

IMPLEMENTATION OF PAI LEARNING STRATEGY INNOVATIONS (STUDIES at SMA AL AZHAR MEDAN)

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ABSTRACT

This study aims to find out innovations in PAI learning at SMA Al Azhar Medan. This study uses a qualitative approach. Data collection was carried out using interview techniques, observation, and documentation studies. The aim is to reveal the problem of innovation in PAI learning strategies. The key informants in this study were school principals and PAI teachers with predetermined criteria. The results of the research findings based on the data collection techniques used are as follows: The learning strategy applied at SMA Al Azhar Medan has experienced innovations, namely by implementing active learning in the classroom by involving students to carry out investigations with real situations found directly by students in the environment they face. Learning activities are trained in how students compile their knowledge according to the experience and knowledge they have.

Keyword: Innovation, Learning, Islamic Religious Education

1. INTRODUCTION

Until now, the implementation of quality education is still the hope of all parties, both the government and the community as stakeholders. This is because quality education will reflect the independence of a nation, especially in terms of mastery of science and technology. Therefore, the provision of quality education is regulated in such a way that it can be realized as expected. Based on these empirical and academic facts, various crucial ideas emerge, including how to improve the quality of education that can compete at the local, national and international levels with quality education management services (Sudirjo, 1991). The low quality of national education today has become a crucial issue that has never been overlooked by experts, practitioners, and the wider community. These frequencies and ideas appear one after another, both from individuals, organizations, and the government. Various efforts have been and are being made to improve the quality of education either through improving the curriculum that is up to date, procuring learning facilities and infrastructure as well as by increasing the education budget, improving the quality of teachers and so on, but so far it has not shown significant improvement in the quality of education.

It can be understood that the estuary of all policies issued by the government is how the quality of education can be improved to be even better. Therefore, improving the quality of education is a necessity and necessary. Quality education will produce graduates (output) who have high competitiveness. One of the components that determine the creation of highly competitive graduates is the teacher. Therefore, improving the quality of teacher resources is a very urgent need to be carried out continuously. In the hands of the teachers lies the hopes and aspirations of the students, and the hopes of the parents also depend on the shoulders of the teachers. It is no exaggeration to say that the human resource that most determines the progress of a school is the teacher. However, the teacher is not the only component of the three main components which are directly related to the learning process. Two components that are also very important are the curriculum and learning strategies. To achieve the desired learning objectives, the teacher component must be more meaningful and at the same time occupy a central position because the teacher must be able to translate and describe the values designed through the curriculum and then transform these values to students through the learning process. This is in line with the concept of an effective school initiated by Leven & Lockheed (2018:), which states as follows: "An effective school is a school in which education and learning are carried out effectively because it is supported by three main components, namely: teacher, curriculum, and learning process. In this context, it can be stated that the components of the teacher, curriculum, and learning process are the determining factors for improving the quality of education" (Jonhson., 2002). Based on this opinion, it can be interpreted that of the three components of an effective school, the teacher is the most decisive (Burden, P. R., & Byrd, 1999). Because the teacher is the spearhead in the learning process and at the same time the person who transforms the curriculum for students. If the teacher's ability is good in carrying out learning, the possibility of students being successful will be greater. Vice versa, if the teacher cannot carry out learning, it is likely that the learning outcomes achieved by students will decrease. The fact is that many teachers carrying out learning lack teaching skills.

One form of innovation that must be done by the teacher is to change the way and habits of teaching in the classroom. It is these ways and habits of teaching that are accused of being the main cause of the low quality of education and learning. Teaching is not just an activity based on transferring knowledge from teachers to students. Teaching is not an act in which all teaching and learning activities are dominated by the teacher as the main control in the classroom. These ways and habits must be changed as soon as possible and maybe completely abolished. The learning paradigm is the teacher's viewpoint and perception of students who learn that they are dynamic organisms that need to be developed continuously. The learning paradigm was changed in how to provide a conducive environment for students to learn so that

they can participate actively. Therefore, the assumption that the class should be dominated by the teacher (teacher-dominated class) should be replaced with a class dominated by students (student-dominated class).

