly observes the learning process of Islamic Religious Education which is carried out at Unggul Islam Al-Fahd High School Jakaabaring using guidelines in the form of observation sheets to see directly how the learning management of Islamic Religious Education is based on holistic education at Unggul Islam Al-Fahd High School Jakabaring. Apart from that, this observation aims to see how students' activities are when taking part in Islamic Religious Education lessons at school, and what programs are implemented in PAI subjects.

3. In-depth interviews (Danim, 2013), namely the process of exploring information in depth, openly and freely regarding the problem and focus of the research and directed at the research center (Sugiono, 2016). In this research, interviews were conducted with teachers who taught Islamic Religious Education subjects at the Al-Fahd Islam Superior High School, Jakabaring, the principal, and students. This technique was carried out to obtain more in-depth data regarding the learning management of Islamic Religious Education based on holistic education at Al-Fahd Islamic Superior High School Jakabaring which cannot be obtained through document review and observation.

The data from Al-Fahd Islamic High School Jakabaring used in this research is qualitative descriptive data analysis related to the management of the implementation of Islamic Religious Education learning based on holistic education. The following are the stages used to analyze this qualitative descriptive data using (Miles & Huberman, 2014) data analysis approach through data reduction, data presentation and drawing conclusions.

C. RESULTS AND DISCUSSION

a. Learning Planning

Planning is a mental activity that involves setting goals. The aim of Islamic education is to shape the character of students with noble morals. An education system that focuses on individual students, their experiences, views, backgrounds, abilities, interests, capacities and learning requirements. In this situation, adequate planning in developing students is proficient in cognitive, affective, and psychomotor components.(Wijaya, Abdurrahman, Saputra, & Firmansyah, 2021)

It is important to emphasize the following when developing a learning plan: (a) understanding the curriculum, (b) understanding the subject matter, (c) compiling the teaching program, (c) implementing the teaching program, (d) evaluating the teaching program and the results of the teaching and learning process which has been implemented (Firmansyah, 2020).

Meanwhile, in preparing a holistic education-based plan for Islamic Religious Education learning, teachers pay attention to learning steps that are in accordance with holistic education. The teacher first finds out the characteristics of the students so that they can prepare appropriate learning plans for the students.

After having a good understanding of the character of their students, the teacher then arranges learning activities with four stages, namely: 1) The first step is to set a goal or a set of goals. Planning begins with a decision regarding the wants or needs of the organization or work group. Organizations will waste resources if their goals are not clearly defined. 2) The next step is to determine the current state. Understanding the current situation of the organization in terms of the goals to be achieved or the various resources available for the purpose of those goals is very important because goals and plans influence the future.

These four stages are arranged in accordance with the four pillars which were designed in accordance with the demands of modern progress put forward by (Arafat et al., 2022); 1) goals to be achieved in learning; 2) subject matter contains knowledge, important information, activities and experiences containing subjects that will be included in the syllabus; 3) the method used to teach the material; 4) evaluation or way of measuring student learning success.

Good learning planning is an important professional activity for teachers because it is the initial stage before learning occurs. Teachers are also guided by planning when carrying out the learning process (Firmansyah, 2022). Learning planning has an important role in implementing learning (Chaniago, Nasution, & Fahmi, 2021). Before entering the classroom to carry out the

learning process, an educator must at least prepare (1) TIU and ICT, (2) lesson materials, (3) learning activities/methods, (4) learning tools or resources, and (5) overall evaluation. written.(Sadiman, Sanjaya, & Prenada, 2015)

Good learning planning can be a source of reference for teachers in teaching. Planning functions to improve the quality of teachers in teaching material to students. The planning that has been made by the teacher can develop students' creativity and activeness in participating in learning activities (Mas'uddin, 2022). Learning planning that is in accordance with holistic educational goals can be a guideline in implementing Islamic Religious Education learning at Al-Fahd Islamic Superior High School, Jakabaring.

