Strategies for Islamic Religious Education Teachers Difficulties in Learning the Qur'an in Students at SMP Negeri 24 Medan

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Abstract: The aims of this study were to find out: 1) how PAI teachers overcome obstacles and difficulties in reading the Qur'an through the use of the habituation method; 2) the inhibiting factors and what is the solution. This research uses a qualitative approach in the form of a case study. Data collection was carried out by means of observation and interviews. Respondents are students of SMP Negeri 24 Medan. The results of the research reveal that the difficulty in reading the Qur'an can be increased through the use of the habituation method.

Keywords: Strategy, Studying the Qur'an, PAI Teachers

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui: 1) cara guru PAI mengatasi kendala dan kesulitan membaca Al-Qur'an melalui penggunaan metode pembiasaan; 2) faktor penghambatnya dan apa solusinya. Penelitian ini menggunakan pendekatan kualitatif dalam bentuk studi kasus. Pengumpulan data dilakukan dengan cara observasi dan wawancara. Responden adalah siswa SMP Negeri 24 Medan. Hasil penelitian mengungkapkan bahwa kesulitan dalam membaca Al-Qur'an dapat ditingkatkan melalui penggunaan metode pembiasaan.

Kata Kunci: Strategi, Belajar Alqur'an, Guru PAI

A. Introduction

In essence, Islamic education is a process of change that leads to a positive direction, since the time of the Prophet Muhammad SAW, the concept of education is the history of positive change which is God's way to be implemented. in the concept of change for the better, Islamic education is identified with the teachings of da'wah to convey the first revelation, namely iqro (reading) to the ummah (Rifqi, 2017).

Divine values in Islamic Education can also be defined to study Islamic ideology regarding the character of education that interprets natural and social phenomena. In simple terms, the rules of Islamic education are not just about the theory of educational science, or the propositions of the Qur'an and hadith which are interpreted and linked to the world of education, but as a form of science which contains the concept of proportional educational theory adapted to the scriptures. is a science that is based on the Islamic religion, implemented by the prophet Muhammad SAW which is inserted about the activities of human life, formulated based on the texts of the Qur'an and Hadith and human reason, therefore the science of Islamic education is a science given by Allah SWT through verses Al -Qur'an and Hadith are also a reason (thought). if there is any ambiguity because the Qur'an is indeed global, then it must be found and studied in the Hadith of the Prophet. and then use reason (thought) if there is ambiguity on condition that reason does not conflict with the main source of law, namely the Al-Qur'anul Karim and Hadith (Ahmad Tafsir, 2014).

The role of a teacher in the concept of Islamic religion is to educate, in the sense that carrying out teaching and learning tasks must be given exemplary basic values, and also provide motivation, evaluation, praise, punishment, and get used to good things, this is where the duties and roles and teacher responsibilities are very significant, as is the strategy of religious teachers in overcoming their difficulties in reading the Qur'an for students of SMK Al-Kholily Mlokorejo Puger Medan. The teacher's strategy and creativity are very influential in terms of teaching and educating about reading and writing the Qur'anul Karim to students by helping them to read the Qur'an using the Iqra book method, for example, to be used as learning media. Apart from being an educator, the teacher also plays a role as a parent, so that the teaching profession has a very important influence on the formation of students' intelligence and personality (Fadilatul Kasmar et al., 2021). The current problem is that there is little time in the teaching and learning process, plus individual students who have different pedagogical abilities which will result in different outcomes. This is where the teacher's strategies and efforts are expected so that they can help overcome students' problems and difficulties in reading the Qur'an (Akbar & Ismail, 2018).

The influence of education experienced by children is not only obtained from a teacher, but character education from parents is very significant in shaping students' cognitive intellectuals, but there are still many parents who do not have time for their sons so that their children's education is not optimal, they can only send their children to school. in accordance with the wishes and desires of children without the need to bother educating them again (Sugawara & Nikaido, 2014).

Based on observations, case studies at SMP Negeri 24 Medan are very suitable to be used as a means of training students' Al-Qur'an reading while at school, many students have difficulty reading Al-Qur'anul Karim at the age when students should be able and fluent basic letters or Hijaiyah which are the basic material for studying the Qur'an (Hukmi, 2020).

B.   Method

Qualitative descriptive research produces data that describes 'who, what, and where events or experiences' from a subjective perspective (Kim et al., 2017, p. 23). In descriptive qualitative research, this translates to researchers concerned with understanding individual human experience in its unique context. This type of inquiry requires a flexible research process that is inductive and dynamic but does not change data beyond recognition of the phenomenon being studied (Ormston et al., 2014; Sandelwoski 2010). Descriptive qualitative research has also been aligned with pragmatism (Neergaard et al., 2009) where decisions are made about how research should be conducted based on the intent or purpose and context of the research (Ormston et al., 2014). The study classification used is single case or single level analysis. Interviews are used to collect data from a small group of subjects on various topics in a structured manner. This interview technique emphasizes formal, closed questions, and conveys actual information facts.

C.   Results and Discussion

In the view of our society, a teacher is someone who is considered able to carry out the teaching and learning process both in formal and non-formal classes, because they consider the teacher to be a role model for them where their children can be taught

good things and gain new knowledge. The community is very sure that it is the teacher who is considered capable of educating children so that they have good behavior and personality (Sahro, 2021). In this case the efforts of the teacher as an educator are expected to be able to realize what you want to aim for success in student learning, including the efforts of the teacher as follows: 1) Teachers As Decision Makers; 2) Teachers see as managers; 3) Teachers as counsellors; 4) Teachers as role models; 5) The teacher as supervisor and corrector.

