



THE ANALYSIS OF DIFFICULTIES IN IMPLEMENTING LEARNING MODELS IN ISLAMIC EDUCATION TEACHERS

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Abstract: *Analysis of Difficulties in Implementing Learning Models in Islamic Education Teachers.*

The purpose of the study was to analyze the difficulties of Islamic Religious Education teachers in implementing learning models based on the Education Unit Accreditation Instrument (IASP 2020), including PBL, PjBL and Cooperative Learning learning models. This research uses the literature study method. Data analysis uses descriptive-qualitative starting with inventorying, classifying, and analyzing data. The results showed that the difficulties of Islamic religion teachers in applying learning models were caused by (1) mastery and application of learning models; (2) organizing and guiding students; (3) limited learning time. The conclusion of the research describes that Islamic religion teachers experience varied difficulties in implementing learning models that are in accordance with IASP 2020 and are caused by minimal school facilities and infrastructure. The results of this study can be a basis for consideration, as well as a contribution of thought for Islamic religion teachers, especially in designing effective and interesting learning.

Keyword: Education Unit Accreditation Instrument (IASP), Islamic religion teacher, Learning Model.

Abstrak: *Analisis Kesulitan Implementasi Model Pembelajaran pada Guru Pendidikan Agama Islam*

Tujuan penelitian untuk menganalisis kesulitan guru Pendidikan Agama Islam dalam mengimplementasikan model pembelajaran berdasarkan Instrumen Akreditasi Satuan Pendidikan (IASP 2020), meliputi model pembelajaran PBL, PjBL dan Cooperative Learning. Penelitian ini menggunakan metode studi Pustaka. Analisis data menggunakan deskriptif-kualitatif dimulai dengan menginventarisasi, mengklasifikasi, dan menganalisis data. Hasil penelitian menunjukkan kesulitan guru agama Islam dalam menerapkan model pembelajaran disebabkan oleh (1) penguasaan dan penerapan model pembelajaran; (2) mengorganisir dan membimbing siswa; (3) waktu pembelajaran yang terbatas. Kesimpulan penelitian mendeskripsikan bahwa guru agama Islam mengalami kesulitan yang bervariasi dalam mengimplementasikan model pembelajaran yang sesuai dengan IASP 2020 dan disebabkan oleh sarana dan prasarana sekolah yang masih minim. Hasil penelitian ini dapat menjadi dasar pertimbangan, serta sumbangan pemikiran bagi para guru agama Islam khususnya dalam mendesain pembelajaran yang efektif dan menarik.

Kata Kunci: Instrumen Akreditasi Satuan Pendidikan (IASP), Guru agama islam, Model Pembelajaran.

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A. INTRODUCTION

The implementation of learning models is very important when learning takes place in the classroom. Every teacher in the teaching and learning process, expects that his students can achieve the best possible learning outcomes, so the teacher tries to teach as much as possible. However, in reality, many students cannot show achievement of the expected learning outcomes, characterized by the fact that many students get low scores and do not even reach the minimum assessment completeness, in other words, students have difficulty learning (Yulianingsih & Sobandi, 2017). This should be a form of fairness because one student and another student have differences, both in terms of intellectual, physical, emotional, spiritual, economic, and social, especially the background of family conditions (Nusroh & Luthfi, 2020)

Apart from students, it cannot be denied that teachers also experience difficulties in the process of transferring knowledge to their students. This is indicated by a teacher's lack of mastery of learning materials, lack of understanding of learning strategies, monotonous teaching methods, or not applying learning models in the classroom. The task of a teacher in addition to being able to master the learning material carefully before delivering it to his students, the teacher must also be able to design a learning system from start to finish properly, so that learning objectives can be achieved optimally. To achieve these learning objectives, every teacher is required to understand learning strategies, so he needs to think about and prepare the right learning strategy according to the material to be delivered. So in the process of choosing the right learning strategy, teachers are required to consider situations and conditions that have an impact on the level of mastery of students (Siregar, 2015). One part of the learning strategy component that is very important to master is related to the learning model. Because the learning model functions as an important communication tool for teachers to provide direction in designing teach (Ayumi et al., 2021), so that students succeed in learning. Meanwhile, the success rate of learning can be seen from student learning outcomes (Kawi et al., 2021) which include changes in three domains knowledge, attitudes, and skills. Even the successful application of the learning model can be a school branding, meaning that the educational institution can be recognized by the community because of the learning model applied.