2. LITERATUR REVIEW

2.1. Definition of Innovation

In the world of education, there are several terms regarding innovation that prospective educators must know, namely discovery, invention, and innovation. Discovery is the discovery of something that exists but is not known to anyone. The invention is the discovery of something completely new, meaning the work of humans. While innovation is an idea, item, event, or method that is felt or observed as something new for a person or group of people, or society. Furthermore, there are three terms used in education to express improvement, namely: innovation, change, and renewal. It is said to be an improvement because innovation is considered a replacement of old (conventional) ways with new ones. In innovation, various new things are introduced to improve what is already there/accustomed to the emergence of new practices, both in methods or ways of working to achieve goals. Based on the opinion above, it can be interpreted that innovation is a practice that replaces old ways with new ways which contain ideas, behavior, or objects. This is in line with what Barnett stated in (Wijaya, 1999), An innovation is here defined as any thought, behavior, or thing that is new because it is qualitatively different from existing forces. Educational innovation carried out in an educational institution is a basic effort to improve aspects of education in practice. The implementation of educational innovations must be supported by public awareness to lead to better changes. Because if a community does not yet have the desire for an education system that is desired, then an educational change or innovation will not be possible/realized. Conversely, if the community has realized that educational innovation is a must and very important, then this will give birth to ideas and implementation of educational innovations.

It is said to be an innovation if it has four characteristics: (a) results that can be seen/processed. (b) is a new social setting. (c) has a purpose, not a moment. (d) is not a routine change (Anderson in Syafaruddin, 2012:33). Furthermore, innovation has the following four characteristics: (a) It has specificity/specialty. (b) Has an element of novelty. (c) carried out through a planned program. (d) has a purpose. The meaning of educational innovation has been formulated by experts including Donald P. Ely, 1982; Duncan, (1977:12; Zaltman, Duncan & Holbek, 1973:7); Huberman (1977:5); Matthew B. Miles (1964:14; M. Rogers, 1983:11) (Udin Syaefudin Sa'ud, 2015:3-5). Based on the expert opinion, it can be concluded that there is no fundamental difference in the meaning of innovation between one definition and another. If there is any dissimilarity in the formulation/definition, it is only in the structure of the sentence or the emphasis on the intent, but basically, the meaning and purpose are the same. The point is that innovation is an idea, tactical matter, method, way, or man-made goods that are observed or felt as something new for a person or group of people (society). The new thing can be the result of an invention (discovery) that is used to achieve certain goals or to solve problems. Educational innovation also cannot be separated from qualitative changes, of course, which are different from what existed before and are deliberately sought to increase the ability to achieve certain goals in education. Educational innovation is also related to ideas, goods, and methods that are perceived or observed as new to a person or group of people (society) that are used to achieve certain goals in education or solve educational problems.

Thus, learning innovation is learning that uses new ideas or techniques/methods to carry out learning steps, to obtain the desired progress in learning outcomes. Based on the literal definition of innovative learning, it contains the meaning of renewal. Learning innovation arises from changes in learning paradigms. Changes in the learning paradigm begin with the results of reflection on the existence of the old paradigm which has changed into a new

paradigm that is expected to be able to solve various existing problems. Learning innovation has developed rapidly to date and changed the learning paradigm itself. In the learning process, the new paradigm of learning as a product of innovation provides a process to restore the nature of students as human beings who have all the potential to experience the process of developing their humanity. Therefore, whatever facilities are made to facilitate students and whoever the facilitator will accompany students to study, they should be based and oriented towards what is the student's learning goals. A learning paradigm that can stir up students' hearts to arouse their desires should be the first focus in developing learning facilities.

2.2. Learning strategies

In the Big Indonesian Dictionary there are several definitions of strategy, namely: (1) the science and art of using all the nation's resources to carry out certain policies in war and peace, (2) careful planning of activities to achieve specific goals, while the method is a method that organized and well thought out to achieve goals. MacDonald defines strategy as The art of carrying out a plan skillfully. Strategy is the art to do something well or skillfully. That is why learning strategies are used as an art to bring students into a learning atmosphere and be in an advantageous position. Seels & Richey (2014:31), Instructional strategies are specifications for selecting and sequencing events and activities within a lesson. In line with this opinion, (David in Sanjaya defines strategy as a plan, method, or series of activities designed to achieve a particular educational goal (Briggs, 1979). Based on the formulation above, strategy is defined as an action plan, method, or series of activities designed to achieve specific educational goals. Learning strategies are prescriptive rules for designing learning events that can create learning experiences needed to achieve various predefined competencies. It can also be said to plan the sequence of learning events.

