Islamic Religious Education Learning Strategy for Alpha Generation: A Case Study at Darul Qur'an School Elementary School Semarang City

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Abstract: This study aims to analyse learning strategies and their application for the Alpha generation in Islamic Religious Education (PAI). This study uses qualitative research with observation, interview and documentation as research methods to obtain data. Era 4.0 has increased the need for innovative learning strategies for teachers to facilitate creative and critical thinking among students. Cooperative learning strategy was identified as one of the effective approaches to improve students' problem-solving skills in group discussion on Islamic Education Science. The findings of this study emphasise the importance of identifying appropriate learning strategies for teaching Islamic religious education to the Alpha generation. Teachers need to develop implementation strategies for Islamic religious education in primary schools in order to improve the quality of Islamic religious education and address changes in cognitive, affective and psychomotor domains. In this study, it was found that cooperative learning is an effective teaching strategy for Islamic religious education for the alpha generation. It allows students to engage in problem solving, decision making and learning with their peers. The outcome of the learning process was valued by the class and the learning outcomes were impressive. Based on the findings, it is recommended that teachers use cooperative learning strategies when teaching Islamic Religious Education to the Alpha generation.
Keywords: Alpha generation; Cooperative learning strategy; Implementation strategies; Islamic Religious Education

INTRODUCTION

Islamic Religious Education at Darul Qur'an Primary school aims to foster and increase faith through the provision, fertilization of knowledge, appreciation, practice of habituation, and experience for students, with the hope that students whose faith continues to grow. (Education, 2006, Agustina et al.)In addition, to deliver a higher level of education organized in schools starting from the most basic to the next level cannot be separated from learning activities, which is one of the teachers is the main role so that students are able to understand and accept the knowledge given by the teacher in the teaching and learning process (Majid, 2012, Naibaho, 2018).

Learning Islamic Religious Education (PAI) in elementary schools aims to foster and increase faith through the provision, fertilization of knowledge, appreciation, practice of habituation, and experience for students, with the hope that students whose faith continues to grow (Education, 2006). In addition, to deliver a higher level of education organized in schools starting from the most basic to the next level cannot be separated from learning activities which is one of the teachers is the main role so that students are able to understand and accept the knowledge given by the teacher in the teaching and learning process.

Strategy is a very influential component in the world of education, not least in the PAI learning process. This PAI learning strategy is an effort to implement how the values of Islamic teachings in each material can be learned, understood, and practiced by students in their daily lives (Edi Susilo et al.,Made Wina, 2018, p. 2). This is especially true for Alpha

generation learners. Alpha generation, a generation born from the previous generation, namely the millennial generation and born above 2000. This millennial generation is a generation that has characteristics, a digital literate generation, which is a generation that is very close to the gadget technology that they face and use, has become a part of their lives completely. (Erfan Gazali, 2021; Nurhasanah, 2021).

Research on learning strategies in elementary schools found that many learning strategies to improve the quality of education (Imam Tabroni, 2022; Rohmah, 2014). However, it has not shown significantly about the right learning strategies for PAI learning in elementary schools. This study will try to answer the problems related to; what are the PAI learning strategies for Alpha generation, and how the implementation of PAI learning strategies for Alpha generation.

METHOD

This research uses a qualitative approach of phenomenology type. This research method is qualitative. A method that seeks to define a phenomenon as a whole, through in-depth data processing by a number of selected informants for more careful data extraction. In this research, the element of thoroughness and systematic steps plays an essential role. By using a qualitative approach, it is hoped that researchers can be more free in understanding, observing, and conducting a more accurate study regarding PAI learning strategies for alpha generation at Darul Qur'an elementary school in Semarang city.

The population in this study were the Principal Head of Curriculum, PAI teachers, and students of Darul Qur'an School, Semarang City. Data were collected through in-depth interviews with the principal about the policy of PAI learning strategies for alpha generation, PAI teachers about the media and methods of PAI learning for alpha generation, and some students about the implications of PAI learning strategies for alpha generation in elementary school. The data analysis technique refers to the Miles and Huberman interactive model, namely, through; (1) reducing data; (2) presenting data; and (3) drawing conclusions. (Ridder et al., 2014).

