

## DEVELOPMENT OF LEARNING EXPERIENCES IN THE CONTEXT OF ISLAMIC RELIGIOUS EDUCATION: CURRENT APPROACHES AND STRATEGIES

Yanti Mulyati<sup>1</sup>, Mulyawan Safwandy Nugraha<sup>2</sup>

<sup>1,2</sup> UIN Sunan Gunung Djati Bandung

E-mail: <sup>1)</sup> [yanmoelyathie@gmail.com](mailto:yanmoelyathie@gmail.com) , <sup>2)</sup> [mulyawan@uinsgd.ac.id](mailto:mulyawan@uinsgd.ac.id)

### Abstract

*This study aims to explain the latest strategies and approaches in the development of Islamic Religious Education learning experiences. This research is qualitative, using descriptive-analysis methods, and literature approaches. The results of this study show that the application of appropriate learning models, strategies, approaches, methods and techniques by teachers in Islamic Religious Education subjects is the main key to achieving learning objectives in the form of character building, behavior, character beliefs, and student learning achievement. This is shown by the results of student learning evaluation through classroom action research in Cycles 1 and 2 to Class V students of SD Negeri Sukamantri, Cileunyi District, Bandung Regency proven to have a positive impact on improving student learning experience.*

Keywords: *Strategy, Approach, Development, Experience, Learning.*

### 1. INTRODUCTION

Learning is basically a process of transforming knowledge, attitudes, and skills from educators to students gradually and continuously (Pane & Dasopang, 2017). In the learning process, there is a transformation process in the form of changing the behavior of each individual through interaction with their environment, which includes dimensions of knowledge, understanding, habits, skills, appreciation, emotional, social relationships, physical, ethics or ethics and attitudes (Hamalik, 2001; Jannah et al, 2021).

The ability of each individual to interact and adapt to the environment varies greatly due to various factors that influence it, both internal and external. For example, the ability to interact in the learning process internally can be influenced by the interests, motivations, and awareness of the individual itself, while externally it can also be influenced by association with peers and their social environment (Sardiman, 2003). On that basis, many education experts explain learning as a process of interaction between individuals and their environment that is sustainable simultaneously with factors that influence it, so that it can have implications for the formation of character, personality, and attitudes, both conceptually and theoretically (Palittin et al, 2019).

Therefore, the learning process is closely related to the learning experience, where the learning experience is different in meaning from the content of learning materials or activities carried out by teachers to students (Junaidi, 2023). Learning experiences are generally more associated with the process of interaction between students and their external conditions and environment (Kuswanto, 2014). In the learning process, each student will experience learning experiences that affect the formation of his behavior from what he does when he learns and not from what the teacher does (Mubarok, 2020).

Referring to the opinion above, students' learning experience seems to be obtained more from the results of the interaction of students themselves with their external conditions compared to the interaction of students with their teachers in the learning process. This is as explained by Muamanah (2020) that there are several indicators inherent in the learning experience, including: first, learning experience refers to the interaction between learners and their external conditions and not to the content of the lesson; second, experiential learning refers to learning through students' active behavior; third, the learning experience will be owned by each student after they participate in certain teaching and learning activities; fourth, the learning experience is the result obtained by students in interaction with the external environment; and fifth, in the learning experience there are various efforts made by the teacher to guide students to have a certain learning experience.

In order for each student to get the maximum learning experience, every teacher is required to be able to know and understand the character of each student. It is very important for every teacher to measure how able he is to educate and guide students, how effectively he applies the learning process to students, and to what extent he increases interest and learning outcomes (Rosyadi, 2017). In this context, evaluation of learning experiences is very important to find out and collect various information or data about the level of student learning success in accordance with what has been planned and implemented (Yulianti, Iwan & Millah, 2018).

Similarly, the learning experience in the context of Islamic Religious Education, according to Zulfikar (2023), every teacher needs to know and understand the tendency of changes in student behavior from aspects of knowledge (cognitive), skills (psychomotor), as well as values and attitudes (affective). In addition, Tang (2018) also explained that every teacher also needs to use various approaches and appropriate Islamic learning strategies to analyze changes in student behavior today and in the future. Because the nature of behavior change obtained by students through learning experiences in the context of Islamic Religious Education is not temporary, but shows a continuity that takes place systematically, including the ability to interact and adapt to the internal and external environment, so that each student has a religious character, confident, independent, has strong motivation, and is able to answer various problems that may be faced in the future front (Mustari, 2022).

As a starting point, one of the results of previous research showed that the experience of learning Islam has a positive influence on student achievement in State Elementary School 1 Palumbungan, Bobotsari District, Purbalingga Regency. This is evidenced by the significance test results of 49.575 and supported by a constant value showing a positive value of 0.877X, which means that there is a positive and significant influence between religious learning experiences and Islamic Religious Education learning achievements at SD Negeri 1 Palumbungan, Bobotsari District, Purbalingga Regency with a coefficient of determination test result of 16.5% (Handayani, 2015).

