

Effectiveness and Strategy Aqidah Akhlak Teacher in Online Learning MAN 10 Jombang

Mohammad Saat Ibnu Waqfin^{1*}, Roikhatul Jannah²
^{1,2}Islamic Education, Universitas KH. A. Wahab Hasbullah
*Email: ibnusaat@unwaha.ac.id

ABSTRACT

Education must continue to be implemented even with online learning, so that the golden generation does not lag behind in knowledge and continues to learn for the advancement of the next generation as the buds of the nation's progress in the future. As for the formulation of the problem in this research are (1) How is the effectiveness of online learning in the subject of aqidah akhlak in MAN 10 Jombang, and (2) What is the online learning strategy for teachers of aqidah akhlak subject in MAN 10 Jombang. This type of research is included in the type of field research (field research) which is qualitative with descriptive research methods. Data collection procedures were carried out by means of observation, interviews, questionnaires, and documentation, then data analysis used data reduction, data presentation, and drawing conclusions. Based on the research results, it was found that online learning has not been effective, therefore the teacher's efforts in increasing the effectiveness of online learning are by using appropriate methods and media, besides giving assignments by giving a certain period of time. Then for the strategy used by the aqidah akhlak subject teacher is to use the PAKEM strategy and the methods used are lectures, discussions, question and answer, and assignments. In addition, another teacher strategy is to provide motivation and rewards or rewards to students.

Keywords: *effectiveness, teacher strategy, aqidah akhlak, and online learning.*

INTRODUCTION

World has been hit by a very intense virus outbreak, the virus is *Corona Virus Disease (COVID-19)*. COVID-19, which has hit more than 200 countries in the world, requires citizens to *stay at home*, work, worship and study at home (Jamaluddin et al., 2020). The existence of the COVID-19 pandemic has presented its own challenges for institutions. education. The biggest impact of the COVID-19 pandemic felt by the world of education in Indonesia is the policy to change the learning system from offline to online. This policy is an implementation of the Minister of Education and Culture Circular Number 3 of 2020 concerning Prevention of COVID-19 in the Education Unit, and Circular Number 4 of 2020 concerning Implementation of Education Policies in an Emergency for the Spread of Corona virus Dease (COVID-19)(Giyarsi, 2020). Process learning in the field of education must continue even though there is currently a COVID-19 pandemic, new normal policies and government policies towards online education are still implemented so that the golden generation does not lag behind knowledge and continues to learn for the advancement of the next generation as the buds of future national progress (Firyal, 2020).

Aqidah akhlak lesson is very important to learn. The development of aqidah and morals is very important considering the times, therefore the cultivation of Islamic values must be done from an early age. This research really needs to be done, in order to find out how effective and online learning strategies are in the subject of aqidah akhlak in MAN 10 Jombang.

METHOD

This research uses qualitative research methods. This type of research is included in the type of field research (field research) which seeks to conduct research to the location directly with the aim of obtaining accurate, accurate and complete data. If viewed from the point of view of ability or the possibility that a study can provide information or explanation, this research is a descriptive type of research. So in this

case the researcher uses qualitative research because he wants to know the effectiveness and strategy of the *aqidah akhlak* subject teacher in online learning at MAN 10 Jombang.

The implementation of data collection procedures used in this study included observation, interviews, questionnaires, and documentation. While the data analysis techniques used include data reduction, data presentation, and drawing conclusions.

RESULT AND DISCUSSION

Result

Before knowing the effectiveness of online learning, it should be known first the online learning process that has been applied by the teacher in the implementation of learning. In online learning requires preparation or planning carried out by subject teachers *aqidah akhlak* based on the results of the interview, including preparing the material to be delivered to students and prepare appropriate methods and media. After planning, next is the implementation of online learning. In online learning teachers use applications WhatsApp by creating class groups. This is done by Mrs. Henny Zuhriyah M. Pd. I as *aqidah akhlak* teacher in the implementation of learning is based on the following interview: "In the implementation of my learning uses the WhatsApp application, sometimes google form and youtube. Then The process of implementing online learning that I first did was say hello and greeting children by asking how they are and others, giving motivation to them not forgot to tell the children to pray before learning. After that, absent and continue by providing material to completion. After that provide an opportunity to ask questions children if someone doesn't understand. And for the task I usually pass the collection My personal WhatsApp application or collected at school".

