The Urgency of Islamic Education Learning Methods At Schools And Madrasa In The Digital Era

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ARTICLE INFO	ABSTRACT
Keywords: Islamic Education, Learning, Madrasa, Schools *Article history:* Received 2023-06-14 Revised 2023-12-12 Accepted 2023-12-17	This study explains that the concept of universal and comprehensive Islamic teachings requires suitable methods in the learning process and real practices. This provides essential demands and should be integrated with good cultural values because human life is a balance of relationships between humans and God, with each other and with the surrounding environment. Also, Islamic education is urgent for its adherents. Therefore, several methods in carrying out Islamic education in public schools are necessary to increase knowledge and add values to be applied properly by Islamic law. This study used a qualitative approach with authoritative literature analysis. Thus, Islamic education is not merely a knowledge transfer process but also emphasizes other aspects such as the values contained within. Accordingly, more complex and effective methods in Islamic education can help to achieve the objectives of learning, especially in facing the digital era

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INTRODUCTION

In general, education is an important factor in building a great, morally correct, knowledgeable, and advanced nation (Siburian et al., 2021). This is in line with the idea presented by Jalaluddin as we all know that all the factors that play a role in the context of educating the nation's life begin with the existence of various subjects taught by a teacher ranging from general subjects such as general science, history, language even to special things that only exist in madrasas, and other institutions such as science lessons, fiqh, morals, and others. (Fauzi et al., 2023) To overcome the many problems in life, the main thing that the internal school must do is to fix important aspects, including emphasizing aspects of knowledge and values developed from science, especially learning related to Islamic education (Mubarokah, 2015).

The urgency of education is a process that makes the subjects understand and have good values in daily life (Adnan, 2017). In other words, all learning has its purpose, as well as Islamic education, does not only emphasize one aspect (Tupamahu et al., 2022). The learning contained in the teachings of Islam is complex because it has arranged everything that includes life, not only in the world but even in the afterlife (Nawi et al., 2012). The implementation of Islamic religious education in question is all aspects that support the learning and teaching process that functions to develop the capabilities character, and character of the nation's civilization in the context of the intellectual life of the nation, as enshrined in the 1945 Constitution.(Syarnubi Syarnubi, 2019b)

In Islamic education in Indonesia, there are still various problems, ranging from problems of facilities and infrastructure to the character of students who face many challenges in the millennial era.(Syarnubi Syarnubi, 2016) This is due to the rise of phenomena in society that afflict students, in this case, students or students who do a lot of things outside the control and line of religious norms. (Sukirman, Masnun, et al., 2023) So that this triggers the birth of an image and impression if students

at school and students on campus do not seem to give their identity as intellectuals (Mansir, 2020). Application of the learning process carried out by a teacher not uncommon to encounter various problems, ranging from systems and management that are less than optimal so that it is not uncommon for various problems to arise when learning takes place, especially the application of Islamic religious education learning both in schools and madrasas, so it is necessary models that are relevant to the challenges and problems of today's education (Al-Sharaf, 2013). In reality, Islamic religious education is seen as a lesson that is considered to be able to play a role in motivating students to practice religious values in everyday life (Ilham, 2020).

Problems that often occur, especially in Indonesia, are about how to improve the quality of education, one of which is explained by Yakin that apart from the various problems faced, both originating from within the system such as management problems, quality of inputs and the condition of the infrastructure, as well as from outside the system such as rigid accreditation requirements and other rules (Putra, 2017). This has also been explained by Kusuma regarding this management change in tune with the demands of the times. Situations, conditions, and demands in the reform era have consequences for education managers to see the needs of life in the future (Kusuma, 2006).

With the existence of Islamic education in schools, madrasas, and others, it is expected to be able to achieve good learning goals so that they can be maximized in social life because the Qur'an and Hadith are religious references and guidelines that cover all aspects, universal and comprehensive (Salleh, 2013). Although there are differences in the characteristics of the application of learning in public schools and other Islamic schools, the development of Islamic religious learning cannot be separated from several things that influence it both in terms of quality and quality (Günther, 2020). This is the purpose of Islamic religious learning, which will always be a guide in carrying out something to become a good human being. In other words, methodology plays an important role in achieving learning objectives because, with methodologies, the learning process will be more optimal, structured, effective, and efficient. (Fitriyani et al., 2020) After all, it contains methods, approaches, strategies, and learning models so that factors such as teachers, students, facilities, and infrastructure in learning that support these goals can be achieved (Kurnali Sobandi, 2016).