Referring to the results of the research above, in the Science of Islamic Education there are various approaches and learning strategies that can be used by teachers to educate students to have a good learning experience. As a subject of Islamic Education, students need to be directed to become good learners, where they will tend to imitate and follow the educational pattern given by their teachers, absorb all information from their learning process, and make all of it as their learning experience. On that basis, this paper will focus on analyzing approaches and strategies for developing learning experiences in the context of Islamic Religious Education.

## 2. IMPLEMENTATION METHOD

This research is qualitative, using descriptive-analytical methods, and literature study approaches to explain approaches and strategies for developing learning experiences in the context of Islamic Religious Education (Gunawan et al, 2021). Data collection sources and techniques refer to literature sources relevant to the object of research (Sarwani, 2021).. To obtain more comprehensive research results, the data obtained from these various literatures were then analyzed using the deductive-inductive method, until a conclusion was formulated (Jamaluddin et al, 2020). The results of this research are expected to contribute to the development of concepts and theories about approaches and strategies for learning experiences in the context of contemporary Islamic Religious Education in particular and develop concepts, theories, and practices of education in general.

## 3. RESULTS AND DISCUSSION

Wittrock in Good & Brophy (1990) has explained that learning is a process of change from experience, where the process of change is relative in terms of understanding, attitudes, knowledge, information, abilities and skills (*learning is the term we use to describe the process involve in changing through experience. It is the process of acquiring relatively permanent change in understanding, attitude, knowledge, information, ability, and skill through experience*).

In simple terms, the sequence of the learning process consists of:

Strategy → Model → Approach → Engineering → Methods

Referring to this pattern, there are at least three main elements that affect the learning experience of Islamic Religious Education, including: *first*, the learning experience will

result in changes in student knowledge; *second*, changes in student behavior that occur due to learning are relative, permanent or fixed; and *third*, changes in student behavior can be caused by the results of training or experience and not by the process of growth or changes in students' physical condition (Kholis, 2009). Therefore, the essence of a learning strategy is a process or design that is arranged systematically and logically to study learning problems and their solutions so that the objectives of learning outcomes are well achieved (Purwowidodo, 2017).

In the study of Islamic Education, Mirdad (2020) has explained several learning models of Islamic Religious Education, including: *contextual teaching learning*; *role playing*; *participative teaching and learning*; *mastery learning*; and *module learning (modular instruction)*. In addition, Herlina et al (2022) also explained several learning strategies such as *student teams achievement division* abbreviated as STAD, *group investigation*, *expert team learning (jigsaw)*, *structural learning (structural approach)*, and *problem-based instruction*. Then Erita (2016) also explained several learning approaches, including: *expository or information models*, *inquiry or discovery*, *social interaction*, *behavior models*, *constructivism*, and *contextual teaching and learning*.

In practice, Azis (2019) explained that every teacher can use various appropriate methods and techniques in the learning process of Islamic Religious Education. According to Febriani et al (2022), the method also ranks after the curriculum which is useful for achieving learning objectives so that each student has knowledge, attitudes, and skills in interacting with their external environment. In this context, Hamid (2019) explained that every teacher can use several methods in the learning process of Islamic Religious Education, such as: *lectures*, *discussions*, *questions and answers*, *motivation*, *stories*, *advice*, *examples*, *habituation*, and so on. In addition, according to Ali (2021) every teacher can also use several appropriate techniques in the learning process of Islamic Religious Education, such as: *teaching*, *setting examples*, *determining priorities*, *practicing priorities in practice*, *doing habituation*, and *reflecting*.

In summary, it can be said here that the explanation above, of course, each has advantages and disadvantages, but with the stages of applying these learning models, strategies, approaches, methods, and techniques, each student will get a good learning experience, strong learning motivation, and increasing learning achievement. For example, this study tries to take a case study of developing student learning experiences in Islamic Religious Education Subjects in Class V SD Negeri Sukamantri, Cileunyi District, Bandung Regency.

At the implementation level, PAI teachers choose to use a *participative teaching and learning* model. The purpose of using this learning model is for each student to learn actively in the learning process. The learning strategy used is *problem-based instruction* so that there is a good process of interaction and cooperation between one student and another student in a small or large group. The learning approach used is *social interaction* so that each student shows their own personality and character in the process of social interaction with their external environment.

