Aqidah Akhlak Antara Pembelajaran dan Metode Sebuah Keefektifan

(The Moral Aqidah Between Learning and The Method of Effectiveness)

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Abstract

The learning of Aqidah Akhlak is one part of learning Islamic education that is directed to prepare students to know, understand, acknowledge and practise Islamic law, which then become the basis of his life (way of life) through the activities of guidance, teaching, training and use of experience. Islamic religion is a Universal religion that teaches mankind about various aspects of life, both the world and Ukhrowi. The first in Islam is to oblige to Muslims to perform an education preceded by the name of the Lord. Because according to Islamic teachings, education is a necessity of human life that is absolutely to be fulfilled, in order to achieve the welfare of the life of the Hereafter. With that education, man will get various kinds of science to prepare his life, and because it begins with the name of his lord then the faith becomes strong.

Keywords: Effectiveness, Learning, Aqidah Akhlak

I. Introduction

According to the word of Allah Subhaanahu Wata’ala in Qur’an surah al-Alaq verses 1-5

أَقْرِئْ بِآمَامِ رَبِّكَ الذِّي خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ أَقْرِئْ وَرَزِيكَ الْأَلْبَمَ الَّذِي عَلَمَ بِالْقُلُوبِ عَلَمَ الْإِنْسَانَ مَا أَلْمَعَ

Means:
1. Read by (mentioning) the name of your Lord who created
2. He has created man from a clot of blood
3. Read, and God the most Gracious
4. Who teaches (humans) with the mediation of Kalam
5. He teaches man what he does not knew. (Depag RI, 1994: 1079)
From this verse, it is clear that Islam encourages its people to become a clever people, beginning with learning various kinds of sciences, said Rasulullah Shallallahu Alaihi Wasallam:

من يردالله به خير ايمه في الدين (رواى البخاري)

It means: "When God desires good for someone he is given a deepening in religious sciences". H.R. Bukhori (Al-Asqolani, Ahmad bin Ali bin Hajar Juz 1, 1379 H: 164)

The hadith explains that all mankind are obliged to study without exception, according to their ability. This article focuses on the discussion of the devoted creed on the study of the Creed. In this study, referred to as aqidah akhlak is a field of science to prepare students to know, understand, internalize and practise Islamic law, which then become the basis of his life (way of life) through the activities of guidance, teaching, training and use of experience.

II. Discussion
Function and Purpose of Learning Aqidah Akhlak

Good teacher must know exactly what to accomplish in his studies, knowing what to teach (material), knowing how to convey it (method). So that goal is reached at the time specified in the curriculum, and know also when each stage is taught. The subjects of the chastity in Madrasah work, among others:
1) Encouraging the growing awareness of the students to Allah Subhaanahu Wata’ala.
2) instilling the habit of implementing Islamic law among students with sincerity.
3) Encourage the growing awareness of students to be grateful for the favor of Allah Subhaanahu Wata’ala by processing and utilizing nature for the welfare of life.
4) Establish a habit of discipline and social responsibility in the Madrasah and in the community.
5) Establish a habit of doing or behave in accordance with the regulations that apply in the Madrasah and in the community.

The objective of the subjects of the Islamic Studies in Madrasah is:
1) So that students can know and understand the fundamentals of Islamic law in detail and comprehensively. Such knowledge and understanding are expected to be living guidelines in their personal and social lives.
2) In order for students to exercise and practise the provisions of Islamic law correctly. The practice is expected to foster obedience to live Islamic law. High discipline and social responsibility in her personal and social life.

Human life and civilization are constantly changing, in response to the phenomenon that humans race to develop the quality of education. One of them through the completion of high quality curriculum to create a life that is intelligent, peaceful, open, democratic and able to compete.

In the context of Madrasah, the graduates have a competitive and cooperative advantage. Then the curriculum needs to be developed with an education unit level curriculum (KTSP) approach. This is done so that the madrasah can be institutionally responding to the development of information, science, knowledge, technology and the arts as well as decentralized demands. In this way Madrasah will not lose the relevance of the Learning program.
Furthermore, education Unit level Curriculum (KTSP) is developed in accordance with the relevance of each group or unit of education under the coordination and supervision of Education Office or the Office of the Ministry of Religious Affairs for primary and provincial education for secondary education.(Khaeruddin, dkk, 2007: 80)

In the practice of learning Aqidah Akhlak in school or madrasah, teachers are sometimes expected to have problems such as determining the objectives that must be achieved in learning, preparation of lesson materials, selecting appropriate methods, preparing props and media to be used and preparing evaluation. This component is often a necessity in the study of the Aqidah Akhlak.

