



## OPTIMIZATION OF PROBLEM-SOLVING STRATEGIES IN PAI LEARNING IN SCHOOLS

**Asbi Amrullah**

Universitas Nurul Jadid, East Java

Email: elatiwi59@gmail.com

### **Abstract:**

As a learning agents, Islamic Religious Education Teachers (GPAI) have a central role in building the quality of PAI learning. One of the factors that influence the quality of PAI learning is the selection to learn the right learning approach by GPAI in designing and managing learning. Therefore, in the context of learning reform that should be carried out by PAI teachers is how to change the pattern of PAI learning activities which are dominated by the application of conventional (teacher-oriented) learning approaches to student-oriented learning approaches. One of them is a problem-solving strategy. The purpose of this research is an effort to cover GPAI skills in exploring students' abilities to think creatively, critically and rationally through problem-solving learning models and strategies. This study uses a qualitative approach to the type of library research. Sources of research data come from books, journals and scientific articles. All data obtained were analyzed with a hermeneutic scalpel. The results of this study indicate that problem-solving learning strategies can stimulate students to think creatively, critically and rationally.

**Keywords:** *problem-solving strategies, Learning, Islamic Religious Education*

### **INTRODUCTION**

Substantially, PAI subjects in schools have a greater purpose than simply imparting knowledge about Islamic religious teachings. More than that, PAI places more emphasis on fostering the personality of students based on Islamic teachings, one of which is the provision of knowledge about Islam.

As is common with subject matter, PAI subjects have planned materials, methods and evaluation systems. Considering that the position of PAI in schools is very strategic, namely that it is a compulsory subject that is given to all Muslim students from various departments, programs and levels, the learning program must be well formulated. Even though PAI subjects are only given two hours per week, if they are managed optimally they will get good results. Therefore, PAI teachers as learning agents have a significant role in managing and designing effective learning activities for students.

Until now there is still a perception that Islamic religious education (PAI) including PAI teachers in schools is often considered less successful in cultivating the religious attitudes and behavior of students and building the nation's morals and ethics. There are several indicators showing the emergence of moral and ethical degradation among the nation's children, including: (1) dishonesty and disrespect for parents and teachers among children and adolescents; (2) the increasing prevalence of children and adolescents who like to view pornographic images and/or watch pornographic films and sites; (3) the increasing prevalence of courtship that goes beyond the limits of religious norms, and some even have pre-marital sexual relations; (4) increased acts of violence or brawls among students; (5) Children and youth are increasingly playing cellphones (games), so they forget to pray, neglect to pray on time, and don't like reading the Qur'an and praying; (6) the increasing use of drugs and alcoholic beverages among adolescents; (7) decreased enthusiasm for learning, work ethic, discipline, and the tendency to get an

easy life without hard work; (8) a decrease in the sense of responsibility of children and adolescents, both towards themselves, their families, the community environment, as well as the nation and state; (9) cultivating the value of materialism (materialism, hedonism) among children and adolescents.

Of the nine indicators of the moral and moral decline of children and youth, it shows that the role of GPAI in building the character, personality and behavior of students through PAI learning activities is still "far from the fire." Even though children and youth are the next generation who will replace the leadership relay in the future, both in the life of society, nation and state.

Islamic religious education explicitly has an important position in the national education system in accordance with Law No. 20 of 2003 concerning the National Education System. With this law, the position of religious education as a sub-system of national education is becoming more stable. In article 3 of Law No. 20/2003 it is stated that "National education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and become citizens of a democratic nation. and responsible".

One of the factors that causes the low quality of our education so that the national education goals are not achieved are educators who are not qualified and have skills in presenting meaningful learning activities in class. In fact, the teacher has a very strategic role in managing learning because the teacher is a learning agent. Like a soccer player, the teacher is a front striker whose job is to score goals. How the ball is dribbled, it is he who ultimately throws the ball into the opponent's goal. Therefore, one of the main strengths that must be considered by schools is how to have teachers who have high competence, dedication and commitment.

