PAI Teacher's Efforts in Applying Teaching and Learning Situations with Brainstorming Methods

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ABSTRACT

This study was conducted to determine the extent of PAI teachers' efforts in applying teaching and learning situations with Brainstorming methods. The research was conducted qualitatively where the source of the data comes from direct observation, the results of interviews with parties that are considered directly related to the research, the results of dukumentation and literature studies from references in line with the use of Brainstorming methods. A side from the data sources, researchers also use questionnaires instead of interviewing students. This study uses Classroom action Research method to determine what changes to students after its application. In addition, the use of classroom Action Research is also carried out to determine the interest of students in following PAI lessons if using the same method next. This study was conducted in SMA Negeri I Ngimbang Lamongan with the subject of Class XI MIPA which amounted to 30 students but only 29 students who can attend. Based on the analysis of researchers Brainstorming method can make students better understand the material disampaiakan in addition, this method is also able to increase the interest of students as much as 7% very interested, 38% interested, 31% less interested and 24% not too interested.

Keywords: Teaching and learning, Brainstorming

INTRODUCTION

According to Amin research (2016) there are 4 obstacles that exist in learning namely : *One* the lack of enthusiasm of students in hearing and listening to the teacher's explanation related to the material presented so that katika was given the opportunity to ask and respond to the explanation presented by the teacher only a few students responded. In addition to the lack of enthusiasm of students there is also a lack of confidence in students in expressing questions and ideas. *Two* students are unable to answer the questions asked by the teacher due to lack of understanding of the material presented, even most students only open their respective handbooks when given questions. *Three* learning is still centered on the Teacher (teacher center) so that all students' understanding is only linked to the understanding that teachers and students tend to be less active (Rohmah, 2018). Likewise with PAI learning that students should be enthusiastic and enthusiastic in following it but, it is not so. This is evidenced by a case study conducted by researchers at SMA Negeri I Ngimbang Lamongan. Most of them are not even interested in learning PAI so impressed the students are lazy in learning.

From these constraints teachers should be more creative in learning PAI in order to be able to add enthusiastic students in following PAI learning as much as possible teachers to invite students to be active in learning and in order not to happen saturation and change the learning that originally took place monetone into fun learning. One form of teacher's effort in creating fun learning is the use of brainstorming methods. The brainstorming method according to Siregar (2020) is a method that involves a technique in solving problems that usually includes recording ideas reflexively and is done individually or in groups. This method is used to train students to be more active in learning.

From the presentation of the formulation of the problem can be concluded that the purpose of this study is as follows: 1) Knowing the efforts of PAI teachers in applying the situation of teaching and learning with Brainstorming method in SMA Negeri I Ngimbang Lamongan regency. 2) Knowing the application of teaching and learning situation with Brainstorming method in SMA Negeri I Ngimbang

Lamongan regency. 3) Knowing the results obtained by PAI teachers in applying the situation of teaching and learning with Brainstorming method in SMA Negeri I Ngimbang Lamongan regency.

Roestiyah in Amin (2016) stated that the Brainstorming method is a way of teaching teachers that is done by giving problems to students so that students seek answers and comments from the problem so that the problem can develop into a new problem. Still in Amin (2016) Rawlison defines the Brainstorming method as a technique to get a lot of opinions from a swarm of people in a short way.

Meanwhile, in Siregar (2020) Sudjana defines brainstorming as a learning technique that is carried out in groups with members in it consisting of various levels of education and various types of experiences to collect ideas as answers to problems related to learning needs, learning resources, learning barriers and others. Michalko (in Siregar 2020) describes Brainstorming as the process of discussing a group of people about the shape of the clay they have brought to be made into a statue, the soil is formed, changed and designed in such a way until a group of people agree on the final result of the statue. From this, it can be concluded that Brainstorming is designed to encourage everyone in the group to express their opinions and leave a critical assessment.

From some of the above opinions can be concluded that the method of Brainstorming is a way of teaching as one form of learning techniques carried out by a group of people consisting of various levels of education and experience that aims to encourage each member of the group to express their opinions as a form of answer to the problems given (Shofiyani & Afifah, 2021).

The purpose of the application of bainstorming method in learning proposed by Subana in Karim (2017) is to drain whatever students think in response to the problems posed by teachers to him. The steps of applying Brainsorming method according to Dahlan (Karim, 2017) are as follows: 1) Orientation stage, at this stage the teacher presents a new problem for students. 2) Analysis stage, at this stage students begin to analyze the problems that have been presented by the teacher. 3) Hypothesis stage, at this stage the teacher invites his students to put forward the initial guess of the problem presented. 4) Incubation stage, at this stage students work independently to set up their own frame of mind in a discussion group. 5) Synthesis stage, at this stage the teacher opens the class discussion as a whole students and asks students to express opinions that have been obtained from the hypothesis stage and then the teacher records the overall opinions that have been expressed students then students are invited to choose which opinion is best. 6) Verification stage, at this stage the teacher chooses a decision on the opinion that has been expressed and taken as a problem solver.

