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Content

Instructional Management of Islamic Education in Primary School

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Abstract: This study determined the instructional management of Islamic education in Primary School 25 Gelumbang. This study used qualitative method and the focus was instructional management. The instruments were observation, interview and documentation. The results showed that there were steps in instructional management such planning, implementing, organizing and monitoring. Then in supervision, the teacher made a breakthrough by involving parents and homeroom teachers in controlling their children to memorize short letters and *asmaul husna* given.

Keywords: Instructional Management, Islamic Religious Education, Primary School

1. Introduction

Education is very important for students where the growth and development of students really need guidance and direction (Andriani et al, 2018; Kristiawan and Tobari, 2017). The children can also practice the teachings of Islam as a whole. The importance of education in a child's life can also be seen from its function, such as the opinion that to human development who are devoted to Allah SWT besides having knowledge and skills also have the ability to develop themselves in society and the ability to behave based on norms according to Islamic teachings (Arifin, 2006).

Based on these quotations it can be interpreted that education has a very important role in the formation of the morals of students, both individually and socially (Kristiawan et al, 2019; Irmayani et al, 2018; Lian et al, 2018; Fitria et al, 2019). This is in accordance with the word of God, which is: It means: "and (remember) when Luqman said to his son, when he gave a lesson to him: "O my son, do not associate God, Truly associating (Allah) is really a great tyranny" (Lukman: 13). (Ministry of Religion of the Republic of Indonesia, 2009), Based on the above paragraph it is clear that one of the morals to God is not to do shirk which is to

double Him, also to do things that are ordered and stay away from what is forbidden by God. As for the way of moral behavior with fellow humans including greeting and answering, giving to each other, visiting if sick, helping each other, not hurting, delivering his body when he died and so forth.

In order to realize the various objectives of PAI learning, a variety of formal, informal and non-formal institutions are also needed requiring the care and role of all parties, parents, teachers, the community as well as the government and other parties who are directly or indirectly involved in education . PAI teacher has an important role in the framework of making students have good morals, this is in line with the opinion that teachers who are smart, wise and have sincerity and positive attitude in their work will guide their students positively towards the lessons given to them and can foster a positive attitude needed in his life in the future (Daradjat, 2001).

Based on the above opinion it is clear that a teacher in teaching must provide an example and sincerity in providing guidance to his students (Lian et al, 2018; Wandasari et al, 2019). Because with this sincere spirit, the knowledge given will be easily accepted

and will shape the behavior of students. Therefore, a teacher must provide a role model and always devote his attention to the teaching and learning process so that students have the knowledge, behavior and skills in worship to realize students who have good morals. The teacher must be able to stimulate and provide encouragement to dynamic students' potential, foster activity and creativity so that there will be dynamics in the teaching and learning process, in this case the teacher has the following roles: 1) as a facilitator, the teacher in this case will provide facilities or facilities in teaching and learning process; 2) as an organizer, an effective and efficient manager of teaching and learning activities for students; 3) as an evaluator, the teacher has the authority to assess students' learning achievements in the academic field as well as in their behavioral fields, so as to determine how their students succeed or not (Sardiman, 2000; Salwa et al, 2019).

Moral development for students must be given continuously so that they can emulate noble morals exemplified by the Messenger of Allāh, they are able to avoid the bad qualities that must be avoided by children, and PAI teachers must be able to guide children's morals so that they can use consistent in using morals that are bad. well, this is in accordance with the hadith of the Prophet which means: "The Messenger of Allah said: Indeed I was sent to perfect the morals" (HR. Ibn Said) (Sayuti, 2009).

Habituation and supervision in the school environment need to be given by Islamic PAI teachers, because with habituation and supervision students can be trained with various goodness and leave bad things, besides PAI teachers must also remind and give direction if there are students who commit bad deeds so that they learned their lesson and did not repeat themselves (Renata et al, 2018; Khasanah et al, 2019). Moral guidance for students is to make sure that students have morals in accordance with the morals of the Prophet Muhammad, however,

it should be adjusted to the development of the learner's age so that moral education can be well received. PAI teacher's attention can be shown in the attitudes that are praiseworthy and provide a direct example to their students. Forms of attention of the PAI teacher include teaching good morals, advising children, punishing children who have bad morals, giving praise and monitoring children's behavior, setting good examples in daily life. This is in accordance with the opinion which states that trying to instill noble morals, absorbing advantage in the souls of students, accustom them to hold to high morals and avoid things that are despicable, think spiritually and humanly or humanity and use the time to learn world science and religious sciences without regard to material benefits (Abrasy, 2008).