Activities such as saying greetings, praying, greeting, and asking for news and motivating students before learning are very important. They will feel cared for. This becomes one of their motivations to learn. The material presented by the teacher must also be in accordance with the methods and media used. Ask them if there are questions from unclear material. After implementing the learning process, the teacher must carry out an evaluation through assignments, daily tests or midterm or end-of-semester exams and attitude assessments. In learning online, the value obtained by students in online learning has decreased in comparison with pre-online learning. This could be due to a lack of interest and enthusiasm of students in learning.

Online learning in the subject of *aqidah akhlak* cannot be said to be effective because there are many constraints experienced by both teachers and students. Therefore the teacher's efforts to increasing the effectiveness of online learning is what the eye teacher said *aqidah akhlak* lesson "My effort here is to use appropriate methods and media. Then give assignments, limit the time for collection, for example, today's assignments do this page until 11 o'clock for example like that, then give questions that test attitudes and morals. If the material is *aqidah*, it is only *aqidah*, if it is related to their morals, their attitudes like that". So the teacher's efforts to make learning run effectively are to use appropriate methods and media and assign assignments. The effectiveness of a lesson can be obtained if the teacher uses the appropriate strategy or method. Among them by using the appropriate method and media. Next, namely by giving assignments to students by limiting their collection time. The assignment is intended as an evaluation and one way for students to learn by solving the problems given.

After discussing the effectiveness of the next lesson will be discussed strategies online learning for teachers of *aqidah akhlak* subject at MAN 10 Jombang. In the curriculum which has been available, it is explained that the allocation of online learning time is considered insufficient because The time is short, therefore the material presented is only the main material. Sometimes the implementation of online learning is not always held every week learning, sometimes at each meeting only discussing material, then the next meeting giving assignments and the next week off. This is intended so as not to be burdensome learners in learning.

The strategies used by teachers of *aqidah akhlak* are shown in the results *aqidah akhlak* subject teacher interview "The strategy I use is only simple, because of the timing this is in the age of distance learning, so we're trying not to be too burdensome for the students, Continue now only the core material is delivered by the teacher because learning time is also limited. For the learning strategy I use the PAKEM strategy (Creative, effective, active learning and interesting) for the method I use is a method of short lectures, discussions, questions answer and give assignments, in addition to the strategies or efforts that I make in attracting students to order motivated to learn the effort that I do is stimulate or stimulate them so they still want to learn and gain knowledge. I also motivate them for example by provide motivation that the position of a knowledgeable person is like. So every lesson there are motivations so that they want to learn. Later also will be given an additional value or reward for who want to answer during the discussion, then I give it, the benefits of learning. Tell benefit from the material to be studied.

So that they are attracted to study ”.

This was also explained by Drs. Jatmika, M.Pd, regarding the strategies of madrasas in online learning, he said: "The strategy of madrasas so that learning can be more effective is to stimulate and motivate students so that every day the teacher / homeroom teacher provides information because frankly in the school we observe that children cannot. on time in learning. Many of their reasons may be made up, for example, cellphones or because they enjoy it at home which makes them not on time. Some of the teachers conveyed to me that less than 50% of the learning takes place every day, even only 9 of the 30 people are monitored by us. From there we do not conclude that they did not learn, whether they did learn in other ways, we also do not know. So that is the encouragement from the teachers to remind the students so that every day the children can follow the lessons. In addition, using BK services, namely asking BK teachers for home visits for students who we monitor rarely take lessons to find out the reasons why they rarely take online learning and advise them on their problems.

So the teacher's role is very important to create conducive learning. Strategy is very important for the implementation of learning. The strategies, methods and media that the teacher chooses must suit circumstances such as online learning like this. So it can be concluded that the teacher uses the PAKEM strategy and the methods used are lectures, discussions, questions and answers, and assignments. As for the application media, teachers use WhatsApp, sometimes Google Forms, and YouTube. In addition, another strategy so that students have an interest in learning is to always motivate them, give rewards or reawed. Then the effectiveness and online learning strategies can also be known through the percentage of the results of the questionnaire using the google form which has been given to students of class XI MIA1 in MAN 10 Jombang, totaling 15 children, but here who filled out the questionnaire there were 13 children.