3. RESEARCH METHODS

The steps of this research began with the following stages: 1) determining the social situation, 2) making observations in the field, 3) determining data collection techniques, 4) determining data analysis techniques, 5) formulating findings, and 6) making research reports. The data analysis process took place continuously since the data was collected from the research field. The data analysis technique uses three stages as stated by Miles & Huberman, namely, data is collected, categorized, reduced, and displayed. In this study, data analysis was carried out by processing, compiling, or processing data so that it could be interpreted further. The activities of processing, compiling, and processing data obtained from interviews and document studies are intended to find elements or parts that contain smaller categories of research data. New data obtained from research informants consisting of field notes obtained through observation, interviews, and document studies at schools must be analyzed first so that the meaning can be known by compiling data, linking data, reducing data, presenting data, and drawing conclusions/verifying during and after data collection. This analysis takes place circularly and is carried out throughout the study. The validity of the data and research findings, the researcher refers to the use of standards suggested by Lincoln and Guba: (1) Trustworthiness or credibility, (2) can be transferred or transferability, (3) Can be held or dependability, and (4) can be confirmed or confirmability.

4. RESULTS AND DISCUSSIONS

4.1 Contents Results and Discussion

1. Implementation of PAI Learning Strategy Innovations

Based on the information provided by informants about innovative learning strategies, it can be argued that many students sit while listening to the subject matter delivered by the teacher. Teachers who play an active role in front of the class. The teacher's teaching activity

that dominates the class can be seen from the opening to closing activities of the lesson. Based on the results of these interviews, it can be stated that PAI teachers dominate the class (teacher-dominated class), while students are not given the opportunity or time to ask questions, give responses, and do other learning activities. Learning management aims to achieve learning goals. The main focus in classical learning is all class members. Therefore the teacher needs to develop a complete instructional design so that lessons can run smoothly. Before presenting the lesson, the teacher has set the tasks that must be carried out by students. Thus, students understand what to do and which parts are emphasized to be recorded and understood.

In the paradigm of modern education, teaching with the classical system is no longer profitable, therefore teachers must abandon it and replace it with other strategies that are more profitable for developing students' potential in learning. In achieving learning outcomes, we often encounter several problems. The teacher as the person who drives the implementation of the learning process must use a strategy that stimulates student activity. Several reasons underlie the need to apply a process skills approach and active learning.

First, the rapid development of science and technology. The development of knowledge takes place very quickly, so the teacher can't be the only source of learning by pouring all the information and concepts needed. Teachers are required to guide students in finding information and concepts which then process these acquisitions. The approach of trying fish is carried out with a goal orientation diverting to the approach of giving hooks to students.

Second, students easily understand complex and abstract concepts if students are involved physically and mentally through experiments and hands-on practice. Students need to be trained to think actively, creatively, and innovatively through the practice of asking questions, discussing, observing, classifying, interpreting, predicting, applying, assessing, thinking critically, and seeking various possible answers. Third, the process skills approach provides flexibility in learning, and individual differences in children can be served in teaching and learning activities. The process skills approach is a teaching and learning approach that leads to the development of basic mental, physical and social abilities as a driving force for higher abilities in individual students. Process skills consist of seven skills, each developed through several abilities. The description and elaboration can be seen as follows Table 1.

Table 1. Capacity Development Through Skills Process

Skills	Abilities
Observe	- See, get, feel (skin), touch, smell, taste, taste, listen, measure, and read
Classify	- Looking for similarities, equating, looking for differences, differentiating, comparing, contrasting, looking for basic classification.
Interpret	- Assessing, giving meaning, interpreting, promoting - looking for space/time relationships, find patterns, draw conclusions, and generalize
Foresee (Predict)	- Anticipate (based on trends, patterns, or relationships between data or information).
Apply	- Using (information, conclusions, concepts, laws, theories, attitudes, values , or skills in other situations, calculating, determining variables, controlling variables, connecting

	<p>concepts, constructing hypotheses, creating models</p>
	<ul style="list-style-type: none"> - Determine the problem/object being studied. - Determine research objectives - Determine the scope of research - Define data sources - Determine the steps of data collection. - Determine the tools, materials, and sources of literature. - Determine how to conduct research.
Communicate	<ul style="list-style-type: none"> - Discuss, Declare, Dramatize, Ask - Composing, demonstrating, expressing /reporting (in the form of speech, writing, drawing, movement, appearance).

