THE IMPLEMENTATION OF ISLAMIC EDUCATION TEACHING METHODS IN NI'MATUL HABIB'S PERSPECTIVE IN THE MODERN ERA

AKBAR AISYA BILLAH [1], BASUKI BASUKI [2]

[1]akbar.aisya.billah@iainponorogo.ac.id, [2]basuki@iainponorogo.ac.id

[1,2] Institut Agama Islam Negeri Ponorogo
Jl. Pramuka No.156 Ronowijayan, Siman, Ponorogo, Jawa Timur 63471

Abstract: Implementation of Islamic Education Teaching Methods According to Ni'matul Habib's Perspective in the Modern Era
Teaching methods are the art of teaching so that the material will be conveyed well to students if the right teaching methods are used. In this modern era, Islamic religious knowledge and humans are experiencing very rapid dynamism, where Islamic education will apply throughout the ages. So that by studying the sources of Islamic education in full and with a good understanding, humans can face the challenges of changing times, especially in the world of education. This research aims to describe and analyze the teaching methods of Islamic education according to Ni'matul Habib and its implementation in this modern era by looking at various development phenomena in the world of education. This research uses literature study with the main source being the book Thara'iqu Tadrisi-t-Tarbiyah Al-Islamiyyah by Ni'matul Habib. This research produces a description and application of Islamic education-based teaching methods in the modern era which include: (1) Discussion method (2) Inductive method (3) Deductive method (4) Problem-solving method (5) Cooperative method (6) Storytelling method.

Keyword: Teaching method, Islamic education, Ni'matul Habib, Modern Era

Abstrak: Implementasi Metode Pengajaran Pendidikan Agama Islam menurut Perspektif Ni'matul Habib di Era Modern
Metode pengajaran merupakan seni dalam mengajar, sehingga materi akan tersampaikan dengan baik kepada peserta didik jika menggunakan metode pengajaran yang tepat. Di era modern ini, ilmu agama Islam dan manusia mengalami dinamisme yang sangat cepat, dimana pendidikan Islam akan berlaku di sepanjang zaman. Sehingga dengan mempelajari sumber-sumber pendidikan Islam yang utuh dan dengan pemahaman yang baik, manusia dapat menghadapi tantangan perubahan zaman terutama didalam dunia pendidikan. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis metode pengajaran pendidikan Islam menurut Ni'matul Habib dan implementasinya di era modern dengan melihat berbagai fenomena perkembangan di dalam dunia pendidikan. Penelitian ini menggunakan studi kepustakaan dengan sumber utama buku Thara'iqu Tadrisi-t-Tarbiyah Al-Islamiyyah karya Ni'matul Habib. Penelitian ini menghasilkan deskripsi dan penerapan metode pengajaran berbasis pendidikan Islam di era modern yang meliputi: (1) Metode diskusi (2) Metode induktif (Inductive method) (3) Metode deduktif (Deductive method) (4) Metode pemecahan masalah (Problem solving) (5) Metode kooperatif (6) Metode bercerita.

Kata Kunci: 3-5 kata atau frase yang penting, spesifik, atau representatif bagi artikel ini.

A. Introduction

Islamic education is defined as a process whose paradigm is universality, namely the creation of the values of *ilahiyyah* (divinity), *insaniyyah* (humanity), and *kauniyyah* (universes) in an integrative manner in the context of humanization and producing humans who behave according to the teachings of the Qur'an and As-Sunnah to be able to carry out his duties and functions as caliph on earth as a form of his service to Allah SWT and his relationships with fellow humans (Lutfiyana et al., 2021). In addition, education is a system that in its implementation must be integrated with other systems which are components of education to achieve the stated goals of improving the quality of human life in various aspects of life (Muhammad Lutfi, 2023)eaching is a process of interaction between educators and students in which there are efforts to transform science and knowledge from educators to students (Sutrisno Ahmad, Ali Syarqowi, Rif'at Husnul Ma'afi, Agus Budiman, 2011). In this process, there needs to be a teaching method that is appropriate and appropriate to the material that will be delivered to students. Teaching methods are art in teaching, where teachers must be able to master the material and attract the attention of students so that the material is conveyed well (Neni Isnaeni, 2020). In teaching, many mechanisms can be used by educators to convey knowledge to students, and at the beginning of each mechanism, there are teaching methods that differ from one material to another. There are special methods for teaching material, such as teaching scientific material which includes chemistry, physics, mathematics and so on. And there are also special methods used in *insaniyyah* materials such as history, geography, psychology and sociology, Islamic education and so on (Mulyadi, 2023).