Learning according to Hamalik (2008) learning is a modification or strengthening of action through experience, in other words learning is a process of activity and not the results and objectives . While Slameto in Fahyuni (2016) said that learning is a process of effort carried out by a person to obtain a new change in behavior as a whole as a result of his own experience in interaction with the environment. Still in Fahyuni (2016) makmun stated that learning is a change in one's personal behavior based on practice and the results of one's own experience.

From some of the above understanding can be concluded that learning is a modification effort made by someone who focuses on the process of activities to obtain behavior changes based on practice and experience in interaction with the environment. The characteristics of learning are as follows: 1) The existence of new abilities or changes in terms of knowledge (cognitive), skills (psychomotor) and attitudes (Affective). 2) Change does not last for a moment but remains. 3) Change does not happen instantly but rather with a long and time-consuming effort. 4) Changes are not solely caused by factors such as fatigue, maturity and the influence of drugs.

METHOD

The method in this study is Clasroom Action Research(CAR) where researchers will be involved in a learning using Brainstorming methods so that researchers are able to know the changes that occur in students. Afandi (2011) defines CAR as research conducted in a class with the aim to determine the effect of action applied to a research subject in that class.

Stages of CAR implementation

- Planning, at this stage the researcher prepares lesson plan (RPP) and prepares tools that will be used in learning such as teacher handler books, observation tools and research questionnaires.
- Implementation of the action is divided into 3 stages, namely
  - Early Activities, 1) Orientation: focusing students ' attention to the material presented. 2) Appreciation: provide early perception to students about the material being taught. 3) Motivation:

provides an overview of the benefits obtained against the material studied. 4) Giving reference: provide a description of the maeri to be delivered. 5) Segregation of study groups.

- Core Activities, 1) Exploration: the teacher explains briefly about the desired material. 2) Elaboration: teachers facilitate students in discussion activities. 3) Confirmation: the teacher assists the student in drawing conclusions from the ideas that have been generated during the discussion process.
- Closing Activities, 1) Deliver the results of learning. 2) Reiterate the agreed conclusions. 3) Provide a questionnaire test to students.
- Observation is carried out in line with the implementation of learning.
- Reflection is done by reflecting back on the results of research that has been done and review in detail the changes that occur in students after learning is completed. PTK was held at SMA Negeri I Ngimbang Lamongan regency with the object of research is Class XI MIPA with a of 30 students but only 29 students who can atted.

Research Instruments

The main Instrument in this study is the researcher because in PTK researchers carry out their own research in the classroom assisted by several other instruments such as observation guidelines, In the observation guidelines, researchers can record any field data in accordance with the required research. Next instruments is interview guidelines are needed to limit the sharing of information from sources so that it remains focused and focused on research interests and last instrument used is documentation, In the form of important documents related to classroom learning such as student obsession and teacher handler books.

Data Collection Procedure

The data from this research obtained from several procedures namely: *Observation*, this Data was obtained by researchers by observing the course of learning before learning, when learning and after learning is completed. *Interview*, this Data is carried out by using information to related parties something the purpose of this study itself, the researcher chose the assistant principal of academic affairs curriculum Mr. Drs. Suprijanto, M.Pd dan PAI teacher's Mr.Khoirumbi, S.AG.,M.Pd.I. *Questionnaire*, it is a sheet of questions distributed to students related to the material and Brainstorming methods in learning to find out how far students understand the material presented. *Documentation*, Obtained from images or photos or videos carried out during the learning and interview process. *Literature Studies*, Done by digging information from various references in the form of books, journals and articles .

Data Analysis Techniques

Because in this study using kualitataif approach, the analysis also uses qualitative data analysis as follows: *Organizing Stage*, At this stage, researchers collect data in the form of images, photos, notes, documents, journals, interviews, questionnaires and so forth. *Reduction Stage*, At this stage, researchers sort out data sources that are considered important and not so that data that is considered unimportant can be discarded. *Serving Stage*, At this stage in the form of data analysis and data screening process from beginning to end in details. *Verification Stage*, Stage of drawing conclusions from the results of research that has been done. *Triaggulation Stage*, The stage of examination and utilization of something else outside the data for checking as a banding to the data.At this stage can be done by shortening the results of interviews between the assistant principal of academic affairs curriculum and PAI teachers and by comparing the results of research on other Braintorming methods.

RESULT AND DISCUSSION
Result

The use of learning methods in education has become fundamental for educators, especially a teacher who is always required to be creative and innovative in the delivery of learning. Based on the results of interviews with assistant principal of academic affairs curriculum that SMA Negeri I Ngimbang Lamongan regency has used the method in their learning process this is evidenced by the results of interviews that have been conducted with PAI teachers there, he explained that there are a lot of learning methods that have been used in delivering material to students and the use of to be delivered.

The application of the Brainstorming method at the State High School I Ngimbang Lamongan regency was carried out on March 30, 2022. Based on the observations of researchers this method can be easily accepted by research subjects because the school is quite modern and there are already several methods that have been applied to the class. Researchers themselves choose a problem that is phenomenal enough to find a solution to the problem it is in accordance with the research method that uses the CAR itself in general lifted actual problems that occur in the community as an effort to improve learning practices. The provision of new problems to students strongly emphasizes students to think critically so it is in line with the method of Brainstorming in which requires students to interpret their own problems that have been presented in their own opinion.