Another opinion states that the role of Islamic education teachers in the formation of students' morals can be seen in the indications below: 1) Educating children by focusing on providing direction and motivation to achieve both short and long term goals; 2) Provide facilities for achieving goals through adequate learning experience; 3) Foster personal aspects such as attitudes of values and adaptation; 4) Get to know and understand each student individually and in groups; 5) Provide information to students about the things needed in the teaching and learning process and provide examples in matters of worship; 6) Provide adequate opportunities so that each student can learn and do other activities according to his abilities; 7) Help overcome personal problems he faces; 8) Assess the success that has been done by students (Slameto, 2003).

Based on the opinion above, it is clear that PAI teachers are expected to be able to carry out their role in moral development by giving good examples to students, as their opinion states that for teacher students is an example of a very important role model in their growth, the teacher is the first person after people parents, which affect the development of students' personalities if the

behavior or morals of teachers are not good, in general the character of students will not be good because of it, because students will be easily influenced by people who admire (Daradjat, 2001). In conducting guidance to the morals of students is always influenced by various kinds of factors students, environmental conditions (Suardi, 2004). Moral formation is not solely formed by the teaching process it receives both at home and at school but is also influenced by various factors such as talent, interest and also the willingness of the students themselves to learn a variety of good morals and avoid the morals that are bad. Environmental conditions also greatly affect the behavior of students (Tobari et al, 2018). This is because between students and the environment that can occur a mutual relationship that affects each other (Fathurrochman et al, 2019; Sarina et al, 2019).

Realization of environmental factors is of three kinds, namely the educational environment in the family, the educational environment in schools and the educational environment in the community (Suardi, 2004; Apriana et al, 2019). On the other hand, the supervising done by the Principal of the moral development of the students has shown good results, this I see when conducting pre-research there is a unique phenomenon where students before entering the class when meeting with teachers and friends the theme shook hands with each other and kissed the teacher's hand can be seen from the indications of reduced students who often perform behaviors that do not reflect good morals, such as ditching, fighting, making noise in class, dressing neatly, not learning, not polite, arriving late, stealing his friend's tools and others.

2. Research Method

This research uses a qualitative approach, because qualitative research is basically observing people and their environment, interacting with them, trying to understand their language and interpretation of the world around them (Sugiyono, 2012). Moloeng (2002) suggests that qualitative research has a number of characteristics 1) conducting in a scientific setting or in the context of a wholeness; 2) researchers themselves or with the help of others are the main data collection tools; 3) using qualitative methods, because it is easier when dealing with multiple realities, presenting directly the nature of the relationship between researchers and respondents and is more sensitive and more able to adjust to the many sharpening of mutual influence and to the patterns of values encountered; 4) using data analysis inductively; 5) prefer direction for guidance in the preparation of substantive theories derived from data; 6) data collected in the form of words, pictures and not numbers; 7) want to set limits in his research on the basis of the focus that arises as research problems; 8) prioritizes process over results; 9) arrange designs continuously according to reality on the ground; 10) requires that the meanings and interpretations obtained, negotiated and agreed upon by humans be used as a source of data. Based on the above theory, in this study using a qualitative approach because the target of this study is related to the instructional management of Islamic education in Primary School 25 Gelumbang to uncover the actual situation in depth.

3. Results and Discussion

Management comes from the word to manage which means to regulate. Arrangements are made through a process and arranged according to the order of the management functions (Hasibuan, 2011). The word management itself comes from the word manage or *magiare* which means to train a horse in stepping. In terms of management, there are two activities that are activities of thinking (mind) and behavioral activities (Action) (Concerned, 2011). The meaning of management is often interpreted as science, tips and professionals. Management is defined as science because it is a field of knowledge

that systematically seeks to understand why and how people work together. Management is defined as tips because management achieves goals through ways by managing others to carry out tasks. The management is defined as a profession because management is based on special expertise to achieve a manager's achievement, and professionals are required by a code of ethics. To find out the term management, the approach used is based on the manager's experience. Management as a system that every component displays something to meet the needs. Thus, management is a process to achieve organizational goals effectively and efficiently. Achievement of organizational goals is carried out by managing the functions of planning, organizing, the preparation of personnel or staffing, direction and leadership, and supervision.