**Subject matter of Aqidah Akhlak**
Subject matter is one of the factors that must be in learning, without any lesson material students will not be able to learn and make the teacher confused about what will be conveyed to his student. The subject matter is usually identical to the subject matter contained in the textbook. It should not be limited to the main material (commonly used by students with teachers in the teaching and learning process) but it is necessary to be accompanied by media or props as supporting. The scope of the material of the study of the Aqidah Akhlak in Madrasah Ibtidaiyyah contains the subject matter:

1) human relationship with Allah Subhaanahu Wata’ala
   Students are guided to believe that the vertical relationship to Allah Subhaanahu Wata’ala is the main and first worship.

2) human relationship with human
   Students are guided and educated in noble morality and strive to be an example for society.(Khaeruddin, dkk, 2007: 3-4)

**Learning method of Aqidah Akhlak**
Learning method is a way of delivering lesson materials to achieve the objectives. The function of learning methods cannot be ignored because the teaching method also determines the successful teaching and learning process and is integral to the learning system. Therefore the user of the method must match and align with the students' characteristics, material, environmental conditions where the learning progresses.

For learning to take place well and learning objectives can be achieved optimally, the teacher must be able to select and use several learning methods. The selection and use of such methods should be based on objectives that are intended to be achieved, the material delivered according to the students' condition and the method is able to generate and develop student learning activities.

In the study of the Aqidah Akhlak there are several methods that can be used, including:
1) Discussion methods
   The discussion method is a way of learning the subject matter by arguing about the problems arising from each other and a rational and objective argument. This method of discussion is intended to stimulate students in learning and thinking critically and to take his or her opinions rationally and objectively in solving problems.(M. Basyirudin Usman, 2002: 36)
   This method of discussion is suitable for use when:
   a) The presented material is low consensus problem, meaning that the material to be presented many contain problems that deal level is still low.
   b) To develop attitudes and objectives that are effective.
   c) For analytical purposes and high levels of understanding.(M. Basyirudin Usman, 2002: 37)
   The advantage of this method of discussion is
   (1) The classroom atmosphere is passionate, where students devote their attention and thoughts to the problems they are talking about.
(2) Can establish social relations among individual students, thus creating a sense of self-esteem, tolerance, democracy, critical and systematic thinking.

(3) The results of the discussion can be understood by the students, because they actively follow the debate that takes place in the discussion.

(4) The students ’ awareness in following and complying with the rules applicable in the discussion, is a mental reflection and their attitude to discipline and respect the opinions of others. (S. Nasution, 2006: 81)

Besides the discussion methods have advantages, but also have shortcomings, among others:

(1) Difficult to foresee results to be achieved due to very long usage of time.
(2) A teacher must be able to provide assistance in the form of presenting the problem to be discussed.
(3) A teacher must provide guidance and direction before or during the discussion. (M. Basyirudin Usman, 2002: 37)

2) Question Answer method

The question and answer method is the presentation of a learning message by asking questions and students to give answers or otherwise students are given the opportunity to ask and teachers who answer questions. In a teaching and learning activity through FAQs, the teacher gives a question first at the beginning of the lesson, at the middle or end of the lesson. When this method of Q & A is done quickly will be able to increase students’ attention to actively study.

The disadvantage of the question and answer method:

a) The time spent in the lesson is seized and less well-controlled by the teacher because of the many questions arising from the students.

b) The possibility of student irregularities may occur when there are questions or answers that are not pleasing to the goals discussed.

c) The course of learning is less well coordinated because of the questions of students that may not be answered appropriately, both by the teacher and the student. (S. Nasution, 2006: 82)

3) Demonstration and Experimental methods

A demonstration is a teaching technique performed by a teacher or someone else who is deliberately asked or the student himself is appointed to show classmates about a process or a way of doing something. For example demonstration about reading the Qur'an with Tajwidnya eloquently.