In this model teaching activities are smaller than those of students, on the other hand, learning activities/activities are more dominated by students. Based on the results of interviews with the two PAI teachers, it can be concluded that the PAI learning method involved student participation in acting through a problem-based assignment (project) method and involving real situations that were discovered directly by students. Such learning leads to facts so that it is easier for students to understand the subject matter conveyed by the teacher in class. The facts on the ground show that students' ability to master PAI material is quite encouraging, where in carrying out their daily activities and even in the teaching and learning process they continue to develop and carry out religious attitudes. Before carrying out activities/learning processes the teacher makes various preparations. All forms of teacher teaching preparation are packaged in one package called a learning device. The learning tools consist of the use of learning methods, media, silabus, and lesson plans.

The results of the interviews show that the learning process carried out by PAI teachers is a professional and responsible activity. It is said to be professional because the teaching activities of the PAI teacher are carried out in a planned manner following the established sequences. Meanwhile, being responsible implies that the delivery of subject matter can be carried out systematically and not repeatedly. This is possible because the teacher's activities are written in the lesson plan and syllabus. With written evidence, the teacher can be accountable for the tasks he does. The better the written plan in the RPP, the more likely it will be the better the implementation of teaching activities. This means that a good learning design will be able to encourage teachers to teach programmatically, consequently, the course students will learn programmatically as well. Slameto emphasized that one of the efforts to improve teaching can be done through improving the learning design because learning design is an indicator of the quality of responsible learning.

2. PAI Learning Process

The teaching process is carried out to achieve educational goals. These goals are formulated in the form of general goals and specific goals and can be used as indicators regarding the condition of students who have attended certain teaching programs. These indicators are a person's personality traits and they will affect his behavior in everyday life. The results of the interviews show that the learning process carried out at SMA Al Azhar Medan has provided many opportunities for students to carry out their learning activities. Each student is asked to be active (physically and mentally) to the fullest, where the position of the PAI teacher is only as a motivator and guide for students in learning. Class conditions like this become dynamic so that students become happy and comfortable participating in

the learning process. The learning process as carried out by PAI teachers at SMA Al Azhar Medan seems to be in line with PP. Number 19 of 2005 concerning process standards, as follows: "The learning process in educational units is organized in an interactive, inspiring, fun, challenging manner, motivating students to participate actively, and providing sufficient space for the initiative, creativity, and independence according to their talents, interests and their physical and psychological development.

The learning process that provides more opportunities and time for students will enable the achievement of the objectives as stated in the standard process. An important thing that must also be mastered by the teacher is communication with students, with effective communication, students will be motivated to follow the learning process carried out by the teacher. The essence of this teaching and learning process is communication, namely how a teacher can communicate with students well so that what he conveys can be accepted by students because it is following the interests and abilities of students. Arifin stated that the learning process in schools is essentially a series of communication processes between students and teachers that take place based on each student's interests, talents, and abilities.

Based on the results of the data analysis conducted regarding the implementation of the PAI learning innovation strategy at SMA Al Azhar Medan, it is known that the teachers who teach this PAI study area have made efforts related to the implementation of learning strategies. Efforts made by the teacher are to provide sufficient opportunities/time for students to carry out their learning activities/activities optimally. The learning model used by the teacher for this is by implementing active learning. One learning strategy that allows students to carry out their learning activities is to apply constructivism. Constructivism is a learning approach that emphasizes that individuals actively build (to construct) their understanding and knowledge. The process of compiling knowledge is carried out based on the experiences that are owned and experienced by the students themselves. The process of learning and interaction that occurs is only to strengthen (validate) the knowledge and understanding that has been compiled so that it is used in one's life. By applying this constructivism, teachers are required to be able to compile and carry out a learning activity that can facilitate students to actively build their knowledge. According to constructivism, learning success does not only depend on the environment or learning conditions, but also students' prior knowledge and involves forming "meaning" by themselves based on what they have done, seen, and heard.

To train students how to find new knowledge, teachers should pay attention to the existing cognitive structures in them. In the teaching and learning process, teachers no longer only transfer knowledge, but they have to build their knowledge (knowledge is constructed by humans). Fosnot stated: "Constructivism is a theory about knowledge and learning; of what "knowing" is and how one "comes to know" (Fosnot, 2005). According to this theory, students learn by constructing and they construct knowledge and ideas based on their experiences and knowledge. It is this strong experience and knowledge that influences the results of student construction. Constructivism advocates that to interact well with the environment, schemes are needed. Fosnot eds, explain: Constructivism suggests that humans innately have certain physical "schemes" which they use to interact with the environment. Genetic and environmental factors play important roles in shaping one's learning and development. Constructivism rejects that learning is only done by stamping the knowledge that the teacher does to students through the process of transferring directly. constructivism views students as active people constructing their knowledge. Fosnot states that: "Constructivism rejects the idea that learning is like a stamp from teacher to the learner where knowledge is transmitted as exact replicas. In the constructivist view of learning, students are seen as active learners." (Fosnot, 2005).

