Learning Strategies Used Actual Teacher Morals of MTsN Binjai Students (Observation of Student Learning in MTs)

Devi Indah Sari
Universitas Islam Negeri Sumatera Utara, Indonesia
devivivociayo53@gmail.com

Abstract: *In this regard, the strategy conveys learning so that learning becomes effective and efficient and becomes easier to understand. Akidah learning in Madrasas is one of the PAI subjects that emphasizes the ability to believe, understand and maintain the right faith and live and practice good values. Thus, aqidah learning materials not only teach knowledge about religion, but also shape students' personalities so that they have strong faith and piety. So, the purpose of this observation or mini research is to find out how the teacher's strategy in teaching moral aqidah subjects is which we all know that moral aqidah subjects are very important to be taught, especially in this current era. To find out, the researchers used qualitative research methods in the form of interviewing objects (teachers) directly. And the results obtained are in teaching the learning of the teacher's morals using the CBSA strategy (active student learning method) which is very effective according to the teacher or object to be used in teaching.*

Keywords: *akidah morals; strategy; learning.*

I. Introduction

Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis et al, 2019).

The background of the strategy in learning is where learning is a process activity and is a very important element in every type and level of education. This means that the success or failure of achieving educational goals is very dependent on the learning process. Learning experienced by students in the school environment at this time there are many children who have learning difficulties in their studies, this is not only experienced by students who have low abilities but also students who have high abilities and participants who have average abilities also experienced this.

By looking at the context above, the aim of the researcher to examine the moral aqidah teachers in MTs is to find out how the teacher provides the material whether or not they have used the right learning strategies or not or not even using learning strategies. Because what researchers actually know is that learning strategies are very important to use. Where the learning strategy is a way that can be used by an educator in conveying the material so that it can be understood properly.

Especially in the subjects of moral creed where we know that in the subjects of aqidah morals are not only required to know knowledge, but also the nature and behavior of being educated. This is in line with the theory stated by Kemp, where he said that learning strategy is a learning activity that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently with respect to Kemp's theory, this theory is also supported by the theory of Dick and Carey which where he said that the learning strategy is a set of learning materials and procedures that are used together to produce learning outcomes in students. So from some of the theories above, it is true that learning strategies are very important to use in learning.

II. Review of Literature

2.1 Understanding Akhlak Akidah Learning Strategies

Strategy comes from the Greek word strategos, which means general. In general, strategy is the process of determining the plans of top leaders that focus on the long-term goals of the organization, as well as the preparation of a method or effort so that these goals can be achieved and implemented. Specifically, strategy is the placement of the company's mission, setting organizational goals by binding external and internal forces, formulating policies and strategies to achieve and ensure their proper implementation, so that the main goals and objectives of the organization will be achieved.

In the Big Indonesian Dictionary, strategy is a careful plan of activities to achieve the desired goal. Joni in his book quote Anissatul Mufarokah argues that strategy is a procedure used to provide a conducive atmosphere for students in order to achieve learning objectives. According to Buzzel and Gale, strategy is the key policies and decisions used by management, which have a major impact on financial performance. These policies and decisions usually involve important resources and cannot be easily replaced.

Strategy is an overall approach that deals with the idea, planning, and execution of an activity over a certain period of time. In a good strategy there is coordination of the work team, has the theme of identifying the supporting factors in accordance with the principles of rational implementation of ideas, efficiency in funding and having tactics to achieve goals effectively. And strategy is also the most important factor in achieving company goals, the success of a business depends on the ability of leaders who can formulate the strategy used. The company's strategy is very dependent on the company's goals, circumstances and the existing environment. So the strategy is the overall effort, in order to achieve the goals and lead to the development of the intended plan,

Then etymologically, learning is often referred to as instruction (English) and ta'alum (Arabic) which means an effort to teach a person or group through various efforts and various strategies, methods and approaches towards achieving the planned goals.

. Learning is a process of interaction with education and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge can occur, mastering skills and character, and forming attitudes and beliefs in students. According to Dimyanti and Mudjiono, learning is an educator's activity programmed in an instructional design, to make students learn actively, which emphasizes the provision of learning resources. According to the National Education System Law number 20 of 2003, learning is a process of interaction between students and educators and learning resources in a single learning environment.