To be able to make good learning plans, professional teachers are needed. Students will not be able to obtain good learning results without guidance and supervision from teachers who are responsible and able to carry out their duties well. Apart from that, students will only be able to learn well if the teacher has prepared a good learning environment for students to learn (Titik Andriyaningsih, 2017).

In this research, the researcher will discuss the plans that have been prepared by the teacher using Miller's holistic education theory, namely connectedness, openness and balance. The following are the aspects included in the RPP in accordance with the principles of connectedness, balance and openness.

b. Implementation of Learning

After completing the learning plan, the teacher can then carry out learning by referring to the plan. The results of data analysis in this research explain that the implementation of Islamic Religious Education learning at Al-Fahd Islamic Superior High School Jakabaring is relevant to the principles of holistic education. Learning Islamic Religious Education at Al-Fahd Jakabaring Islamic Superior High School develops various aspects of intelligence within students.

It can be seen from the integrated learning curriculum that connects scientific disciplines and can foster meaningful and contextual knowledge within students. Learning Islamic Religious Education at Al-Fahd Islamic Superior High School does not solely pursue learning outcomes, but focuses more on the learning process. Teachers apply learning strategies and methods that can make students more creative during learning. The learning method chosen by the teacher is adjusted to the material to be taught.

The learning atmosphere built by the teacher creates students who are independent and active in discussions, presentations and simulations, as well as completing assignments given both in groups and individually. Learning is not always carried out in the classroom, but is sometimes also carried out in the field, mosque or hall, especially using the simulation method. Islamic Religious Education learning carried out by teachers involves many senses, both emotional and intellectual senses of students, so that all students' skills can be developed in the learning process.

The researchers will describe the techniques or steps for applying methods in learning Islamic Religious Education at Al-Fahd Islamic Superior High School, Jakabaring, as follows:

1. Discovery learning method

    The steps for learning activities using the discovery learning method are: 1) the teacher provides stimulation and explains the lesson briefly and explains the learning objectives to students so that students are able to ask questions; 2) the teacher divides students into several groups; 3) the teacher gives a statement in the form of a problem for the students to then respond to. In this section the teacher gives all students the opportunity to respond to the questions asked by the teacher; 4) the teacher provides time for students to discuss with their groups while supervising; 5) collect answers from students; 6) the data that has been collected is then processed and analyzed; 7) after obtaining the results from data analysis, verification or proof is then carried out; and 8) finally, drawing conclusions.

    The results of data analysis show that learning using the discovery learning method at Al-Fahd Islamic Superior High School Jakabaring is quite good, but not optimal. This is because the teacher's response when dividing students to conduct group discussions is not optimal. Teachers are less likely to motivate students to provide support when other groups are presenting the results of their discussions. Apart from that, the teacher also did not provide an opportunity for each group to present the results of their discussion, but only a few groups presented the results of their group discussions.

    Even though there are still shortcomings in the application of this discovery learning method, overall students are quite enthusiastic in participating in learning. The application of the discovery learning method is much better than the lecture method. In addition, this method illustrates the values of holistic education during learning, because all potential within students is involved in learning activities. Students' cognitive aspects develop through critical thinking which is built through problems that must be solved by students,

as well as emotional and spiritual aspects. Learning using the discovery learning method is learning with context, so that learning becomes more meaningful.

2. Problem based learning method

Learning using the problem-based learning method consists of the following steps: 1) the teacher gives students problems to solve with their group friends; 2) the teacher organizes students to study by dividing tasks to each group member; 3) students collect data related to the problem to be solved and discuss it with their group friends; 4) students present their work or discussion results in front of the class; 5) drawing conclusions.

Learning using the problem based-learning method has several advantages, namely: 1) student-centered learning; 2) increase students' ability to control themselves; 3) allows students to study events in depth and multidimensionally; 4) improve the ability to solve problems; 5) help students understand new concepts and material when solving problems; 6) improve social and communication skills that enable them to learn and work together in teams; 7) improve excellent critical and scientific thinking skills; 8) combine concepts and practices that allow students to integrate new knowledge with old; 9) provide motivation to learn; 10) students gain the ability to manage their own time; and 11) learning helps students learn throughout life.