RESEARCH METHOD

This study used a qualitative approach. In conducting data analysis, was done through a literature review to obtain data. This is in line with what was conveyed by Lexy J. Moleong regarding the qualitative approach that the research method includes descriptive data such as spoken words from people or written words and behavior of the environment (Moleong, 2004). Accordingly, this study used a qualitative approach based on the study of a social phenomenon in real-world settings. In this case, it examined the methodology of Islamic education. To obtain and examine the desired data, this study used library research focused on the literature from books, journals, notes, and magazines to obtain relevant data and information from previous studies on the problem.(Hawi & Syarnubi, 2018)

RESEARCH RESULTS AND DISCUSSION

Methodology according to the Big Indonesian Dictionary, is a method that contains various descriptions of science. According to Asmuni Syukir quoted in the paper by Sobandi entitled *Metodologi Pengajaran Pendidikan Agama Islam*, that methodology is a science to produce a more effective and efficient way (Kurnali Sobandi, 2016). This is in line with what was conveyed by Husin that methodology is a way to achieve goals with science. In other words, methodology is a science that contains methods that facilitate various activities to achieve the desired goals. Learning can be interpreted as a process that occurs inside and outside the classroom that includes the transfer of knowledge and the values contained in it as an important basis in the teaching and learning process. (Febriyanti et al., 2022)

When associated or connected with Islamic education, the methodology shows the meaning of science that contains various learning methods to achieve the goals of Islamic education (Syarnubi et al., 2021). The purpose of Islamic education is to provide knowledge and understanding to students to gain knowledge while emphasizing the values of life. Meanwhile, according to Mukhtar in his book Religious Education Learning Design as quoted by Sulaiman Islamic religious learning is a process that has the aim of helping students learn the religion of Islam because Islam is a religion with the holy book of the Qur'an and contains good lessons (Sulaiman, 2017). This shows that the relationship between Islam is closely related to education itself. Various sciences will lead someone to become a creature that maximizes reason to develop sustainably.(Hartati et al., 2022)

Learning can be interpreted as a process that occurs inside and outside the classroom that includes the transfer of knowledge and the values contained in it as an important basis in the teaching and learning process (Purnomo et al., 2022). Accordingly, good learning must have an appropriate model that can be applied during the learning and teaching process. It aims to make it easier for each student to gain knowledge, then understand and can be implemented in everyday life so that it becomes part of the useful value in society.

Based on some of the definitions above, it shows the importance of methodology in Islamic religious learning because to achieve the learning objectives, it must contain various knowledge and stages such as strategies, methods, steps, and tactics used by teachers or educators when learning and teaching (Purnomo et al., 2022). Teacher activities can be identified with the learning approach, and teachers can choose what learning activities will be carried out with students. (Harto & Syarnubi Syarnubi, 2018) Each approach has various characteristics according to the function and purpose of each approach. The approach taken in the learning process should not be rigid, and it must be able to use a certain approach.(Malta et al., 2022) The selection of learning approaches must align with the needs of teaching materials that will be presented in the learning process (Lutvaidah, 2016). Through the use of the methodology of concentrating learning interactions, students are expected to not just write, read, memorize, and understand, but can solve problems correctly through interaction, critical thinking, finding solutions, and making conclusions (Mansir, 2020). In addition, focused cognitive may help to develop affective and psychomotor aspects automatically.

Directions and Objectives of the Islamic Education Methods

Before discussing what models are by the Islamic perspective on learning, an educator must first know and understand their rights and obligations during the teaching and learning process by making the nature of Islamic education the goal of education so that students not only know Western concepts about science and the values of life but also must be based on Islamic education so that the knowledge gained from the learning process is in line with the Islamic concept of Long Life Education. (Alimron et al., 2023) Education is one of the components that make a major contribution to the progress of a nation and is a place in translating the messages contained in the constitution, as well as a forum for building the nation's character.(Ballanie et al., 2023) In line with the Law on the National Education System (UU RI No. 20 of 2003) Article one, Paragraph one concerning national education, education is a pathway to improve the degree of human resources. The good and bad of human resources can be determined through the methods used by the teacher when teaching. (Ali & Syarnubi Syarnubi, 2020) The purpose of education can change the students through the educational process itself due to its dynamic nature. (Arisca et al., 2020)

The urgency of education is indeed a problem in almost every developing country such as Indonesia. Thus, good management is necessary for the field of education at every level, especially in universities, because the future generation must pay close attention to the provision of decent quality education. This is also explained by Yanti in his journal said that the educational problems faced by the Indonesian people today, one of which is the low quality of education at every level and unit of education, especially public schools which are more complex to diversity in both social and religious (Yanti Sri Danarwati SS, 2013).