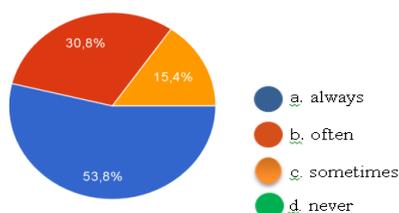


Figure 1. The teacher is on time and on schedule in the implementation of online learning

From the results of the above data, students who answered always were 7 people (53.8%), 4 people answered frequently (30.6%), 2 people answered sometimes (15.4%) and there were no students who answered never. When viewed from the results of the questionnaire, the majority of students answered always. In the implementation of learning, there is indeed need for discipline, especially a matter of time, this will make students ready to accept learning because it is according to the predetermined time. Time discipline will also affect the effectiveness of a lesson even in online learning. Because that discipline will be an example to students.

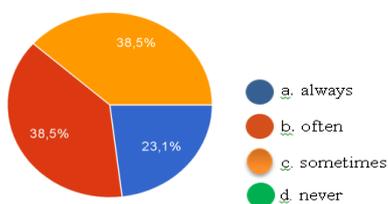


Figure 2. Students are on time when participating in online learning aqidah akhlak

From the results of the data above, it can be seen that there are always 3 students who answer (23.1%), who often answer 5 people (38.5%), who sometimes answer 5 people, (38.5%) and no student answered never. From the above statement it can be seen that students are often and sometimes punctual when taking online lessons. From this it can also be seen that the lack of discipline of the students themselves in following online learning in the subject of Aqidah Akhlak. This requires awareness of the students themselves for discipline, one of which is being on time in participating in online learning.

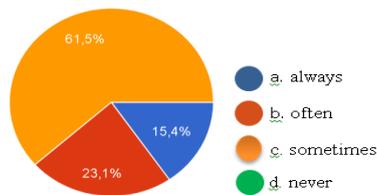


Figure 3. The atmosphere of online learning is fun

From the results of the data above, it can be seen that there are always 2 students (15.4%), that is answered often there were 3 people (23.1%) who answered sometimes there were 8 people (61.5%) and none who answered never. So from the above statement it can be concluded that the atmosphere of online learning that is fun and can attract students' interest is sometimes fun, namely by referring to the majority of students' answers who answer sometimes there are 8 people. Therefore online learning needs to be improved to attract students in learning, even though it is indeed difficult because it cannot be carried out face-to-face, at least by providing motivation and encouragement to students to continue learning and using learning methods that are interesting and arouse souls. Creative learners in implementing or learning tasks at least help to learn more fun.

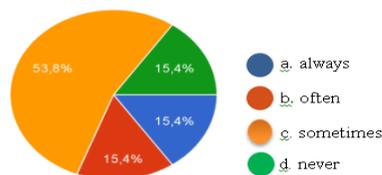


Figure 4. Teachers use a variety of online learning methods and media

From the results of the data above, it can be seen that there are always 2 students who answer (15.4%), who often answer 2 people (15.4%), who sometimes answer 7 people, people (53.8%) and those who answered 2 people (15.4%). The statement above states that the majority of students answer sometimes, as many as 7 people. In the use of methods and media it is very important, using a variety of methods and media will make students not easily bored. So from that here the role of the teacher is very important, namely how the teacher tries to be as creative as possible in learning.

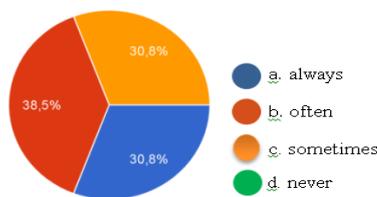


Figure 5. Student pay attention to what the teacher says during online learning aqidah akhlak

The results of the questionnaire data above show that there are always 4 students who answer (30.8%), who often answer 5 people (38.5%), who sometimes answer 4 people (30.8%), and there were no students who answered never. Therefore, it can be concluded that the majority of students answer frequently. Here what is conveyed by the teacher is very important to pay attention to, it must grow from the awareness of the students themselves, they must be aware that learning is important.

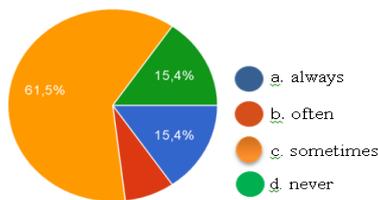


Figure 6. Students ask if there is material that has not been understood

From the results of the data above, the results show that there are always 2 students who answer (15.4%), who often answer 1 people (7.7%), who answered sometimes there were 8 people (61.5%), and there were never 2 people who answered (15.4). From the above statement the majority of students answered sometimes, as many as 8 people. Asking questions if there is material that has not been understood is very necessary. Students must actively ask if there is anything that is not understood regarding the learning material. But sometimes there are students who are afraid and some are lazy to ask questions. so here the role of the teacher is how to make students want to ask questions and can be active in learning, whether it is given rewards, additional values or so on.