Duffy & Cuninghame as quoted by Jonassen describes constructivism as follows: "Constructivism is a contemporary epistemology that holds that human beings construct knowledge by giving meaning to current experience in light of prior knowledge, mental structures, experiences, and beliefs. It is based on the assumption that the source of a person's understanding of external phenomena is in the person's mind. The grid of the mind shapes the individual's responses. Some constructivists believe that there is no objective world independent of human mental activity. They claim that each individual creates his or her world and that anyone's world is not more real than the other. Other constructivists believe that the mind is instrumental in interpreting events, objects, and perspectives in the real world and those interpretations produce an idiosyncratic knowledge base. Based on this statement that constructivism is a way that is considered modern which relates to how a person constructs his knowledge by giving meaning to real experiences based on initial knowledge, mental structures, experiences, and beliefs. It is based on the assumption that the source of one's understanding of the environment is one's thoughts. Some constructivists believe that there is no meaning that is independent of human mental activity. Wilson stated that nine general principles are considered in this constructivism learning, namely (Willson, 1996):

1. Learning is an active process *in which the learner uses sensory input and constructs meaning from it.*
2. Learning requires a priori knowledge. Jean Piaget states that "there is no structure apart from construction." It is not possible to create new learning without having some structure developed from previous knowledge to build on.
3. Learning constructs systems of meaning. It does this by linking new information to previous knowledge.
4. Learning involves reflective activity. According to John Dewey these are activities that engage both the motor and logical skills.
5. Learning involves language. According to Lev Vygotsky, language and learning are inextricably intertwined as the language we use affects our learning.
6. Learning is a social activity. Learning is intimately associated with connection to other human beings: teachers, classmates, family, etc.
7. Learning is contextual: we learn in relationship to what else we know, what we believe, our prejudices and our fears.
8. Learning is a process. For learning to happen students need time to digest new information, ponder on them and try them out.
9. Learning requires self-motivation. Motivation is a key component to learning. (Jonhson., 2002)

PAI learning that can be carried out using constructivism must involve a lot of teacher intervention but also must provide sufficient time for students to explore their world and find knowledge. How education can stimulate students to want to learn with an awareness that arises from within themselves. The big intervention from the teacher is based on the fact that:

- a) Each student has differences or individual differences from one other.
- b) The dissemination of information occurs very quickly so that the delivery of learning materials carried out in class is solely not based on the boundaries written in the curriculum.
- c) Learning that promotes humanist values where each student must be placed as a person who has desires and hopes to be actualized, and
- d) To achieve the goals of national education, namely developing capabilities and forming dignified national character and civilization in the context of educating the nation's life, it aims to develop the potential of students to become human beings

who believe and fear God Almighty, has a noble character, are healthy, knowledgeable, competent, creative, independent, and become a democratic and responsible citizen.

One feature that stands out in this learning model is that students are faced with the real world, and with the real world they face, students can act according to the truth. The learning model or paradigm that is appropriate for the teacher has 10 main characteristics: (1) Student-centered. (2) learn by doing. (3) develop social skills. (4) develop curiosity, imagination, and godly nature. (5) develop problem-solving skills. (6) develop students' creativity. (7) develop the ability to use science and technology. (8) growing awareness as a good citizen. (9) lifelong learning. (10) a combination of competition, cooperation, and solidarity.

5. CONCLUSION

The learning strategy/model developed at SMA Al Azhar Medan is still goal oriented. This means that learning is only directed at how to increase student achievement. But now it has shifted to the process and achievement of existing competencies in each field of study, including the PAI study field, even though it has not been carried out in its entirety. Innovations in aspects of learning methods have been carried out by some teachers. Activating students in learning can be done with a process skills approach. By using the process skills approach and active learning, students will gain (a) a correct understanding of the nature of knowledge, (b) opportunities to learn with knowledge, and (c) opportunities to process and obtain results through direct experience.

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