In general, the concept of national education goals is in line with Islamic education in forming a complete human being, both in physical and spiritual aspects. The emphasis on educational goals

has an influence on student needs which must be met by the transfer of knowledge carried out by teachers in schools to improve intellectually by not forgetting to focus on the transfer of value to optimize the morals that are needed in life. In general, education aims to help humans find the nature of their humanity.(Syarnubi et al., 2023) Thus education can bring changes to the object so that it has a significant impact and directs humans towards a good life. In this case, the educational process lies in students when learning (Mansir, 2017).

Developing and increasing the potential of students to learn Islamic religious education is one of the goals that not only understanding the material presented but can also foster an attitude of awareness in students to practice fiqh material in their social life (Syarnubi et al., 2021). One way is to make learning varied and active so that students are more active in solving problems and thinking critically to find solutions.(Martina et al., 2019) Islamic education is a learning concept based on Islamic values.(Misyuraidah et al., 2017) This concept is directly related to efforts that consciously provide direction and guidance to the growth and development of students through the teachings of Islam.(Nurahman et al., 2021)

The role of the methods in Islamic education is very important to the success of the educational process because it also has many emerging models, steps, strategies, and approaches that develop as a form of providing stimulus so that it can be applied properly as described in educational contexts. (Syarnubi & Ahmad Syarifuddin Sukirman Sukirman, 2023) Before determining the learning model, the educator, as the holder of an important role or the captain, must determine the goals to be achieved. On the other hand, it is also important to pay attention to the nature of students and the learning materials to be delivered. (Syarnubi, 2020)

Scopes of Islamic Education Methods

Learning from the Islamic perspective is very closely related between educators and students for success during the teaching and learning process. (Syarnubi et al., 2022) This is in line with what was conveyed by Kadar M. Yusuf explaining how to guide and direct students to be able to achieve good morals or noble by what was ordered by Allah and the Prophet Muhammad both in the Qur'an and Hadith, which are summarized in the objectives of Islamic religious education. Regardless of the provisions in everyday life, there are many problems or challenges. The perspective of Islamic education or learning includes all things in life. This is based on the educational values contained in the Qur'an and As-Sunnah which are parts of Islam, such as the education model that has an impact on the development of the values of understanding and knowledge, the scope of life (social), the formation of character and spiritual improvement based on the Qur'an to obtain those values (Mansir, 2020).

Islamic education in its scope has actual problems both in public schools and Islamic-based schools (Mansir, 2021), and this is based on differences in perspectives from educational outcomes that do not match Islamic religious education itself with the demands of the times, which continue to be eroded by many more concrete challenges, and also the demands of parents and the environment in general (society).

In Unified Islam journal, Imran Siregar explained that various factors cause the above problems, including:
1. Learning Islamic education in schools is still too general.
2. The inculcation of values, essential materials, attitudes, and characters of students. Characteristics of religious subjects are to instill the values, attitudes, and behavior of students that must be contained in the curriculum, which not only emphasizes the content base but also pays more attention to the process base.
3. There is no good relationship between education providers such as families, which are still in the cultivation of values in a small scope to education providers such as schools in which there are educators or teachers, the positive relationship can be in the form of communication, coordination which must be carried out optimally so that the elements of These elements can be built according to the demands of education.

Islamic education is a learning concept based on Islamic values (Mansir, 2020). This concept is directly related to efforts that consciously provide direction and guidance to the growth and development of students through the teachings of Islam itself. In learning, it should not seem monotonous so that innovation or changes are needed as we know that every era has a stage and each stage has its era, this is in line with the perspective of the Islamic religion, where the teaching materials (al-Qur'an and al-Sunnah) will never change even though times and times change, but the model that can be taught may change to transfer the knowledge and values within easily.(Syarnubi Syarnubi, 2019a)

Many things are addressed and improved in the learning methodology, such as the most basic thing in the learning process is applying the right designs and methods to improve effective and efficient learning.(Yanti et al., 2021) There is a need for management, arrangement, and regulation or similar activities that are still related to educational institutions to develop human resources to meet the goals of education as optimally as possible (Sulfemi, 2018). Various efforts have been made to improve the quality of Islamic religious learning and all the elements that affect the high or low quality of education. Through good management systematics, it will also produce better and adequate quality than before because structured management can identify problems and challenges that occur in the world of education as well as opportunities to improve the optimization of the application process to achieve the standardization of learning in Islam.