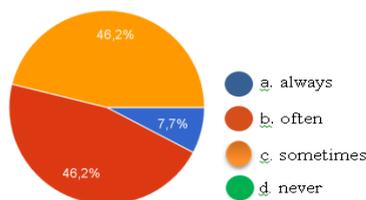


Figure 7. The teacher gives assignments after giving the material

From the data above, it can be seen that students who answer always have 1 person (7,7), who answer often 6 people (46,2), who answer sometimes there are 6 people (46, 2%), and there were no students who answered never. Giving assignments after giving the material is very necessary, it aims to find out, evaluate or to find out how much students understand the material that has been taught and so that students want to learn, one of which is by being given assignments.

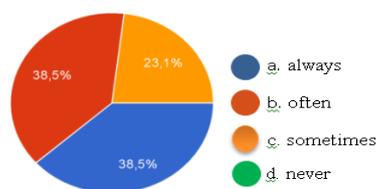


Figure 8. Students do assignments when learning online aqidah akhlak

From the data above, it can be seen that there are always 5 students who answer (38.5%), who often answer 5 people (38.5%), sometimes there are 3 people who answer. (23.1%), and none of the students answered never. So from the data above it can be seen that indeed in learning there is a need for evaluation, one of which is by giving assignments, so here there needs to be an awareness of the students themselves as students. Because indeed evaluation is very important, and assignments are also an additional value for students.

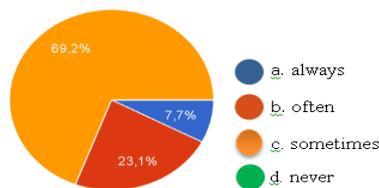


Figure 9. Students are on time when collecting assignments

Data above can be seen that there are always 1 student (7.7%) who answers, often 3 people (23.1%), who answered sometimes there were 9 people (69.2%), and none of the students answered never. From the data above, it can be concluded that the majority of students answer sometimes the reason is because students are less enthusiastic in the learning or maybe because of the large number of tasks that make students late in collecting assignments. Therefore it is necessary to have awareness of the students themselves and motivation or other things from the teacher so that students collect assignments.

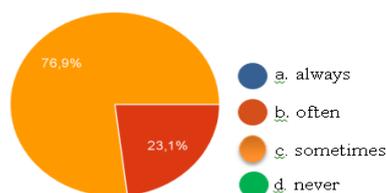


Figure 10. During the exam students can answer all the questions and get good grades

Data above shows that there are no students who answer always and never, students who answer often are 3 people (23.1%), and those who answer sometimes are 10 people (76, 9%). Here it can be concluded that the majority of students answered sometimes. one way to determine whether a learning is effective or not is to know the evaluation value obtained by students. How much do students understand in learning. However, the evaluation value in online learning makes it easier for students because usually exams are not allowed to open books or browse the internet, now students are free to find answers anywhere, it depends on how students do it.

From the results of the questionnaire acquisition above, it can be concluded that online learning cannot be said to be effective because of the constraints experienced by both teachers and students or from the accuracy in taking part in learning, the method that the teacher uses, rarely collects assignments or doesn't even do it and when exams or students' daily tests whose results are sometimes it can be concluded that students are rarely able to answer all the questions correctly and the scores obtained are sometimes good. Regarding teacher strategies, it can be seen that learning has not been able to attract students' interest and there is a lack of variation in methods and media used by teachers when learning online.

Discussion

What is meant by effective learning is learning that is right on target, namely learning that is in accordance with the goals and needs of students, both in the present and in the future. Indeed, the effectiveness of learning will be realized if the use of media and learning methods can be used properly. This also applies to the online learning process (Mimi, 2020). The characteristics of the program of the effectiveness of the learning program are that it succeeds in delivering students to achieve predetermined instructional goals, provides an attractive learning experience, engages students actively so as to support the achievement of instructional goals and has the means that support the teaching and learning process (Hikmat et al., 2020).