In addition to being easily accepted by learners Brainstorming method is also very helpful for teachers to be more creative in processing the class. As we know that the purpose of the Brainstorming method is to drain all the things that students think of the creativity of teachers is needed so that learning can take place effectively, optimally and fun.

Still from the observations of researchers found some advantages of the application of Brainstorming method in SMA Negeri I Ngimbang Lamongan is this method is able to make students more active to argue and interact between friends in addition this method is able to create solaridarity between students so that students are able to create good cooperation. In accordance with the understanding of the method of Brainstorming itself is brainstorming then this method is able to broaden students ' horizons because of the many opinions of students about problems that has been presented in addition this method can also help students in facing various problems more wisely.

While the constraints in the application of this method is that it takes a lot of time for its application because this method has several stages besides that this method is more dominated by students who are only clever while the less clever tend to be more passive. Since this method accommodates all the opinions of students then this method does not have a definite conclusion.

The results of the application of Brainstorming method in SMA Negeri I Ngimbang Lamongan is that students are able to increase students 'knowledge about a material because of the actual problem lifting and this can be seen from the results of students' answers to the questionnaire distributed. This method is considered quite interesting for students because it emphasizes students to actively argue. In addition, this method also attracts students to follow PAI learning with the same method.

Discussion

The use of learning methods in SMA Negeri I Ngimbang Lamongan regency has been applied to the maximum by evry existing teacher as well as PAI. Especially with the change of curriculum to curriculum 13 (K13) which requires students to be more active than teachers in the classroom. In K13, teachers are only positioned as supervisors and mentors for students so that the main task of teachers in K13 is only to accompany students in the learning process. In general, there are several methods that have been applied by PAI teachers in order to apply the teaching and learning situation among the method is the drill method, question and answer method, lecture method and question and answer method it can be known from the interview with Mr. Khoirumbi, S.Ag., M.Pd related to what methods have been used in PAI learning before the research using Brainstorming methods.From the presentation, it can be concluded that PAI teacher has been working hard in the learning process which at first seemed boring to be more varied and fun.

The application of Brainstorming methods in learning is considered to have met the purpose of the study, the method of Braintorming proved to be able to attract students in learning as much as 7% are very interested, 38% are interested, 31% are not interested and 24% are not too interested.While in terms of understanding the brainstorming method more emphasis on problems that do not exist in the student handler book so that the level of student understanding can be measured from how the student responds to a problem and how students can the problem properly and correctly according to their own understanding and understanding between students can not be measured equally.

The advantages that exist in the brainstorming method can be used as a teacher's motivation in using this method on an ongoing basis so that students are not only proficient in explaining the material but also proficient in practice in everyday life. In addition, brainstorming methods can motivate teachers to be more active in adding scientific insights to keep up with the Times and always updated on new problems that evolve along with the times themselves. While related to the problem of constraints from the application of this method the teacher can still handle it well so that the brainstorming method can still run effectively and can meet the learning goals optimally. Among the efforts in facing the constraints of

the application of Brainstorming methods related to less time capacity can be overcome by giving encouragement to students to move faster again if it is still not possible to speed up the movement can also by making smaller discussion groups with members of two to three people only so that students more easily find members which will be used. As for the next obstacle, namely students who are more dominant and students who are less clever tend to be more passive can be circumvented by the way the teacher replaces the students into a group that is equally less clever and passive so inevitably they will be active because of the absence of reliable students anymore.
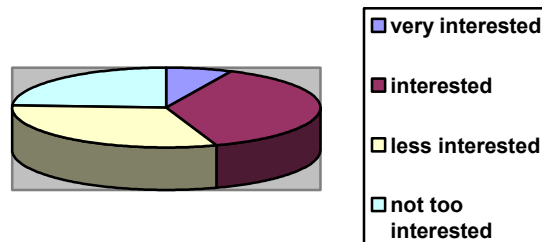

Figure 1. Student interested in following PAI learning use of brainstorming methods

CONCLUSION

From the presentation of the results of the above research can be drawn some conclusions that the application of Brainstorming methods in SMA Negeri I Ngimbang Kabupatn lamongan as PAI teacher's efforts in applying the teaching and learning situation is able to motivate students to be more critical of a problem in addition to the application of brainstorming methods is able to motivate teachers in creating an effective teaching and learning situation, optimal and fun.

The advantages of the application of the method of Brainstorming as an effort of teachers in applying the situation of teaching and learning in high school I Ngimbang lamongan regency is this method is able to menjaikan students more active, able to create solidarity among students, able to add insight students and can help students in the face of new phenomena that exist in the community wisely.

Constraints from the application of Brainstorming methods as an effort of teachers in implementing the situation of teaching and learning in high school I Ngimbang lamongan regency is a considerable amount of time allocation, students who are more dominant and clever students less likely to be more passive.

The result of the application of the Brainstorming method as an effort of teachers in applying the situation of teaching and learning in SMA Negeri I Ngimbang Lamongan is able to increase student insight and able to increase student interest.

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