Learning is an activity that intentionally modifies various conditions that are directed at achieving a goal, namely the achievement of curriculum goals. According to Surya, learning is defined as a process carried out by individuals to obtain a new behavior change as a whole, as a result of the individual's own experience in interaction with his environment. Therefore, it

can be concluded that learning is a conscious effort from educators to make students, namely the occurrence of changes in behavior in students who learn, where the changes are obtained through new abilities that apply in a relatively long time and because of the effort

In general, learning strategies have the meaning of an outline to act in an effort to achieve predetermined goals. Associated with teaching and learning, strategies can be interpreted as general patterns of activities of educators and students in the realization of teaching and learning activities to achieve the goals that have been outlined.

Learning is a teaching and learning process carried out by educators and students to achieve certain goals so that children gain knowledge, skills or skills as well as good attitudes or character. Learning strategy can be interpreted as a plan that contains a series of activities that are arranged to achieve certain educational goals. According to Dick and Carey explained that the learning strategy consists of all components of learning materials and procedures or stages of learning learning activities or used by educators in order to help students achieve certain learning goals.

According to them, learning strategies are not only limited to procedures or stages of learning activities, but also include arrangements, materials or program packages that will be delivered to students. In addition, according to Kemp also explained that learning strategy is a learning activity that must be carried out by educators and students so that learning objectives can be achieved effectively and efficiently6. So it can be concluded that the learning strategy is a plan that contains a series of learning activities carried out by educators and students in an effort to achieve certain goals.

Thus, the Akidah Akhlak learning strategy is a conscious and planned method in preparing and providing learning experiences for students to recognize, understand, live and believe in God and realize it in noble moral behavior in everyday life.

2.2. Kinds of Akhlak Akidah Learning Strategies

In teaching students in learning, of course there must be a strategy used to support the success of students. Whether you study with groups or individuals, you still have to use strategies, so here are strategies that can be used in learning morals, both individually and in groups:

a) Collaborative Learning Strategy

Learning activities are designed with the aim of facilitating students to achieve competencies or learning objectives. Competence reflects the knowledge, skills and attitudes that students can show after undergoing the learning process.

Collaborative learning does not only work together between students in an ordinary group, but a learning activity is said to be collaborative if two or more people work together, solving problems together to achieve certain goals. Two important elements in collaborative learning are (1) the existence of a common goal, and (2) positive dependence. First, in

To achieve certain goals, students work together with friends to determine problem solving strategies assigned by the teacher. Two students or a small group of students discuss to find a solution, make a decision together.

Students' discussions give rise to the feeling that the issues being discussed together belong together. Everyone expresses ideas and responds to each other which in the end can develop shared knowledge as well as individual knowledge. Second, positive dependence means that each group member can only succeed in achieving the goal if all members work together. Thus, in collaborative learning, individual dependence is very high.

b) Cooperative Learning Strategy (Cooperative Learning)

According to Johnson in B. Santoso Cooperative Learning is teaching and learning activities in small groups, students learn and work together to arrive at an optimal learning experience, both individual and group experiences.

Then according to the result, Cooperative Learning is a learning method based on group work carried out to achieve specific goals. In addition, to solve problems in understanding a concept based on a sense of responsibility and the view that all students have the same goal. Communicative and interactive student learning activities occur in small groups. So, it can be seen that the cooperative learning strategy is a strategy used by groups where this strategy is used to train cooperation in order to solve common problems.

c) Variable Learning Strategies

The strategy which is also known is participatory teaching and learning, which is a learning strategy by actively involving students in planning, implementing, and evaluating learning. Indicators of participatory learning, namely; (a) there is emotional and mental involvement of students; (b) the willingness of students to contribute to the achievement of goals; (c) in learning activities there are things that benefit students. Contextual Learning Strategies

d) Contextual Learning Strategies

Basically, contextual strategies have developed in developed countries under various names. In the Netherlands, it is called realistic mathematics education (RME), which explains that mathematics learning must be connected with the daily lives of students.

Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes the process of student involvement to find the material being studied and relate it to real life situations so as to encourage students to be able to apply it in their lives.

According to Sanjaya, from the contextual learning strategy concept mentioned above, there are three things that must be understood. First, CTL emphasizes the process of involving students in finding material, meaning that the learning process is oriented to the process of direct experience. The learning process in the context of CTL does not expect students to only receive lessons, but the process of finding and finding the subject matter themselves. Second, CTL encourages students to find the relationship between the material being studied and real-life situations.

e) Guided Teaching

The guided teaching technique begins with the educator asking one or more questions to the students to open knowledge about the subject matter to get their hypotheses or conclusions, then sorting them into categories. The guided learning method is a change from direct lectures and allows educators to learn what students already know and understand before making learning points. This method is very useful in learning about material that has abstract concepts.

f) Affective Learning Strategy

According to Sudjana, "Learning the affective domain" relates to attitudes which consist of five aspects, including: acceptance (Receiving), answers or reactions (Responding), organizational valuation (Organization), and character (Characterization). This strategy is not only to achieve cognitive goals but also attitudes and actions in instilling positive values in students. The learning objectives of the affective domain are developed in terms of Behavioral

psychology, in the form of a stimulus-response that can form a new attitude, which will automatically be oriented towards inculcating character values in each individual that affect positive feelings or emotions, which can be interpreted as a process of becoming not the result. In his assessment, the affective domain is the psychological (psychic) side of students which is relatively difficult to measure because in an action or a person's behavior is determined by each individual who runs dynamically (changes) according to the emotions generated and so forth.

III. Research Method

The method used is a qualitative method where the researcher collects data with participant observation in solving a problem.

IV. Result and Discussion

4.1 Identity Object (Teacher)
Name   : Chairul Hamdi, S. Ag
NIP   : 197409152007101002
TTL   : Binjai, September 15, 1974
Address   : North Binja Jl Jati Karya Tandem
Teacher   : Moral theology
Teaching Place : MTsN Binjai

4.2 Research Object Observation
On June 17, 2021, to be precise on Thursday, the researcher immediately jumped into the object of research, where many things were examined or interviewed by the researcher on the object (teacher) related to the learning strategy used, therefore the following are the contents (results) of the joint interview object (teacher).

Interviewer   : What kind of moral aqidah learning strategy did you apply before the pandemic?

Respondent **:**For the learning strategy of moral aqidah before the pandemic Usually we use the SKS system, but when the SKS system was proposed, it turned out that the pandemic was not implemented, but previously it was a direct learning system with the K13 curriculum, the learning system was direct as if we were back in 2016 using the active student system or CBSA (active student learning method) is almost like that, so the system focuses more on student activity

Interviewer   : Did you apply the strategy before the pandemic during the pandemic?

Respondent : BeforeDue to the pandemic, we are clearly face-to-face, so we study directly with active students or CBSA. Then when the current pandemic comes, our learning is online, where sometimes we use video calls, zoom, or just give assignments via WA or voice recordings via voice notes. it was after the pandemic. Therefore, what is clearly different, before the pandemic we meet face-to-face and actively involve students where we are the facilitators to provide material, then students who actively ask each other questions between these students before the pandemic after the pandemic it is not like that which sometimes we use zoom, video call, or WA

Interviewer   : in the application of the moral aqidah learning strategy, are there any obstacles in using this strategy, either during the pandemic or before the pandemic?

Respondent : If the obstacles before the pandemic were the lack of references to books or lack of media, then the lack of active students where the students were less

enthusiastic or active in learning, then if the pandemic was quite a lot of obstacles. First we can't see our students directly, second time is limited, third there are many signal problems where the signal is often disturbed

Interviewer : If the things above are about obstacles, then is there an advantage in using the strategies that were used both before the pandemic and after the pandemic, sir?

Respondent : BI don't think that strategy in a pandemic has no advantages, but if the strategy before the pandemic had advantages, first, the students we teach directly will understand what is going on that day or the learning that is taking place, then he will understand. Both teachers can explain widely the material to students because there is a lot of time for students and students also ask a lot of questions

Interviewer :So sir, in the current pandemic situation, which only sees students from behind the scenes, how do you evaluate them to find out whether or not the student's learning has improved or not, how do you do it?

