

Strategies and Methods for Aqidah Morals Learning Based on Constructivism Theory at MA Mambaul Ulum

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ABSTRACT

This research aims to determine the strategies and methods used and to find out the problems that occur in learning aqidah morals based on constructivism theory at Madrasah Aliyah Mambaul Ulum Megaluh. The research methodology this time used interviews, observation and documentation. The source of the data obtained by the author is from the moral aqidah educator at Madrasah Aliyah Mambaul Ulum Megaluh. The interview data will be processed by means of triangulation techniques. While the results obtained in this study are using the strategy of "cooperative learning" and "generative learning" while the method used is the method of discussion.

Keywords: Learning Strategies And Methods; Aqidah Akhlak; Constructivism Theory.

INTRODUCTION

The definition of learning according to the provisions of the Republic of Indonesia Law no. 20 of 2003 concerning the National Education System, are educational staff with qualifications as teachers, lecturers, counselors, tutors, tutors, instructors, facilitators, and other names according to their specificity, who participate in providing education. The existence of a learning process will make students better than before, who previously did not know to know, who previously understood become very understanding (Kirom, 2017). Islamic education is a critical and detailed thinking concept about the problems that exist in education based on Islamic teachings. So, Islamic education has a goal for individual formation, guiding students towards the introduction and recognition of God, as well as respect for other creatures and the natural environment which empties into Al-Kamil's people (Sirojudin, D. & Ghozali, 2019).

Constructivism theory is a theory in which students seek knowledge and experience, so that students can develop the abilities that exist within themselves. This theory is a theory that teaches students to be more active in learning and educators serve as facilitators (Arini, A & Umami, 2019). When in an educational environment, the term strategy is used in the learning process. Strategy is a plan that contains theory that has been assembled in the form of activities that have been designed in such a way that the learning process can run effectively (Zainiyati, 2010).

Islamic religious education learning in constructivism theory has several strategies including top-down processing strategies, cooperative learning strategies and generative learning strategies (Arini, A & Umami, 2019). The process of learning activities also requires a method, the method is the way that educators do in transfer of knowledge and transfer of value activities, educators must be able to know the criteria of students so that educators can apply which methods are deemed suitable to be applied in the learning process (Nurhasnawati, 2011).

Every learning takes place there must be a problem. Problematics comes from the English word problem which means problem or puzzle. So the problem is uncertainty. From this uncertainty will cause a problem. Educators should be able to minimize the problems that occur during learning activities so that the learning process can be achieved in accordance with shared expectations (Bakar, 2015).

The existence of constructivism theory, the existence of strategies and the existing methods, the process of teaching and learning activities can be applied easily in learning Islamic religious education, especially in the subjects of aqidah morals. The initial step taken by an educator is to choose strategies

and methods that are considered suitable for use in the place where he works. After choosing strategies and methods, the next task of educators is to apply these strategies and methods to direct learning activities. If the educator considers that it is enough and the students feel comfortable with the implementation of these strategies and methods, then both can be carried out in a sustainable manner. If the strategies and methods do not fit, you can replace them and look for more suitable ones.

Researchers in this article will examine the strategies and methods of PAI learning based on constructivism learning theory at MA Mambaul Ulum Megaluh. Where the madrasa is one of the madrasas that uses constructivism learning theory, especially in the lesson of moral aqidah. This study aims to determine the strategies used, to find out what methods are used and to find out the problems that usually occur in MA Mambaul Ulum when implementing the constructivism learning theory.

METHOD

This research belongs to the type of descriptive research, where the data that has been collected is in the form of written words from someone who is being observed and this research is more focused on words not numbers. This research includes research using a "grounded theory" design and a case study design. The data collected in this study is a qualitative descriptive with an inductive approach with the subject being studied is a moral aqidah educator at MA Mambaul Ulum. The procedure for carrying out this research is in the form of searching for information in journals or articles related to constructivism theory, formulating problem formulations, formulating theoretical frameworks, determining methodology, analyzing and drawing conclusions. The data collection techniques by means of interviews, observation and documentation.

RESULT AND DISCUSSION

Result

Educator Strategies in Learning Aqidah Morals Based on Constructivism Learning Theory at MA Mambaul Ulum. The strategy of educators in PAI learning, especially moral aqidah at MA Mambaul Ulum Megaluh, uses constructivism theory. MA Mambaul Ulum Megaluh is one of the schools that applies constructivism theory, where the theory requires students to play an active role while educators become facilitators. There are two strategies applied at MA Mambaul Ulum Megaluh, namely the generative learning strategy model and the cooperative learning strategy model. The two strategy models are applied alternately because each material does not have to use the same strategy model, but moral aqidah educators more often use cooperative learning strategy models.

