Strategies of Islamic Religious Education Teachers in Overcoming Learning Problems in Class V Students at SD IT Darul Chalidi NW Pringasela

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ABSTRACT

Learning is an ongoing process and occurs continuously. Learning is very important, but in reality problems or obstacles often arise in the learning process. These obstacles come from within or from outside, there are still students who experience problems in learning, especially in terms of reading and understanding the Koran, control from parents and society which is not optimal is an obstacle that comes from outside. These learning obstacles will make it difficult for children to achieve maximum learning outcomes. Therefore, there must be a solution to overcome the obstacles that arise in children's learning. This research aims to 1) Find out the strategies of PAI teachers in SD IT NW Pringgasela, which is one of the educational institutions in the Pringgasela Main Village Area, Kec. Pringgasela. Regency. East Lombok. overcoming learning problems, 2) factors that cause learning problems in PAI subjects among Class V students at SD IT Darul Chalidi NW Pringgasela. In its implementation, the method used in data collection was Observation, Interview and Documentation methods, after it was deemed sufficient in data analysis, conclusions were drawn. In the learning process, Islamic Religious Education teachers have implemented learning strategies to the maximum. The importance of this research reflects the functional and managerial abilities of teachers in managing learning, turning the constraints into strengthening teacher capacity. Based on the research results, it can be concluded that teachers can overcome learning problems and carry out learning effectively through increasing capacity.

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INTRODUCTION

National Education System in Chapter 1, Article (1), which reads: "Education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence , noble morals, and skills needed by himself, society, nation and state (Syah, 2012). "Furthermore, learning is a dynamic

stage of change in individual behavior as experience and interaction with the environment which involves cognitive, affective and psychomotor elements."

In the entire learning process at school, learning activities are the most basic activities, namely a process of effort carried out by a person to obtain a new change in behavior as a whole. This means that the success or failure of achieving educational goals depends a lot on how the learning process is experienced by students as students (Ahmadi & Supriyono, 2013). Meanwhile, teachers are one component of education, which plays a role in efforts to form potential human resources in the field of development. Therefore, teachers, as one of the elements in the field of education, must play an active role and position themselves as professionals (Sardiman, 2004).

In principle, teachers must be responsible for the implementation of the learning process. In addition, he is expected to take responsibility for achieving national goals as stated in Law no. 20 of 2003, namely: "National education functions to develop abilities and form character and civilization with dignity in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable. , capable, creative, independent and a democratic and responsible citizen" (Law of the Republic of Indonesia, 2003).

To achieve the efforts made above is not easy, but requires all efforts made by all parties. Among them is a teacher with effective strategies in the learning process. Determining and choosing the strategy that the teacher will use is a starting point for the success or failure of the ongoing learning. Furthermore, creating a classroom atmosphere with an effective and efficient learning process is something that every teacher always strives for when they want to enter the room, they look for ideas at every meeting to make students learn easily. However, this is not an easy thing for teachers because teachers face students whose characters are each different, who also differ in many ways such as intellectual abilities, physical abilities, family backgrounds, learning habits and approaches which are sometimes very clearly visible between the same students. with other students (Tohirin, 2008).

In learning at school, of course what the teacher hopes is that students can learn and achieve optimal results. However, in reality students sometimes experience various obstacles and learning difficulties (learning difficulties). This learning problem is often experienced by students at school, so this needs to receive serious attention from teachers. This problem is related to several things, the first is the system used, and the learning difficulties experienced by students at school will have a negative impact, both on themselves and their environment.

Islamic learning in every school is according to a predetermined curriculum, aimed at ensuring that every student can know, master, understand, believe in and practice Islamic teachings perfectly. However, in reality, there are many students who

still experience learning difficulties in these subjects. These learning difficulties can be seen from students' lack of fluency in reading the Koran, which can indirectly cause students to have difficulty memorizing, explaining mufradat, let alone understanding and explaining the contents of the verses to be put into practice in everyday life. This is certainly not in accordance with the basic competencies to be achieved.

SD IT NW Pringgasela is one of the educational institutions in the Pringgasela Main Village Area, Kec. Pringgasela. Regency. East Lombok. In the learning process, Islamic Religious Education teachers have implemented learning strategies as maximally as possible, but in reality there are still students who experience problems in learning, especially in terms of reading and understanding the Koran.