Management is a typical process consisting of planning, organizing, implementing and controlling actions, each of which is used both in terms of science and expertise and which are followed sequentially in the context of achieving the previously set goals (Syafaruddin, 2005). Management is a process of planning, organizing, appointing, and supervising the activities of workers who are integrated with organizational resources to achieve overall organizational goals. As according to Batemen the key management functions include planning, organizing, and staffing, leading, and controlling. Key management functions include planning, organizing, staffing, leadership, and supervision (Arikunto, 2009).

The data presented were about the instructional management of Islamic education at SDN 25 Gelumbang. Instructional management focuses on the research in four dimensions: 1) the planning stage; 2) the organizing stage; 3) implementation stage; 4) learning supervision and evaluation. The professional teacher is required to be able to design and develop instructional planning. The learning plan involves in it how to determine the appropriate methods, strategies and media, and carry out what has been planned to properly look at the instructional situations and conditions, and evaluate with the instructional planning the teacher can realize teaching and instructional activities regularly, consistently, effectively and efficient. In carrying out PAI instructional activities, teachers at SD Negeri 25 Gelumbang create and prepare: 1) Annual Programs; 2) Semester program; 3) Syllabus which has sub-indicators of Competency Standards, Basic Competencies, Indicators, Diaper Materials, Instructional Activities, Instructional Strategies, Assessment, Time Allocation, Material Sources; 4) Instructional Implementation Plan (RPP). Programs in instruction specifically RPP include the identification of subjects, Competency Standards, (3) Basic Competencies, Indicators of achievement, Instructional Objectives, Teaching Materials, Time Allocation, Instructional Methods, Media, Assessment of Instructional Outcomes, Resources or Teaching Materials) (Observation Date 15 May 2019).

From the results of interviews with Mr. Mashudi S.Pd.I as a PAI teacher, in theory he has planned instructional. Starting from mapping Competency Standards and Basic Competencies, then determining the weekly or effective week instructional program followed by the teaching program to the syllabus and lesson plans. All done by referring to the content standards in the form of competency standards and basic standards. He also developed these basic competencies into indicators and goals that were adjusted to the conditions of the students (Interview with PAI teacher Haikur Rahman, S.Pd.I on 15 May 2019).

Also emphasized by the PAI teacher by preparing a instructional plan that will easily carry out the task, will greatly facilitate, guide and direct learners in instruction, so that teachers are required to package instructional material in order to attract students to learn (PAI Teacher Interview Haikur Rahman,

S.Pd.I May 15, 2019). Good instructional planning will make it easier for students to understand the material conveyed by the teacher, in line with this the principal of SD 25 Gelumbang said the instruction carried out refers to good planning. As the headmaster of the madrasa he obliges all teachers to carry out this instructional plan so that students have the ability and learn the subjects well in order to improve the quality of instructional specifically for PAI lessons, of course, so that students have morals that are close. Based on the results of interviews with the Principal of 25 Gelumbang obtained that the SD Negeri 25 Gelumbang always plans its educational goals once a year, even though its vision and mission have not changed, the goals and targets to be achieved continue to be revised. Each subject teacher is required to prepare syllabus and lesson plans.

Based on further interviews with PAI teachers at SDN 25 Gelumbang, Mr. Haikul Rahman S.Pd.I. It is said that in the case of instructional media, the choice of which media to use depends on the objectives to be achieved, the nature, teaching materials, the availability of these media, and also the ability of the teacher to use them. The most important criterion in media selection is that media must be adapted to the instructional objectives or competencies to be achieved. Example: if the students' goals or competencies are memorizing words, the teacher can use audio media to be used. If the objectives or competencies achieved are to understand the contents of the reading then print media can be used. If the instructional objectives are motoric (motion and activity), then film and video media can be used. In addition, there are other complementary criteria, such as: cost, usability; the state of students; availability; and technical quality.