This research procedure begins with contacting the Darul Qur'an Elementary School of Semarang city through one of the teachers for research permission, learning schedules and compiling interview and observation scads, interviews with principals, curriculum deputies, PAI teachers and several students, data processing and preparation of research reports.

DISCUSSION

1.1 PAI Learning Strategy for Alpha Generation

In the context of learning Islamic Religious Education (PAI) for the Alpha generation at SD Darul Qur'an School Semarang, the strategies applied include various methods and approaches. One of them is the use of tahsin and yanbuk methods in learning the Qur'an. An

Islamic Education teacher at the school revealed that this method is applied by grouping students and forming halakoh ((Islamic Education Teacher at Darul Qur'an School, Semarang, Direct Interview, Thursday, February 10, 2022, at 08.30 WIB).

Obstacles in the delivery of Qur'anic learning for students are often encountered, especially due to differences in student backgrounds. However, graduates from Darul Qur'an itself have a better provision in this learning. In addition, Darul Qur'an Elementary School has a target of memorizing the Qur'an for students, which includes juz 30, 29, and 28. However, teachers and institutions do not force students, considering the ability of each individual is different (Islamic Education Teacher at Darul Qur'an School, Semarang, Direct Interview with Thursday, February 10, 2022, at 08.30 WIB).

To achieve the goal of memorizing the Qur'an, the school also involves parents, creating cooperation between the school and family. In terms of jurisprudence, practices such as the Duha prayer are done together, while the theory is conveyed through videos and explanations from books. Regarding faith in Aqidah, Akhlak, teaching is done by explaining according to the book and providing the expansion of knowledge. The history of Rosul is taught by telling the history of rosul, adjusted to the learning submaterial in the book, and expanded a little about the history of rosul (Islamic Education Teacher at Darul Qur`an School Semarang, Direct Interview on Thursday, February 10, 2022, at 08.30 WIB).

The learning strategy used reflects the process of integrating new knowledge with students' old knowledge, problem-based learning process, and a cooperative, creative, innovative, and fun learning process. Through this strategy, Alpha generation learners at SD Darul Qur'an School Semarang are able to think critically and creatively and solve problems in developing knowledge and making decisions (Islamic Religious Education Teacher at SD Darul Qur'an School Semarang, Direct Interview on Thursday, February 10, 2022, at 08.30 WIB).

Based on the interview with the Islamic Religious Education (PAI) teacher at SD Darul Quran School, Semarang City, it was revealed that in preparation for the implementation of learning for Alpha generation students, the teacher prepared a Learning Implementation Plan (RPP) in advance. The lesson plan must include learning objectives, methods used, and class arrangements, as well as paying attention to the characteristics of the students (Islamic Religious Education Teacher at Darul Quran School, Semarang, Direct Interview, Thursday, February 10, 2022, at 08.30 WIB).

From the results of interviews and observations, the lesson plans that have been designed by PAI teachers at SD Darul Qur'an School Semarang for Alpha generation students include several stages, including: (1) writing the name of the subject; (2) formulating achievement indicators; (3) formulating learning objectives; (4) selecting learning materials; (5) selecting teaching resources; (6) selecting teaching resource materials; (7) selecting learning media; (8) determining learning methods; and (9) formulating evaluation plans.

Writing the identity of the subject is necessary to avoid confusion in learning. (Fauzi & Khosiah, 2023; Syaukani & Malabay, 2022). The author observes in writing subject identity

for learning in lesson preparation, teachers have written the unit of education, class, semester, subject and number of meeting hours in learning. The formulation of Achievement Indicators in the class, by the class and the teacher has written according to the achievements that have been in accordance with the core competencies with the correct verbs.

In relation to the formulation of learning objectives (Syahputra, 2022)The teacher has written learning objectives that are in accordance with the process and expected learning outcomes, and the teacher has formulated the learning according to basic competencies. Furthermore, in the selection of learning materials (Chairunisa & Zamhari, 2022; Sani, 2022)The teacher has chosen a material that is applied to learning in accordance with the learning objectives in accordance with the time allocation of 35 minutes of learning. Therefore in learning to be precise with the specified time duration so that it is more systematic and efficient. The selection of learning resources is essential in the teaching and learning process. The selection of learning resources must be appropriate for learning, the researchers observed that the teacher was right in determining learning resources, namely, Islamic Education and learning books.