Learning Method in surah An-Nahl verse 125: "(O Prophet Muhammad SAW) Call (all humans) to the path (shown by) God, your Sustainer with wisdom (with words of wisdom according to their level of intelligence) and good teaching and refute them in the best (way). "Indeed, God is your guardian, He is the one who knows better (about those who stray from His path and it is He who knows better those who are guided)" (Shihab, 2021).

In this verse, Allah SWT conveys instructions to His Messenger regarding how to teach humans to goodness or the way of Allah. What is meant by the way of Allah is the religion of Allah, namely the Islamic law which was revealed through the Angel Gabriel to the Prophet Muhammad SAW. From this verse, 3 basic principles of the call can be taken which can be used as guidance by the followers of the Prophet Muhammad SAW, including: (a) The call is carried out with wisdom. Wisdom here means correct and appropriate words so that it can be used as a proof for explain what is invalid and doubtful. (b) The call is made with good teaching and can be received gently by every human heart who hears it without leaving an impression in their hearts. (c) Allah SWT explains that if there is a debate then it should be conveyed in the best way.

Learning strategies

Learning strategies have 3 aspects, namely the terms strategy, learning and learning. Strategy comes from the Greek strategos which means "general" or "commander", so it can be interpreted as the science of generalship or commandership (Suryani, 2012). Meanwhile, in the world of education, strategy is usually defined as a plan, method, or series of activities designed to achieve a particular educational goal. Therefore, learning strategy can be interpreted as planning which contains the design of activities as a medium for achieving learning objectives (Yamin & Maisah, 2009).

In its implementation, certain strategies must have a set of learning methods. At each face-to-face meeting, a teacher can carry out learning using various methods such as: lectures, questions and answers, giving assignments and also discussions. The media and learning methods applied can be an illustration of learning strategies so that they

can be interpreted as "a plan of operation achieving something" while the method is "a way in achieving something" (Suryani, 2012)

The learning model strategy is a combination of a series of activities, ways of organizing material and students, media and materials, as well as the duration used in the learning process to achieve the expected learning objectives (Suryani, 2012). A learning strategy is a structured arrangement of activities, general patterns of activities that fulfill the sequence of learning activities in order to achieve the desired goals. This includes 4 things namely; Sequence of teaching and learning activities, learning methods, learning media, and duration used by the teacher in each lesson

Learning strategies that can be applied are: (1) Expository Learning Strategy; strategies that focus more on the process of delivering material verbally or directly with the aim that students can understand what is conveyed by the teacher optimally. When using expository learning strategies there are several things that must be considered, including: Goal oriented, Communication principles, Sustainable principles. (2) Problem Based Learning Strategy; This strategy is implemented with the beginning of a problem that must be solved by students. Its implementation can be through individual activities or group activities depending on the expected learning objectives and the material to be taught (Suryani, 2012). (3) Contextual Learning Strategy; emphasizes the relationship between learning material and facts in the real world, so that it is hoped that students can connect and apply the learning outcomes competencies in everyday life.

Islamic Religious Education Teacher

The word guru is taken from a Javanese proverb which is an abbreviation of digugu and imitated (Kasiram, 1999). Basically, the word teacher means someone who provides knowledge, knowledge or experience to other people. Teacher also means a person of mature age who is given the responsibility of providing assistance to his students to develop physically and spiritually in reaching a true level of maturity, so that they are able to stand alone (independently) in fulfilling their duties as social beings and individual beings (Mujib & Mudzakkir, 2017).

A teacher is an educator who is given the mandate to educate, guide, advise and so on for those he teaches to develop physical and spiritual abilities and can serve as an example for the people around him. Meanwhile, education itself literally means guiding, improving, leading, guarding, mastering and nurturing. Islamic Religious Education is interpreted as a conscious effort made by a person to provide direction and guidance to individual students systematically and pragmatically so that they live in accordance with Islamic teachings, so that they can obtain happiness in the afterlife (Zuharini, 2004). Thus, Islamic Religious Education is the formation of changes in attitudes and behavior that are adapted to Islamic law.

Learning Problems

According to Suharnan, a problem is a problem that is often referred to by some people as an obstacle, difficulty, disturbance, dissatisfaction or gap. In general, almost all experts agree that a problem is a gap between the current state or situation and a future situation or what could also be called a problem is a gap discrepancy between present state and future state or desired goal. Therefore, a problem or problem can arise if there is an obstacle or obstacle to achieving a certain goal (Suharnan, 2005).