Given the increasingly high societal expectations for student learning outcomes with a learning system that is still fairly mediocre, it is the task of educators to seek and find better learning strategies. Because there will be an increasingly gaping gap if the learning outcomes of students who are expected to increase but still use learning methods that do not support achieving higher quality results.

Learning strategies are important to overcome the imbalance between results and learning methods. With the right learning strategy, it can adjust the learning system used by educators, including PAI teachers, in conveying subject matter, so that the target of achieving PAI learning can be achieved. The learning strategy needed at this time is a learning strategy that is centered on student activities in a more pleasant atmosphere. So that the potential of students can be explored and actualized properly and can become experience that can be used to face future challenges.

One of the learning strategies that can be applied by PAI teachers in improving the quality of PAI learning that is centered on student activities so that they are able to develop critical, creative and rational thinking skills is a problem solving learning strategy.

## **RESEARCH METHODS**

The approach method used in this research is to use a qualitative approach method with a type of library research called library research. The data sources for this research come from books, journals and scientific articles related to the themes raised related to PAI learning strategies. Because the challenges faced by educators, including PAI teachers, are the search for innovative and attractive learning formats and strategies so that the learning process becomes effective. One of the learning strategies chosen in PAI learning is problem-solving. Data analysis in this study used hermeneutics, namely understanding and interpreting reading texts related to problem-solving learning strategies and their application in PAI learning. Several writings in Journals, articles and books related to the theme "problem-solving learning strategies" are compiled, understood and interpreted using a hermeneutic scalpel to obtain "meaning" to be applied in the PAI learning process.

## **RESULTS AND DISCUSSION**

### **Learning Strategy Concept**

The classic problem that continues to infect our learning system is the role of the teacher who is not optimal as a learning designer. Many teachers only come to the classroom, read learning material from the book, and then give assignments. Problems will arise when the teacher's teaching pattern is just like that, aka monotonous. There is no variation at all in teaching so students will feel bored and embarrassed. When it's like that, students will certainly be reluctant to learn in class. In addition to the unpleasant delivery of the material, coupled with the teacher's sacred teaching pattern. In other words, teachers have not been able to design and manage learning activities in class with varied and innovative learning strategies.

The learning strategy is the entire process and method of learning activities designed by educators in achieving effective and efficient learning objectives according to the sequence of activities, methods, media, and learning time used by educators and students in learning activities.

In choosing a strategy in learning, it is necessary to choose the right strategy, because the teaching given to students is not something that is coercive and does not need to behave like a leader. This means that educators should be more directed to guidance and provide knowledge by the abilities of students and provide motivational encouragement so that students have the desire to continue learning and progressing. They have the freedom to progress according to their character and abilities in their respective fields. Therefore, the educator's task is to choose the right strategy that suits the learning objectives and the characteristics of students.

To carry out all of these things professionally, educators are required to have solid insight into learning strategies that are by the learning objectives or learning objectives that have been formulated, both in terms of instructional effects (objectives that have been formulated explicitly) and in terms of accompanying effects (objectives that have been formulated). acquired in the learning process), for example, the ability to think critically, creatively, openly, and with others.

### **Problem-Solving Learning Strategy**

Selection of learning models and methods regarding strategies in learning. Learning strategies are precise and careful planning and actions regarding learning activities so that Learning Outcomes (CP) can be achieved. Learning is an effort to create a climate and service to the abilities, potential, interests, talents, and needs of various students so that optimal interaction occurs between teachers and students and between students and students. So, in principle, the learning strategy is closely related to the selection of learning models and methods used by the teacher in conveying teaching materials to his students.

According to Iskandarwassid (2009) as quoted by Nurdyansyah and Eny Fariyarul Fahyuni in their book *Learning Model Innovation* it is said that learning strategies include activities or use of techniques carried out by teachers starting from planning, implementing activities to the evaluation stage, as well as follow-up programs that take place in situations educative to achieve certain goals, namely teaching.

