



Strategies of Religious Teachers to Overcome Students' Difficulties in Learning Islamic History

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ABSTRACT

Learning Islamic history at the school level is important, because learning Islamic history, students can take lessons from past events. Learning Islamic history at this time has not gone well, so students feel bored and bored. This is inseparable from the strategy of religion teachers in teaching. This research is intended to examine the strategy of religion teachers to overcome students' difficulties in learning Islamic history. The method used in this research is a quantitative method, with surveys and in-depth interviews. The research concluded that many religion teachers, especially in teaching Islamic history, cannot control the conditions in the classroom so that many of the students feel bored. There have been efforts made by religious teachers. The efforts made are varying learning methods according to students' learning styles in the classroom and providing interesting teaching materials. The limitation in this study is that researchers only conducted research in one place, researchers hope that future researchers can conduct research on religious teacher strategies to overcome student difficulties in learning Islamic history and develop other strategies.

Keywords: *Islamic, Students, Strategies*

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INTRODUCTION

History in education certainly has a very important position (Ioannou 2020; Nachtigall 2022; Deng 2021). History learning is included in the education curriculum in Indonesia so that students have a broader view of the world, and it is also intended that students can see different points of view on every problem that occurs so that students can see the problem, what might happen and what is assumed to happen, so that students can

understand what is happening around them (Alves de Siqueira, Trindade Medeiros, and de Senna-Valle 2020). Every level of Indonesian education has historical learning materials, one of which is at the elementary school level. In shaping the characteristics of students starting from an early age, namely in primary education. To increase interest in learning depends on how to deliver learning materials between educators and students. In this case, educators are required to help and guide with the simplest possible communication so that students can easily understand the learning that is conveyed (Muliani et al. 2022). This is what causes the objectives in learning history to be maximally achieved.

The purpose of learning history in Islamic education in Indonesia is so that students can have a broad view of the Islamic world, both in terms of the arrival of Islam to this world, who spread Islam, and how Islam came to Indonesia. The religion of Islam developed very rapidly through many ways, both lectures, marriage, trade, and so on which were still guided by the Koran and Hadith of the Prophet Muhammad SAW (Ding et al. 2018; Azid and Ward-Batts 2020; 2020). This can be seen in the history of Islam in Indonesia when Islam was spread by the guardians. All activities carried out reflected the values derived from the Qur'an and Sunnah and were in accordance with the existing culture (Aji and Yunus 2019). The rapid development of Islam in Indonesia triggered the Indonesian government through the minister of religion to include Islamic history lessons in the Islamic education curriculum from the Madrasah Ibtidaiyyah level to the Madrasah Aliyah level (Berridge 2019; Ongaro 2020; Afzali 2019). The Ministry of Education, Culture, Research and Technology has also incorporated Islamic history learning into the curriculum, by combining it with other religious learning with Islamic Religious Education learning.

The current learning of Islamic history in primary and higher education phases is constrained in understanding Islamic history learning due to many factors, one of which is the teacher's inappropriate strategy in teaching in the classroom. Teachers' learning styles that tend to suppress students in learning make students uncomfortable in the classroom. On the contrary, the controlling style emphasizes, for example, the use of external pressure, coercion and obligation methods, which are regarded by students as the origin of their behavior, effectively undermining their own self-initiative, effort, and self-knowledge (Trigueros et al. 2019; Vansteenkiste and Ryan 2013). Loss of student initiative in learning results in ineffective learning in the classroom (Ponce 2022; S. Wang 2022). Teachers often feel right in teaching, but not with students who feel pressured because teachers often give assignments that are too difficult for them.

In the learning process, there are several factors that support learning, especially learning Islamic history, namely a teacher as an educator must have the competence to control the class and understand the learning styles of the students he teaches, there are students who have audio learning styles, visual learning styles, and kinesthetic learning (Liu 2018; Jeffery 2020; Jabarullah 2019). This learning style is what many teachers need to understand, especially Islamic history teachers. Audio learning style is a learning style that is fixated on student hearing, this learning style emphasizes the lecture method to students. Visual learning style is a learning style that utilizes student vision in learning,

visual learning styles can utilize many media such as powerpoints, videos, photos, and so on that can attract student interest. Kinesthetic learning style is learning through movement, work, and touch. This type of learner is unique because students learn to keep moving, engaging in sensory and tactile activities.

The use of history learning methods at this time tends to use the lecture method, which results in students quickly feeling bored until they fall asleep in class. Teacher learning activities are only centered on existing books and do not use other supporters such as media or other sources. Students are less active, independence and interaction of students in the learning process is not visible so that students tend to be passive and uncommunicative. Some students joke, are lazy, do not pay attention, chat with their classmates, and there are also some students who are sleepy when the teaching and learning process takes place (Maurin and Muhamadi 2018). This problem is also inseparable from older teachers who are lazy to develop learning methods, who tend to maintain old methods in learning. The continuity of learning to be more effective there must be synchronization between teachers and students as well as teacher teaching materials which are important factors in learning. If the teacher continues to maintain old methods that tend to be outdated, it is the same as a farmer who fails to harvest, the same thing is useless. Students, of course, must have enthusiasm for teaching in order to understand what has been conveyed by the teacher (Rodríguez-López and Souto 2019; Jufri and Wirawan 2018; Yan et al. 2019). The lecture learning method at this time is very outdated, because there are many technologies that can be developed in the teaching and learning process.

The factor that causes the teacher to maintain the old method is because the teacher is lazy in varying the learning method (Valizadeh 2022; 2022; Akar 2020). Teachers cannot adapt students' learning styles to their learning methods. The current curriculum in learning has actually been adapted to education in this technological era. Industrial Era 4.0 education is a phenomenon that answers the needs of the Industrial Revolution by adapting the new curriculum to the current situation (Alzahrani 2021; Reddy 2019; Diniz 2021; Jafar 2020). Curriculum can open windows to the world through hands, including using the Internet of Things (IoT)(Novo 2018; Sisinni 2018; Frank 2019; Li 2018; Reyna 2018). Based on the educational goals of the 4.0 era, teachers are guided to be able to develop more interactive teaching methods based on the existing curriculum to realize the use of the Internet of Things (IoT).