As explained by Arifuddin and Abdul Rahim Karim in their research, teaching methods are the most important component in improving student learning achievement, because inappropriate teaching methods will make students confused in grasping the lesson (Arifuddin & Karim, 2021). And also according to Imamatul Azizah in his research, he explains that teaching methods are a mans of achieving educational goals, so they must be carefully considered in the teaching and learning process (Azizah, 2022). The problem faced in this modern era is that educators in institutions do not pay attention to appropriate teaching methods that are appropriate to the material they teach so learning efficiency is less than optimal. This is caused by the teacher's lack of understanding and insight into teaching methods, so that teaching only conveys knowledge and teaches only as a routine without inspiration. Apart from that, the dynamism of globalization presents many challenges and gives birth to human personalities that are different from those in the past who have not yet experienced technological advances as fast as in this modern era. In this modern era, the world of Islamic education has a big task in supporting the development of Islamic education itself. This is caused by developments over time and globalization which have given rise to problems that Islamic education must face (Jauhari, 2020). As an effort to deal with this problem, one way is to study classical Islamic education sources and study Islamic education figures, because this will be a primary source and valid throughout the ages and only needs development on secondary matters (Subagiya, 2023).

This teaching method according to Ni'matul Habib is considered effective for use in learning in the modern era because it follows the dynamism of student development and education. The use of teaching methods according to Ni'matul Habib makes students more enthusiastic in receiving material from the teacher, students do not feel bored with the lesson, students can understand the material well because the methods used are effective, and also makes learning more active.

Based on the background above, Ni'matul Habib's thoughts presented in this research are important to read as additional insight for teachers regarding teaching methods, especially in Islamic education in this modern era. This research aims to analyze teaching methods according to Ni'matul Habib and their implementation in learning, and can also add

references for educators in using teaching methods that are more appropriate to the student's circumstances and the material being taught. This research seeks to open the horizon of thinking, that educational methods are important in teaching, and increase insight into various Islamic educational methods according to the material being taught.

B. Method

This research is library research (Abubakar, 2021). There are two sources of data in this research, firstly primary sources, secondly secondary sources, and data analysis in this research using content analysis (Wiwiek Afifah, 2019). This research refers to primary sources, namely the book *Thara'iqu Tadrisi-t-Tarbiyah Al-Islamiyyah* by Ni'matul Habib (Habib, 2019), The author chose this book as a primary source because it discusses Islamic education learning methods which include several methods that are relevant for use in teaching in this modern era. Secondary data sources are data that act as supporting primary data (Sofyan, 2013). Secondary sources that the author uses include journals and books related to Islamic teaching and education methods.

To see the implementation process, this research analysis was carried out at MI-Al-Ihsan Karas Magetan in the 2023-2024 academic year. The types and types of data to strengthen this research were obtained through a qualitative method approach process sourced from primary data, namely the book Thara'iqu Tadrisi-t-Tarbiyah Al-Islamiyyah by Ni'matul Habib, and data originating from MI Al-Ihsan Karas Magetan including in secondary data which includes the implementation of teaching methods that are relevant to the concept of primary data sources. Based on the concept of teaching methods according to Ni'matul Habib, researchers found a concept relating to modern-era teaching methods based on Islamic education. The discussion is listed in the following table:

Table 1. The Process of Discussion

Part	Discussion
Part 1	Discussion Method
Part 2	Inductive Method
Part 3	Deductive Method
Part 4	Problem Solving Method
Part 5	Cooperative Method
Part 6	Storytelling Method

The data collection techniques in this research are divided into 2 (two), namely primary data collection and secondary data. Primary data was collected by studying the book Thara'iqu Tadrisi-t-Tarbiyah Al-Islamiyyah by Ni'matul Habib, and secondary data was collected through interviews, observation, and documentation. This research uses a quantitative approach, this type of research is descriptive and uses a content analysis method. Content analysis is a method that is included in quantitative research.