A problem is defined as a gap between expectations and reality that is expected to resolve or provide benefits to something that is needed (Syukir, 1983). Meanwhile, the word learning itself in the Big Indonesian Dictionary comes from the word teach, which means instructions given to people so that they can be understood (followed) (Language Development and Development Agency, 2023). Basically, the term learning is known as an effort to provide teaching to a person or group of people through various actions (efforts) and various ways or strategies, methods and approaches towards achieving planned goals (Muhaimin, 1996). Learning as a learning process that is carried out systematically and systemically, is composed of components, each of which is interconnected and is not partial, complementary and continuous (Syah, 2012), so that learning can be said to be a conscious effort by an educator to make students learn, namely changes in behavior that are obtained because of new abilities that take effect over a relatively long time and because of effort.

Learning cannot be separated from learning problems. Learning problems are difficulties or obstacles that hinder the teaching and learning process (Dimyati & Mudjiono, 2010). Various learning problems are encountered in the classroom, both structured and unstructured. A structured problem is a problem that has a clear path to the desired solution. This problem can also be solved by developing computer simulations or using technology as a way to solve the problems mentioned previously, while unstructured problems: namely problems that cannot have a clear solution direction.

Children who experience learning difficulties are those who have disorders of one or more of the basic processes that include understanding the use of spoken or written language. These disorders may manifest themselves in the form of imperfect abilities in listening, thinking, speaking, reading, writing, spelling, or calculating. . Even though learning is a change in a person that occurs due to experience, learning emphasizes the importance of changes in behavior, whether they can be observed directly or not.

A person is said to have learned if certain changes occur in him. In other words, learning is a change in a person's behavior through a certain process. However, not all changes in behavior are caused by learning outcomes, but are also caused by natural processes or temporary conditions in a person (Subini, 2011), so that learning difficulties

are a disruption in one or more of the basic psychological processes which include understanding and using teaching or written language.

Students who experience difficulties will be seen from the symptoms that arise in their behavior, both psychomotor, cognitive and affective aspects. Apart from that, learning difficulties are a condition where the competencies or achievements achieved do not match the standard criteria that have been set, whether in the form of attitudes, knowledge or skills. The learning process is characterized by the presence of certain obstacles to achieving learning outcomes (Subini, 2011).

Some behaviors that are manifestations of learning difficulties include: (a) Showing low learning outcomes below the average score achieved by the group or below the potential they have; (b) The results achieved are not commensurate with the efforts made; (c) Slow in carrying out his learning activities and always lagging behind his friends in the time provided; (d) Showing unreasonable attitudes, such as indifference, opposition, pretense, lies and so on; (e) Showing abnormal behavior, such as playing truant, coming late, not doing homework, being disruptive inside or outside class, not wanting to take notes in lessons, being disorganized in learning activities, and so on; (f) Shows less emotional symptoms, such as being moody, irritable, angry, less happy in facing certain situations. For example, when facing low grades, do not show feelings of sadness or regret, and so on (Suwatno, 2008).

So, learning difficulties are conditions experienced by students in the teaching and learning process which are characterized by the presence of certain obstacles in achieving learning outcomes. Learning difficulties are not only experienced by students who have low intelligence (mental disorders), but can also be experienced by students who have high IQ. However, efforts must be made with various strategies in the approach so that students can be helped to overcome learning difficulties. The level of difficulty experienced by students is not the same between one person and another. Therefore, teachers as educators must pay attention to these levels of difficulty so that the teaching and learning process can run smoothly without any obstacles (Majid, 2017).

The focus of this research is to focus on the essence of the research to be carried out, this can be done explicitly so that in the future it can make it easier for researchers before making observations (Faculty of Islamic Religion, 2021). So the focus of the research is the strategy of Islamic Religious Education teachers in overcoming learning problems and the factors that cause learning problems at SD IT Darul Chalidi NW Pringgasela.

RESEARCH METHOD

This research uses a qualitative research approach with a descriptive research type, namely an approach that can provide an overview of the object to be studied by the researcher through data and samples that have been obtained such as behavior,

perceptions, motivation for action, holistically and by means of descriptions in the form of words. and language, in a special natural context and by using it as a natural method (Moleong, 2007).

Researchers go into the research field to see directly the process of learning activities. This research data collection tool includes tests, observation and documentation. To measure the increase in student success, researchers used a questionnaire, a data collection technique that is carried out by giving respondents a set of written questions to answer. Meanwhile, observation is used to see students' activeness in the learning process carried out by research partners and documentation such as learning videos and photos.