The experimental method is a teaching method involving students to experiment on certain subjects. (Armai Arif, 2002: 172) Demonstration and experimental methods are suitable for use when: Provide skills training to students to facilitate the explanation given, so that students immediately know and avoid the mistakes of students in taking a conclusion because they observe directly.

While the second drawback of the method is:

a) Preparation and implementation take a long time.

b) This method will not be effective if it is not supported with complete equipment according to the needs of.

c) Difficult to implement if students are not yet ripe to perform it. (M. Basyirudin Usman, 2002: 46)

4) Lecture methods

The method of lecture is interpreted as a way of teaching materials orally by the teacher upfront class. The student's role is here as the recipient of the message, listeners, watching and recording teacher's details whenever necessary.

The advantage of lecture methods is:

a) Efficient use of time and message delivered can be as many as possible.

b) Organizing classes is simpler and no student grouping is required in particular.

c) Can give motivation and encouragement to students in learning.
d) Flexible in the use of time and materials, if many materials while limited time can be talked about the points of discussion only, while when the material is little but time still many can be explained in detail.

While the weakness of lecture methods:

a) Teachers often have the difficulty in measuring students' understanding the extent to which students' understanding of the material is spoken.
b) Students tend to be passive and often erroneous in concluding teacher explanations.
c) When teachers convey as much material as possible in a limited time, thus giving a sense of compulsion towards the ability of students.
d) Tends to be boring and the attention of students is reduced, because teachers are less concerned about the psychological factors of students, so the described material becomes blurred. (M. Basyirudin Usman, 2002: 145)

5) Resitation method

The method of Resitation is an issue with the problem of reporting the students after they have finished working on a task. The task provided varies, depending on the teacher's policy, the most important is the learning objective achieved. (Syaiful Bahri Djamarah, 2005: 35)

The advantages of this resitation method are:

a) Very useful to fill the void of time, so that students can do positive things.
b) More students experience what they learn so that they strengthen their retention power.
c) Students become active and have a sense of responsibility. (Syaiful Bahri Djamarah, 2005: 47)

Weakness method of Resitation is:

a) Can cause doubts, because the possibility of work given to students is done by others.
b) Teachers often experience difficulty in giving assignments that are appropriate to the abilities of the students, because of the different abilities that individual students have, their intelligence and the mental maturity of each individual.
c) Where the task is too forced can cause a disruption of the mental stability and mind of the students. (Syaiful Bahri Djamarah, 2005: 48)

6) Group method

The group's working method is done on the basis of the view that a student is a unity that can be grouped according to his ability and interest to achieve a specific learning objective with the system of mutual assistance.

The advantage of group working methods is:

a) In terms of pedagogical activity, group activities will be able to improve the quality of students' personality, such as cooperation, tolerance, critical thinking, etc.
b) In terms of psychological, positive competition arises between groups as they work together on each group.
c) Socially, clever children in the group can help a less clever child in completing a task.

The weakness of the group's working methods:

a) Too much preparation and complex arrangement compared with other methods.
b) When the teacher lacks control, there will be negative competition between the groups.
c) The task given is sometimes only done by a handful of capable and diligent students, while the lazy student will submit his duties to his friend in the group.

7) Drill method

The drill or called training method is intended to gain skill or exercise skills on what is learned, because only by doing so in a practical way, a knowledge will be perfected and ready to be demonstrated.

Advantages of drill method are:
a. Students will gain dexterity and proficiency in different things than the teacher's instructions are considered irregularities and do something according to what he learns.

b. It can lead to confidence that the students who succeed in learning have a special skill that will be useful later in the day.

c. Teachers are easier to control and can discern which students are disciplined in their learning and which are less disciplined, taking into account the actions and deeds of students during the learning.

**Downside Drill method is:**

a. It can inhibit student initiatives, where students' initiatives and interests are considered violations in the learning they give.

b. To cause static adjustments to the environment, in this learning condition the student initiative can always be highlighted and not given power. The student completes the assignment statically according to what the teacher wants.

c. Forming a habit that you, meaning as if students do something mechanically and in giving the stimulus students are familiarity with acting automatically.

d. Can lead to verbalism, a memorized learning method where students are trained to be able to master the subject matter in memorization and automatically remind him when there are questions pertaining to the memorization without a logical process. (Syaiful Bahri Djamarah, 2005: 58)

**Props or Media in the learning of Aqidah Akhlak**

The tool is "anything that can be used as an intermediary to achieve educational objectives". (Syaiful Bahri Djamarah, 2005: 184) Props or media in the learning of the creed is all sorts of tools that can be used by teachers and students to achieve the objectives that have been determined.