Several learning strategies can be implemented by teachers, including PAI teachers, in learning activities. One of them, which becomes the writer's concern for research is problem-solving developed by George Polya (a Hungarian-born mathematician).

learning problem solving (Problem-Solving) is one of the theoretical bases of various learning strategies that make the problem (Problem) the main issue, including Problem-Based Learning and Problem Posing. However, in practice problem-solving is more widely applied to Mathematics lessons. The problem-solving method is a way of presenting learning material by making the problem a starting point for discussion to be analyzed and synthesized to find solutions or answers by students.

The problem-solving method (problem-solving method) is not just a teaching method but also a method of thinking, because in problem-solving one can use other

methods starting from searching for data to concluding, a problem-solving method is a way of presenting lesson material by making the problem a starting point for discussion to be analyzed and synthesized to find solutions or answers for students. It can be concluded that the problem-solving method is a way or procedure of learning to achieve certain goals that solve a problem and is not just a teaching method but also a method of student thinking to solve a problem.

The procedural steps that must be considered by the teacher in presenting problem-solving learning are as follows: 1) Formulate the problem. In formulating the problem that is needed is the ability to know and formulate a problem; 2) Analyze the problem. Studying the problem required the ability to analyze and detail the problems studied from various angles; 3) Collect and classify data as material for proving the hypothesis. Collecting and grouping data is demonstrating data in the form of charts, pictures, and others as evidence for hypotheses; 4) Proving the hypothesis. In proving the hypothesis the required ability is the ability to analyze and discuss the data that has been collected; 5) Determining problem-solving options and decisions in determining problem-solving options. In the context of making decisions, solving problems requires the ability and skills to make alternative solutions, choose alternative solutions, and skills in making decisions.

### **Problem-Solving Strategy in PAI Learning**

Before determining the learning strategy to be used in learning activities, several things must be considered by the teacher, including the PAI teacher in choosing it, namely: Consideration of the goals to be achieved. The questions that can be asked are: a) Are the learning objectives to be achieved related to academic competence, personality, social and vocational competence or what has previously been termed the cognitive, affective or psychomotor domain? b) What is the complexity of the learning objectives to be achieved? And c) Does achieving that goal require academic skills? Considerations related to learning materials or materials: a) Is the subject matter in the form of facts, concepts, laws or certain theories? b) Does studying the learning material require prerequisites or not? c) Are there relevant materials or sources available to study the material?

Consideration from the point of view of students or students: a) Is the learning model appropriate to the level of maturity of students? b) Is the learning model under the interests, talents, and conditions of students? c) Does the learning model suit the learning styles of students?

Other non-technical considerations: a) Is it enough to achieve the goal with just one model? b) Is the learning model that we set considered the only model that can be used? c) Does the learning model have a value of effectiveness or efficiency

From the explanation above, what needs to be observed in implementing learning strategies is that each learning strategy has weaknesses and strengths when juxtaposed with content, methods, media, learning environment, educator competencies and students' conditions.

Therefore, the first step that must be internalized by PAI teachers is to measure their abilities related to the learning models and strategies that will be used. The second step is to ensure the real condition of students. Therefore, PAI teachers must have sufficient knowledge related to child development psychology. For example, children aged 6-7 years (preoperational period) refer to Piaget's theory of cognitive development, can they be invited to think about solving problems?

And the next step is to calculate in detail related to the media, learning resources and subject matter that will be delivered to students. Especially if you read the school/madrasah curriculum content standards that the PAI subject matter includes: Al-Qur'an Hadith, Aqidah Akhlak, Fiqh and History of Islamic Civilization. How extensive are the study material and subject matter of PAI subjects. In fact, in madrasahs, Al-Qur'an Hadith, Aqidah Akhlak, Fiqh and the History of Islamic Civilization are separate subjects.

