

The Efforts of SKI (History of Islam Culture) Teacher's in Improving Interests and Achievement of Students in MAN Panyabungan Mandailing Natal Regency

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Abstract

This study aims to provide information and images for school principals and teachers. Especially teachers of Islamic Cultural History subjects about how teachers' efforts in increasing student interest and learning achievement as evaluation material to further improve the quality of education. Early research was conducted at MAN Panyabungan Mandailing Natal Regency for 4 teachers. The method used in this research is interview and observation, the results of interviews and observations are collected to be tested for validity by the data triangulation method. The results of the study found that to increase the interest and achievement of special students by the teacher in the subjects of Islamic history and culture is to pay attention to their interests and abilities, give gifts and praise when they succeed or understand the theme of the lesson, then give a penalty in the form of challenges that are not far away from the interests they have. So the prsetasi and interest in learning in students and students will be more explored again.

Keywords

services, administration, regional office ministry of religion



I. Introduction

Based on the national education goals formulated in Law Number 20 Year 2003 contained one of the core educational objectives is to develop the potential of students to become people of faith and devotion to God Almighty, noble, healthy, and knowledgeable. In accordance with the purpose of education the role of Islamic education is very important especially students at the high school and MA level, remembering that the age at the Aliyah madrasa level is the age of adolescents in the formation of character and personality in order to become students of faith and devotion to God Almighty before knowledge.

In the development of the world of education, especially after the rolling reforms, new phenomena have arisen in educational institutions, which are schools that use the term Integrated Islamic Schools (Titik in Ayuningsi, 2020)

Islamic education subjects are a number of subjects about the material of Islamic teachings, which involve the scope of the teachings of Islamic Religion. One of the subjects contained therein is the subject of Islamic Cultural History (SKI). The subject of Islamic Cultural History itself is included in the science of Islamic religion and should not be seen as separate from the science of Islamic religion. Because not a few historical events are closely related to the descent of the verses of the Koran and As-Sunna.

SKI teachers as a part of Islamic religious education teachers and professional educators in carrying out their duties and functions as educators are expected to be able to create interesting learning climate conditions and encourage student interest in learning. Interest and achievement is an interconnected relationship. In other words, if students have an interest in student learning, it will be easier to absorb learning and in the end students

will be directed to glorious achievements both at school and outside of school. With the presence of interest in students, learning activities will arise. Students with great interest will be able to carry out all their learning activities seriously. This is what will affect the achievements of the students.

If students have an interest in each learning students will be more enthusiastic to participate in learning. Interest in learning also as an internal factor has a role in supporting student learning achievement, students who are not interested in the subject matter will show an attitude that is less sympathetic, lazy and not eager to follow the teaching and learning process. To stimulate the attention of students each teacher is required to be able to create an atmosphere of teaching and learning process in such a way that is able to attract students' attention to what is conveyed. A situation that attracts the attention of students is expected to generate interest in student learning so that achievement can be achieved well.

SKI subject teachers are one of the main components in organizing the teaching and learning process of Islamic religious education because SKI subject teachers who deal directly with students, interest will arise when getting stimuli from outside and the tendency to feel attracted to a field is sedentary and feels a happy feeling when he is actively involved in it. Then SKI subject teachers are expected to be able to create learning that attracts the attention and interest in student learning.

A teacher of Islamic cultural history is expected to be able to educate and guide students, guide, set an example and help lead their students towards physical and spiritual maturity. In addition, SKI subject teachers are expected to become charismatic teachers who are able to attract students to participate in learning. This becomes the basis for SKI subject teachers to further develop their abilities so that they can always influence students' learning and teaching processes which will result in maximum student learning achievement.

In fact, there are still many problems encountered regarding the efforts of SKI subject teachers as professional educators in increasing student interest and learning achievement. Based on the author's empirical experience, it shows that many SKI subjects do not master the material to be taught, there are still many SKI subject teachers who lack discipline in their assignments, do not have authority and lack mastery and are less familiar with various methods of delivering lessons. SKI teachers do not utilize learning information technology, and SKI teachers do not have the self motivation to develop teacher professionalism in a sustainable manner.

The above ISSKI teacher problem is very far from the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers and Government Regulation Number 10 of 2005 concerning national education standards states that teachers are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training and community service.

The role or effort made by teachers in carrying out their duties and functions as educators is expected to encourage the emergence of student interest in learning specifically in Islamic subjects that are not only the delivery of knowledge but are far more complex, one of which is to be able to leave a deep impression on each learning conducted, forming Islamic character, having Islamic personality and good character.

II. Review of Literatures

The teacher or also known as educator in Arabic is mu'allim, while in English is teacher. Teacher is a person who carry out education in certain places, both in formal or

informal educational institutions. Syaiful Bahri Djamarah said the teacher was an educator who gave a number of knowledge to students in school.

The teacher is a person who conveys knowledge or knowledge to someone structured and the teacher is a profession. Kunandar stated that the teacher as a profession means the teacher as a job that requires competence (expertise and authority) in education and learning in order to carry out the work effectively and efficiently and effectively.