The selection of Learning Media is a physical means to help convey to students, especially the alpha generation of students who have been familiar with technology since childhood, such as visual images, videos, and others, namely, displaying videos, whose learning system uses cooperatives in its delivery when learning and is supported by other supporting tools. (Feby Mon Harahap, 2022). Selection of Learning Methods Teachers already have methods in delivering appropriate learning according to learning objectives, teachers use cooperative learning when activities are taking place in their learning activities. (Abdullah, 2017; Istiqlal, 2018).

Designing Learning Scenarios by teachers, so that the learning activities are in accordance with what has been planned. (Idhayani et al., 2020). Teachers should design in their learning must be adjusted to the existing curriculum in delivering learning scenarios. The author observes that the teacher displays activities such as introduction, core activities, and closing activities, the learning delivered is using cooperative learning and contextual learning. The entire learning planning process aims to provide motivation for teachers and students. (Sufiati & Afifah, 2019).

This is in line with several studies that planning is the process of preparing something that will be carried out to achieve predetermined goals, the implementation of the plan can be arranged based on the needs within a certain period of time according to the wishes of the planner, but the main thing is that the planning is made must be implemented easily and on target. Including the importance of learning planning is to foster interest in learning where someone has an attention to something accompanied by a desire to know, learn, and prove further. As well as learning motivation, which is a desire contained in an individual that encourages him to take action. (Ikhrom, 2022; Syafril dan Zelhendri, 2017).

Based on the observation and documentation of the Islamic Religious Education (PAI) learning strategy for the Alpha generation at Darul Qur'an School Semarang, its implementation includes three stages, namely, introductory, core, and closing activities. In the introductory stage, students perform prayers, arrange their seats, read attendance, reinforce the material, and deliver learning objectives. Furthermore, in the core stage, the teacher applies cooperative and contextual learning through several stages, such as observing, exploring, and communicating. The purpose of this activity is to develop students' critical, creative, and innovative thinking skills in group discussions by using good knowledge and language. The closing stage involves reinforcing the material through questions and conclusions, as well as giving homework and closing with Hamdalah and Salam together.

Previous research shows that the Alpha generation prefers cooperative and contextual learning (Erfan Gazali, 2021). Evaluation is conducted through oral, written and observation methods. Written evaluation uses a description test to measure learners' critical thinking and analysis skills of the phenomena around them. Based on an interview with the Islamic Education Teacher at SD Darul Qur'an School Semarang (Thursday, February 10, 2022, at 08.30 WIB), there are obstacles in measuring the achievement of cooperative learning and students' activeness. However, special notes are given to students as an additional value in the report to parents. This evaluation aims to assess the achievement of activity objectives against the plan that has been made. Evaluation results become the basis for remedial and additional materials for learners who need help or have more ability than their peers.

PAI learning activities in cooperatives look good and good so that learning is well carried out in the generation of alpha children. This is in line with the research which says that there are 2 factors that influence the professionalism of teachers in the process of preparing and planning learning evaluations, namely, administrative factors and accountability factors. (Arifin, 2020). One of the manifestations of accountability is planning PAI evaluations in the PAI learning process. Through PAI learning evaluation planning, teachers can be accountable for what will and has been done and what will be improved next. The process of learning in the classroom is very influential on the understanding and success of students in gaining new knowledge, formally the success of students in the teaching and learning process is shown by the grades assigned to students in each material.

Based on the results of interviews and observations during observations obtained from Islamic Religious Education teachers, students score very well, the scores obtained from students are the accumulation of observation scores during the teaching and learning process activities, and the scores of students' test results. However, when faced with learning such as grouping, cooperative and contextual students are more enthusiastic and excited, because it is arguably new in learning for this generation. So that students are very happy, because in this learning students can think critically, creatively with more knowledge together with their group mates in solving a problem when the teaching and learning process occurs. The use of evaluation results can refer to the evaluation function itself, namely,

instructional, administrative, and guidance functions. (Arifin, 2020; Oemar Hamalik, 1987, p. 177).

1.2 PAI Learning Strategy for Alpha Generation

The PAI learning strategy for the alpha generation at Darul Qur'an Primary School uses the cooperative method. Cooperative learning is different from conventional groups that apply a competition system, where individual success is oriented towards the failure of others. Meanwhile, the purpose of cooperative learning is to create a situation where individual success is determined or influenced by the success of the group. (Syamsinar et al., 2020).

