

LEARNING OBJECTIVES OF ISLAMIC RELIGIOUS EDUCATION IN SCHOOLS: THE ROLE OF THE TEACHER AND ITS IMPLICATIONS BASED ON RELEVANT STUDY

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Abstract

The paper aims to determine the learning objectives of Islamic religious education in schools. The research design used is the literature review method. Literature study (literature review) is research carried out by researchers by collecting a number of books and magazines related to the problem and research objectives. This technique is carried out with the aim of uncovering various theories that are relevant to the problems being faced/researched as reference material in discussing research results. The results of this study are that religious education teachers are professional educators with the main task of educating, teaching, guiding, directing, training, modeling, assessing and distributing students." The role of the religious education teacher Islamic religious education is a conscious effort to prepare students to understand (know), be skilled at performing (doing) and practicing (becoming) the Islamic religion through educational activities. Of these three aspects, "the aspect of being (religious or living life based on Islamic teachings and values) is the main aim of Islamic religious education in schools. In other words, the most important thing about the process of Islamic religious education in schools is not the aim of making people who have mastered Islamic religious knowledge, religious experts, or are clever and skilled in implementing it, but the aim is to realize the values of Islamic religious teachings in real life for students. , which is integrated into his everyday personality.

Keywords: PAI, Teacher, Relevant Study

Introduction

Islamic Religious Education is an *aqidah* subject, namely a lesson that explores the basic beliefs of a Muslim. This improvement is carried out by studying the pillars of faith, starting from faith in Allah, His angels, His books, His messengers, the last day to faith in *qada* and *qadar* which is proven by the postulates of *naqli* and *aqli*. Understanding and appreciating faith in God's angels by showing the characteristics/signs of a person's behavior in the realities of individual and social life as well as practicing commendable morals and avoiding disgraceful morals in everyday life (Lestari, 2021);(Nur, M., & Iswantir, 2023). Substantially, PAI subjects, especially creeds, have a contribution in providing motivation for students to learn and practice their creeds in the form of habituation to believe in Allah and angels in everyday life with appropriate methods to achieve the teaching and learning process (Rosdiana, 2023).

Quality learning will not be possible without student performance that is sensitive, critical, independent, creative and responsible. Students are one of the human resources that determine the quality of learning. Productive, achieving and independent student performance is an important indication of the quality of learning, which can be seen from the results of each learning activity (Hs., 2017);(Fitriani, 2023). This is also related to student understanding, because the high and low levels of student achievement are also the results of student learning achievement from the efforts of their learning activities.

The progress and development of science and technology as well as very rapid changes in society require that teachers follow the development of their expertise, just as teachers of moral beliefs will develop their expertise in the field of moral beliefs (Maryanto & Azizah, 2019). Thus, teachers have increasingly complex tasks in their duties. So it is hoped that they can improve their abilities both individually and in groups. In the context of pedagogical values, teachers are also tasked with helping, guiding and leading their students in this understanding. Amir, (2020) reveals that in a teaching situation, the teacher is the one who leads and is fully responsible for his or her leadership. He does not carry out instructions, and does not stand under the instructions of anyone other than himself, after entering a classroom situation. The development of science and technology (IPTEK), especially technology and information, today has had an impact on all areas of human life, including the field of education (Raodia, 2019). Education is one field that cannot possibly be separated from advances in science and technology (Kusnandi, 2019). With the progress and development of science and technology, it will make it easier and faster for every need and activity in education. To face the challenges of the development of science and technology, especially technology and information, requires human resources who are reliable and able to compete globally (Hidayah & Syahrani, 2022). Thus, it requires people who are highly skilled, critical thinkers, systematic, logical, creative, willing to work together effectively and have a positive attitude towards work ethic.

Talking about critical thinking skills that need to be implemented in learning activities currently still tends to be low due to several reasons, namely we can see from the educators themselves in carrying out teaching and learning activities that there are still students who are embarrassed to ask questions because they feel less involved in learning activities. Next, we can see that the learning media used can be said to be less interesting and varied for students (Prananda, 2020). This can result in boredom and degradation of students' learning enthusiasm in participating in Islamic Religious Education learning activities. In this modern era, teaching and instilling Islamic religious education from the school level is not easy. Islamic religious education must be able to be balanced with modern developments so that Islamic religious education is more rational. Islamic religious education has an important role, this is in accordance with the objectives of national education, namely developing the potential of students to become human beings who believe, have faith in God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic citizens. and responsible (Fathul, 2013).