Based on the description above, the researcher draws the conclusion that the strategy of religious teachers in learning Islamic history must be varied as soon as possible to support the effective teaching and learning process. Effectiveness in Islamic history lessons according to researchers is very important, so that students can have a broad view based on the Al-Quran and the hadith of the Prophet Muhammad SAW (Suhaimi 2019; W. Wang 2022; Mujani 2018). The old-fashioned strategy of religion teachers that requires students to listen to long lectures from teachers, then make assignments provided and submit the assignments the next day (Assadi and Kashkosh 2022). In this era, many technology-based learning media can be developed using powerpoint, canva, youtube,

facebook, kahoot, and so on (Radianti et al. 2020; Al-Fraihat et al. 2020; Zhou et al. 2020). As a result, learning Islamic history which is said to be boring can be overcome into learning history that is fun.

The reason the researcher took the title of the religion teacher's strategy to overcome students' difficulties in learning Islamic history, to examine and find out the teacher's strategy in overcoming the difficulty of learning Islamic history for students and the teacher himself. Strategies that can be applied in learning are very varied and innovative to practice. The impact that results from the variation of these strategies certainly has a positive impact and a negative impact. The positive impact is that it can produce effective and innovative learning for the world of education, especially Islamic history education. The negative impact is that it requires more costs in accessing this technology. However, for the sake of the continuity of learning history that is fun these negative things must be taken anyway. But at the core of the problem, it is the teacher who acts as a teacher who is required to be able to update the strategy for the continuity of learning.

RESEARCH METHODOLOGY

The research method applied by researchers to examine the strategy of religion teachers to overcome students' difficulties in learning Islamic history is quantitative method (Fitzmaurice 2018; Pagès 2018; Guo 2020). Qualitative methods emphasize theory testing through measuring research variables with numbers and analyzing data with statistical procedures (Paramita, Rizal, and Sulistyan 2021). This method has many models in its application, one of which uses a survey model through an online questionnaire that is google form. This method is targeted at students and college students who have studied Islamic history either from the elementary or MI level, SLTP or MTs, SLTA or MA, to the university level. The reason researchers target students and college students who have studied Islamic history, because of course they already know how the teacher or lecturer in explaining the learning of Islamic history. In the learning that has been passed, it can be seen how the strategy of teachers or lecturers in the process of learning Islamic history, whether the teacher or lecturer achieves the effectiveness and purpose of Islamic history itself.

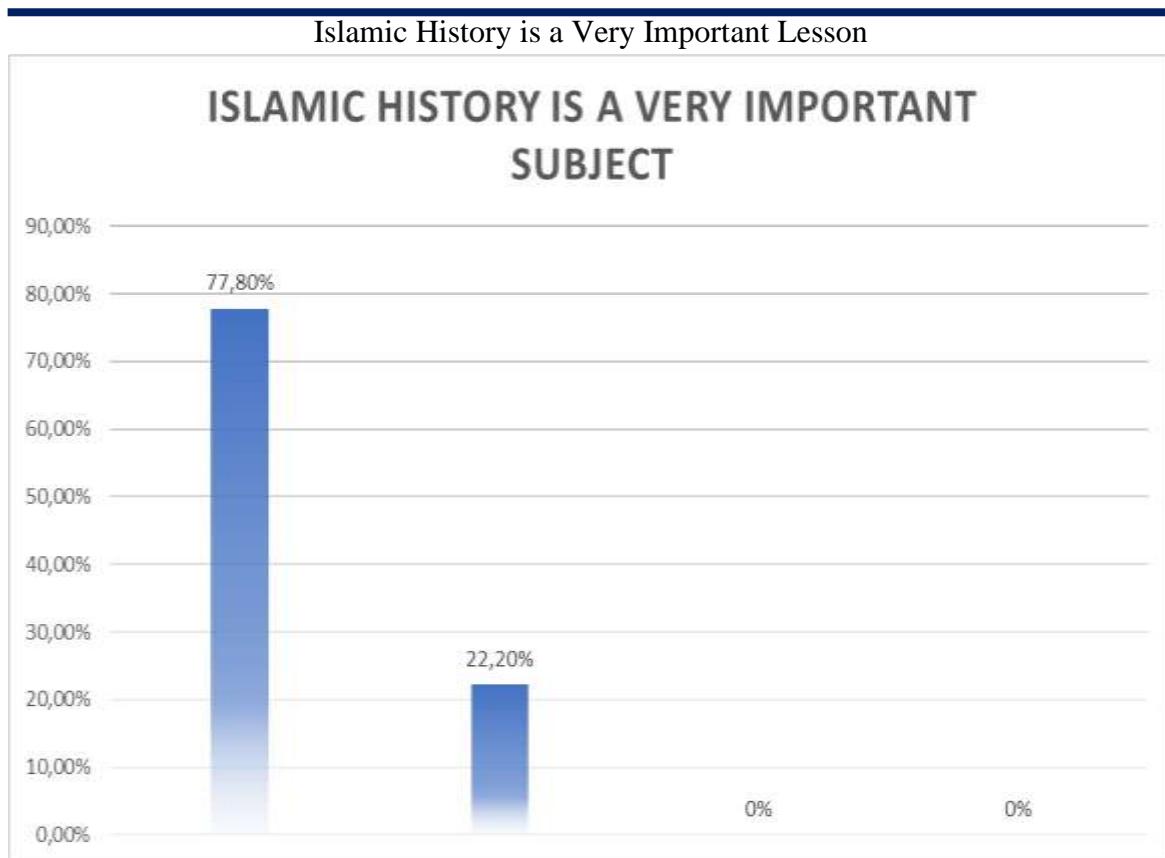
The survey in the online questionnaire in this research, in which the researcher asked several questions that were closely related to examining the strategy of religion teachers to overcome student difficulties in learning Islamic history. Researchers consider that the use of google form for online surveys is one of the efforts to develop technology in the world of education (Kartika et al. 2019). The use of google form itself is also a form of developing quantitative methods in which there is investigative data in numerical form measured using statistics as a computational testing tool and related to the problem being investigated to draw conclusions (Provaggi et al. 2018; Ünver et al. 2018). To support this method in order to achieve the results that the researcher wants, the researcher decided to distribute this questionnaire in general which can be filled in by all students and students from various educational institutions.

