Developing Moral Theology Learning Strategy to Improve Student Achievement

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ABSTRACT

Strategy is a method or series of systematic actions taken to achieve learning objectives so that they can run effectively and efficiently. In the Akidah Akhlak learning process the strategies used are still not optimal, which is marked by students paying less attention when the teacher explains the material, low interest in learning and decreasing student learning outcomes. So we need the right strategy to overcome it. This type of research is a qualitative and descriptive research that the researchers conducted at MTsN 3 Jombang School. The purpose of this study was to find out how the teacher's strategy in improving the learning of Akidah Akhlak at MTsN 3 Jombang. The data obtained through several methods, namely the interview, observation, and documentation methods, to facilitate data analysis, then interpreted by means of inductive thinking, is based on special knowledge after which a general solution is taken, resulting in conclusions that can be accounted for. Based on the results of the analysis of observational data, interviews and documentation obtained by the researchers, it can be concluded that the Teacher's Strategy in Improving Moral Moral Learning at MTsN 3 Jombang uses various approaches, methods and learning media to improve the quality of Akidah Akhlak learning, therefore using primary data and secondary data obtained through interviews with core informants, and ordinary informants as well as repeated observations about Akidah Akhlak learning. The strategy used is to approach students which aims to determine the characteristics and learning styles of students, then use learning methods and more varied learning media when teaching.

Keywords: Development Strategy; Learning Moral Theology; Improve Achievement;

INTRODUCTION

Learning strategies are things that need to be considered by teachers in the learning process, namely (1) learning organizational strategies, (2) learning delivery strategies, and (3) learning management strategies. The description of the learning delivery strategy emphasizes which media is used for learning, what learning activities have been carried out by students, and what teaching structures are used for the learning (Ma'arif & Meishanti, 2020); (Hidayatullah et al, 2020). The management strategy emphasizes setting and using each component of organizational strategy and instructional delivery strategies, including making notes on student learning progress. Uno (2011) Not to mention the causes of the decline in student achievement in other moral aqidah subjects, for example, interference from activities. school activities or the existence of a national holiday that causes wasted learning time (Meishanti et al, 2020). There are so many reasons and reasons why students' grades and learning achievements decline in morals, so it is necessary to re-examine this problem. What is the strategy of the Aqidah Akhlak teacher in improving student achievement at MTsN 3 Jombang? How is the student achievement at MTsN 3 Jombang? What are the obstacles and solutions in the process of implementing the Aqidah Akhlak learning development strategy in improving student achievement at MTsN 3 Jombang.

Another thing that needs to be considered is the lack of student interest in following the moral aqidah subjects. Students consider the material discussed in the moral aqidah subjects to be unattractive and even tend to be boring. Moreover, there are those who think that the moral aqidah subjects are easy subjects, there is no need to learn, there is no need to listen to the teacher's explanations and many other reasons because the moral aqidah subjects only contain lessons to behave and behave well. As is the case

with the learning process. If students are not interested in following the moral aqidah subjects, or because students underestimate the moral aqidah subjects, causing them not to study the material being taught, their learning achievement will decrease. To find out the strategy of the Aqidah Akhlak Subject Teacher in Improving Student Achievement at MTsN 3 Jombang. To know the achievements at MTsN 3 Jombang. To find out what are the obstacles and solutions in the process of implementing Aqidah Akhlak learning development strategies in improving student achievement at MTsN 3 Jombang.

METHOD

The research approach used is a qualitative approach. As for what is meant by qualitative research, namely a series of activities or processes of capturing information from the proper conditions in the life of an object, associated with a problem, both from a theoretical and practical point of view. Shaleh (2008) ualitative research approach is used to reveal the descriptive power of the information they do and those who experience the research focus. Qualitative research has characteristics such as: human science as an instrument, using qualitative methods, inductive data analysis, descriptive, more concerned with process than results, focus, data validity criteria, research design is temporary, and research results are negotiated and mutually agreed upon (Moleong, 2012).