Based on the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers it is explained that the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education, formal education pathways for basic education and secondary education. The teacher has a very important task in taking on his role as a professional educator. Furthermore, in learning not everyone can serve as a teacher, meaning that the teacher is not only serving as a teacher (delivering material in front of the class), however, they are able to position themselves as educators who are responsible for the development of their students, both at school and outside of school).

The teacher has a very important assignment, both in the classroom and outside the classroom, in the form of service. There are at least three main tasks of the teacher namely the task of teaching, the task of educating and the task of training. Furthermore SKIS teachers as Islamic education teachers have noble duties and responsibilities, to guide students as young people to the right path, as instructed by God through the Messenger of Allaah Wa Sallam. According to Ibnu Taimiyah as quoted by Majid Irsan al-Kaylani in Mujib and Mudzakkir stated that the task of Islamic religious educators is essentially concentrated on two aspects, namely monotheism education and education development of learners' character.

Djamarah said that someone who has a high interest in learning a subject, then he will learn it in a certain period of time. Someone appears because he needs something from what he learned. In the sense of this opinion an individual if he has an interest in learning the individual will always study the material he has learned before.

According to Sabri, interest is the tendency to always pay attention and remember something continuously, this interest is closely related to feelings of pleasure, because it can be said that interest occurs because of a happy attitude towards something, people who are interested in something means that they are happy about something. Furthermore, according to Muhibbin, the interest is the tendency and enthusiasm or desire for something.

III. Research Methods

The research method used is descriptive method with a qualitative approach. This research requires people who play an active role in the research process. They are expected to be able to help the writer in the data collection process. The data sources in this study were divided into 2 groups, namely primary data sources and secondary data sources.

1. Primary data sources, obtained from field research results directly from the truth, and the parties concerned with the issue to be discussed namely the efforts of SKI teachers in increasing student interest and learning achievement in MAN Panyabungan. To obtain primary data sources used interview and observation techniques.
2. Secondary data sources, to obtain secondary data used documentation techniques. This can be done by searching and collecting data through informants in writing or pictures relating to research problems.

The data analysis technique used is descriptive qualitative, the data obtained through data collection techniques and then given interpretation in accordance with the research objectives that have been formulated. Data analysis used in qualitative research is scientific

logic through the following steps: 1) checking data, 2) tabulation, and 3) application of data in accordance with the approach.

As mentioned above, this research is a descriptive qualitative non-hypothetical because the weight and scientific validity to be achieved is to describe the efforts of teachers in the field of SKI studies in increasing student interest and achievement in MAN Panyabungan.

In this research to get the validity of the data carried out by triangulation. In meeting the validity of the data this research was carried out triangulation with the source. According to Sugiyono, triangulation with sources means comparing and checking back the degree of trust in information obtained through different time and tools in qualitative research.

Triangulation with sources carried out in this study is to compare the results of interviews with the contents of related documents. Triangulation techniques used in this study are of two ways, namely first using triangulation with sources, namely comparing the acquisition of data in different techniques in the same phenomenon. The second uses triangulation with methods, which compares data acquisition from the same data collection techniques with different sources.

IV. Result and Discussion

Based on the results of the data found at MAN Panyabungan shows students who have an interest in learning can achieve good achievements such as entering a state college or state university. In 2014 there were 310 students who passed the national examination where 68% or 210 students graduated from state universities or state universities. Whereas in 2015 the number of students who graduated was 325 students who graduated from state universities or state universities by 72% or 235 students graduated from state universities. Some other achievements achieved by MAN Panyabungan students who have interest in learning include winning olympiad at district and provincial levels, MTQ champion at Mandailing Natal district level and calligraphy among students. In the field of sports, students won district futsal championships and other athletics and running competitions.

Based on the achievement data achieved by MAN Panyabungan students above, it is assumed that in learning activities, interest has a very important role. If a student does not have a great interest in the object being studied, it is difficult to expect that the student will persevere and get good achievements from his study. Conversely, if the student learns with great interest in the object being studied, then the achievement obtained will be better.

Teachers as learning agents in addition to educating are also expected to create conditions for teaching and learning that make students interested in following them. Like an interview with Ms. Idawarni, S.Pd.I SKI teacher at MAN Penyabungan:

"MAN students are on average 16 years old, usually memorized is strong. So the momentum to be given the task of memorizing a lot about the Figure and the place of Islamic history. So that they will be ready to face exam questions when facing the UAS and UMPTKIN, so students can compete and excel".

In line with what Nasrun Harahap said, achievement is an educational assessment of students' development and progress regarding assignments in learning presented to them and the values contained in the curriculum.

The ability to master learning resources in addition to understanding and comprehending textbooks, a teacher must also try to find and read books or other relevant sources to improve abilities, especially for the purposes of expanding and deepening the material, and enrichment in the learning process.