RESULTS AND DISCUSSION
Factors that cause learning problems

The phenomenon of a student's learning problems is usually clearly visible from the decline in academic performance or learning achievement. However, learning difficulties can also be proven by the emergence of student misbehavior such as a tendency to shout in class, disturb friends, fight, often miss school and often run away from school (Syah, 2010). Efforts to overcome learning problems cannot be separated from the factors that cause learning difficulties as described above. Therefore, looking for the source of the main cause and other sources of causes is absolutely necessary in order to overcome learning problems.

The factors that can cause learning difficulties at school are many and varied. When related to the factors that play a role in learning, the causes of learning difficulties can be grouped into two large parts, namely: Internal factors (factors that come from within the student) and external factors (factors that come from outside the student). These two factors include various things and circumstances, including the following:

Student internal factors

Student internal factors include: Physiological Factors (which are physical in nature) and Psychology. Physiological factors due to illness, sick students will experience physical weakness, so that their sensory and motor nerves are weak. As a result, stimuli received through the senses cannot be transmitted to the brain. What's more, if the illness lasts longer, his nerves will get weaker, so he won't be able to go to school for several days, which will cause him to fall far behind in his studies; Because they are unhealthy. Children who are unhealthy can have difficulty learning, because they get tired easily, feel sleepy, dizzy, lose their concentration, lack enthusiasm, and disturbed thinking. Because of these things, acceptance and response to lessons are reduced; Due to body defects, mild body defects such as lack of hearing, lack of vision, psychomotor disorders. Permanent (serious) physical disabilities such as blindness, deafness, muteness, missing hands and feet.

Psychological factors are that interfere with student learning success, including: (1) Intelligence; Intelligence is the ability to adapt to new needs, by using thinking tools that suit the purpose. Education or environment does not have much influence on a person's intelligence. (2) Talent; Talent is the basic potential/skill that is innate from birth. Every individual has different talents. Sometimes, parents not give attention for talent factor. (3) Interest; If a child has no interest in learning about a lesson, learning difficulties will arise. Learning that has no interest may miss match with his talents, miss match with needs, miss match for abilities, and miss match with the special types of children so that it can cause many problems for him in learning. (4) Motivation; Motivation as an inner factor functions to give rise to, is fundamental to, directs learning actions. Motivation can determine whether or not you are good at achieving goals, so the greater the motivation, the greater the success in learning. (5) Mental health; Learning does not only involve intellectual aspects, but also mental and emotional health. The relationship between mental health and learning is reciprocal. Mental health and mental peace will lead to good learning outcomes (Ahmadi & Supriyono, 2013).

Above The internal factors can influence two aspects, namely, physiological and psychological. Physiological is a physical condition that influences a person's learning activities. A healthy and fit physical condition will have a positive influence on individual learning activities. On the other hand, a weak or sick physical condition will hinder the achievement of maximum learning outcomes. Therefore, physical condition greatly influences the learning process, so efforts need to be made to maintain physical health. Meanwhile, psychology is a person's condition that can influence the learning process. Some of the main psychological factors that influence the learning process are student intelligence, motivation, interests, attitudes and talents.

Student external factors

External factors are all situations and conditions of the surrounding environment that do not support student learning activities, including: Family environment, School environment, and Social and media environment. The student's family environment consists of parental factors, home atmosphere, and economic conditions. Parents who do not or pay little attention to their children's education, perhaps being indifferent, not paying attention to their children's progress will be the cause of their learning difficulties (Syah, 2012). The influence of parents in children's learning difficulties is the lack of support and encouragement for interest in learning and the poor quality of parental education. So children can become lazy and find it difficult to learn. Home or family atmosphere; If the atmosphere is very noisy or uncomfortable, it is impossible for children to learn well. Children will always have disturbed concentration, making it difficult to learn. For this reason, the atmosphere at home should always be made pleasant, serene, peaceful and harmonious so that children feel at home. This situation

will be beneficial for children's learning progress (Ahmadi & Supriyono, 2013). Family economic situation; Underprivileged or poor conditions, this will lead to: - lack of learning tools, lack of funds provided by parents, not having a good place to study. Meanwhile, an excessive (rich) economy also gives rise to: this situation is the opposite of the first situation where the family economy is abundant. They will be reluctant to study because they are having too much fun. Maybe he was also spoiled by his parents, parents couldn't bear to see their child study with difficulty. Situations like this will hinder learning progress.