The main activity in this research is to describe and analyze intensively about all the social phenomena studied, namely the problems related to the strategy of developing Akidah Akhlak learning in improving student achievement at MTsN 3 Jombang. Qualitative method is a research procedure that produces descriptive data in the form of words or verbal from people and behaviors that can be observed or can provide information on extracting data at the school (Moleong, 2012).

The primary data sources in this study were the principal, the waka of the curriculum and the aqidah moral teacher at MTsN 3 Jombang, totaling 3 people and the secondary data sources in this study were documents, which were written materials or objects related to a particular event or activity. which can be used or taken as a source of data for this research are documents related to MTsN 3 Jombang. These documents are about the profile of MTsN 3 Jombang.

RESULT AND DISCUSSION
Result

The learning process is an activity carried out by students to achieve their educational goals. This learning process takes place in the interaction between learners and educators, and carries a large number of educational goals. In the attitude and treatment of the educator, the behavior of students must be in line with the dynamics of the HMM that is developing. As said by Mrs. Umi Khafidzotul Ilma, S.Th.I, regarding the learning process during my experience in teaching here, thank God, everything went smoothly according to what I learned at the beginning and on the other hand the school has prepared all the facilities for the learning. But I also have to be patient in delivering the material, because in delivering the material many children sleep, talk to themselves and don't pay attention when I deliver the material. Teaching materials are an important part of the teaching and learning process, which occupies a position that determines the success of teaching and learning related to the achievement of teaching objectives, as well as determining teaching and learning activities. The teaching material is the content of the curriculum itself. As stated by Adatul Istiqomah S.Ag, M.MPd waka curriculum: "At MTsN 3 Jombang, the material taught is related to monotheism, fiqh, morality, nahwu, shorof, memorizing short letters, etc. The material is very closely related to the daily activities of students. Mr. H. Moch Syuaib, S.Ag, M.PdI Junga said: "In addition to the curriculum there are additional subjects apart from the Ministry of Religion curriculum, namely the existence of monotheism subjects, book fiqh, book morals and recitation".

Method is a method used to achieve learning objectives. Without a learning method, it will not work well. So in learning, you should use more than one method. Ms. Umi Khafidzotul Ilma, S.Th.I as a teacher of the moral aqidah subjects said: "In relation to my method, I prefer the lecture method, because the lecture method is always used in every lesson and this method is also used to convey information or lesson descriptions so that students understand. Actually, there are many other methods that might be able to help student learning such as the question and answer method I use to find out students' understanding of what has been conveyed, then I use the demonstration method if the lesson needs practice, for example, about honesty, demonstrating how to behave, saying to parents. etc. Mr. H. Moch Syuaib, S.Ag,. M.PdI also said: "One of the strategies that I use to stimulate students to learn at school is to use methods that are adapted to students' conditions, not just lectures. Moreover, at the end of the lesson, most students are sleepy. The method I often use is the question and answer method, demonstrations, groups, field practice,

for example in ablution lessons, so I take my children to the prayer room to practice ablution. By using a variety of methods, the children enjoy learning in class." In accordance with what the teacher of the moral aqidah subject said, Mrs. Umi Khafidzotul Ilma, S.Th.I. "Every time I teach I always use tools or media, and these media are LCD, books and whiteboards. So it's not just books but LCDs like watching movies and so on, so students don't get bored while learning is taking place." Mr. H. Moch Syuaib, S.Ag,. M.PdI also said: "Besides using various methods, I also use tools or media in teaching. The media that I use I adjust to the material to be studied, for example the material is the funeral prayer, so I use dolls and cloth or paper to demonstrate it or practice it. When the material is about ablution or tayammum, the media I use is the environment (musholla) to a place for ablution or dust for tayamum. And I also sometimes use OHP when teaching. By using media in learning, children will not be bored in class".