The steps in preparing the PAI instructional media are as follows: 1) The selection of media must be adjusted to the instructional objectives or competencies to be achieved, the media must also be adjusted to the costs in accordance with the financial condition of the madrasa; 2) The selection of media must be in accordance with the appropriate use; 3) The choice of media must be adjusted to the situation of the students in order to attract attention, the emphasis (for example with color), well planned, and allow students more active learning; 4) The choice of media must be in accordance with the media available in the medium or the teacher can bring the media directly and the teacher is able to use the media; 5) In the use of media requires steps such as planning, implementation, follow-up.

Based on the author's observations during the implementation of learning it appears that PAI teachers have carried out the process of implementing PAI learning in accordance with the curriculum and RPP, and it appears that students are active in the instructional process. there are students who answer and when the discussion has finished between students then the teacher gives a conclusion. Monitoring of instruction is done at the planning, organizing, implementing and evaluating stages of instructional outcomes. This is done through focus group discussions, observations, recording, recording, interviews, and documentation. Monitoring activities are carried out by the school principal. Supervision of the instructional process is carried out at the planning, organizing, implementing and evaluating stages of instructional outcomes. This is done through the provision of examples, discussion, consultation or training. Supervision is carried out on the PAI instructional program whether it is in accordance with the plans that have been set. Linkages with student teachers need to ascertain whether the students carry out instructional activities as planned. While the assessment is part of the component of program implementation activities that serves to provide an overview of how the activity is carried out and what else it will do next. The description of the achievement of teaching materials for students in every aspect of the material, both for each student or classically,

can be seen through the management of the assessment itself. Assessment or evaluation is carried out by the teacher of instructional outcomes to measure the level of achievement of students' competencies, and is used as material for preparing reports on the progress of learning outcomes, and improving the instructional process. Assessments are carried out consistently, making exam grids, conducting written and oral tests to improve teacher instructional processes. Assessment of instruction outcomes using Education Assessment Standards and Subject Group Assessment Guidelines.

The focus of assessment is the success of student learning in achieving graduate competency standards which include: 1) Improving understanding and belief in the pillars of faith through proof with the evidence of *nakli* and *akli*, as well as understanding and appreciation of *al-Asma 'al-Husna* by showing the characteristics-signs of a person's behavior in life phenomena and their practice in daily life; 2) Familiarize good morals such as sincerity, obedience, *khauf*, repentance, resignation, endeavor, patience, gratitude, *kana'ah*, *tawadlu*, *husnudzon*, *tasamuh, ta'awun*, knowledgeable, creative, productive and adolescent association, and avoiding despicable morals such as *riya, nifak, ananiah*, despair, *ghadlab*, greedy, *takabbur, hasad,* revenge, *ghibah*, slander and *namimah*.

In cognitive aspects related to knowledge, the teacher makes an assessment in the form of daily tests, midterm tests, end of semester tests, and tests for grade promotion. In the affective aspects regarding attitudes, the teacher assesses attendance, craft, discipline, and student participation in instruction. PAI teachers also observe students one by one in carrying out or carrying out good behavior to fellow students, teachers, and employees who are in the academy and then the grades are taken. Affective relates to values that are difficult to measure, because it involves a person's consciousness that grows from within. To a certain extent affection can arise in behavioral events, but its assessment to arrive at conclusions that can be accounted for requires careful and continuous observation. This is not easy to do, let alone assess changes in attitude as a result of the instructional process undertaken by teachers in the madrasah. We cannot conclude that the child's attitude is good as a result of the instructional process carried out by the teacher. Maybe the attitude was formed by habits in the family and the environment.

4. Conclusion

In the instructional process at school, whether realized or not, the teacher can instill certain attitudes to students through the process of habituation. For example students who each time receive unpleasant treatment from the teacher that offends students, then over time there will be resentment from the child and slowly students will transfer their hatred not only to the teacher but also to the subjects they care for. In psychomotor aspects related to skills, PAI teachers conduct assessments by giving practical assignments to demonstrate good behavior and disgraceful behavior. In practicing commendable and despicable behavior, students know which behaviors must be applied in daily life and which behaviors should be avoided. The teacher explains the benefits of good behavior for yourself, fellow human beings, and the surrounding environment that is close to Allah SWT, loved by everyone, and has many friends. Thus the assessment conducted by the PAI teacher at SD Negeri 25 Gelumbang is already good according to the recommendations of assessment in K13 because the PAI instructional assessment includes cognitive, affective, and psychomotor aspects.

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