

Strategy Development in Aqidah Akhlak Learning Media at Post-Pandemic

Mohammad Saat Ibnu Waqfin^{1*}, Siti Sholihah²

^{1,2} Islamic Education, Universitas KH. A. Wahab Hasbullah

*Email: ibnusaat@unwaha.ac.id

ABSTRACT

The teacher has a very important responsibility in education, this is inseparable from the teacher's own strategy. Effective and efficient strategies make the learning environment more enjoyable and involve students in understanding the material presented. Because the teacher is responsible for the intellectual life of students. The purpose of this study was to find out the implementation of the Post-Pandemic Aqidah Akhlak learning strategy as well as the supporting and inhibiting factors of this learning strategy. The approach used to achieve the above objectives is by using a qualitative research approach with a type of field study research. In collecting data the author uses the method of observation, interviews, and documentation. The results of the study show that: 1). The implementation of the learning strategies used by post-pandemic Aqidah Akhlak subject teachers is more directed at contextual learning strategies. 2). Factors supporting the implementation of the Aqidah Akhlak learning strategy, namely the intelligence of students, the ability of educators, the completeness of the library, infrastructure, available media, and the surrounding environment. While the inhibiting factor is that students pay less attention to the learning process conveyed by the teacher directly and sometimes most students also don't focus on listening to the subject matter, coupled with students who are too lazy to do the assignments given by the teacher.

Keywords: *Development; Aqidah Akhlak; Post-Pandemic; Islamic Senior High School*

INTRODUCTION

The pandemic period has resulted in very significant changes in the learning process, especially in learning *Aqidah Akhlak*. The process of teaching and learning activities during a pandemic is very different from normal times. In normal times, learning activities are carried out face-to-face between the teacher and students in the classroom, so that the material delivered by the teacher can be absorbed directly by students (Gunawan 2020). With the direct face-to-face learning process, the subject matter teacher of *Aqidah Akhlak* can find out the students' responses to the learning material that has been delivered through class participation and discussion. Therefore, the difference between learning during normal times and during a pandemic can be seen in the learning strategies used.

To achieve the desired goals, it is important to have learning strategies that will motivate students to study well and have fun. Teachers are not impressed that they only teach subject matter to their students, without taking into account their individual abilities (Anam 2015). This will produce education in accordance with the national goals outlined in the 1945 Constitution, namely the intellectual life of the nation. The national education system based on *Pancasila* aims to increase piety, intelligence, and skills so that individuals can be productive and contribute to the welfare of the country. This will help create a nation with a highly educated population (Permatasari and Kurniawan 2021).

Learning strategies are one of the efforts that can be made to improve the quality of education. The components of education and teaching are arranged in such a way that they have an optimal function in achieving teaching and educational goals. Learning strategies also provide an alternative to the process of implementing teaching and learning activities in class, all learning resources, both human and facilities, and infrastructure are designed and planned to assist the learning process of students (Priya Utama 2021). Learning strategies that are not well-structured result in less-than-optimal learning outcomes. Therefore, educators need to be directed with appropriate strategies, planned, and easy to implement.

METHOD

The type of research used in this research is qualitative research because this research is descriptive in nature and tends to use analysis so that the research focus is in accordance with the facts in the field. The qualitative research model is a particular tradition in the social sciences that fundamentally depends on human observation both in its area and in terms of it. Descriptive qualitative research is defined as a research model that produces analytical procedures that do not use statistical analysis procedures or other quantification methods. The data collected is in the form of words, pictures, and not numbers (Zaluchu 2020). The research report is in the form of data excerpts to give an overview of the presentation of the report. The research data used is divided into two, namely primary data and secondary data. Primary data is the main data taken directly by researchers through interviews and observations of research informants. The main data sources in qualitative research are words and actions.