Respondent : so to find out whether or not it's increased first, you have to give an assignment, after completing the task it can be photographed or sent via WA can also be collected graduallyap does not coincide where the teacher sets the time when the assignment will be collected.

Interviewer : How can you think that you are applying the active student learning strategy?

Respondent : UTo think active student learning is applied to the methods that we have learned, then with comparisons from year to year or comparisons from semester to semester, we can see that what if the teacher learns monotonously, only the teacher explains, does not involve the children. The child's absorption capacity is not large or maximal then compared to the active student strategy, it is very much different, meaning that students function there and the teacher only acts as a facilitator and explains what is needed, so you think that is a more effective strategy for students where students understand better.

Interviewer : In your opinion, do students really understand learning through this strategy?

Respondent : Iit's easier for them to understand because all of them are active, where for example in the class there are 32 students, so when there are only 10 students who are active, the time used is less, then it takes time to continue, so these 10 students can be the anglers of their friends so that they too actively involved

Interviewer : So sir jiDo you think that means that the strategy you are using is quite effective?

Respondent : It is quite effective, because the teacher only provides information needed by students, where the teacher does not lecture, then students actively look for arguments if there is a material that requires arguments, then students actively ask questions to the teacher, and the teacher also must involve other students to answer the student's own questions

Interviewer : Okay, then sir, are there any preparations that you do when you want to apply the learning strategy?

Respondent : Yes, and there should be. That is like the lesson plan (RPP). Where the learning plan must be clear from beginning to end, then make media if there is material that requires media, especially now that it has used Infocus then make media through laptops and then display it in front of students when learning

Interviewer : What was your experience when you used this learning strategy, and also how was the student's interest in learning when you used this learning strategy.

Respondent : He, his experience is that if we as teachers use the active student strategy, it will make it easier for the teacher, ease the teacher in the teaching and learning process, then the teacher can assess active students, students who have potential, so for teachers, if for students The experience is quite large, that is, it gives rise

to self-confidence to carry out activities, the first to ask questions, express their opinions, the point is to encourage students to come forward. If students are interested in learning with strategies like this, students are very interested, for example like this: next week we will discuss about doomsday, students are instructed to look for materials about doomsday, what is the meaning of the Day of Judgment and the signs of the apocalypse and so on. Then when we have a meeting the following week we will discuss what students get. Therefore, students are very interested in giving what has been assigned by the teacher.

Interviewer   : Compared to the interest in learning during a pandemic or online like this, sir, how?

Respondent : Wow, that's a long way, if nowadays the interest in learning is quite uncontrolled, many students don't want to learn. Why? In the first online system, the problem is that students are given the freedom to play their cellphones, while learning is only limited in time, and the giving is only a little time, more students are playing games, social media is clear, that's what he is at this time, it's very sad if we say in the past now with the online.

V. Conclusion

The conclusion that researchers get from this mini research or observation is that it is true that in teaching to achieve a learning success, a learning strategy is needed in delivering the material. Because monotonous learning will make students feel bored and the material presented by educators cannot be absorbed properly.

In applying learning strategies, it is not just the origin of applying them, where educators must sort out what strategies are suitable that can be used for their students. So when the researcher has observed the teacher of morals at MTsN Binjai, the researcher agrees with the strategy used by the teacher, where the strategy used is the CBSA strategy, namely the active way of learning for students, now in this strategy, the students and educators play a bigger role. or the teacher only as a facilitator and with this strategy can also encourage other students to play an active role all.

If we think about it, why do we have to choose and use the right strategy, that is so that all learning targets and objectives are achieved and absorbed properly, especially this is a moral creed subject where not only cognitive intelligence is required but spiritual intelligence as well. strategy in learning is very important.

Suggestion

The researcher's suggestion for teachers who teach on the subject of moral aqidah is that in learning, they should use good learning strategies and are supported by good learning media, so that students are able to absorb knowledge easily, because in fact when there are students who do not understand learning, there are no students who are not smart but it's just that the strategy brought by the teacher is not precise, therefore the teacher should always evaluate the way of learning.

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