Based on the issues above, the author will conduct research with the title "Learning Objectives of Islamic Religious Education in Schools: The Role of Teachers and Their Implications"

Method

The paper applied research the literature review method. It is research carried out by researchers by collecting a number of books, magazines related to the problem and research objectives (Nur & Utami, 2022). This technique is carried out with the aim of revealing various theories that are relevant to the problems being faced/researched as reference material in discussing research results. Literature reviews can be carried out from several sources such as national and international journals which are carried out using three databases (BASE, Science Direct, and Neliti) and relevant textbooks or handbooks regarding research results.

Technique of Data Collection

A collection of Literary Study data consisting of journal articles, textbooks, handbooks, archives and regulations is a way to solve problems by tracing sources of writing that has been written before. In this research, researchers used literature review data collection with a thematic structure. Thematic Structure groups and discusses sources according to their theme or topic. By grouping themes or research topics, you can show the types of topics that are important and strengthen sharpness in research.

Data Analysis

Journal analysis resulting from this literature review uses the critical appraisal method. Critical appraisal is a journal analysis process that is used as a theoretical basis regarding the differences, similarities and shortcomings of the journals used. Journals are reviewed to select journals with measurement results that are appropriate to the topic.

Result And Discussion

Aspects Existing in Learning Planning

Learning planning is one of the important aspects that must be carried out by teachers before carrying out teaching and learning activities in class which aims to achieve the end of learning. In its implementation, learning is not just a routine in education, but is an educational communication full of messages, systematic, procedures and objective requirements (Caswita, 2019). Learning planning is the process of making plans, models, patterns, shapes or constructions involving educators and students as well as other facilities that are arranged systematically so that an effective and efficient learning process occurs in achieving the learning objectives that have been set (Fhatulloh, 2017);(Prananda, 2019).

In the learning process, educators must understand various normative documents, and alternatives, then educators succeed in turning this understanding into applicable documents (syllabus and lesson plans) which have been implemented in school learning.

Role and Function of Learning Planning. The role of learning planning includes, among others (Lase, 2020):

1. To carry out teaching well and effectively, teachers can provide lesson material well and must be able to deal with situations in the classroom firmly and flexibly.
2. To enable someone to grow into a good teacher. Teachers are able to make good preparations which lead to growth thanks to experience and the results of continuous learning.

Learning Planning Aspects

The following are several aspects that educators need to pay attention to before carrying out learning (Suryadi, 2019):

1. Making preparations for the situation. Teachers must have an understanding of the situation of the place, classroom atmosphere and other situations before teaching in the classroom. This aims to enable educators to prepare for variable problem factors and be able to face classroom situations.
2. Doing preparations for the students you will face. Each student has different characteristics and behavior from each other, so before the teacher carries out learning, the teacher should first know the student's condition, the teacher must first create a picture of the situation the student will face.

Apart from paying attention to internal factors, teachers must also pay attention to the level of maturity regarding general knowledge and special knowledge that students have.

3. Preparing general learning objectives. A teacher must prepare objectives that will be given in the classroom, including concrete knowledge, skills, skills, or certain attitudes that can be measured using evaluation tools.
4. Preparing lesson materials to be taught. By preparing teaching materials that will be given to students, teachers have preparations that will be delivered to students by paying attention to the limits and sequence of teaching required.
5. Preparing the teaching methods that will be used. There are several methods that teachers can use in carrying out classroom learning, such as lecture methods, question and answer, discussions, games.
6. Preparing learning support tools. What is meant by supporting tools such as markers, erasers, and other supporting tools.
7. Preparing evaluation techniques. The purpose of the evaluation is to see to what extent the students' absorption of the discussion product that the teacher applies. There are 2 types of evaluation, namely test and non-test techniques

Creative Teacher

Creative teachers contain two meanings, namely teachers who are able to be creative in their lives and teachers who are able to provide creative teaching services (Khayati & Sarjana, 2015). In order to produce good quality learning, the two must be synergized in a balanced way (Cikka, 2021). Otherwise, problems may arise that will interfere with the quality of learning. Being a creative teacher is very necessary to be able to teach creatively. On the other hand, when we try to teach creatively, don't forget to try hard to be a creative teacher too.