The results of this questionnaire distribution will later be described in the form of diagrams. The function of diagrams in research reports helps ensure that the information conveyed by the researcher is well received and understood by the reader and avoids ambiguity, disinformation, and other unimportant things (Motamedi and Sohail 2019; Contreras et al. 2020; Alam et al. 2020). The percentage of the results of the survey conducted will be discussed and researchers describe according to expert opinion as well as previous and relevant research, with the intention and purpose of researching the strategy of religious teachers to overcome student difficulties in learning Islamic history to be accurate research. It can be concluded that researchers use quantitative methods with survey models to achieve accurate goals in researching religious teachers' strategies to overcome students' difficulties in learning Islamic history.

RESULT AND DISCUSSION

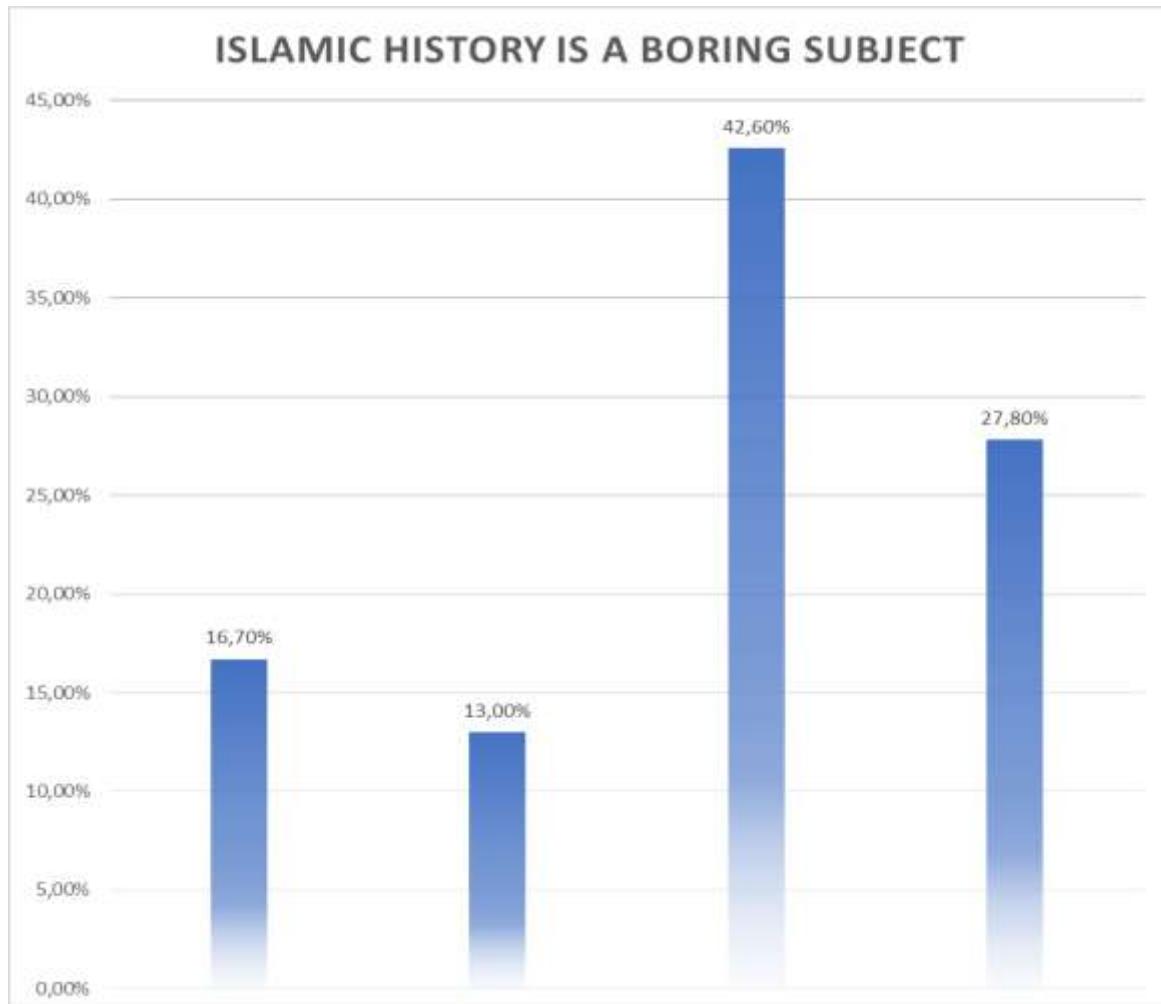
The results of this study indicate that Islamic history is a very important subject. Islamic history is considered important, because this lesson is intended so that students can have a broad view of the Islamic world. Historical insights can make students able to see a problem from various points of view. In this study there were 54 respondents who answered the online survey questionnaire with various answers. The questionnaire distributed is general and can be filled in by various groups who have studied Islamic history. Respondents who filled out the online survey questionnaire consisted of students, students, teachers and lecturers. The level of education of respondents in this study also varies from junior high school / MTs to strata 2 (S2). Therefore, researchers get the root of the problem of religious teachers' strategies to overcome students' difficulties in learning Islamic history, which is the title of this study.

The problem that occurs which makes the reason for researchers to take the title of religion teacher strategies to overcome student difficulties in learning Islamic history is that students feel bored and cannot understand history lessons. The root of the problem can be seen from the strategy of religion teachers in teaching Islamic history lacking in varying learning methods, although the approach used in the teaching and learning process is appropriate. Not all teachers or lecturers are lacking in terms of variations in learning methods, most of these problems occur in senior teachers or lecturers and few of the young teachers or lecturers. Senior teachers or lecturers who have aged, are on average lazy and remain steadfast in maintaining the lecture method without other variations, which results in students feeling bored and not paying attention in the teaching and learning process. Unlike young teachers or lecturers, they tend to be interactive in the learning process. The questionnaire research data will be attached in the form of diagrams and discussion as follows:



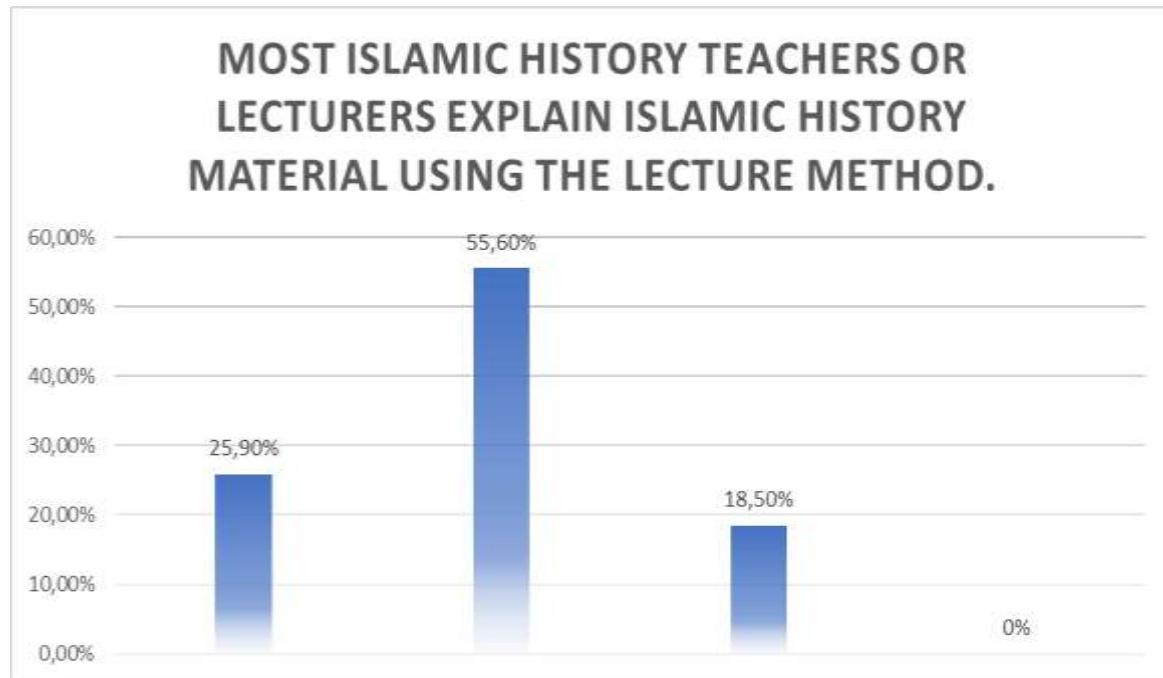
Based on the survey results above, it can be seen that respondents chose to strongly agree and agree only. Respondents consider history lessons to be very important lessons, as evidenced by the diagram above. The results of the survey obtained were 77.80% who chose to strongly agree, totaling 42 people out of 54 people and 22.20% who chose to agree, totaling 12 people out of 54 people, for less agreeing got 0% results totaling 0 out of 54 people, and disagreeing got 0% results totaling 0 out of 54 people. Based on the purpose of learning Islamic history so that students can have a broad view. Respondents are certainly aware that they must study Islamic history at least to know where Islam came from and how it developed in this world. Respondents also did not deny the importance of this history lesson.

Islamic History is a Boring Lesson



Based on the survey results above, it can be seen that respondents have various answers about the statement that Islamic history is a boring lesson. Most of the respondents disagreed with the researcher's statement that Islamic history is a boring lesson. The survey results obtained were 16.70% strongly agreed, totalling 9 people out of 54 people, 13.00% agreed, totalling 7 people out of 54 people, 42.60% disagreed, totalling 24 people out of 54 people, and 27.80% disagreed, totalling 15 people out of 54 people. Based on the survey results, the researcher concluded that most respondents did not agree if it was said that Islamic history was a boring lesson. If seen from the percentage diagram above, boredom in studying history is only felt by a small number of people. Most respondents may have realised the importance of Islamic history lessons, so they try to eliminate boredom in learning.

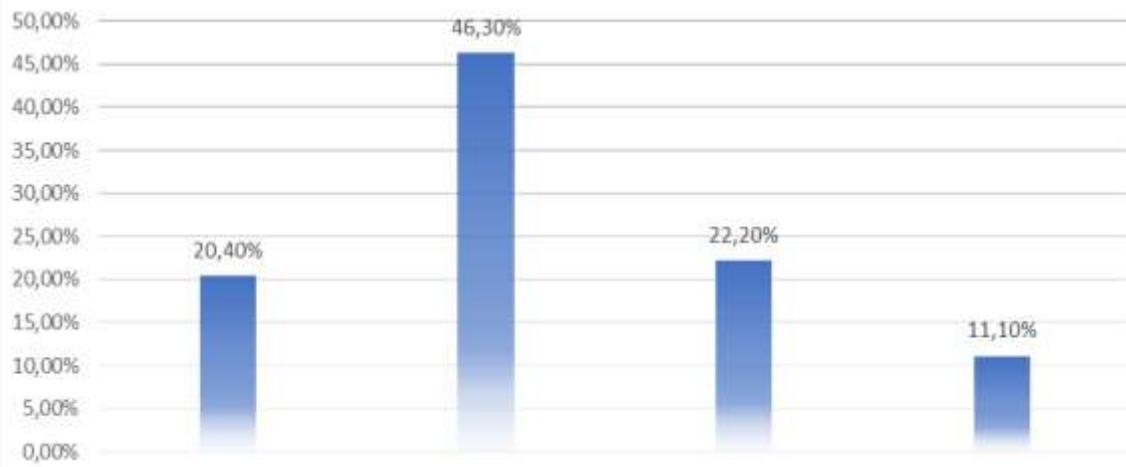
Most Islamic History Teachers or Lecturers Explain Islamic History Material with the Lecture Method



The researcher was quite interested in this section, because more than half of the respondents gave an affirmative answer to the statement that most Islamic history teachers or lecturers explain Islamic history material using the lecture method. It can be seen in the survey results that the method most often used in learning Islamic history is the lecture method, either a pure lecture method or a lecture combined with various technological sophistication of this era. The survey results obtained were 25.90% strongly agreed, totalling 14 out of 54 people, 55.60% agreed, totalling 30 out of 54 people, 18.50% disagreed, totalling 10 out of 54 people, and 0% disagreed, totalling 0 out of 54 people. The lecture method is a 1-way method, the position of a teacher is only as a person who gives and students who receive it. This method if done with various interesting combinations certainly gives a good impression to students, if done otherwise students may not be able to understand Islamic history material optimally.