Education is a process of conscious and planned effort in creating conditions for active learning to develop the potential of individual students so that they have religious and spiritual strength, intelligence, self-control, noble character, skills, and personality needed in an individual person, society, nation and country. (Syukur, 2004). There are two factors that need to be considered in Islamic religious education learning activities, namely as follows:

1) Students who will be prepared to arrive at the goal, in the sense that they need intensive guidance, foster self-confidence as a form of increasing belief and faith, experience, appreciation, understanding, of Islamic religious teachings.

2) PAI teachers who have carried out intensive guidance and consciously provided training to their students to improve self-quality and form personal piety, as well as form social piety.

Based on some of the information above, it can be concluded that PAI is a form of joint conscious effort carried out by all elements, both educators and students, in order to prepare students to increase faith and belief, as well as experience, understanding, of Islamic religious teachings which are adapted to the common goals to be achieved.

Basically learning activities are active business activities of a person to get a new experience and knowledge, so that a new mindset is formed towards a better direction. In reality, students often do not get a change in mindset and behavior as they aspire. Therefore it creates the perception that students experience obstacles and difficulties in learning which is an obstacle to achieving maximum learning outcomes (Widiyawati, 2019).

Several criteria factors to determine students who are experiencing difficulties in the learning process:

1) Students can be said to have failed if, within the allotted time they cannot reach quality standards, as a measure of success or the minimum level of understanding of certain subjects that have been set and agreed upon by parents and teachers.

2) Students can be said to be unsuccessful if within the allotted time they cannot achieve the expected achievements as they should.

3) Students cannot do the tasks given by the teacher as a development booster, cognitive and psychomotor to adjust to the social conditions of their environment.

4) Students are not able to reach the great or the next level, namely the mastery and understanding required as one of the prerequisites for the continuation of the learning process.

The way to overcome some of the difficulties in learning experienced by students, the teacher should know the obstacles and obstacles in the learning process, namely:

a. Knowing how to learn effectively, Actually in the learning process there are tips that students need to know, namely by learning regularly and continuously, even though in a relatively short time, and students are taught how to think systematically so that the absorption of student material does not rotate – play with the amount of material presented and must be mastered. So that time is not wasted in vain and is effective and fun.

b. Loss of interest in learning, In the learning process, interest is the most important factor, because students can be more enthusiastic about learning. Interest can be influenced by external factors, for example the family environment, playmates, and internal factors, namely from within oneself, such as the desire to be able, to have goals that can be used as motivation for oneself.

c. Loss of concentration, in starting the learning process students should be properly prepared regarding their readiness so that they can focus and

concentrate. Because this greatly affects the understanding and mastery of learning material. What often happens is that children are not mentally ready because they are still in the process of transitioning from a fun playing atmosphere to a boring learning atmosphere. Not a few also stop the learning process because the child failed in the transition phase. Therefore, losing focus and concentration when studying can be said to be very disturbing, especially when exam season arrives.

d. Stress on children. It is also necessary to pay attention to the mental and psychological preparation of children in learning, because it can affect thinking disorders in children or stress which can affect anyone at any time. Both children and adults. Being overly stressed and under pressure is also one of the causes of stress for someone, which will make it difficult to concentrate on the learning process. There are demands from parents and teachers that are too high for students, to always excel which can burden the child's mental and psychology. Finally, many of them are lazy to study because they are too burdened by demands.

e. Studying before exams, the majority of children's mistakes in the learning system are that they think learning is only to complete exam questions, not to gain new knowledge and insights, only limited to the short term in the exam period and being able to work on the questions.

Some ways that can help students who experience slowness in understanding a material in the learning process, include:

1) Give more intense and specific attention individually, for example: with the support of teaching aids as a substitute for providing information and so on.

2) Providing longer time and opportunity to study again in mastering the material that has been studied over and over again.

3) Asking for help from peers who are familiar and accustomed to dialogue communicating with students who experience delays in learning so that they can find out the obstacles experienced by these students.

4) Summarize and summarize the material to be provided so that it becomes simple and easier for students to understand.

5) Getting used to working together and helping each other between friends when there are those who have difficulty understanding the material in the sense that it is not cheating when working on questions but in understanding the mastery of learning material.

In fostering a sense of enthusiasm for learning someone is influenced by several factors, including namely;

a. Individual internal factors

Individual internal factors also concern about the body and spirit, the body is more about physical health. The condition and physical stamina of an individual is very influential, one example is studying for hours and still being able to focus and concentrate, but there are also those who only last 1 to 2 hours or even a few minutes in learning. The mental and psychological aspects also affect the learning process, psychological factors are more about mental health conditions in the form of abilities and limitations of absorption, emotional balance, frustration, pressure on the mind, and feeling uncomfortable in the learning atmosphere and loss of concentration. These psychological and mental factors have a great influence on the teaching and learning process of Islamic Religious Education directly in schools that have a non-Muslim background. The PAI learning method becomes more difficult for the students and the PAI teachers themselves. and its impact on social life, especially in the system that applies in schools. The level of intellectual intelligence is part of the talent as well as mastery by students of the subject matter. Social factors include (environment, school, parents, home atmosphere) all of which are factors related to students, friends, teachers and parents.

b. Environmental factor

Environmental factors are a supporting factor for the success of the learning process from external elements from outside the students, from the external aspect the influence is very large because the mental formation activities and students' enthusiasm both from physical and social psychological physical and spiritual factors are very significant.

D. Conclusion

Weak student learning abilities. One way to overcome this is to provide motivation and rewards to spur their learning enthusiasm, foster self-confidence in students so that they can be sure they can learn the material, and always provide broad and interesting insights and experiences so that students are interested. and not bored to always learn. At school students are given a module on how to master a material easily which is a curriculum unit aimed at students so that it is easier to understand and can be learned anywhere, the teacher's job is only to provide explanations and information when students experience difficulties in understanding it.

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