The strategy model used in MA Mambaul Ulum Megaluh in Aqidah Morals lessons has an influence on the learning process and there are two types of views, namely: first, from the students' point of view that they are more flexible in developing their mindset to practice according to the material that has been discussed. Second, from the educator's point of view, it is easier for educators to deliver material and complete each learning material.

Educator Methods in Aqidah Morals Lessons Based on Constructivism Theory at MA Mambaul Ulum. Every learning process takes place, educators must have a method, because with the "transfer of knowledge" and "transfer of value" activity methods, it will feel more fun. The method applied at MA Mambaul Ulum Megaluh is the discussion method, with the discussion method, students can explore the results of their thoughts as widely as possible but must be guided by the Qur'an and Sunnah with the discussion method, there are also many findings.

The steps for using the discussion method are as follows: (1) Educators convey the objectives and competencies to be achieved during the learning process proses. (2) Educators present the subject matter of discussion. (3) Educators form groups consisting of several students and with different abilities. (4) Educators prepare questions to be tested. (5) Educators guide activities during discussions. (6) Evaluate the results of the discussion. (7) Give awards to the group that has the highest score.

The Problems of Educators in Learning Aqidah Morals Based on Constructivism Theory at MA Mambaul Ulum. Problems are natural for every human being, including being an educator. The problems that are usually experienced by educators at MA Mambaul Ulum Megaluh, especially educators of moral aqidah subjects when using the cooperative strategy model are: (1) The number of students who are too many causes the attention of educators to be relatively small. (2) Lack of source books as learning media. (3) Inadequate facilities. (4) Learners are more dependent on students who are considered to have higher abilities. (5) Takes a relatively long time.

Discussion

Learning is a collaborative process between educators, students and learning resources. Moral aqidah learning is a lesson that teaches and guides students to know, understand and believe about aqidah in Islam, not only that but must be balanced with commendable actions in accordance with Islamic teachings. The teaching and learning process activities at MA Mambaul Ulum use a "generative learning" strategy model and a "cooperative learning" strategy model where the two strategy models are often used are cooperative learning strategy models.

The two models are considered to be most effectively applied during the learning process, where the MA Mambaul Ulum madrasa is a madrasa where students come from various regions, whose ways of thinking also vary. With a variety of ways of thinking, there will be many opportunities, such as increasing insight into other cultures, having many friends, knowing the specialties of other regions and much more. As professional educators, educators should be smart in choosing the most appropriate method for their students, educators must know the characteristics of students, the level of understanding of learning, and educators must have tactics so that learning is not boring. Because the role of learning methods is very important in achieving student learning outcomes.

There are many methods available, so the moral aqidah educator at MA Mambaul Ulum Megaluh uses a discussion method that is considered suitable to be applied during learning. The steps are: Educators convey learning objectives and competencies, educators present discussion material, educators form groups, educators prepare questions, educators guide during discussions, educators evaluate the results of discussions and finally, educators give awards to groups that have the highest scores. Various problems that exist in education in Indonesia will have an impact on the quality of human resources, low human resources will make it difficult for the country to become a developed country. Without quality human resources, the dream of becoming a developed country will only be wishful thinking.

The problems of educators when applying constructivism theory to the cooperative learning strategy model with the discussion method at MA Mambaul Ulum Megaluh are the large number of students which results in relatively little attention from educators, lack of learning resources, inadequate facilities, students depend on students who have more abilities high and takes a long time. While every problem must have a solution, the solutions that can be used to minimize these problems are that educators must pay more attention to their students, educators must as much as possible facilitate learning resources, educators must motivate their students to study independently and educators and students must be able to use their time wisely. as good as possible.

CONCLUSION

Based on the results of the research and the description above, it can be concluded that the strategy of educators in applying constructivism learning theory at MA Mambaul Ulum Megaluh uses "cooperative learning" and "generative learning" strategies, but more often uses "cooperative learning". The method used by educators in aqidah moral lessons is discussion, while the steps are educators convey the goals and competencies to be achieved, educators present material, educators form discussion groups, educators prepare questions, educators guide during discussions, educators evaluate and finally educators provide appreciation. The problems that often occur when applying constructivism learning theory to the "cooperative learning" strategy model during discussions are the large number of students will result in a lack of attention from educators, lack of learning resources, students who have low abilities will depend on students who have the ability. high and takes a long time.

In this study, the researcher hopes that students will be more enthusiastic in learning and do not depend on other students. For aqidah moral educators at MA Mambaul Ulum Megaluh as much as possible, they must provide the needs for students in the learning process and to motivate students to be more enthusiastic in learning. The researcher also advised the readers to use this research as a reference for future research and to make constructivism theory a theory that is very easy to apply in the learning process.

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