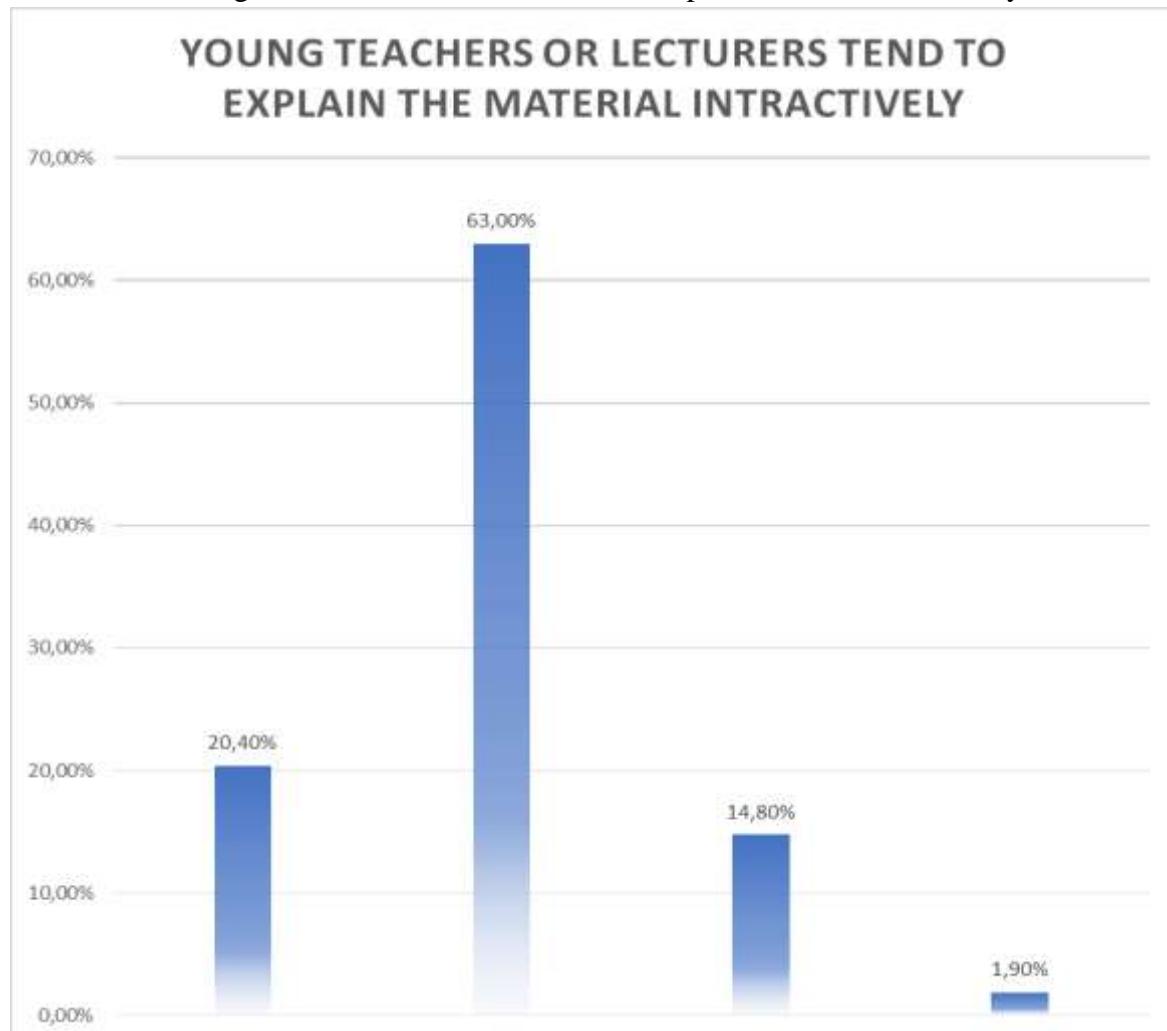
Students or students tend not to pay attention to Islamic History teachers or lecturers

STUDENTS TEND NOT TO PAY ATTENTION TO ISLAMIC HISTORY TEACHERS OR LECTURERS.



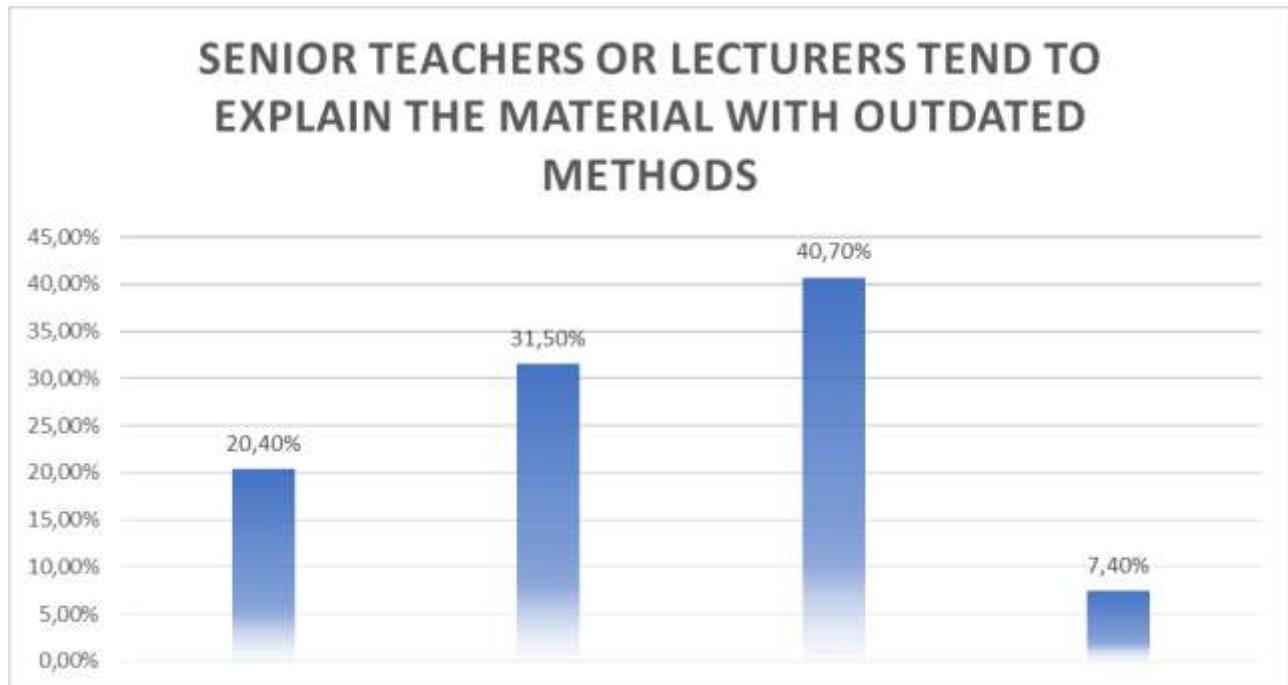
Based on the survey results above, it can be seen that most respondents chose to agree when it was stated that students or students tend not to pay attention to Islamic history teachers or lecturers. The survey results obtained are 20.40% strongly agree, 11 out of 54 people, 46.30% agree, 25 out of 54 people, 22.20% disagree, 12 out of 54 people, and 11.10% disagree, 6 out of 54 people. The cause of this problem has been mentioned by researchers, namely due to the teacher's method that does not vary even though the approach is correct. This is also seen in the previous statement if most teachers or lecturers choose a strategy or lecture method in teaching Islamic history. In implementing the lecture method, of course, a teacher or lecturer is required to be able to control the attention of students or students in the classroom so that they understand. If seen from another point of view, a student or student must also have a strong intention in participating in learning Islamic history.

