



Teacher Strategies for Overcoming Students' Learning Difficulties in Islamic Religious Learning in Junior High Schools

Suriati¹, Taufik Rahman¹, Juliwis Kardi¹

¹STIT Diniyah Puteri Rahmah El Yunusiyah Padang Panjang, Indonesia

✉ ssuriati311@gmail.com *

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Abstract

Difficulties faced by students in Islamic religious education subjects. In terms of process, it is difficult to understand the material, students have difficulty with material related to Al-Qur'an verses or reading and writing, the Al-Qur'an, especially the ability to memorize it. This research aims to describe the strategies of Islamic Religious Education teachers in overcoming students' learning difficulties, namely taking a direct approach with students, providing understanding and guidance about religious knowledge through various methods, providing guidance through the tahfiz program once a week, and then carrying out evaluations. This research uses descriptive qualitative methods of data collection in the form of interviews, documentation, and observation. The analytical techniques used are data collection, data reduction, data presentation, and conclusion. To ensure the validity of the research data, source triangulation was used. The results of the analysis show that the types of learning difficulties faced by students in Islamic Religious Education subjects at Madrasah Tsanawiyah Negeri Padang Panjang are difficulties in understanding the material, difficulties in memorizing verses and hadiths and their meanings, methods used by teachers in overcoming students' learning difficulties in Education subjects The Islamic religion at Madrasah Tsanawiyah Negeri Padang Panjang is through tutoring outside of learning hours, creating a pleasant class atmosphere, and always motivating students. The results of this research can be used as initial data for subsequent researchers in studying problems in different contexts and issues.

INTRODUCTION

A teacher's strategy is a series of systematic actions carried out to achieve certain goals effectively (Monroe et al., 2019; Sanjani, 2021). An effective strategy is a strategy that can achieve goals precisely. The strategy essentially does not yet lead to various practical matters but is still in the form of a comprehensive plan or picture (Fakhrurrazi, 2018).

Teachers who have good delivery strategies can apply more cooperative and interactive teaching methods (Eli, 2021; Garcia, 2021). So that students are active in participating in the learning atmosphere. According to Baron, strategy is the ability to

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work around something. This does not mean it has to be completely new but can also be a combination of elements that have existed before.

Learning strategies consist of all components of learning material and procedures or stages of learning activities used by teachers to help students achieve certain learning goals (Kiswardhani & Ayu, 2021). Learning strategies are not only limited to procedures or stages of learning activities but also include the arrangement of material or learning program packages that will be delivered to students.

Islamic religious education learning is a combination of 2 nomenclatures: Islamic religious education learning (Lafrarchi, 2020; Munastiwi, 2019). Meaningful learning, carrying out activities related to the educational process involves students to develop potential (Kostiainen et al., 2018). Students are allowed to improve their attitudes, knowledge, and skills. Skills can be useful for the life of society, and the nation, and contribute to the welfare of humanity.

Learning difficulties are an actual condition experienced by students from primary education to tertiary education (Clouder et al., 2020; Erlangga, 2022). The reality on the ground was revealed both at the beginning and at the end of the school year, some students and parents felt anxious seeing unexpected/low learning outcomes. This condition can be seen as a very precise fact when viewed from the issues that have developed in the decade of information and globalization regarding the involvement of parties outside the school in providing education.

The problem of learning difficulties is often experienced by students at school, this needs serious attention from educators (Afzal, 2019; Mulyadi, 2018). 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 on the environment (Nuraeni & Syihabuddin, 2020; Shim & Lee, 2020; A. K. Wati & Muhsin, 2019).

In the teaching and learning process, teachers must have various kinds of learning models and strategies so that students can learn effectively and efficiently and achieve the expected goals (N. E. Anggraeni, 2019; Fan et al., 2018; Khoerunnisa & Aqwal, 2020). Moreover, with increasingly advanced and modern developments, the learning strategies used by teachers must also vary so that students do not feel bored during learning. Learning objectives can also be achieved optimally (Asari et al., 2021).

So researchers can conclude that a teacher's strategy is a plan carried out by the teacher to achieve a certain target well and maximally by the goals to be achieved. Learning difficulties are situations where students are less able to face the demands that must be made in the learning process. So the process and results are less than satisfactory. This learning difficulty is where students experience obstacles or disruptions in the learning process, the causes can come from internal and external factors of the student.