C. Results and discussion

The method is a term for the process by which teachers convey knowledge to students. The method is the most important component in the teaching process, as expressed in the term "*Ath-thariqotu ahammu mina-l-maaddah*" which means "method is more important than material" (Khermarinah Khermarinah, 2022). This is a reality that communicative and varied delivery methods are more effective and are liked by students even though the material presented is not very interesting (Nasution, 2020). And below, the researcher will write about several methods of teaching Islamic education in the modern era in MI Al-Ihsan Karas Magetan by examining the book "*Tharaiqu tadrisi-t-tarbiyah al islamiyyah*" by Ni'matul Habib, the discussion of which is as follows:

1. Discussion Method

Discussion and dialogue methods are old teaching methods. This method comes from a Greek philosopher, namely Socrates, who wanted to guide his students' thinking and encourage them to learn. This method is the development of a delivery style by interspersing discussions in the form of motivational questions. This method plays a role in stimulating students' thinking and providing opportunities for questions and discussion while respecting their opinions and suggestions. This method helps students develop cognitive, emotional, and skills (Habib, 2019).

Several definitions explain this discussion method, including a teaching method that is based on oral dialogue between the teacher and students, or between the students themselves (Napitupulu & Saragih, 2022). Another definition says that the discussion method is a method based on dialogue by asking students a series of sequential and interconnected questions so that their thinking gains new knowledge after they discover their own mistakes and shortcomings. From this understanding, it can be concluded that the discussion method is a method that takes the student's hand with what the teacher has permitted the student to express his opinion and show what is in his mind little by little towards the true nature and knowledge (Sutrisno Ahmad, Ali Syarqowi, Rif'at Husnul Ma'afi, Agus Budiman, 2011).

In modern-era teaching, the discussion method can build critical thinking skills in students, and this ability can also be applied to all scientific disciplines (subjects). In teaching Islamic Religious Education (PAI), teachers can apply discussion methods and encourage students to use critical thinking skills in understanding and applying the knowledge gained as a reference for behavior and responding to events in the surrounding environment (Fauzan et al., 2022). The discussion method also encourages active learning in students by building discussions in groups to develop student's knowledge, skills, and professionalism, because critical thinking skills are an important component of many learning programs, and students increasingly spend their time in these groups (Ridwan & Mustofa, 2023).

The discussion method has special characteristics and types that differentiate it from other methods, and these types are based on the existing circumstances and abilities of the teacher and students (Octavia, 2020). The types are as follows: (1) *Instructional discussion*, namely holding questions and answers in a way that directs students to independent thinking and memory training. (2) *Dialectical discussion of discovery*, namely discussion that relies on questions that lead to appropriate solutions, and awakens a love of science. (3) *Free group discussion*, this discussion is carried out with a group of students sitting in a circle to discuss a topic that interests all students. (4) *Seminar*, this discussion consists of the presenter and several students of no more than 6 people, they sit in a semicircle and the presenter stands in front of his colleagues to present the discussion topic. Then students can give their opinions about what the presenter has said and then answer students' questions. (5) *Bilateral discussion*, where two students sit in front of the class and one of them acts as a questioner and the other as a respondent, or they can exchange topics and questions related to the material. (6) *Small group method*, this method is based on the formation of small groups in the class, each group studying a different aspect of a particular problem. Formation of modified groups based on clear interests and new topics (Puwerman, 2021).

However, this discussion method also has advantages and disadvantages in the results of its use. Among the advantages of the discussion method are: (1) Can develop students' spirit of independence in research and gathering facts. (2) Encourage students to think logically and positively in expressing ideas and assuming social responsibility. (3) Develop good behavioral habits and build harmonious relationships, respect, and humility between students and their teachers. (4) fostering open-mindedness and high tolerance to train them to carry out leadership roles among their peers (Prawitasari et al., 2022).

The disadvantages of this method are: (1) If the teacher does not limit the topic well, it will create confusion and leave the discussion material. (2) It takes a long time during ongoing discussions between students. (3) This method may hurt the feelings of some students who

prefer introversion to avoid embarrassment. (4) This method is not suitable for the early stages of school, because it depends on the intellectual, psychological, and educational maturity of students (Kamza & Lestari, 2021).

2. Inductive Method

The inductive method is one of the important teaching methods, and the word "inductive" linguistically means observation of specifics to achieve general results (Habib, 2019). As for educational terminology, the inductive method is a method in which the transition from part to whole or from example to generalization, and this method is called so because it extrapolates the subject of the lesson and follows the parts and examples (Yogi Arnaldo Putra, Mardepi Saputra, Muhammad Fakhrur Rozi, 2023). The information it contains is processed to reach conclusions and is defined by other opinions as access to general methods by observation and observation (Julia Ismail, Desli Raraga, 2021).