Young Teachers or Lecturers Tend to Explain Material Intractively



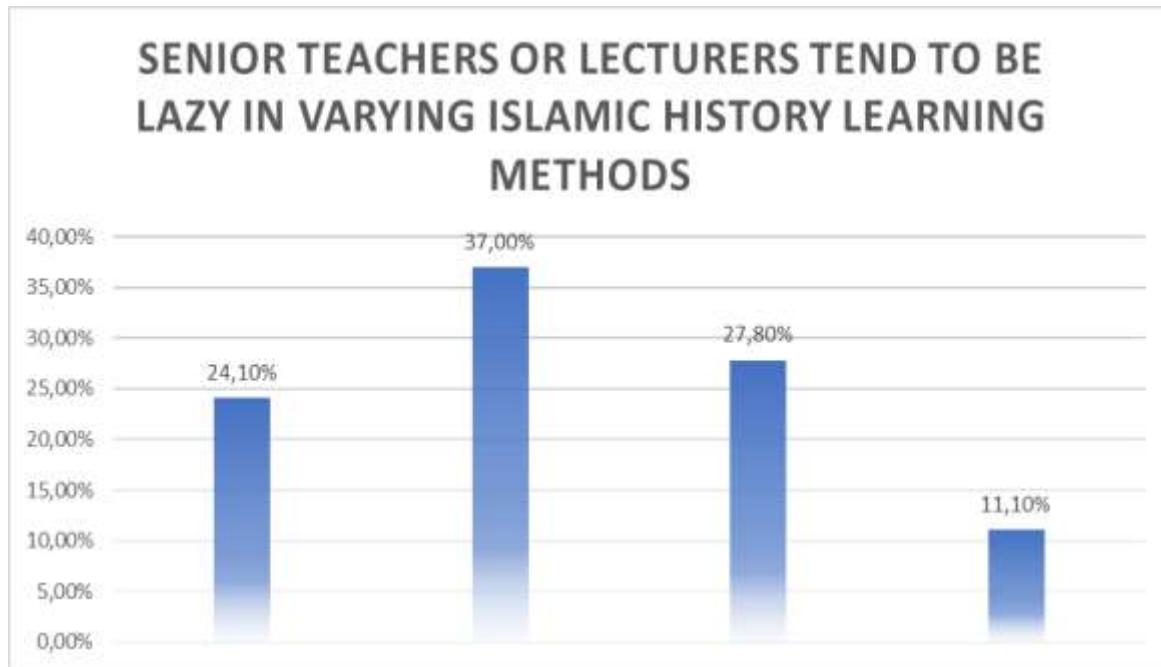
Researchers in this section are also very interested, because respondents who agree reach 63% if young teachers or lecturers are more interactive in explaining. The survey results obtained are 20.40% strongly agree, 11 out of 54 people, 63.00% agree, 34 out of 54 people, 14.80%, 8 out of 54 people, and 1.90%, 1 out of 54 people. Respondents may realise that young teachers or lecturers bring more interactive methods that are easily understood by students. Young teachers or lecturers tend to utilise technology more in the teaching and learning process. The frequent use of technology is the frequent use of powerpoints, videos, pictures, and even games as a variety of learning media so that students or students understand better. In addition, their way of socialising and speech which tends to be modern is preferred over the old style.

Senior teachers or lecturers tend to explain the material with methods that are out of date