In this case the teaching aids or media is a:

1. Audible aids (audio) are: tape recorder, radio, television, etc.
2. Props that can be seen and to be demonstrated, include: Drawing/painting, Action (action), posters and others.

In choosing props or media in the learning should pay attention to the following criteria:

1. Determination with the purpose of learning: it means that the learning medium is chosen on the basis of predetermined instructional objectives.
2. Support to the content of the subject matter, which means the subject matter, principles, concepts and generalization.
3. Ease of obtaining media, meaning that the required media is easy to obtain, at least easily made by teachers while teaching.
4. The teacher's skill in using it, regardless of the media the main requirement used is the teacher.
5. Available time to use, so that the media can be beneficial for students during the study.
6. In accordance with the level of thought of students, choosing media for learning must be in accordance with the level of thinking students so that the meaning contained therein can be understood by students. (Nana Sudjana, 1991: 4)

With the criteria of selection of props or media learning above, teachers can be easier to use which media is considered appropriate to help facilitate the delivery of materials to students.

**Strategy for Learning the Aqidah Akhlak**

Strategy is a tactic to conduct activities in learning activities that include methods and techniques of teaching. As for the method is the way of teaching itself. While the
technique is a way of doing special activities in using a particular method, such as the question techniques, explaining techniques, etc.

Learning is a complex process with the intention of giving students a learning experience according to their objectives. The goal to be achieved is actually a reference in organizing the learning process.

Aqidah is a true belief/faith that is realized in noble sexual behavior. So etymologically the learning strategy of morality is a conscious and well-planned method of preparing and giving learners the learning experience to know, understand, acknowledge and immunize God and to define it in the glorious sexual behavior of everyday life.

**Learning process of Aqidah Akhlak**

In the process of learning a certain activity or activities are as follows:

The process of the Latin "processus " which means "to walk forward" the process is a change pertaining to behavior or psychiatric. In the psychology of learning the process means the specific ways/steps by which some changes are inflicted to the achievement of certain hail-outcomes. So the learning process can be interpreted as a stage of change in cognitive behavior, effective and psychomotor occurring in students.(Mohamad Asrori, 2009: 27)

**Phases of the learning process**

According to Jerome S. Bruner, one of the opponents of S. R Bond's theory in the student learning process went through three episodes or phases, among others:

- Phase information (stage of material acceptance)
- Transformation phase (material conversion phase)
- Evaluation phase (material assessment phase)

According to Wittig (1981) in his psychology of learning, every learning process always takes place in three phases, among others:

- Actuation (Procurement phase/acceptance of information)
- Storage (Information storage phase)
- Retrieval (phase regain information)

  a. Listen
  
  Is one of the learning activities, everyone studying in school is sure to listen. When a teacher uses a lecture method, each student at require listens to what the teacher is telling.

  b. Looking at
  
  Directing a vision to an object. In class, a student looks at a chalkboard containing the writings that the teacher has just written, the writings that students look at gives an impression and then stored in the brain.

  c. Groped, smelling, and tasting
  
  It is a human sense that can be made as a tool for learning, meaning the activity of touching, smelling. And it can give a chance for people to learn. Of course the activity should be realized by a goal.

  d. Write or record
  
  It is very useful to hold a number of information, which is a fact that the facts, but also consist of material from the reading material.

  e. Read
  
  Reading activity is the most activity in doing while studying at school or in college. If learning is to gain science, then read the wrong path towards the door of science, then reading is the path to the pinti of science This means to acquire science there is no other way to do except multiply reading. If so read identically to seek science to be intelligent and ignore mean stupidity.

  f. Looking for an overview or summary and underlining
  
  g. Observe tables, diagrams and charts
h. Compose paper or paper work
i. Remembering
J. Think
k. Exercise or practice

Learning Model of Aqidah Akhlak

The learning Model is defined as a systematic procedure for organizing learning experiences to achieve learning objectives. It can also be interpreted as an approach used in learning activities.(Sardiman, A.M., 2004: 61)

So, in fact, learning models have the same meanings as approaches, strategies or methods of learning. Nowadays, many kinds of learning models have been developed, from simple to somewhat complex and complex models because they require a lot of tools in their application.