METHOD

This study uses a qualitative method. The type of qualitative method used is descriptive qualitative (Doyle et al., 2020; Waruwu, 2023). Descriptive qualitative research is research that is intended to collect information regarding the status of an existing symptom, namely the condition of the symptom is intended to test a certain hypothesis, but only describes what is about the variables, according to what they were at the time the research was conducted. Descriptive research is not a style or situation. The approach used in this research is qualitative, namely, scientific research which aims to understand a phenomenon in a natural social context by prioritizing a

process of in-depth communication interaction between the researcher and the phenomenon being studied. In this research, the data collected is not in the form of numbers, but data that comes from interviews, observations of personal documents, notes, and other documents (Mubin & Furqon, 2023). So qualitative research aims to describe the empirical reality behind the phenomenon in depth, detail, and completeness (Goldkuhl, 2019; Priya, 2021). This qualitative approach can be viewed as a research procedure that produces descriptive data in the form of written or spoken words from people and their observable behavior. This qualitative descriptive research aims to obtain information related to teacher strategies for overcoming students' learning difficulties in Islamic Religious Education subjects at Madrasah Tsanawiyah Negeri Padang Panjang.

RESULT AND DISCUSSION

Students learning difficulties in Islamic Religious Education subjects at Madrasah Tsanawiyah Negeri Padang Panjang

Students at Madrasah Tsanawiyah Negeri Padang Panjang experience learning difficulties. Learning difficulties are caused by several factors, namely internal and external factors. Internal factors arise from within the students themselves, such as lack of motivation in learning, children not eating when going to school so that the child is physically sick, students finding it difficult to grasp the lessons explained by the teacher, and students not interested in participating in class learning (Ardina, 2023). Meanwhile, external factors that can cause learning difficulties for students include teachers, family environment, school environment, and community environment (Hernandez, 2019; Myers & Cowie, 2019). This external factor causes difficulties in learning to arise when students see their friends skipping to the canteen while studying in class, and when they get home their parents do not ask again about the assignments given by the school and are more focused on playing their cell phones and playing with their friends around the house.

During teacher learning, there are several forms of learning difficulties, students are less enthusiastic in the learning process, students are not focused on learning, students are not interested in reading the learning material provided by the teacher, students have difficulty memorizing hadith so the teacher gives more time to. Students should be able to complete their memorization outside of class time (Simamora, 2020). So as a result of the learning difficulties experienced by students, students' grades are low because students are sleepy during learning and don't focus when the teacher explains the material. So the mother's way of raising enthusiasm and motivation during learning is by providing interesting and cool ice breaking so that students don't sleepy again (Fatmasari & Bahrodin, 2022).

Teacher strategies in overcoming students' learning difficulties in Islamic Religious Education subjects at Madrasah Tsanawiyah Negeri Padang Panjang.

The strategy of moving from the cause is of course different and the handling is different if the cause is from internal factors of the student (Abidin, 2019). The teacher tries to provide special services for the student. If the cause is from external factors, for example, the environment is not supportive, or the learning style is not what the students want (Amma et al., 2021; Oktariani, 2018). How to handle it in a way that students like to learn so that they understand the material being taught (Filgona et al., 2020; Sinaga & Oktaviani, 2020).

Teachers have an important role in making teaching and learning activities more effective and enjoyable (R. Anggraeni & Effane, 2022). This is not an easy

thing to do, because there are obstacles such as lack of student motivation to learn, lack of student discipline, and others. Therefore, teachers must have the right teaching strategies so that learning is optimal and runs well (Arianti, 2019; Mansir & Purnomo, 2020). If students are interested and like the subject matter being taught, then the class atmosphere will also be enjoyable, the teacher and students will carry out teaching and learning activities optimally (Abnisa & Zubairi, 2022; Sutrisno & Nasucha, 2022; Winarto et al., 2020). To attract students' attention, teachers use interesting learning media, for example by playing games (Syawaluddin et al., 2020).

Teacher strategy is the teacher's effort to vary teaching methods and create a pleasant teaching atmosphere in the classroom so that students can be involved and actively participate in learning actively, not passively (RimahDani et al., 2023; A. R. Z. Wati & Trihantoyo, 2020). Students who experience learning difficulties do not mean that the student is stupid or lazy, but sometimes some students need much longer than their friends their age to understand the lesson. So the method used by teachers to make students active in learning is to ask students to make mind maps, not to compare students with other students (Stokhof et al., 2020).