From the results of this study, learning aqidah akhlak in MAN 10 Jombang can be said not yet effective. Therefore, the efforts made by the teacher to increase the effectiveness of learning online is like what is found in the results of interviews by teachers of the aqidah akhlak subject at MAN 10 Jombang that by using appropriate methods and media, can assign tasks a little help so that students to learn and understand the lessons one way give assignments that are given a predetermined grace period. From the description above in accordance with the results of observations, interviews, questionnaires, and

documentation confirmed by experts that the role of teachers in effective learning is very important, namely by using appropriate methods and media.

Furthermore, regarding the online learning strategy the teacher uses the PAKEM strategy stands for active, creative, effective and fun is a model contextual learning that involves at least four main principles, namely: interaction, communication, reflection, exploration (Magdalena et al., 2020). PAKEM learning strategies in the classroom greatly affect the achievement of student learning outcomes. One of them is the influence of the PAKEM learning strategy or model on student learning outcomes where the PAKEM learning model is basically a process where the teacher can influence students which contains a series of specific actions or behaviors towards each student affected by it (Kaban et al., 2021).

As for the learning method the teacher uses including the lecture method, question and answer, discussion, assignment and so on. Besides giving motivation and rewards or appreciation is also very important, namely as a teacher strategy in attracting students' interest in online learning. This is reinforced by the opinion according to W. Sanjaya who argues that there are several learning methods that can be used to implement learning strategies at school or madrasah, including: a) *Lecture method*, The lecture method is a way of presenting lessons through oral narrative or direct explanation to a group of students, b) *Discussion Method*, Discussion method is a learning method that exposes students to a problem, c) *Demonstration Method* according to Zakiyah Drajat, the demonstration method is a learning method using a tool that is useful to clarify an understanding or concepts, or to show how to do something to students, d) *Simulation Method*, data simulation is used as a teaching method with the assumption that not all learning processes can be carried out directly on the actual object, and e) *Project Method*, this method is called the unit teaching method. In its implementation, students are treated to various kinds of problems and students both face these problems by following certain steps scientifically, logically, and systematically (Sari et al., 2020).

From the description above in accordance with the results of observations, interviews, questionnaires, and documentation confirmed by experts, that the strategies and those used by the teacher must be appropriate and can be interesting interest and motivate students in learning.

Meanwhile, the link between the results of this study and previous research is related with this research there is in previous research entitled "The effectiveness of learning methods aqidah akhlak in MA-Al-Fikri Padang Tiji" by Fuad with the results of research that the learning method to increase the effectiveness of learning, namely by using the group discussion method, Questions and answers, inquiry, lectures, group work, training, reward and punishment. Apart from that there is also research from Menah and Ainul Yakin entitled Online-based learning "the results obtained In this research, it is seen from the effectiveness of the delivery of material and character planting learners are better done face to face or offline. Because it is not just character planting religious only, but the inculcation of attitude and character in general feels difficult to grow if using online-based learning methods. Because the internalization of these values will the maximum if done face-to-face. But basically it comes back to character learners. While the research that researchers have done in MAN 10 Jombang that deep online learning there are many obstacles that students experience and it can be said that they cannot said to be effective. So an effort to increase the effectiveness of online learning is to use appropriate learning methods and media, giving assignments with certain related questions with lessons and limit the collection of assignments either through the teacher's personal WhatsApp or can collected at school for students who do not have internet quota. Although sometimes students sometimes late in collecting assignments or even not doing assignments, at least this is one of the teachers' efforts in online learning. As for the strategy teachers use PAKEM learning strategies and methods used are short lectures, discussions, questions and answers, and assignments. Besides that teacher also emphasizes giving motivation to students to stay enthusiastic learning, giving additional grades or rewards is one of the strategies of the teacher in motivate students.

CONCLUSIONS

Effectiveness of online learning in the subject of aqidah akhlak in MAN 10 Jombang has not effective. This is because there are many obstacles that are experienced. Therefore, efforts are needed from teachers to increase effectiveness in learning, namely in teacher online learning using appropriate learning methods and media, giving assignments with certain questions relating to lessons and limiting the collection of assignments either through the teacher's personal WhatsApp or it can be collected at school for students who do not have an internet quota. Although sometimes students sometimes turn off the task late or don't even do the task, at least this is one of the teachers' efforts in online learning.

Meanwhile, regarding online learning strategies for teachers in the aqidah akhlak subject at

MAN 10 Jombang is using the PAKEM learning strategy and the methods used are short lectures, discussions, questions and answers, and assignments. In addition, the teacher also emphasized on providing motivation to students to stay enthusiastic in learning, and giving values additional or reward is one of the teacher strategies in motivating students.

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