The method used by teachers in the learning process of Islamic Religious Education is *habituation* so that students get continuous learning experiences so that it has an impact on behavior and character building. For example, PAI teachers teach the habit of memorizing the Quran so that Class V students of SD Negeri Sukamantri, Cileunyi District, Bandung

Regency memorize at home with the guidance of their parents or guardians, and then listen to the recitation of verses and letters in the Quran on Juz 30 to the teacher and classmates before the Islamic Religious Education learning process begins in the classroom.

Furthermore, teachers can use learning techniques to practice priority in practice, where teachers can evaluate and reflect by allowing several students to learn to simulate congregational prayer procedures in prayer rooms, where one of the students is assigned to recite the adhan reading, the second student becomes a leader (prayer imam) who practices reading and memorizing verses or letters of the Quran, and other students become followers (makmum) in the practice of congregational prayer. Such conditions are carried out continuously and repeatedly as a form of habituation in the learning process, and in the end each student will get a very good learning experience.

If previously the results of previous classroom action research in Cycle 1 showed that some students were less able to read and memorize verses of the Quran, lack of confidence, weak motivation and learning achievement dropped below the average score of 60, then using models, strategies, approaches, methods and learning techniques Islamic Religious Education can be known through classroom action research in Cycle 2 showing the results of all students being able to read and memorize verses The Quran is doing well, the more confident he is, the motivation is increasing, and the learning achievement is increasing above the average score of 70 and above.

## Discussion

If analyzed, the results of classroom action research on learning practices through Islamic Religious Education learning approaches and strategies for Class V students of SD Negeri Sukamantri, Cileunyi District, Bandung Regency, January 22 – February 22, 2024, are in accordance with the previous theory which explains that the use of appropriate learning models, strategies, approaches, methods and techniques by teachers will greatly determine the improvement of learning outcomes and student learning experiences in learning Islamic Religious Education. This is relevant to the view of education experts who explain that learning is basically the modification or *strengthening of behavior through experience (learning is defined as the modification or strengthening of behavior through experiencing)*. Based on the above understanding, learning is a process and activity. Learning is not an outcome or goal but a process of achieving a goal. Learning is not remembering, but broader than that, learning is experiencing. Learning outcomes are not a mastery of training results but a change in behavior.

The results of this study have also strengthened and supported the results of his previous research conducted by Handayani (2015) entitled *The Influence of Religious Learning Experience on Islamic Religious Education Learning Achievement at SD Negeri 1 Palumbangan, Bobotsari District, Purbalingga Regency for the 2014/2015 Academic Year, Thesis. STAIN Purwokerto*, where he has concluded that the Islamic learning experience has a positive influence on student achievement, as evidenced by the results of the significance test of 49.575, with a positive constant value of 0.877X, and the results of the determination coefficient test of 16.5%.

Every teacher certainly wants to know how far students have mastered the specified learning experience and how effective the guidance has been given to students. In this context, every teacher will continue to be required to be able to carry out various learning

innovations through the use of various models, strategies, approaches, methods and appropriate learning techniques by teachers in the subject of Islamic Religious Education. So teachers need to evaluate learning experiences because learning experience evaluation is a process of collecting and interpreting information or data that is carried out continuously and systematically to determine the level of achievement of student learning outcomes.

Thus, in the section at the end of this paper it can be said that there are several current strategies and approaches that can be used by teachers in developing Islamic Religious Education learning experiences, including: teamwork, innovative, and problem solutions. Benefits that can be obtained from the latest strategies and approaches in developing Islamic Religious Education learning experiences include: improving the quality of learning, improving character quality, and increasing job availability. In addition, each teacher will also be faced with several challenges in implementing the development of the latest Islamic Religious Education learning experience, including: requires sufficient resources and consistency in application, so that teachers are required to be able to develop motivation, interaction patterns, integrate technology, and develop innovative mindsets. These are some important points that teachers need to have when implementing the latest strategies and approaches in developing Islamic Religious Education learning experiences.

#### **4. CONCLUSION**

In this final section, we can formulate the following conclusions: first, learning is a process of transformation of knowledge, attitudes, and skills from educators to students gradually and continuously; second, the learning experience is the process of interaction between students and their external conditions and environment; third, teachers are required to be able to choose the latest approaches and strategies for developing learning experiences in the context of Islamic Religious Education; fourth, the application of appropriate learning models, strategies, approaches, methods and techniques by teachers in the subject of Islamic Religious Education is the main key to achieving learning objectives in the form of character building, behavior, character beliefs, and student learning achievement; and fifth, the results of student learning evaluation through PTK Cycles 1 and 2 are proven to have a positive impact on student learning experience. Therefore, the learning process needs to be carried out continuously and continuously through various forms of interaction, adaptation, and habituation to the external environment.

#### **REFERENCES**

- Ali, I. (2021). Cooperative learning in the teaching of Islamic religious education. *Journal of Mubtadiin*, 7(01), 247-264.
- Azis, R. (2019). The Nature and Principles of PAI Learning Methods. *Inspirational Education*, 8(2), 292-300.