RESULT AND DISCUSSION

Islamic Senior High School "Bahrul 'Ulum" Gadingmangu Perak Jombang was founded in 1991 and has the status of a private school under the Sunan Giri Gadingmangu Islamic Education Foundation. From its establishment until 2003, the head of Islamic Senior High School "Bahrul 'Ulum" Gadingmangu Perak Jombang was Mr. KH. Ilham Makhal, an employee of the Ministry of Religion who served as Madrasa Superintendent in the area of the Department of Religion of Nganjuk Regency. In 2003, the leadership was replaced by Mr. H. Moh. Adnan Ubaid, S.PdI, seconded religion teacher (DPK) at MTs. Bahrul Ulum Gadingmangu who later became the Chief DPK at the Supreme Court "Bahrul 'Ulum". Furthermore, in 2007 Islamic Senior High School leadership "Bahrul 'Ulum" was continued by Drs. Khamim, M.Ag. Besides a teacher in PP. Darul Ulum Jombang was a Lecturer at the Kediri State Islamic College (STAIN), and then the Islamic Senior High School "Bahrul 'Ulum" leadership was continued by Hari Kusmanto, S.Pd. He was one of the founders of Islamic Senior High School Bahrul 'Ulum in 1991.

- **Researcher Presence**

In this study, the researcher acts as a data collector, namely as an active instrument in an effort to collect data in the field, besides that the data is in the form of other documents that can support the validity of the research results. Therefore, the presence of researchers directly in the field is a measure of success in understanding the cases studied directly and actively with informants or other necessary data sources.

- **Research sites**

Raya Gadingmangu No. 7 District of Perak, Jombang Regency, East Java. The reason the researchers conducted research in that place was due to the curiosity of the researchers regarding the development of strategies for post-pandemic Aqidah Akhlak learning media.

- **Data source**

Accuracy in choosing and determining data sources will determine the accuracy, depth, and feasibility of the information obtained. Data sources can be divided into two types, namely: Primary data sources are data sources that contain primary data, namely data obtained directly in the field, for example, sources or informants. And secondary data sources are additional data sources that are not taken directly in the field, but from sources that have been prepared by other people, such as books, documents, photographs, and statistics. Data Collection Procedures In any research the data collection procedure is a very essential component because the quality of the data obtained is determined by the method. In carrying out the data collection procedures used by researchers include:

- **Observation**

Observation is an activity using the five senses, sight, smell, and hearing to obtain the information needed to answer the research problem.

- **Interview**

The interview is a process of communication or interaction to collect information by way of questions and answers between researchers and informants or research subjects.

- Documentation

Apart from interviews and observations, information can also be obtained through stored facts in the form of letters, diaries, photo archives, results of meetings, and so on. Data in the form of documents like this can be used to dig up information that happened in the past.

Implementation of the *Aqidah Akhlak* Learning Strategy at Islamic Senior High School Bahrul 'Ulum Perak Jombang Post-Pandemic Teachers have a very important responsibility in education, this cannot be separated from the teacher's strategy itself. Effective and efficient strategies make the learning environment more enjoyable and involve students in understanding the material presented. Because the teacher is responsible for the intellectual life of students.

Based on the results of an interview with Mr. Zahid Fauzan as a teacher of the *Aqidah Akhlak* subject at Islamic Senior High School Bahrul 'Ulum Perak Jombang, he said that: The strategies I use in the learning process are varied such as lectures, questions, and answers, discussions. However, in *Aqidah Akhlak* learning, it is more often to apply strategies in which students are involved, for example observing the surrounding social phenomena related to the subject matter.

Furthermore, he also explained the important role and responsibility of a teacher towards his students as follows: The task of the *Aqidah Akhlak* subject teacher here is to guide and direct so that students are able to understand and know and straighten students. And the main task of the teacher here is not just to teach, but to set a good example or example that will be emulated by students at MA Bahrul 'Ulum Perak Jombang. Because by giving examples in everyday life, students will behave like what the teacher exemplifies, such as the motto "Teacher" is *digugu* and imitated.

Regarding student responses to the implementation of this learning strategy, of the number of students 60% are enthusiastic about responding to the subject matter and the rest are affected by other things, as explained by Mr. Zahid Fauzan: "Of the total number of students, 60% are enthusiastic about responding to the subject matter, only a few children because external influences, the influence of cell phones, sometimes the child is a little off guard. Now, this must be addressed through politeness towards the environment."