Thus, creativity is very necessary to realize educational goals. "Law no. 20 of 2003, in chapter 2 article 3 states that: "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen (BAB, I., & UMUM, 2003).

On the other hand, national development seeks to develop Indonesian society as a whole and completely in physical and non-physical, qualitative and quantitative aspects. So quality education really determines the realization of these ideals. Teacher creativity is a term that is widely used, both in the school environment and outside the school (Tusyahrai, 2022). In general, people associate creativity with creative products. In other words, creative products are important for assessing creativity. Clark Monstakos, a humanistic psychologist states that creativity is the experience of expressing (actualizing) individual identity in an integrated form in relationships with oneself, nature and other people (Suhaya, 2016). Basically, the meaning of creativity is related to the discovery of something, regarding things that produce something new by using something that already exists.

From there, it can be interpreted that a creative teacher is a teacher who is able to actualize and express optimally all the abilities he has in order to develop and educate students well. A creative teacher will have sensitivity, initiative, new ways of teaching, leadership and high responsibility in his work and duties as an educator. Therefore, teachers have an important position, because success in the learning process is determined by the role of a teacher. In an effort to achieve learning goals, teachers are always required to be able to present material in an interesting way, choose the right media, present the material carefully, and use appropriate learning approaches and strategies (Sutikno, 2021). To achieve all this, a teacher must have a high level of creativity. so that in the learning process a lively and enjoyable atmosphere is created, students continue to be enthusiastic about learning, their curiosity and desire to increase their knowledge increases.

If teachers are more creative in learning, students will not experience boredom in following lessons. It will also be easier for teachers to create a conducive classroom atmosphere. That is actually the important role of the existence of teachers for their students, so that teachers are missed by students in class.

Goals of Islamic Religious Education

The aim of Islamic religious education, the terms "goals" or "targets" or "means", in Arabic are expressed in *ghayat* and *ahdaf* or *maqasid*. In general, these terms contain the same meaning, namely the direction of an action or what is to be achieved through effort or activity. The aims of Islamic education according to Imam, (2015), There are three aspects, namely aspects of faith, knowledge and charity, which contain:

1. Develop and develop and form a positive attitude
2. Discipline and love of religion in the lives of children who will later be expected to become human beings who are devoted to Allah SWT.
3. Obedience to Allah SWT and His Messenger is an intrinsic motivation for the development of knowledge that children must have.
4. Develop and develop religious skills in all areas of life and life and be able to understand and appreciate the teachings of Islam in depth and comprehensively.

According to Efendi, (2013), with a clear goal, a job will have a clear direction. Moreover, work as an educator is psychologically targeted at students who are still at a developmental level, so goals are a very important factor in the educational process. With clear goals, in presenting learning materials and the methods used, you will get style, content and potential that are in line with the ideals contained in educational goals. Su'dadah, (2018) stated that the aim of Islamic Religious Education is to guide and shape people into pious servants of Allah, steadfast in their faith, devout in worship, and have commendable morals. In fact, the entire movement in the life of every Muslim, starting from deeds, words and any actions carried out with the value of seeking Allah's approval, fulfilling all His commands, and avoiding all His prohibitions is worship. Thus, to carry out all the tasks of life, both personal and social, it is necessary to study and guide them with faith and commendable morals. In this way, Muslim identity will be visible in all aspects of life. Ghoffrollah, (2019) stated that the objectives of Islamic religious education in general can be classified into three groups, *Jismiyyah*, *ruhiyyat* and *aqliyat*. The goal (*Jismiyyat*) is oriented towards human ability to accept Islamic teachings in a *Kaffah* manner; as '*abd*', and the goals of *aqliyyat* are oriented towards developing the intelligence of students' brains.