In this modern era, inductive teaching methods are very effectively used to train the development of students' way of thinking about a concept, principle, or rule that has been given by the teacher and provide examples of the concepts, principles, and rules that have been conveyed. This method makes students active and creative in concluding general things from existing examples, and students can create questions regarding general characteristics that have been proven by the steps that have been carried out previously (Fitrianna et al., 2021).

This method has advantages, including: (1) Developing students' ability to think when looking at evidence and comparing parts. (2) Stability of information for a long time, so that students can achieve it themselves. (3) Increasing student motivation. (4) Teacher introduction to each student's abilities as a result of discussion (Dani Firdaus, 2022). On the contrary, there is no method without defects or negatives, but an intelligent teacher is a teacher who uses this method in his lessons and covers up the shortcomings of this method with the art of teaching (Rofiq & Nadliroh, 2022). Among the disadvantages of this method are: (1) Not suitable for all lessons, because it is limited to important and difficult lessons only. (2) Requires teachers who are skilled in formulating and directing questions (Andi HolilullohMujawir Sayyid Mujawir Sakran, 2023).

3. Deductive Method

This method is one of the well-known and widespread methods in the world of education, and it is the opposite of inductive, which means moving from rule to example, from whole to part (Habib, 2019). Analogously, this method is defined as the mental use of general rules that are recognized as correct in the transition to something desired. In educational terminology, this method is defined as a rational process in which the mind moves from general to specific rules (Hasbullah, 2020).

In teaching using the deductive method, students are directed to make more specific conclusions from general concepts or rules. The teacher's job is to provide a general understanding of the material, and then provide examples of the material so that students can direct their thoughts to specific conclusions. This method is efficiently used for learning where the material requires mapping, especially in this modern era where students will be more interested in learning that stimulates their brains to think and be active (Putera & Shofiah, 2021).

The advantages of this method are: (1) It does not require much effort from the teacher or student. (2) Easy to use in the early stages of education from the fourth grade of primary school onwards (Zuliatin, 2021). However, on the contrary, this method also has disadvantages, including (1) Students' scientific abilities do not always bear general rules directly. (2) So that students do not find general rules themselves, they will depend on themselves to take them from the teacher (Imroatul Ngarifah, Amrin, 2022). This method has disadvantages, including (1) Students' scientific abilities do not always bear general rules

directly. (2) Make students not discover general rules on their own. (3) They will limit themselves to taking it from the teacher (M. Ilyas, 2020).

4. Problem Solving Method

This method is one of the important educational methods that is prioritized in its application to teach Islamic education, and many experts in the field of education praise it. This method is defined as a confusing situation that requires a solution, or a situation where students feel they are facing a problematic educational situation and need to be answered (Habib, 2019).

This method is quite the answer to knowing the basis and laws of various phenomena that have emerged in this modern era, in terms of learning ushul fiqh. This method trains students to be able to find solutions and think of the best way out of a problem in learning and outside of learning. While thinking about solving problems, students are taught to take appropriate action and collect information and results, analyze and interpret them, and then make a proposal or plan steps to solve the problem. Students have acquired scientific knowledge and are trained in scientific thinking methods which leads to the development of the desired scientific and mental skills (Irawana, 2020).

The advantages of this method are: (1) Students learn scientific methods of solving problems by arranging problems in a logical sequence. (2) Students feel the value of their work after they complete the problem, even though it is simple. (3) Students study diligently and seek information from sources so that the spirit of scientific research develops within them. (4) This method makes students appreciate the real reality that surrounds them and their school. (5) Fostering a spirit of cooperation and honest competition in students. (6) Students' success in solving several problems, even though they are simple, makes them responsible citizens and interested in their society (Lestari, 2020). This method also has disadvantages, including (1) This method may be used for some trivial problems that are pointless and waste time and energy, but big problems may arise and cannot be solved in this way. (2)Efforts may be lost, and no one will achieve the desired results, if one does not define the problem accurately. (3)If students' roles are not well distributed according to their abilities and the individual differences between them, some of them may not be able to fulfill their promises, which can paralyze the entire group. (4) If student roles are not specifically divided, their work and responsibilities can overlap. (5) If the teacher does not take part, the information gathered by students may be insufficient, so appropriate solutions and necessary learning will not be successful (Mudrikah, 2021).

5. Cooperative Method

The cooperative teaching method is a modern method whose mechanism is different from the traditional method that is known so far, namely that it relies entirely on the element of participation between students and discussion between students, after conveying their views and ideas (Habib, 2019). So that they can benefit from each other in thinking and reaching the right solution. The cooperative learning method is also defined as a method where students learn in small groups and are heterogeneous in ability and talent, and the teacher's role is only limited to guidance and counseling (Sutrisno Ahmad, Ali Syarqowi, Rif'at Husnul Ma'afi, Agus Budiman, 2011).