Cooperative learning models have been developed to achieve three important learning objectives, as described by Harianja et al. (2022). First, cooperative learning can improve academic learning outcomes and help students understand difficult concepts. The developers of this model have shown that the cooperative reward structure model has been successful in improving student scores on academic learning and norm changes related to learning outcomes. In addition, cooperative learning can also benefit both lower and upper group students who work together to complete academic tasks.

Secondly, cooperative learning provides opportunities for students from different backgrounds and conditions to work together and depend on each other on academic tasks. Through cooperative reward structures, students can learn to respect each other and open up a broad acceptance of people who differ by race, culture, social class, ability, and disability.

Third, cooperative learning can increase students' learning activities. This can be achieved by teachers' strategies in learning, such as preparing lesson plans based on Core Competencies (KI) and Basic Competencies (KD), and focusing more on children's behavior and morals. (Zagoto, 2022). In addition, the planning of the learning process must pay attention to the characteristics of the students. The research shows that PAI learning with cooperative strategies at Darul Qur'an School, Semarang City Elementary School is in accordance with the characteristics and age of the elementary level, as mentioned by Fauzul Muna (2020) and Uthman (2018).

1.3 Implications of Cooperative Learning in Islamic Education for the Alpha Generation

Based on research by Aprizal Ahmad(Ahmad et al., 2022)*Based on Aprizal Ahmad's research (Ahmad et al, 2022)*, Cooperative learning in Islamic Education Learning for the Alpha Generation is implemented in the material of obedient behavior, competition for goodness, and work ethic, faith in the books of Allah SWT, honest behavior *(shaja'ah)* which makes quality learning, competitive, friendly with students, and develops creative thinking. So the cooperative learning model can develop the learning process of Islamic religious education and ethics. The implication of this research is the development of Islamic religious education and ethics learning in the future by using cooperative learning models.

While in the evaluation of learning programs, learning processes, and learning outcomes. In general, evaluation principles consist of continuity, completeness, fairness, objectivity, cooperation, and practicality. Specifically, the principles consist of integration,

coherence, pedagogical, and accountability. In terms of type, learning evaluation consists of planning, development, monitoring, impact, efficiency, and comprehensive program evaluation. In terms of its objects, learning, evaluation includes inputs, transformations, and output. The subjects include educators, trained staff, and learners who can assess themselves. In terms of techniques, it consists of tests and non-tests. The implication is that the evaluation of Islamic Religious Education learning in schools needs to be carried out continuously, thoroughly, and integrated. Thus, Islamic Religious Education educators must be able to evaluate the development of students, including in the aspects of aqliyah, qolbiyah, and amāliyah. (Hidayat & Asyafah, 2019).

The construction of Islamic Religious Education (PAI) learning in schools that originally used the lecture method became a cooperative learning method. With the aim that students do not feel bored in learning PAI (Ali, 2021). There is an effect or result of the learning process, providing satisfactory results in the acquisition of grades, the implementation of all main tasks, the achievement of goals/indicators, the formation of competencies, and the active participation of group members. (Rosalina, 2014). The implications of the application of cooperative learning provide positive learning outcomes, making students more active, passionate, and excited in constructing their knowledge, more critical, and improving student understanding. All of these things are easy to happen because this learning model is student-centered. (Fauzan Adnan et al., 2020)

According to researchers, the implications of learning at Darul Qur'an School, Semarang City, have shown good results, both in terms of preparation, learning process, evaluation, and character formation.

CONCLUSION

The results of PAI learning for the Alpha generation at SD Darul Qur'an School, Semarang City, show very good results, considering that although students in the Alpha generation category have known the name of sophisticated technology since they were born or small in their world. But in fact, , in the activities of the teaching and learning process at school learning in group discussions in the delivery of learning can still follow and enthusiastic. This research is expected to strengthen the existing theories in previous studies, add information, insights, and knowledge in PAI learning. The limitations of this study include; (1) the short research time and still in a pandemic situation that applies social restrictions, so it takes a long time and observation, (2) the research was conducted in one elementary school and the findings of this study only apply in a limited way, so it is possible that further research will be conducted in several elementary schools.

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