The application of problem-solving strategies/methods (hallux musykilat) in PAI learning can be done and even optimized, but still considers (1) Islamic education

objectives; (2) students; (3) situation; (4) facilities; and (5) personal educators. problem-solving strategy/method (*hallul musykilat*) is training that is faced with the problem of a branch of science with the solution. This strategy/method can be developed through simulation techniques, micro-teaching and critical incidents (*tanqibiyah*). In this method, how to acquire skills is more dominant than intellectual mental development.

The advantages of the problem-solving method are as follows:

This method can make education in schools more relevant to life, especially to the world of work.

The process of teaching and learning through problem solving can familiarize students with facing and solving problems skillfully.

By solving a problem students are encouraged to have abilities that are very meaningful for human life, especially in dealing with problems, both in the life of society, nation and state.

This method stimulates students to think rationally, critically and creatively because, in the learning process, students are required to solve problems holistically from various perspectives.

## CONCLUSION

The problem-solving learning strategy used in PAI learning is an alternative solution to minimizing the application of traditional strategies which are still teacher-oriented. In addition, this strategy/method stimulates students to think rationally, critically and creatively in dealing with the problems they face. Although in practice, this method must be juxtaposed with other techniques to make it more perfect.

Optimization of problem-solving strategies in PAI learning occurs when GPAI pays close attention to the procedures and technical steps (syntax) that must be carried out. And also don't deny the non-technical factors that greatly influence the PAI learning process.

There is no perfect learning strategy/method. Everything has weaknesses and strengths. The creativity and innovation possessed by the teacher in learning is a determining factor for the success or failure of a learning activity. Because the teacher is a learning agent.

## REFERENCES

- Amrullah, Asbi. 2000. *Hermeneutika Filosofis Hans-Georg Gadamer*. Skripsi tidak diterbitkan. Yogyakarta: IAIN Sunan Kalijaga
- Anwar, M.Pd., Prof. Dr. H. Syaiful. 2014. *Desain Pendidikan Agama Islam: Konsepsi dan Aplikasinya dalam Pembelajaran*. Yogyakarta: Idea Press
- Assa, Enar Ratriany. 2015. *Strategy of Learning: Hal-Hal yang Boleh dan Tidak Boleh Dilakukan Guru Saat Mengajar*. Yogyakarta: Araska.
- Djamara, Syaiful Bahri dan Aswan Zain. 2006. *Strategi Belajar Mengajar*. Jakarta : Rineka Cipta
- Heriawan, Adang. 2012. *Metodologi Pembelajaran Kajian Teoristik Praktis: Model, Pendekatan, Strategi, Metode, dan Teknik Pembelajaran*. Serang Banten: LP3G.
- Huda, Miftahul. 2013. *Model-Model Pengajaran dan Pembelajaran: isu-isu Metodis dan Paradigmatik*. Yogyakarta: Pustaka Pelajar.
- Drs. Muhaimin, MA & Drs. Abd. Mujib, 1993. *Pemikiran Pendidikan Islam: Kajian Filosofik dan Kerangka Dasar Operasionalisasinya*. Bandung: Trigenda Karya.
- M. Asrorun Ni'am, M. Asrorun. 2006. *Membangun Profesionalitas Guru*. Jakarta: Elsas.
- Nurdyansyah dan Eny Fariyarul Fahyuni. 2016. *Inovasi Model Pembelajaran*. Sidoarjo:

Nizamia Learning Center.

Sibawaihi.2010. Hermeneutika Al-Qur'an Fazlur Rahman. Yogyakarta: Jalasutra.

Sudirman,dkk. 1987. Ilmu Pendidikan. Bandung: Remadja Karya.

Tim Dosen Fakultas Tarbiyah UIN Maulana Malik Ibrahim Malang.2010. Materi Pendidikan dan Latihan Profesi Guru (PLPG). Malang: UIN Malang Press.

Undang-undang Sistem Pendidikan Nasional (UUSPN) No 20 Tahun 2003