Application of Constructivism Theory-Based Learning Model in Qur'an Hadith Lessons at Al-Jihad Junior High School Surabaya

M.Dzikrul Hakim Al Ghozali [1], Azizah Ashari [2]
[1]Arabic Education, Universitas KH. A. Wahab Hasbullah
[2]Islamic Education, Univeristas KH. A. Wahab Hasbullah
*Email: m.dzikrul@unwaha.ac.id

ABSTRACT

This study aims to determine the application of constructivism learning theory in Al-Qur'an Hadith learning at Al-Jihad Junior High School Surabaya. This research is expected to make a new contribution to the learning of the Qur'an and Hadith in general, and in particular to Al-Jihad Junior High School Surabaya as the school used for research. The research approach used is qualitative with the type of case study research. Data collection methods in this study were observation, interviews and documentation. The location of this research is in SMP Al-Jihad Surabaya. The subjects in this study were in the teacher's room and classroom, for the informants studied were teachers of all PAI subjects who also served as principals and students of Al-Jihad Junior High School Surabaya. The approach applied in learning Al-Qur'an Hadith is a constructivist learning theory that is useful for training students' independence, supported by various methods, namely the teacher makes small groups then gives problems to discuss, the teacher plays a video in the form of a short film then the students concludes, the teacher invites students out of the classroom to do learning, the teacher invites students to play games in the classroom. Thus it will be social interaction in the classroom and psychologically will have a good impact on students if this method works well, the teacher is only a facilitator and mediator, the relationship between the teacher and students is a partner who learns together.

Keywords: Learning model; Constructivism Theory; Quranic Hadith Lessons

INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of teaching and learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Sisdiknas, 2013). In everyday life, we do many activities which are actually symptoms of learning, meaning that it is impossible for us to do an activity if we do not learn first about what we are going to do. Therefore, learning is a process that occurs in the human brain (Afista & Huda, 2020). The task of educators is not only to pour or provide a number of information or knowledge into the minds of students, but to try to make important concepts that are very useful so that they are firmly planted in the minds of students.

In the learning process in the classroom, the teacher only uses one learning method in the subjects given, especially in PAI Qur'an Hadith lessons, in other words the use of learning methods is less varied, so the learning process becomes monotonous and boring for students. To avoid this, a teacher must use varied and fun learning methods so that learning objectives can be achieved properly.

This problem then gave rise to a constructivist learning theory as an answer to various learning problems in contemporary times. Learning Model that knowledge is not transferred from the teacher to the students, but is built by the students themselves (Chotimah, 2020). From the background above, the researcher is interested in studying the Constructivism Learning Theory-Based Learning Model in the Qur'an Hadith Lessons at Al-Jihad Junior High School Surabaya. Some of the main ideas as problems in this research include; How is the study of qur'an hadith education with the application of constructivism theory in Qur'an Hadith subjects at Al-Jihad Junior High School Surabaya, and what are the supporting and inhibiting factors for constructivism learning theory in Qur'an Hadith subjects at Al-Jihad Junior High School Surabaya.

METHOD

This research study was carried out to find and obtain data that match the field conditions accurately regarding the titles used in the research at Al-Jihad Junior High School Surabaya. The data generated from the qualitative method are in the form of descriptive narratives of written words or verbal statements from sources and people who have been determined by the researcher in advance. Data collection methods in this study were observation, interviews and documentation. The location of this research is in Al-Jihad Junior High School Surabaya. The subjects in this study were in the teacher's room and classroom, for the informants studied were teachers of all PAI subjects who also served as principals and students of Al-Jihad Junior High School Surabaya.

RESULT AND DISCUSSION
Result

The Qur'an Hadith subjects at SMP Al-Jihad Surabaya initially used the lecture and memorization methods. So that students must have a strong memory to memorize the material that has been given by the teacher, while students only listen to subject matter that comes from one information obtained from the teacher without any source of information or with the help of any media. This causes students to be bored and results in students not focusing on learning, even teachers feel disrespected and even students do not pay attention when learning takes place.