The Role of Teachers in Realizing PAI Learning Goals in Schools

According to Primadoniati, (2020) Islamic religious education is basically a normative effort to help a person or group of students develop an Islamic outlook on life (how to live and utilize life in accordance with Islamic teachings and values), an Islamic attitude to life, which is manifested in life skills. daily. In detail, the role of Islamic religious education teachers according to Kurniawan, (2020), the role of Islamic Religious Education teachers includes:

1. Teaching Islamic religious knowledge.
2. Instill faith in children's souls.
3. Educate children to be obedient in carrying out worship.
4. Educate children to have noble character

Meanwhile, the regulation of the Minister of Religion explains that the role or duties of Islamic religious education teachers are as stated in the regulation of the Minister of Religion of the Republic of Indonesia number 16 of 2010 concerning "management of religious education in schools, in article 1 paragraph 7 states that religious education teachers are professional educators with the main task of educating, teaching, guiding, directing, training, modeling, assessing and evaluating students." The role of the religious education teacher Islamic religious education is a conscious effort to prepare students to understand (know), be skilled at carrying out (doing) and practice (being) the Islamic

religion through educational activities (Suradi, 2017). Of these three aspects, "the aspect of being (being religious or living life based on Islamic teachings and values) is the main aim of Islamic religious education in schools. In other words, the most important thing about the process of Islamic religious education in schools is not the aim of making people who have mastered Islamic religious knowledge, religious experts, or are clever and skilled at implementing it, but the aim is to realize the values of Islamic religious teachings in real life for students. , which is integrated into his everyday personality. In other words, religious education requires the realization of religious/religious people.

The simple definition of a teacher is a person who facilitates the transfer of knowledge from learning sources to students. According to Prananda, G., & Hadiyanto, (2019), Teachers are professional workers who are specifically prepared to educate children who have been mandated by parents to educate their children at school. Teaching is a professional job, which requires special abilities, the result of the educational process carried out by teacher education institutions. Teachers try to educate their students, eliminate ignorance or eradicate their stupidity, and train their skills according to their talents, interests and abilities (Aziz, 2017). Teachers are civilized people who also have roles and functions to build quality civilization in the future. The job of a teacher is a noble and noble job, whether from the perspective of society and the state or from a religious perspective (Mukti & Nasir, 2019). As in the hadith narrated by Ibn Majah, the Messenger of Allah said: "It's just that I was sent by Allah as an educator" (HR. Ibnu Majah). And in a hadith narrated by Muslim, the Messenger of Allah said: "Allah Ta'ala did not send me as someone who causes trouble, or as someone who seeks difficulties, but He sent me as an education and someone who makes things easier.

Thus, a professional PAI teacher is a person who has mastered knowledge (Islamic religion) and is able to transfer knowledge/knowledge (Islamic religion), internalization, and practice (implementation), able to prepare students to grow and develop their intelligence and creative power. for the benefit of themselves and their community, able to become a model or central self-identification and consultant for students, have information, intellectual and moral-spiritual sensitivity and are able to develop students' talents, interests and abilities, and are able to prepare students to be responsible in building civilization which is blessed by Allah SWT. The presence of teachers in the learning process is an important role, the role of teachers cannot be replaced by technology such as radio, television, recorders, the internet, computers or the most modern technology (Surya, 2020). There are many human elements such as attitudes, value systems, feelings, motivation, habits and example, which are expected from the results of the learning process which cannot be achieved except through education. Thus, how noble, how important the role of teachers is and how heavy the duties and responsibilities of teachers are, especially the moral responsibility to be admired and imitated. Teachers as people whose behavior is a role model for students and society in general must be able to implement educational goals that will be achieved both at the national and school goal levels and to deliver these goals, teachers must have skills and abilities that relate to the educational foundation and also the psychology of student development so that learning strategies will be applied based on the situation and conditions in the environment.

CONCLUSION

It can be deemed that the learning objectives of Islamic religious education have the characteristic of combining the world and the hereafter, so they must be differentiated from other subjects when formulating an Islamic religious education study plan. In the Islamic religious education learning process, teachers must be proficient in developing learning materials and methods, so this is where teachers must understand the role of teaching competence. In terms of material, teachers must be able to develop Islamic religious education material that can not only be understood intellectually but must be able to produce good deeds. In terms of methods, teachers must begin to dare to use methods originating from Islamic education, such as the Al-Quran educational method, Riyadh method, Rihra method, Talaq method, Kharkah method, and others. When teachers carry out learning evaluations, teachers cannot only see the final success of their knowledge, but do not see the students' learning process. Therefore, teachers must assess all aspects of students' daily attitudes and skills in

practicing Islamic teachings, because the essence of the aim of studying Islamic religious education is to develop students who are faithful, knowledgeable and charitable.

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