Thus the teacher as a professional educator must be able to make students interested in learning. Djamarah believes that there are several ways teachers can do to arouse students'

interests, such as generating a need, connecting with problems of past experience, providing opportunities for good results, using various forms of teaching. With the results of the interview with Ms. Halimatusakdiah, S.Ag, M.Pd.I, SKI teacher at MAN Penbungan:

"Establishing good interactions between teachers and students is important. if there is good communication between students and students it will have an impact on learning in the classroom. Sharing is a form of closeness with my students. I even feel closer to children in such a way. they also do not hesitate to say hello.

In line with Skinner, as quoted by Barlow in his book *Education Pshcology: The Teaching Learning Process*, argues that learning is a process of adaptation or behavior adjustment that takes place progressively.

The Islamic Cultural History (SKI) course in the Madrasah Aliyah curriculum is one part of the Islamic Religious Education subjects which is directed to prepare students to recognize, understand, live the Islamic Cultural History, which then becomes the basis of their life outlook through activities of guidance, teaching, practice, use of experience, habituation and example. Then it can be concluded that the SKI teacher is a person or educator whose job or profession teaches Islamic Cultural History (SKI) subjects.

Teacher skills do not just create a good learning design. More than that, the learning design created must be able to be applied (capable) and able to make students interested in learning. Learning design is really designed according to school conditions, student character and learning environment . If the teacher is merely a designer of the learner regardless of whether the student's condition can encourage student interest in learning or not, there will most likely be an imbalance between the learning design and the implementation of learning in the classroom. As said by Ms. Nuraini, S.Pd.I, Teacher of the Penibungan SKI:

"This field of SKI is of little interest to students because historical material is less important and what it is studied for. Because history speaks of past events in which there is place, character and also time. I overcome this problem by giving them historical video films, like King Sulaiman and Umar Bin Khatab. Explaining there is no science that is not important. History is one of the determinants of the future. Without human history nothing will develop. "

In line with Syaiful Sagala, there are several attempts that teachers can make in teaching planning to arouse students' learning interest, namely: (1) preparing to use various teaching methods or media, with varying methods and media, boredom can be reduced or eliminated, (2) plan and choose materials that interest and are needed by students. (3) giving intermediate goals, the final goal of learning is passing an exam or going up to class. (4) providing opportunities for success, (5) creating a pleasant learning atmosphere, (6) holding healthy competition.

Some education experts argue that the most effective way to generate interest in new subjects is to use students' existing interests. Besides utilizing existing interests, the teacher also tries to form new interests in students. This can be achieved by providing information to students about the relationship between a teaching material that will be provided with past teaching material, outlining its usefulness for students in the future.

Experimental studies show that students who are regularly and systematically rewarded for working well or for improvements in the quality of their work tend to work better than students who are scolded or criticized for poor work or for lack of progress . Punishing students for poor work does not prove to be effective, even penalties are too strong and often more inhibiting learning. But a lighter sentence is still better than no attention at all. Teachers should act wisely in using incentives. Whatever incentives are used need to be adjusted to each student's self.

Motivation is a form of punishment encouragement to students to achieve a certain goal. Learning activities without a sense of encouragement or will will not work well. Good motivation is motivation arising from within. However, motivations like this are difficult to generate. One of the efforts of the teacher is to generate students' intrinsic motivation. As stated by Mrs. Sabi'an S.Pd.I, SKI Teacher at MAN Penbungan”

"In learning activities, reward and punishment is also a form of motivating students. Reward here is not only in the form of material, but can be in the form of praise or congratulations on good achievements. Likewise punishment, students are punished for example by going forward to explain the meaning of the verse surah al-alaq or al-sincere"

The teachers are quite able to control the environment in the classroom by being open to one another. Teachers also always provide motivation to their students. In learning activities teachers can not be separated from the obstacles encountered. However, as professional teachers must be able to deal wisely. With these different abilities the teacher must have the ability to provide instruction in accordance with the character of the student. It gives the teacher's demands to be able to achieve each learning goal with these different student abilities. The teacher must provide maximum performance so as to produce satisfying student learning achievements as well.

V. Conclusion

Efforts to improve the work done by the teacher in this case are the subjects of the history of Islamic culture in improving student achievement and interest in learning by exploring the potential of the student or students. With efforts to oblige memorizing figures and places of history and then developed to lead to the matter of History Specifically the history of Islamic culture. Establish good communication with teachers and students by utilizing existing interests. The teacher also tries to form and follow new interests in students. Like inviting to watch films related to Islamic historians. This can be achieved by providing information to students about the relationship between a teaching material that will be provided with past teaching material, outlining its usefulness for students in the future.

Stimulants or stimuli given to students regularly and systematically in the form of gifts because they have worked well or because of improvements in the quality of work, tend to work better than students who are scolded or criticized because of poor work or because there is no progress . Punishing students for their poor work has not proven to be effective, often giving penalties that are too strong and often hinder learning.

Mild and challenging punishment is still better than no attention at all. Teachers should act wisely in using incentives. Whatever incentives are used need to be adjusted to each student's self. The giving of gifts or punishment to students should be productive, because the students we face are students who have free patterns and thoughts, considering students are Aliyah level students are people who are looking for identity and the process of forming ego, so that the nature of self is very high on these students.

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