Al-Jihad Junior High School Surabaya started using constructivism learning methods in 2013 since the 2013 curriculum was established by the government as a substitute for the 2006 curriculum or what is often referred to as the Education Unit Level Curriculum (KTSP) which has been in effect for approximately 6 years. For the beginning, the application of the constructivism method at SMP Al-Jihad Surabaya was applied to new students, namely grade VII, then in 2004 it was applied to grade VII and VIII students. The emphasis is on encouraging students to be able to do better in asking questions, reasoning observations and presenting what they get or know after receiving learning.

Based on observations and interviews in the application of Constructivism theory at Al-Jihad Junior High School Surabaya in Qur'an Hadith lessons before the government was instructed to apply online learning, namely, first the teacher started the lesson by saying greetings and reading prayers then providing a stimulus so that children became more enthusiastic, stimulus This is in the form of jargon, namely with the keyword "how are you today, children", then students answer with "Alhamdulillah, the spirit of Allahu Akbar is more" followed by movement, secondly the teacher starts the lesson with the constructivism method, sure there are several kinds of models that are applied every meeting namely; the teacher makes small groups and then gives a problem to be discussed, the teacher plays a video in the form of a short film then the students conclude, the teacher invites students out of the classroom to do learning, the teacher invites students to play games in class, the third is continued by the teacher evaluating student learning outcomes through assignments which has been completed by students, the four lessons are closed by providing a little motivation for students to always be enthusiastic in learning as well as giving advice to become civilized children.

The advantages of learning with the constructivism method in Qur'an Hadith lessons at Al-Jihad Junior High School Surabaya are that students become happy, enthusiastic, independent, confident and easier to understand the material given during lessons, teachers become more enthusiastic to teach and make innovations new learning meetings, while the weakness of learning with this constructivism method is that teachers are required to have high creativity, facilities and infrastructure are not supportive for constructivism learning, too many fields of study are studied in the curriculum while constructivism learning requires more time.

Discussion

Constructivism learning theory as an answer to various learning problems in contemporary times. Learning Model that knowledge is not transferred from the teacher to the students, but is built by the students themselves. In other words, constructivism theory emphasizes that knowledge is our own making. Knowledge is not an imitation of the reality of life. Knowledge is one of the results of cognitive construction through individual activities by creating the structures, categories, concepts and schemas needed to create that knowledge (Cahyo, 2013). This will make students more active and become accustomed to discussing with each other to be able to create their own solutions using new ideas (Burhanuddin, 2014). However, it turns out that the theory and practice of constructivism learning is not without criticism (Supardan, 2016).

Research conducted previously by Rizky Wahyuning Esa in 2017 at SMPN 87 Jakarta with the title of applying constructivism learning theory in Islamic religious education learning assisted by video media using qualitative research methods using a case study approach by means of observation, interviews and documentation of the results of the research, the application of theory learning constructivism assisted by video media can make students active, creative and students happy to take part in Islamic religious education learning. and increase student activity in the learning process.

While the research conducted by Zahrotus Sa'idah in 2014 at SD Muhammadiyah 1 Magelang with the title Islamic religious education learning based on constructivism for the digital generation using qualitative research methods using a case study approach with primary sources used are interviews, documentation, focus group discussions. (FGD) from the results of the study proved that the meaning of PAI learning for the digital generation can be increased through digital-based constructivism learning, the application of constructivism learning also has implications for developing a balanced student personality in empowering students in the digital era (Saidah, 2014).