Furthermore, he also explained the actions if someone has not achieved the learning objectives as follows: "For actions, if someone has not achieved the learning objectives, namely by giving additional time to the child concerned, so that they study outside class hours and at home which is summarized in daily tasks day by the child". From the results of these interviews, it can be concluded that the learning strategies used by *Aqidah Akhlak* subject teachers after the pandemic are more directed at contextual learning strategies where this learning strategy emphasizes the process of full student involvement to be able to find the material being studied and relate it to real-life situations so that encourage students to apply it to their lives.

Supporting and Inhibiting Factors for the Implementation of the *Aqidah Akhlak* Learning Strategy at Islamic Senior High School Bahrul 'Ulum Perak Jombang Post-Pandemic Based on the results of the study that Factors supporting the implementation of the *Aqidah Akhlak* learning strategy at Islamic Senior High School Bahrul 'Ulum Perak Jombang, namely, can be seen in terms of teacher abilities, infrastructure, and students. According to Mr. Zahid Fauzan, S.Pd as the teacher of the *Aqidah Akhlak* subject at Islamic Senior High School Bahrul 'Ulum Perak said that: "Factors supporting the implementation of the *Aqidah Akhlak* learning strategy are student intelligence factors, educator abilities, completeness of the library, infrastructure, available media, and the environment. , it all can support the activities of the learning system.

While the inhibiting factors of implementing *the Aqidah Akhlak* learning strategy are the narrow school environment so that the learning atmosphere is less effective, the lack of practical tools, and the lack of school facilities. Obstacles for students, students pay less attention to the learning process conveyed by the teacher directly and sometimes most students also don't focus on listening to the subject matter, coupled with students who are too lazy to do assignments given by the teacher, so that it can trigger a lack of confidence in improving the process learning.

CONCLUSIONS

From this study, the researcher will conclude the results of the study as follows: Implementation of the *Aqidah Akhlak* learning strategy at Islamic Senior High School Bahrul 'Ulum Perak Jombang Post-Pandemic, researchers found several similarities in methods and strategies in delivering lessons in which the learning strategies used by *Aqidah Akhlak* subject teachers were more inclined to contextual learning strategies, this learning strategy emphasizes the process of full student involvement to be able to find the material being studied and relate it to real-life situations so that it encourages students to be able to apply it to their lives. There are also actions if someone has not achieved the learning objectives, namely by giving additional time to the child concerned, so that they study outside class hours and at home which is summarized in daily tasks.

Factors supporting the implementation of the *Aqidah Akhlak* learning strategy are the intelligence of students, the ability of educators, the completeness of the library, infrastructure, available media, and the surrounding environment. While the inhibiting factor is that students pay less attention to the learning process delivered by the teacher directly and sometimes most students also don't focus on listening to the subject matter, coupled with students who are lazy to do the assignments given by the teacher.

For *Aqidah Akhlak* teachers should continue to strive to improve the quality of learning by using the right methods and strategies so that students are able to understand the material presented by the teacher, are more active, and feel happy. Students should be able to emulate what the teachers and gentlemen have exemplified starting from how to act, speak, and obey worship so that the knowledge gained does not only stop in class but is applied in everyday life.

REFERENCES

- Anam, Khoirul. 2015. "Pengaruh Media Pembelajaran Terhadap Minat Belajar Siswa Pada Mata Pelajaran PAI." *Tadarus: Jurnal Pendidikan Islam* 4(2): 1–17.
- Gunawan. 2020. "Fungsi Media Pembelajaran Menggunakan Metode Distance Learning Pelatihan Kepemimpinan Administrator." *Jurnal Tawshiyah*.
- Permatasari, Andhini, and Andri Kurniawan. 2021. "Inovasi Strategi Pendidikan Dalam Pengembangan Kurikulum Satuan Pendidikan." *JIRA: Jurnal Inovasi dan Riset Akademik* 2(9).
- Priya Utama, Julvaina Eka. 2021. "Edukasi Penerapan Protokol Kesehatan Sebagai Upaya Pencegahan Penyebaran Covid-19 Pada Penderita Komorbid." *Jurnal Ilmiah Kesehatan Media Husada*.
- Zaluchu, Sonny. 2020. "Strategi Penelitian Kualitatif Dan Kuantitatif, h. 38." *Jurnal* 4.