Curriculum evaluation is intended to assess a curriculum as an educational program to determine the efficiency, effectiveness, relevance, and productivity of the program in achieving educational goals. (Sukmadinata, 2008)As stated by Adatul Istiqomah S.Ag, M.MPd, waka of the curriculum. "The evaluation of the Islamic boarding school curriculum is carried out in addition to knowing the success of students in capturing the material taught by the teacher, as well as to determine the success of the teacher himself in preparing the learning process. The implementation of a boarding school-based curriculum evaluation or what we usually call Takhasus is not the same as the implementation of a general curriculum evaluation. Usually we carry out an evaluation of the Islamic boarding school curriculum a week before the general material evaluation." Learning achievement is the learning result achieved after going through the process of teaching and learning activities. Learning achievement can be shown through the value given by a teacher from the number of fields of study that have been studied by students. Every learning activity of course always expects to produce maximum learning.

The results of the research findings in the field are that to improve student achievement or teaching success at MTsN 3 Jombang always conduct evaluations. This evaluation is carried out both on students, as well as on the methods and media used by the teacher in the teaching and learning process. Mr. H. Moch Syuaib, S.Ag,. M.PdI also said: "every teacher who teaches at MTsN 3 Jombang will always evaluate their students, whether it is in the form of daily tests, homework or every time they complete a lesson. In addition to conducting formative tests at MTsN 3 Jombang, they also held summative tests for their subjects. By conducting formative or summative evaluations the teacher can find out the success of students in capturing the material presented, and teachers can also know their success in delivering lessons. The components that are evaluated in teaching are not only teaching and learning outcomes but the overall implementation of teaching, which includes evaluation of the components of teaching objectives, teaching materials, teaching strategies and media, as well as teaching evaluations. As stated by Adatul Istiqomah S.Ag, M.MPd waka of the curriculum, "learning evaluation is very necessary for a teacher, because it is used to determine the success of students in capturing the subject matter. The evaluation of the Islamic boarding school-based curriculum does not only concern the success of the learning process, but every teacher of the Islamic boarding school curriculum subject is required to evaluate the syllabus, the lesson plan that has been made.

The implementation of the learning process, of course, the teacher is not smooth in conveying knowledge to students, in which there must be obstacles experienced by the teacher in improving the quality of student learning. In relation to these obstacles and solutions, the researcher conducted an interview with Mrs. Umi Khafidzotul Ilma, S.Th.I as a teacher of moral aqidah subjects about the obstacles experienced in the learning process that: "In delivering the material there are only obstacles that I experience, such as there are some students who don't pay attention, there are students who are cool to talk to themselves, some are sleeping and so on". "The above influence can be overcome by the moral aqeedah teacher by asking students to take ablution water when the student is sleepy, and for students who do not pay attention to lessons such as students who are cool to talk to themselves, I usually do it by way of discussion and question and answer and even then there are some students who are still difficult to manage most of the students are sitting in the back and this is mostly by male students compared to girls".

CONCLUTIONS

From the results of research and discussion about the Strategy for Developing Akhlak Learning in Improving Student Achievement at MTsN 3 Jombang, the authors conclude that the strategy used by Akidah Akhlak teachers in delivering the material is to use the lecture method. In addition, the teacher also uses another strategy, namely by applying the question and answer method so that students will be enthusiastic about answering. However, it depends on the teacher who is more comfortable using which

strategy so that he is able to master the class. The right strategy is able to influence the enthusiasm of students in following the lesson. The strategy used by the teacher of course encountered several obstacles, there were several obstacles in the learning process of Akidah Akhlak at MTsN 3 Jombang, namely Students were sleepy and even slept in class, Students did not pay attention to lessons, chatted alone, Students' background conditions were not the same (in meaning children in the cottage and children outside the cottage).

From the above constraints, a teacher must immediately find a solution and immediately take appropriate steps to overcome these obstacles, the solution made by Akidah Akhlak teachers to overcome these obstacles is by telling students who are sleepy during lessons to take ablution water, giving motivations, especially to students who do not pay attention to lessons.

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