There are some characteristics of learning models in particular include:

a. Rational logical theoretically compiled by the creators or developers.
b. The foundation of thinking about what and how students learn.
c. The teaching behaviour required for the model to be implemented successfully
d. The learning environment required for learning objectives can be achieved.

While the learning model according to Kardi and Nur there are five models of the process that can be used in managing learning, namely: direct learning; cooperative learning; learning based on problems; discussion and learning strategy.

Learning Assessment of Aqidah Akhlak

In the learning that has been in the classroom or especially in class, the teacher is the most responsible party for the outcome. Thus teachers should be equipped with evaluation as a science that supports its task, namely evaluating the learning outcomes of students. "In this case the teacher is tasked with measuring whether the student has mastered the knowledge learned by the students for the guidance of the teacher in accordance with the purpose formulated.(Suharsimi Arikunto, 2006: 4)

To be able to determine the achievement of learning objectives, need to do business or evaluation action, with the evaluation can be known quality of progress of students achievement. The evaluation of the study of the creed is not only done by the students’ learning outcomes, but also in the process of teaching.

1). Types of assessments

Dr. Mukhtar, M. Pd mentions the following types of assessments:
a) The formative evaluation, which is the evaluation carried out each time a particular material is studied.
b) Sumatif evaluation, which is an evaluation conducted at the end of each study in the number of learning materials program units.
c) Evaluation of the diagram, which is the evaluation carried out as a means of diagnosis.
d) Evaluation of placement, which is the evaluation conducted to put students in an educational program or a course that is suitable for both potential and actual skills in interest.(Muchtar, 2004: 153)

2). Evaluation techniques

Learning evaluation techniques are used for assessment in learning, as well as with the importance of improving the process situation and learning activities. To evaluate the lesson, the techniques of akidah akhlak were used to include:
a). Test Essay, which is a test arranged so that the answer consists of several sentences.

Some guidelines for using test essays:

(1) To perform a comparison, for example: "Compare between chastity and the moral of Madzmumah."
(2) The assessment of an opinion, for example: "Which is the most prominent of the honor of a mother or father?"

(3) Causal relationship, for example: "What is the reason revelation the books of God?"

(4) Explain the meaning of the phrase, for example: "What is the above hand is better than the hand below?"

(5) Summarize, for example: the command "Summarize!.

(6) The ability to analyze, for example: "Give It Up!"

b). Objective test

A test is called objective if:

(1) Only one answer is correct for each alternative answer.

(2) in scoring there is no difference even though checked more than one person.

(3) in answering testee stay just do the choice as per instructions.

(4) Selection norms have been specified first.

Test Objectives There are several kinds, namely:

(1) True-false test

A test consisting of statements that contain one of two possible answers wrong or correct.

(2) Multiple Choice

In this type of testee are asked the correct answer from some of the answers.

- Multiple Choice are several forms, namely:
  - Answering questions.
  - The Best Answer Test, on this type of test is asked to choose the most appropriate answer from the answers available, all of which contain the truth.
  - Matching test (test).
  - Completion test.
  - Resolve the question.
  - Rearrange test (test set back).

(3) Language Test

It is a test that can only be answered by language, both oral and written, this language test consists of:

(a) Oral tests, in this test students get an oral question that is answered orally anyway.

(b) Written test, written test usually in the form of essay.

(4) Test Deeds (action)

"The test is used to assess the various orders that must be implemented ". such as reading the Qur'an.

III. Conclusion

The effectiveness of the learning that is related to the purpose of learning is to consider the difference in the basic ability of the students by making a division between the able and the incapable child and seeking the free time available to add to the learning of the akidah akhlak.

The effectiveness of the learning principles relating to the material is: making learning strategies according to the student's tendency to use the facilities and infrastructures in the Madrasah and outside the Madrasah according to the ability of students optimally

The effectiveness of the learning methods related to the method is to develop a learning strategy according to the methods applied, so that students easily apply and understand the material delivered. Enable students individually or in groups to make material delivery easier.
The effectiveness of the learning of the faith in relation to props or media learning is to develop the students’ skills and creativity as well as search for easy and enjoyable props. The effectiveness of the learning of the faith in relation to props or media learning is to develop the students’ skills and creativity as well as search for easy and enjoyable props.

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