3. Project based learning method

The learning steps using the project based-learning method are: 1) starting with important questions; 2) completed over a relatively long period of time, perhaps several weeks or months; 3) focuses on the final product or artifact, which can be written, oral, visual and multimedia products, as well as production activities that require certain skills or content knowledge and usually pose one or more problems that students must solve; end products vary widely in terms of the technology used and their sophistication; and 5) projects vary in scope and time frame products resulting from the educational process (e.g., models, prototypes, art posters, performances, etc.)

From the three methods above, it can be seen that the implementation of Islamic Religious Education learning at Superior Islamic High School Al-Fahd Jakabaring facilitates interaction between teachers and students. This creative practice in learning helps students increase their knowledge of things that are truly important, in their view, and strengthens students' sense of self-confidence and individuality, including the

development of students' personal attributes, such as a strong sense of responsibility for themselves and others.

The teacher opens the lesson, carries out core activities, and closes the learning activities. Although in some practices, teachers make mistakes by not preparing lessons well because they believe they have mastered the material and do not need additional preparation when entering the classroom to teach. In fact, even though the teacher has mastered the material, the teacher must also consider learning strategies or methods so that the learning process in class is not monotonous and stimulates student activity (Harahap, 2019).

In learning, teachers also pay attention to the various characteristics of students, because every child is different. When observing students in class, significant individual differences can be seen. Even children of similar ages will have very different appearances, abilities, temperaments, hobbies and attitudes. This difference, according to the perspective of Islamic psychology.

c. Learning Evaluation

Evaluation of Islamic Religious Education learning is a method used by teachers to determine student learning outcomes after the teaching that has been given. Learning evaluation includes measurement and assessment. Assessment in learning is an effort to obtain various information periodically, continuously and comprehensively about the process and results of the development that students have achieved through the learning activity program. Meanwhile, measurement is a process or activity to determine the quantity of something that is numerical. Based on the results of the study of lesson plans and observations of Islamic Religious Education learning, there are various types of assessments applied by teachers to measure each aspect of skills:

1. Attitude Assessment

Attitude assessment consists of two types of assessment, namely spiritual attitude assessment and social attitude assessment. The spiritual attitude competency (KI-1) that will be observed is understanding and practicing the teachings of the religion one adheres to. Spiritual attitudes are assessed through praying before and after studying, while social attitudes are seen from discipline and responsibility. The social attitude competency (KI-

2) that will be observed is showing honest, disciplined, responsible, caring behavior (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active and showing an attitude as part of the solution to various problems in the community. interact effectively with the social and natural environment and position oneself as a reflection of the nation in world relations. Attitude assessment is carried out using observation techniques using journals.

Attitude assessment is carried out by observing Islamic Religious Education subject teachers, self-assessment, and peer assessment. Observation assessments by subject teachers are carried out during learning in the classroom and activities outside the classroom. The teacher uses self-assessment and peer assessment as a form of validation of the assessment that has been carried out.

2. Knowledge Assessment

Knowledge assessment (KD from KI-3) is carried out by measuring students' mastery which includes the dimensions of factual, conceptual, procedural and metacognitive knowledge at various levels of thinking processes. The knowledge assessment procedure starts from preparing plans, developing assessment instruments, implementing the assessment, processing and reporting, as well as utilizing the assessment results.

The results of the knowledge achievement assessment are reported in the form of numbers, predicates and descriptions. Numbers use a value range of 0 to 100. Predicates are presented in the letters A, B, C, and D. This pre-range (interval) is determined by the Education Unit taking into account the KKM.

Knowledge assessment techniques use written, oral and assignment tests. The written technique is carried out using questions in the form of objective descriptions, multiple choice, true false and complete. Oral tests are carried out directly by teachers and students during the learning process in the form of questions and answers and quizzes. Next, assignments are given individually and in groups. The form of group assignment is carried out using LKPD.