Difficulties and successes of teachers in overcoming students' learning difficulties in Islamic Religious Education subjects at Madrasah Tsanawiyah Negeri Padang Panjang

Students' learning difficulties at Madrasah Tsanawiyah Negeri Padang Panjang are a condition in the learning process that is characterized by the presence of certain obstacles to achieving their learning outcomes. Satisfactory learning achievements can be achieved by every student if they can learn naturally, avoiding various threats, obstacles and disturbances experienced by certain students, so that they experience difficulties in learning. Some students experience learning difficulties at a certain level but can overcome learning difficulties, without having to involve other people (Lidi, 2018). For students who have not been able to overcome their learning difficulties, the help of teachers or other people is needed by students (Warif, 2019).

Every school in various types and levels has students who have learning difficulties (Rahmi & Azra, 2023). This problem is not only felt by schools. Learning activities for each individual cannot always take place naturally. Sometimes it's smooth, sometimes it's not, and sometimes you can quickly grasp what you're learning. Sometimes it feels very difficult.

Learning difficulties are deficiencies that do not appear naturally (X. Zhang et al., 2020). Learning disabilities cannot be recognized in a physical form that is different from people who experience learning difficulties (Putra et al., 2020; W. Zhang et al., 2020). Learning difficulties are not always caused by low intelligence (mental disorders), but can also be caused by other factors outside of intelligence. A high IQ does not guarantee learning success. Learning difficulties are situations where students are less able to face the demands that must be made in the learning process (Erlangga, 2022). So the process and results are less than satisfactory. Learning difficulties can be interpreted as a condition in the learning process which is characterized by the presence of certain obstacles to achieving learning outcomes. Judging from students' learning difficulties, of course, the first thing that must be addressed is their low learning outcomes (Lemons et al., 2018; Namoun & Alshanqiti, 2020). Then learning difficulties indicate that the effort made is not commensurate with the results obtained, not only students with low IQ, but students with high IQ and high intelligence also experience learning difficulties.

So the success factor is that the teacher says that students will master a lot of the material because they explain it to their friends (Inganah et al., 2023). So the strategy that you use is to allow students to discuss the material, understand it, discuss it, and then later they will be asked to explain to their friends what they have discussed. the material so that they remember better because they have explained it to their friends (Oktaviani & Mandasari, 2020). In teaching, it is not only seen from the student's ability to remember the material that has been taught or their daily exam results are good, but also their behavior. Students who have good behavior and character can reflect the mother's success in teaching (Komariah & Nihayah, 2023).

Apart from that, the mother said that the change in behavior in students who were initially undisciplined, often late, skipped to the canteen, were irresponsible, and became better, was successful by seeing the results (Nurlailah & Ardiansyah, 2022). The students respected the teacher (Putri et al., 2019). When the teacher was walking, the students said hello, more disciplined than before (Heilporn et al., 2021; Muis et al., 2022). In the learning process in the subjects that teachers teach, teachers are successful by using these strategies (Miranda & Wahyudin, 2023). Because the teacher saw that the student's grades were initially low after the teacher used the strategies that the teacher did, the student's grades increased (Okkinga et al., 2018).

So it can be said that if the strategy that the teacher implements is successful, the teaching and learning process is carried out effectively and efficiently so that student learning outcomes can be achieved more optimally (Winarto et al., 2020; Asmarani et al., 2021; Nashir & Laili, 2021). The teacher's success in the teaching and learning process can be measured by the success of students in participating in learning activities (Nieuwoudt, 2020; Sailer et al., 2021). Success can be seen from the level of understanding. material and student learning achievement, the higher the understanding of the material and learning achievement, the higher the level of learning success (Mandasari, 2020; Soffer & Cohen, 2019).

CONCLUSION

The difficulties faced by students in Islamic religious education subjects at Madrasah Tsanawiyah Negeri Padang Panjang are the first difficulty faced by students is that some students have difficulty understanding the material presented by the teacher and other hand students are also very lazy about reading books related to the material being studied. Then the second difficulty is the difficulty of students learning material related to reading and writing the Koran. Some students still have difficulty memorizing, which is a situation where students are less able to face the demands that must be made in the learning process. So the process and results are less than satisfactory. This learning difficulty is where students experience obstacles or disruptions in the learning process, the causes can come from internal and external factors of the student.

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