In learning in the modern era, this method teaches students a social spirit and emphasizes human nature, namely as social creatures. Students are trained to achieve success together with their friends and not individually, and this method can also foster a spirit of helping each other in kindness towards students (Fadlul Amdhi Yul, Widiya Yul, 2022). This method is quite an answer for students who are introverted and have their own world. This is mostly caused by the influence of gadgets which make students absorbed and neglectful of their preoccupations resulting in minimal communication with the people around them (Rahmadani et al., 2023).

This method has advantages in its results and implementation, namely: (1) This educational method eliminates students' fear of learning and fear of traditional educational

methods where teachers have unique thinking. (2) Exchange ideas between students and learn all points of view that lead to the discovery of new and important solutions and results. (3) Increase the spirit of cooperation between individuals, and create a pleasant atmosphere that provides comfort to students. (4) Each student member gets the opportunity to ask his classmates and seek help from them, not from the teacher when he pretends. (5) This method is not only used in the field of education but is one of the most important psychosocial treatment methods (Hayatunnida, 2021). The disadvantages of cooperative learning methods are: (1) Individual differences between students cannot be taken into account, especially since the nature of learning is individual and not collective. (2) some argue that this learning does not care about the subjectivity of students, so they get lost in groups. (3)Some students may develop a kind of dependence on their peers to discuss, answer, and respond to them (Gettalia, 2023).

6. Storytelling Method

The storytelling method is one of the methods used to present information and facts. And Allah SWT said: "*So they returned in their footsteps while telling*", that is, they returned by telling about the traces they brought. The Qur'an uses it in many of its verses and surahs and recalls the importance of stories and their effective impact on the human soul (Habib, 2019). And Allah Almighty chose the entire surah in the Glorious Qur'an, which He called Surah Al-Qasas. Allah SWT told Rasulullah SAW by saying: "*We tell you the best stories from what we have revealed to you in this Qur'an, even though you were previously among those who were heedless*".

Islam is aware of the tendencies of stories and their influence on the heart, thus emphasizing their use. This method is one of the most important educational tools in various sciences in this modern era, and this method has been widely used by people who are interested in educational aspects, especially in early childhood education. In this phase, children will ask a lot of questions about what they see, especially today's advances in which objects can be accessed dynamically. Therefore, as an educator, you must be able to explain well, because conveying complete information will solidify the mind of the recipient. The storytelling method is a method that aims to present scientific material (teaching) to students through the use of narrative presentations (stories) in teaching, to achieve the educational goals of the subjects taught by the teacher (Anjarsari, 2022).

The advantages of this method include: (1) Attractive presentation. (2)Lessons and examples. (3) Impressive learning effects. (4) Covers most of the learning curriculum. (5) Motivation to learn. (6) Motivating students. (7) Developing students' imagination and perfecting their conscience with moral and behavioral effects. (8) Enrich students' linguistic vocabulary and give them ideas and images (Ira Suryani, Ulfa Hermaini, Cici Ramadhani Putri, Amali Janani, 2023). However, there are also shortcomings in this narrative method, namely: (1) The teacher is a source of information, because he pursues the subject and presents it to students. (2) Students are passive, so they are only recipients. (3) Student achievement may decrease. (4)Inability to develop manual skills. (5)Only suitable for use at the secondary education stage. (6) Make students' imaginative side strong at the expense of their intellectual side, because they prefer imaginary things to intellectual things (Alfi Yalda Ayumi, Haryadi Haryadi, 2021).

D. CONCLUSION

Teaching methods are the teacher's art in conveying material or knowledge to students. Teaching methods are a very important instrument in the teaching and learning process, even more important than the material being taught, because no matter how good the material is, without appropriate and good delivery methods, the teaching and learning process will just be a routine. Along with the development and progress of the times, humans and the world of education are also experiencing rapid dynamism, therefore it is very necessary to develop

teaching methods to be carried out in an implementation and secondary manner without changing the source.

The concept of teaching methods presented by Ni'matul Habib in his book is very efficient to use in this modern era in learning certain materials because each learning material has its own content and scientific discipline, so the method used must be appropriate and specific. By using appropriate teaching methods and the teacher's skills in using them, students can attract attention and focus to listen to the material being presented, so that the material will reach students well and provide complete understanding.

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