3. Skills Assessment

Skills assessment (KD from KI-4) is carried out using performance assessment, project assessment and portfolio techniques. Skill assessment uses numbers with a score range of 0 to 100, predicates and descriptions. Skills assessment is carried out using three

assessment techniques, namely; (1) Performance assessment takes the form of practical assessment using an assessment instrument in the form of an assessment rubric. This performance assessment functions to measure student learning achievements in the form of processes and results; (2) Project assessment is an assessment activity of a task that must be completed within a certain period/time. This task consists of a series of activities starting from planning, data collection, data processing, and reporting. An example of a project assessment is carried out on market day activities. (3) Portfolio assessment, namely an assessment of a collection of documents resulting from student learning assessments and student wealth. Portfolio assessment is carried out jointly between teachers and students.

d. Inhibiting and Supporting Factors

The aim of the religious activities program at Al-Fahd Jakabaring Islamic Superior High School is to familiarize students with Islamic activities during daily activities at school. One of the objectives of the religious activity program at Al-Fahd Islamic Superior High School Jakabaring is to increase students' spiritual, emotional and intellectual intelligence and to implement or realize the Islamic values that have been instilled through learning Islamic Religious Education. The supporting programs are:

1. Tahfiz and religious programs

    The tahfiz and religious program is a routine program that is carried out every day after the evening prayer. In the tahhfiz program students learn how to read the Koran properly and correctly. Learning is given by tahfiz teachers who have memorized the Koran. This program is a mandatory program that all students must take part in, because the outcome target of Al-Fahd Jakabaring Islamic Superior High School is to have memorized at least 5 chapters of the Koran. As for religious activities, students are taught how to read the Yellow Book and learn about Islamic values using additional sources outside of textbooks at school.

2. Extracurricular activities

    Extracurricular activities at Al-Fahd Jakabaring Islamic Superior High School consist of various activities, such as muhadloroh, scouts, nasyid, and hadroh. Muhadloroh activities are a weekly program that is held once a week, as are other activity programs. These activity programs were created to provide additional insight for students regarding

the teachings of the Islamic religion. In muhadloroh activities, students learn how to preach, scout activities foster a spirit of cooperation and a sense of compassion among students, as well as Islamic arts activities which are expected to stick with students and become an identity. Students are expected to be able to always apply the values of Islamic teachings in all aspects of their lives. So that Islam is not just a theoretical understanding and concept but rather a paradigm or way of thinking and lifestyle.

3. Habituation activities

This habituation activity is carried out in order to shape the Islamic character of students. The habituation activity program at Al-Fahd Jakabaring Islamic Superior High School which is carried out includes congregational prayers, dhuha prayers, tahajud prayers, and fasting on Mondays and Thursdays. These activities are intended as a habit for students. So that later, when the students return to their homes and socialize in the community, they will not forget the habits that have been instilled while they were at Al-Fahd Jakabaring Islamic Superior High School.

D. CONCLUSION

The learning planning for Islamic Religious Education based on holistic education at Al-Fahd Islamic Superior High School Jakabaring is very good. The teacher has prepared a learning plan in the form of a syllabus, effective week, prota, process, and RPP before the learning begins. All learning tools are created and corrected, and signed by the Principal before being implemented. The implementation of Islamic Religious Education learning at the Al-Fahd Islamic Superior High School in Jakabaring reflects the values of holistic Islamic education, although there are differences in the methods used by teachers in teaching which are adapted to the students' character. Evaluation Evaluation of Islamic Religious Education learning based on holistic education at Al-Fahd Islamic Superior High School Jakabaring is in accordance with holistic education because it evaluates not only the cognitive domain but all aspects of the multiple intelligences possessed by students. The tests carried out by Islamic Religious Education teachers do not only measure cognitive aspects, but also measure students' psychomotor aspects, skills and cooperative abilities. Some of the evaluations used are project assessment, practical assessment, teacher observation assessment, description test assessment, and portfolio assessment. Supporting and inhibiting factors for Islamic Religious Education learning management at Al-Fahd Islamic

Superior High School Jakabaring are teachers, facilities, lack of supervision, absence of role models. Meanwhile, supporting factors are boarding school-based learning system, out-of-class activity program, student background. , and concentration curriculum.

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