The school environment consists of: teachers, tools and building conditions, curriculum, school time. Teachers are not qualified, the methods used are not appropriate, or teach subjects ineffectively, the relationship between teachers and students is not good, Teachers demand learning standards above children's abilities, so that only a small number of students can succeed, Teachers' teaching methods are poor not interesting, not varied, causing students to be passive, with no activity. Insufficient learning tools make the presentation of lessons less good, especially practical lessons, thus causing difficulties in learning. Building condition: The room must have windows, adequate ventilation, fresh air can enter the room, and light can illuminate the room. The walls must be clean, white, not look dirty. The floor is not muddy, slippery or dirty. The condition of the building is far from crowded places so that Children find it easy to concentrate on their studies. Curriculum; The materials are too high, the distribution of materials is not balanced, there is material data collection. Less school time and discipline; If school starts in the afternoon, afternoon or evening, then the child's condition is no longer in an optimal condition for receiving lessons.

Social environment and mass media, social environment, includes: friends, neighbors and activities in society, mass media factors, including: cinema, TV, newspapers, magazines, comic books that are around us. Therefore, children who are less successful or even unsuccessful in learning are not always caused by the child's stupidity, but rather many things that influence the child's learning process. Therefore, an educator needs to investigate the factors that cause learning difficulties in students in the learning process.

Islamic Religious Education teacher strategies in overcoming learning problems

Teachers as educators have a role as motivators, inspirers, innovators, and teachers for students. The Islamic religious education teacher in Vth classes at SD IT Darul Chalidi NW Pringgasela really emphasizes the effectiveness of the learning process, some of the things he does are: Home Visits, visiting sick students, giving rewards, and approaching students' parents.

Home Visits are carried out by Islamic education teachers together with Guidance Counseling teachers for students who rarely come in, are absent without explanation, home visits are intended to provide advice to students and instill a sense of

responsibility in parents that children's education is a joint effort between teachers and parents. The success of a child's education is a form of complementary cooperation between the teacher's function and the parent's function.

Children who often don't go to school are often due to negligence on the part of parents who don't advise their children to go to school every day, among other things there is a tendency for children to not go to school because they like playing with their friends. The presence of a teacher in a child's home is a special motivation for parents and children, where the teacher provides advice, reprimands and gentle invitations so that the child follows the lesson well. This has a positive impact in increasing the frequency of children's attendance. Home visits are also carried out two or three times if students still rarely come in without a reason.

The Islamic religious education teacher's form of attention to students so that they continue to carry out learning is visiting sick students. Students who are sick certainly need support to get well quickly. Teachers as educators invite other students to visit students who are sick for more than three days, this has a positive impact on students and their parents. After being visited, the students' parents paid more attention to the care of their children. The visit of the fifth grade Islamic Religious Education teacher at SD IT Darul Chalidi also provided support to parents in the form of donations for children for medical treatment, donation money was collected from the results of student donations as a form of solidarity and empathy for sick students, this action fosters a spirit of willingness to share, increases awareness child social.

To students who excel, the fifth grade Islamic Religious Education teacher at SD IT Darul Chalidi gives rewards in the form of giving notebooks to children who are diligent, and never miss out without a reason, in addition the teacher gives praise to students who are diligent during Imtaq activities in the morning. Fridays are filled with reading Surah Yasin and Tausiyah, similar activities are also carried out at the flag ceremony every Monday morning.

Islamic religious education teachers also take a communicative approach to students' parents both during social activities, and by deliberately visiting students' homes at certain times, this is intended to foster harmonious and sustainable relationships, Islamic religious education teachers in addition to teaching and as Educators in schools are also religious figures in the community so that they can easily socialize and blend in with the community, including in other social and religious matters, such as at tahlilan, takziah, Islamic holidays, and as Friday prayer officers.

CONCLUSION

This research produces several conclusions, namely, the learning strategy for Islamic religious education teachers is to optimize the learning process. Optimizing learning is carried out by increasing personal capacity, through problem solving,

increasing the ability to manage learning, and increasing literacy. Problems that occur to students come from within themselves and from outside. Problematizing learning that originates from students includes: Physiological (Physical Factors) and Psychological factors, namely: intelligence, talent, interests, motivation and mental health. Meanwhile, external factors include: family environment, school environment, and social and media environment. The strategies used by Islamic religious education teachers in overcoming student learning problems are: Home Visits (home visits), visiting sick students, giving praise, and approaching students' parents in social life.

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