- Erihadiana, M. (2013). Classroom Action Research Learning in Islamic Colleges. *Journal of Islamic Education*, 28(1), 59-74.
- Erita, S. (2016). Several models, approaches, strategies, and methods in learning mathematics. *Tarbawi: Journal of Educational Sciences*, 1(2), 1-13.
- Febriani, F., Rehani, R., & Zalnur, M. (2022). The process of Islamic education in the perspective of Ramayulis. *Edu Global: Journal of Islamic Education*, 3(2), 24-35.
- Gunawan, H., Ihsan, M. N., & Jaya, E. S. (2021). Internalization of Religious Moderation Values in PAI Learning at SMA Al-Biruni Cerdas Mulia Bandung City. *Attthulab: Islamic Religion Teaching and Learning Journal*, 6(1), 14-25.
- Hamid, A. (2019). Various Teaching Methods for Teachers in the Learning Process. *Actuality: Journal of Social Religious Research*, 9(2), 1-16.
- Handayani, E. (2015). The Influence of Religious Learning Experience on Islamic Education Learning Achievement at SD Negeri 1 Palumbangan, Bobotsari District, Purbalingga Regency for the 2014/2015 Academic Year. Thesis. Purwokerto: STAIN.
- Herlina, E., Gatriyani, N. P., Galugu, N. S., Rizqi, V., Mayasari, N., Nurlaila, Q., ... & Saswati, R. (2022). Learning Strategies. *TOHAR MEDIA*.
- Jamaluddin, D., Ratnasih, T., Gunawan, H., & Paujiah, E. (2020). Online Learning During the Covid-19 Pandemic for Prospective Teachers: Obstacles, Solutions and Projections. *LP2M*.
- Jannah, D. M., Hidayat, M. T., Ibrahim, M., & Kasiyun, S. (2021). The Effect of Study Habits and Study Motivation on Student Learning Achievement in Elementary School. *Basicedu Journal*, 5(5), 3378-3384.
- Junaidi, M. (2023). Islamic Religious Education Learning Experience During the Covid-19 Pandemic at SDN Ngaliyan 05 Semarang. *Journal of Education and Teaching*, 1(2).
- Kholis, N. (2009). Application of Cooperative Learning Strategies in Improving the Quality of Mathematics Lectures. *Educational journal*, 5(1), 29-40.
- Kuswanto, E. (2014). The Role of PAI Teachers in Moral Education in Schools. *Mudarrisa: Journal of Islamic Education Studies*, 6(2), 194-220.
- Mirdad, J. (2020). Learning models (four clusters of learning models). *Journal of sakinah*, 2(1), 14-23.

- Muamanah, H. (2020). The implementation of learning theory means David Ausubel in learning Islamic religious education. *Belajea: Journal of Islamic Education*, 5(1), 161-180.
- Mubarok, R. (2020). Field Experience Practice Management Model during a Pandemic. *Manage: Journal of Islamic Education Management*, 5(2), 147-160.
- Mustari, M. (2022). Education management in the era of independent learning. S2 Study Program of Religions UIN Sunan Gunung Djati Bandung.
- Palittin, I. D., Wolo, W., & Purwanty, R. (2019). The relationship of learning motivation with student learning outcomes. *Magistra: Journal of Teacher Training and Education*, 6(2), 101-109.
- Pane, A., & Dasopang, M. D. (2017). Learning and Learning. *Fitrah: Journal of Islamic Studies* 3(2), 333-352.
- Purwowododo, A. (2017). The Influence of Learning Strategies and Thinking Styles on the Understanding and Application of Social Studies Concepts of Grade VII Junior High School Students. *Journal of Educational Sciences*, 22(2).
- Rosyadi, M. I. (2017). Experiential Islamic Religious Education Learning: Urgency and implementation. *Edukasia Islamika: Journal of Islamic Education*, 2(2), 291-309.
- Sarwani, S. (2021). Islamic Religious Education Learning Based on Contextual Teaching and Learning and Its Impact on Praja Religious Behavior: Research at the Jatinangor Institute of Internal Government, Sumedang (Doctoral Dissertation, UIN Sunan Gunung Djati Bandung).
- Tang, M. (2018). Development of Islamic Religious Education (PAI) Learning Strategies in Responding to the Digital Era. *FIKROTUNA: Journal of Islamic Education and Management*, 7(1), 717-740.
- Yulianti, H., Iwan, C. D., & Millah, S. (2018). Application of the method of giving questions and getting answers to improve the learning outcomes of students in Islamic religious education subjects. *Journal of Islamic Education Research*, [SL], 6(2), 197-216.