Cooperation is needed from education providers, including school principals in a small scope, to manage learning management in public schools and the government in general as a driving force for the implementation of adequate education in Indonesia (Marzuki, 2010), also described the role of learning management in improving learning outcomes. In addition, he also explained that learning management is an important factor in determining the success of the educational process that takes place in schools. Therefore, special attention is needed to manage quality in education because quality management is an integral part of management, which plays a role in achieving quality objectives, which are reflected not only in providing but also in improving quality.

Context of Methods in Islamic Education

Islamic Religious Education teachers must design and develop methods and strategies that emphasize more on aspects that support active learning and can compete by considering character education.(Syarnubi Syarnubi, 2022) Character education or morals cannot be taught only in the form of knowledge, but there is a need for habituation in daily behavior.(Wulandari et al., 2021) After being a good role model, the teacher must encourage students to always behave well in everyday life. Therefore, in addition to assessing, the teacher is also a supervisor of the daily behavior of students at school, and this is where the importance of support from all parties because in the habituation method, students are trained to be able to get used to good behavior anywhere, anytime and with anyone.(Sukirman, Baiti, et al., 2023)

The intended education is an agent of significant change in the formation of the nation's character, and Islamic education is an important part of the process, but the problem so far is that Islamic education in schools is only taught as knowledge without any application in everyday life (Mansir, 2020). So the function of Islamic education as one of the formations of character and noble character for students is not achieved properly, one way that can be done is to improve the teaching system, maximize the material about the right steps in solving problems, and the moral aspect is also a very important discussion in building a developed country in the world of education (Hashim et al., 2014). It has become an absolute thing that behavior is higher than science, but it is not enough to build this country, so these two aspects should be emphasized to every generation to implement education to form human beings who believe in and fear God Almighty.

In this case, the teacher designs an Islamic religious learning methodology that contains strategies, steps, approaches, methods, and learning models so that in the implementation, it can achieve the objectives of the output of Islamic religious education (Mansir, 2020). The concept of comprehensive Islamic education, where the demands are essential and integrated with good cultural values because real human life is a balance of relations between humans and their gods,

human relationships with each other, and human relations with the surrounding environment (Nawi et al., 2012). The character has always been the main target of the educational process in Islam because the character is considered the basis for the balance of human life, which is the determinant of success for other pedagogical potentials so the character is formed as the target of Islamic education(Sutarmizi & Syarnubi, 2022).

The creativity of Islamic Religious Education teachers in delivering Islamic education should not only be taught in the classroom but how teachers can motivate and facilitate religious learning outside the classroom through activities that are religious and create a religious environment and are not limited to hours of lessons that have a specific purpose to strengthen character education for the birth of a great Islamic generation that can contribute to the nation. Islamic education can be considered successful when students have the ability and potential to be utilized by themselves, society, religion, nation, and state. (Syarnubi, 2023) The functional relationship and correlation between Islamic education and sociology occur because sociology discusses social interactions in society. Success in Islamic religious education is not only determined by the structure of values symbolized by numbers but is more determined by the daily life of social interactions that occur in schools, both between communities, schools, and between schools and the surrounding community with Islamic values.(Sari et al., 2020)

CONCLUSION

The Islamic education method is an integral part of methods that play an important role in achieving educational goals, which is reflected not only in providing but also in improving quality. The method in the form of good management in the field of education, especially in Indonesia, will affect improving the quality of education in public schools and can achieve good quality education for Indonesia. The realization of this education can be achieved with quality management managed by the education provider systematically. Cooperation is needed from the education provider, including the principal in a small scope, to manage the learning methods in schools and the government in general as the driving force for the implementation of adequate education in Indonesia. In a great nation that starts with advanced education, it is hoped that this research can open and add to our insight to fix and improve the quality of education in Indonesia to compete with other developed countries in the field of education through good management and pay attention to important aspects such as methods in Islamic education.

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