Then the research conducted by Siti Aisah in 2019 at MTSN 2 Labuhanbatu Medan with the title of implementing active learning constructivism strategies in the Qur'an Hadith lessons. Data collection techniques were carried out by observation, interviews, and document studies. The data analysis technique uses three stages, data reduction, data display, and drawing conclusions as recommended by Miles and Huberman. The effectiveness and learning outcomes of the Qur'an Hadith students of MTs. Negeri 2 Labuhanbatu can be classified into two parts, namely: qualitative and quantitative learning outcomes. Quantitatively, the students' scores were already high with an average score of eight. This is possible because learning outcomes are a combination of aspects of knowledge (cognitive), attitudes (affective), and skills (psychomotor). Meanwhile, qualitatively, the results have had an impact on the effects after studying the Qur'an and Hadith. Many graduates from MTs Negeri 2 Labuhanbatu have been accepted in public schools and many have even continued to SMA Plus Matauli Sibolga (Aisah, 2019).

CONCLUSIONS

It is undeniable that education has a very important role in life. Because education will change human potential. In this regard, Muhammad Amin's opinion quoted by Abuddin Nata states that: "Education is an effort to develop individual talents and abilities so that these potentials can be fully actualized, these potentials are actually very valuable human wealth".

Learning is more than just remembering. For students, to really understand and be able to apply knowledge, they must study harder to solve a problem in learning and find something for themselves, and always wrestle with ideas. The task of educators is not only to pour or provide a number of information or knowledge into the minds of students, but to try to make important concepts that are very useful so that they are firmly embedded in the minds of students (Sanjaya, 2008).

Based on observations and interviews in the application of Constructivism theory at Al-Jihad Junior High School Surabaya in Qur'an Hadith lessons, before the government instructed online learning, namely, the advantages of learning with constructivism methods in Qur'an Hadith lessons at Al-Jihad Junior High School Surabaya are students being happy, enthusiastic, independent, confident and easier to understand the material given when the lesson takes place, the teacher becomes more enthusiastic to teach and make new innovations at every learning meeting, while the weakness of learning with this constructivism method is that the teacher is required to have high creativity , facilities and infrastructure are less supportive for constructivism learning, too many fields of study are studied in the curriculum while constructivism learning requires more time.

REFERENCES

Afista, Y., & Huda, S. A. A. (2020). Analisis kesiapan guru pai dalam menyongsong kebijakan merdeka belajar. *JoEMS (Journal of Education and Management Studies)*, 3(6), 53-60.

Aisah, S. (2019). Penerapan Active Learning Strategi Konstruktivisme Pada Pembelajaran Alqur'an Hadis Di Madrasah Tsanawiyah Negeri 2 Labuhanbatu. ANSIRU PAI : Pengembangan Profesi Guru Pendidikan Agama Islam, 3(1), 117-128. https://doi.org/10.30821/ansiru.v3i1.5485

Burhanuddin, A. (2014). Implementasi teori belajar konstruktivistik dalam pembelajaran. https://afidburhanuddin.wordpress.com/2014/05/31/implementasi-teori-belajar-konstruktivistik-dalam-pembelajaran/

Cahyo, A. N. (2013). *Panduan Aplikasi Teori-Teori Belajar Mengajar Teraktual dan Terpopuler*. Yogjakarta: Diva Press.

Chotimah, C. (2020). implementasi program hafalan Al-Qur'an di SMP Islam Mbah Bolong Jombang. *Muróbbî: Jurnal Ilmu Pendidikan*, 4(2), 221-236.

Saidah, Z. (2014). Pembelajaran Pendidikan Agama Islam Berbasis Konstruktivisme untuk Generasi Digital [Thesis]. https://repository.uinjkt.ac.id/dspace/handle/123456789/40968

Sanjaya, W. (2008). *Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi*. Jakarta: Prenada Media Grup.

Sisdiknas. (2013). *Undang-Undang RI No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*. Bandung: Fokusmedia.

Supardan, H. D. (2016). Teori dan praktik pendekatan konstruktivisme dalam pembelajaran. *Edunomic Jurnal Pendidikan Ekonomi*, 4(1). 1-12.