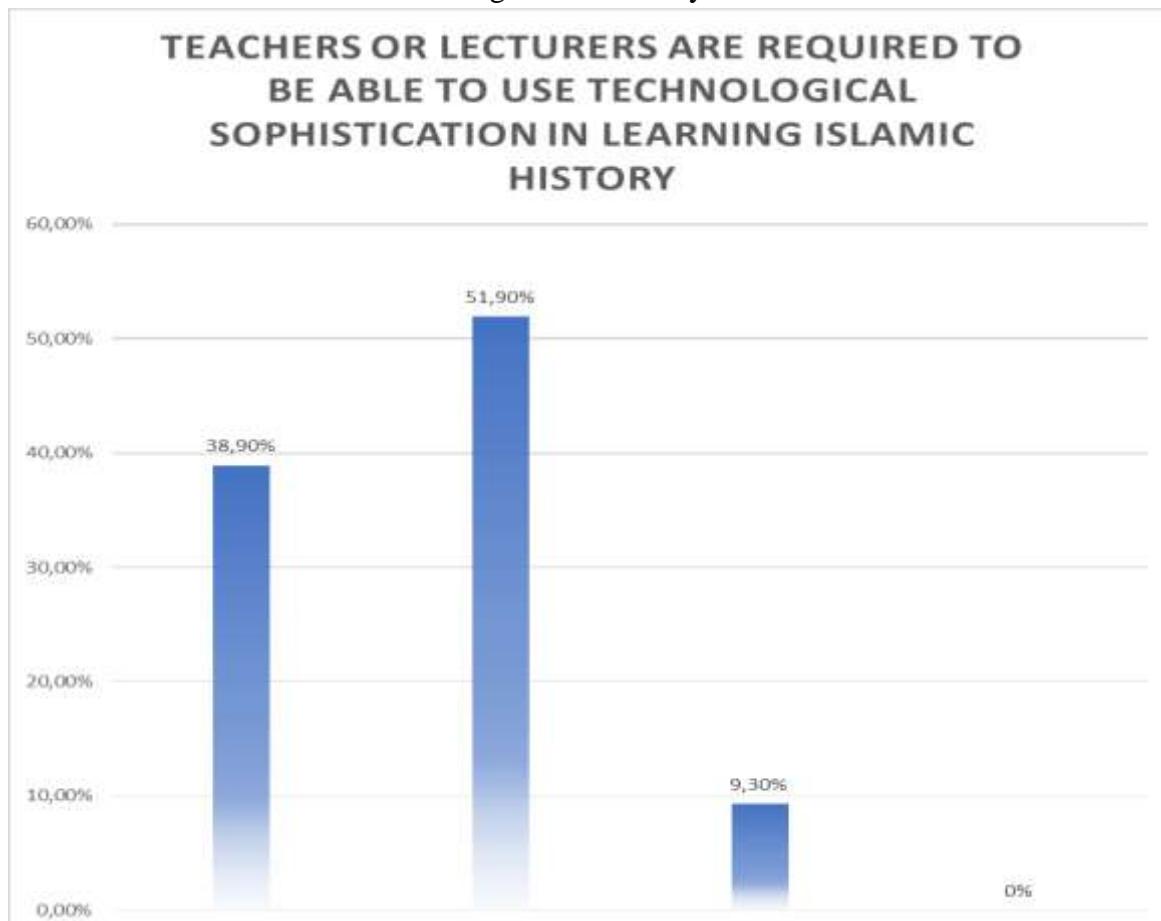
Based on the diagram graph above, it is found that respondents disagree with the researcher's statement that teachers or senior lecturers teach with outdated methods. respondents who disagree are mostly students, while those who agree are mostly students at the elementary / MI to high school / MA level. The results obtained are 20.40% strongly agree, totalling 11 people out of 54 people, 31.50% agree, totalling 17 people out of 54 people, 40.70% disagree, totalling 22 people out of 54 people, and 7.40% disagree, totalling 4 people out of 54 people. It can be concluded, in primary education to high school / MA senior teachers are behind the times regarding their teaching methods, but there has been a slight change in higher education senior lecturers have used a lot of interesting media in learning. Although like that, not many lecturers are also outdated in terms of teaching Islamic history.

Senior teachers or lecturers tend to be lazy in varying Islamic history learning methods



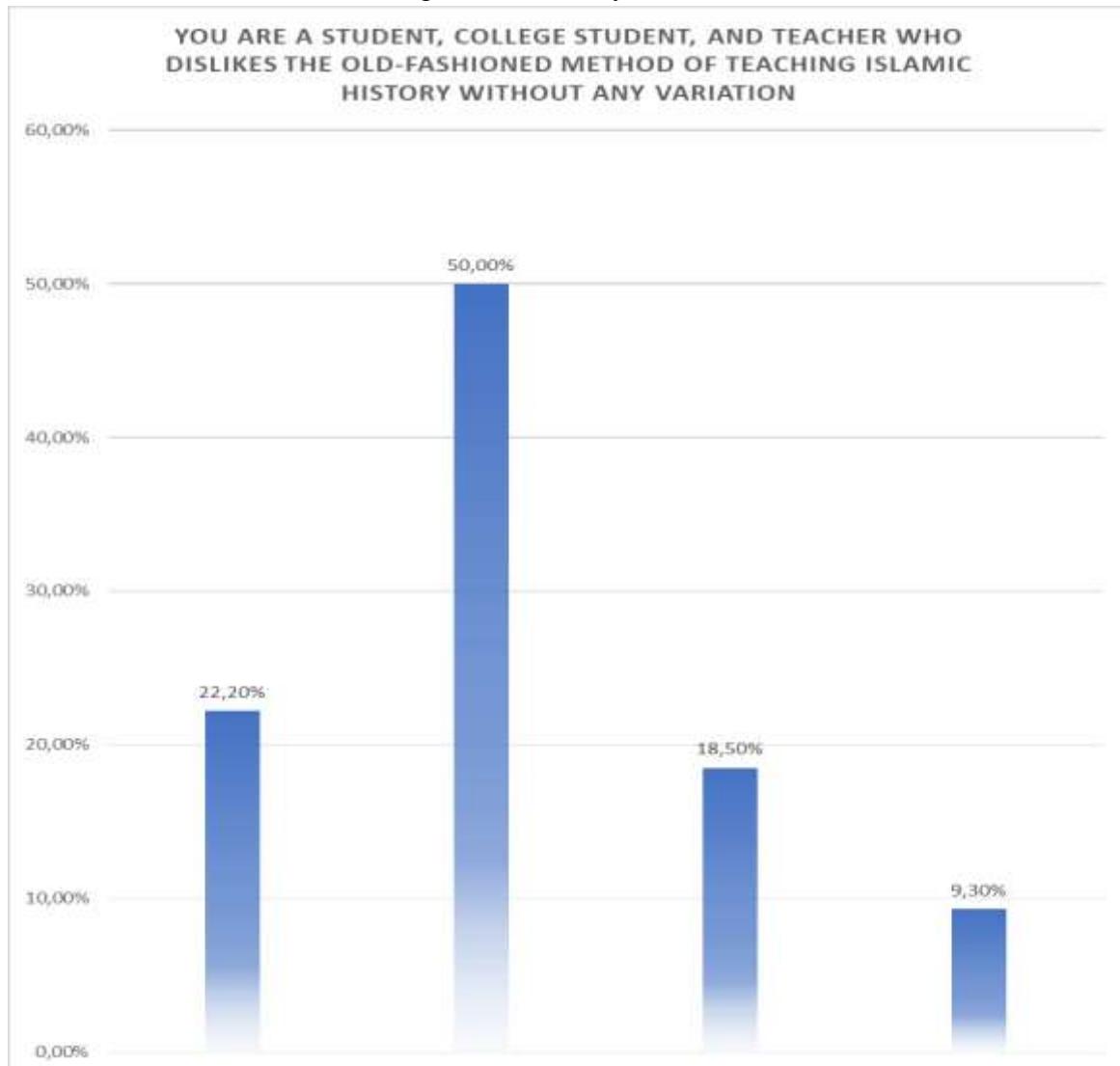
The impact of senior teachers or lecturers who use outdated methods is caused by their laziness to vary Islamic history learning methods. In contrast, young teachers or lecturers are more interactive in the teaching and learning process. This is evidenced by 37.00% of respondents agreeing with the researcher's statement. The survey results obtained are 24.10% strongly agreeing 13 people out of 54 people, 37.00% agreeing 20 people out of 54 people, 27.80% disagreeing 15 people out of 54 people, and 11.10% disagreeing 6 people out of 54 people. Actually, this laziness arises because the teacher or lecturer already thinks he can and does not need to learn more. To overcome this, seminars or training are needed as a lure for the teacher or lecturer to get rid of laziness to vary learning methods.

Teachers or lecturers are required to be able to use technological sophistication in learning Islamic history



It can be seen from the survey results that most respondents from various circles agree and even strongly agree if teachers or lecturers are able to use technological sophistication in learning Islamic history. The survey results obtained were 38.90% strongly agreed, totalling 21 out of 54 people, 51.90% agreed, totalling 28 out of 54 people, 9.30% disagreed, totalling 5 out of 54 people, and 0% disagreed, totalling 0 out of 54 people. Technological sophistication at this time is needed, many human jobs can be replaced by technology. Islamic history can certainly use technology in the learning process. To utilise technology teachers or lecturers are of course required to be able to use it. Seminars or training are a way out for teachers or lecturers who want to know more and learn from experts directly for learning strategies using technology.

You are a student, student, and teacher who does not like old methods such as the lecture method in learning Islamic history without other variations.



This time the researcher wanted to know how the respondents learnt Islamic history, whether they liked the old-fashioned method or not. The results obtained by researchers based on the survey results that respondents agreed if it was stated that they did not like old or ancient methods such as the lecture method in learning Islamic history without other variations. The survey results obtained were 22.20% strongly agreed, totalling 12 out of 54 people, 50.00% agreed, totalling 27 out of 54 people, 18.50% disagreed, totalling 10 out of 54 people, and 9.30% disagreed, totalling 5 out of 54 people. Respondents this time mostly agreed to dislike the old-fashioned method, which means that respondents like variety in Islamic history learning strategies. Respondents may have experienced difficulties in learning history. Respondents may want a good change in Islamic history learning strategies in education.

Learning Islamic history in Indonesia should be improved in its learning strategies



In the last statement the researcher wanted to know how the respondents saw the improvement of the Islamic history learning strategy. The survey results obtained are 55.60% strongly agree, totaling 30 people out of 54 people, 40.70% agree, totaling 22 people out of 54 people, 3.70% disagree, totaling 2 people out of 54 people, and 0% disagree, totaling 0 out of 54 people. It can be concluded that for the future of education, improvement is needed in learning Islamic history. One of the main lessons from all aspects of learning. History in the Quran is very much contained both from the beginning of human creation to the history of the carrier of the last Islamic religious treatise to the face of the earth, namely the Prophet Muhammad SAW. Based on these reasons, there is a need for improvement in the learning strategy of Islamic history. The Indonesian state itself has certainly been carried out by the government. Apart from that, teachers must also develop a variety of strategies for smooth learning.

The results of the survey have been described and explained. The research results have various answers. On the other hand, there are some statements from researchers in the survey questionnaire that the average respondent chooses to agree or disagree. This is due to differences in learning experience and teaching Islamic history. However, the researcher concluded that students experience difficulties in learning history due to the teacher's less interactive strategy. These learning difficulties can be overcome by using technology as a learning tool aimed at enabling students to understand lessons quickly. The use of technology

certainly cannot be done smoothly without assistance from the government in equipping the tools. In addition, seminars, workshops and training must be held for the sake of smoothness. Researchers consider that studying Islamic history, especially in Indonesia, also has a final problem, namely the truth of facts in history. The truth of facts in history does require more in-depth research. Technology is needed to achieve the validity of data from historical facts. In essence, it is the development of science and technology that can help religious teachers' strategies to overcome students' difficulties in learning Islamic history.

CONCLUSION

Studying Islamic history has basically become a compulsory subject at any level of education. Islamic history is studied in Indonesia in line with other religious education which can be called Islamic religious education lessons. As for religion-based education such as MI, MTs, and MA, Islamic history is studied as the history of Islamic culture. College students whose majors are related to Islam or history also study Islamic history as a compulsory course. Apart from that, studying Islamic history has many problems. The problems that occur are caused by students having difficulty in learning Islamic history. The role of teachers or lecturers in this problem is very important. The strategy of teachers or lecturers is actually questionable in their performance in teaching, because this problem has mushroomed into all domains of education in Indonesia in particular. In addition, other problems also arise due to historical facts that have not been clearly revealed. Teachers or lecturers have a great responsibility to strategize in this problem. Due to the problems that occur, researchers in this study examined how religious teachers' strategies overcome students' difficulties in learning Islamic history.

In this study, researchers used quantitative methods to make it easier for researchers to process the data that researchers get. This research uses a survey model and in-depth interviews. The results obtained from this study are that students' difficulty in studying Islamic history is due to teachers or lecturers in the learning process not understanding students' learning styles and mostly maintaining old-fashioned methods in learning. Of course, after examining this problem, researchers found solutions to the problems that arise. Among the solutions that researchers provide, namely teachers or lecturers as a distributor of knowledge to students or students are required to understand technology in making learning media. Learning media combined with technology tends to be favored by students. It is not only the media that is updated, the understanding of a teacher or lecturer of the mentality of his students is also an important point. Furthermore, the learning methods applied should be made very interactive so that understanding of the material by students can be achieved maximally. Finally, of course, the intention to improve history education must arise from a teacher or lecturer as an educator and also students or students as learners. If all of these things are carried out optimally, learning Islamic history which is said to be boring can be overcome into learning history that is fun.

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