Today, the learning model paradigm in the world of education continues to be grounded, and one of the three learning models that can be applied in 21st-century learning is by the 2020 Education Unit Accreditation Instrument (IASP), namely the Problem-Based Learning (PBL), Project Based Learning (PjBL) and Cooperative Learning learning models. These three learning models are proven to optimally improve student learning achievement (Rahmat, 2018). These three learning models are suitable to be applied to all subjects in the classroom, including Islamic Education subjects. However, Islamic Education Teacher still experience difficulties when implementing these three learning models. In general, several articles describe the teacher's difficulties, including teachers still have difficulty choosing the appropriate learning model to increase student motivation and interest in learning (Handayani, 2020), teachers still have difficulty positioning themselves as facilitators, guiding, digging for deeper understanding, and supporting student initiatives, teachers are still lacking in participating in training seminars or workshops (Angraeny & Awaru, 2018), then teachers are still reluctant to try using learning models, as a result, learning looks passive, leading to students being less active in asking questions and expressing opinions (Sudana & Wesnawa, 2017).

In this article, the author tries to analyze the difficulties of Islamic Education teachers in implementing learning models based on IASP 2020. Because we know that PAI learning is very different from material learning in general. Islamic Education learning has a more complex goal and has an ultimate goal, in addition to having Islamic insight, it also seeks to

shape the personality of students to have noble morals, which in turn can lead students to balance the needs of life both worldly and ukhrawi. Therefore, in delivering the material, Islamic Education learning should not be delivered theoretically only, but more than that it must be practiced, so that it becomes a habit or practice in life. Therefore, the use of learning models, which include strategies, approaches, techniques, and tactics in learning is very necessary. The learning models (Islamic Education) that will be discussed include Problem-Based Learning (PBL), Project Based Learning (PjBL), and Cooperative Learning. PBL is simply problem-based learning, where students are given a problem, and then find a solution (Ariyani & Kristin, 2021). Meanwhile, PjBL is a project-based learning model, where there is a problem and students try to solve the problem by producing a product (media) (Anggraini & Wulandari, 2021). The cooperative learning model is a learning model by gives tasks to smarter students in a small group to discuss with other friends whose results will be presented to other groups in the class (Hasanah & Himami, 2021; Tambak, 2017).

Supposedly, this research stems from several literature reviews that the author has found, including research conducted by Retnaning Tyas, she mentioned that the obstacles experienced by teachers in the PBL model lie in the planning stage, namely the difficulty of determining the right problem to stimulate a good discussion atmosphere and be able to stimulate students' intellectual development (Tyas, 2017), but this research focuses on problem-solving in mathematics. Meanwhile, Siti Nusroh and Eva Luthfi stated that the teacher's difficulty in the process of Islamic Education teaching was because students had different characteristics (Nusroh & Luthfi, 2020), but it was not specifically explained how what learning methods or models had been applied. Then the results of Nuraini and Abidin's research showed four main issues related to the difficulties experienced by teachers in Islamic Education teaching materials, namely difficulties in attitude assessment (55.6%), preparation of lesson plans (53.8%), provision of learning media (53.8%), and integrating themes between contents (51.1%), (Nuraini & Abidin, 2020), but the article only mentioned globally about the difficulties experienced by teachers obtained through interviews, but did not explain what learning methods or models caused these difficulties.

The several studies that the author mentioned above, have been done very well. It's just that the previous authors mostly examined the difficulties of teachers in implementing PBL, PjBL, and cooperative learning models in subjects such as mathematics and science, so there are still very few who discuss the difficulties of teachers in implementing these learning models in Islamic Education learning based on IASP 2020. Therefore, the purpose of this study is to discuss the implementation of PBL, PjBL, and cooperative learning models and also analyze the difficulties of Islamic Education teachers in implementing them in the classroom, so that is what is expected to be a novelty in this study.

B. METHOD

This research uses a literature study method with a descriptive-qualitative approach. The reason researchers use this method is because researchers want to find theories that are relevant to the research problem, namely regarding the obstacles or difficulties experienced by Islamic Education teachers in implementing learning models. In addition, by using literature studies, researchers can obtain data for research without conducting field research. This article was designed and published in 2023.

This research was conducted in 2023. The data collection technique is by reviewing books, literature, notes, or reports that have a relationship with the problem to be solved. Data analysis is carried out by inventory, categorization, and data analysis (Darmalaksana, 2020). The data research procedure is carried out through the following stages: selecting and reading parts relevant to the article, identifying results, analyzing discussions, and conclusions, and interpreting aspects of Islamic Education teacher's difficulties in implementing learning models.

The process of conducting this research begins with collecting existing data either through books, documents, journals, internet magazines (web). Furthermore, analyzing the data so that researchers can analyze the data so that researchers can conclude about the problem being studied.

C. RESULTS AND DISCUSSION

1. Learning Model in Islamic Education Based on IASP 2020

The learning model contains systematic procedures or stages in organizing learning experiences to achieve learning objectives. Learning models are closely related to approaches, strategies, or learning methods (Bahtiar, 2016). The learning model is also referred to as a standard of behavior in the teaching and learning process that is identified to achieve certain teaching situations, to achieve educational goals such as the implementation of quality, effective, and efficient learning, the learning model is very important to use in an educational institution (Agustina et al., 2020). The learning model in Islamic religious education is considered an approach used to teach and facilitate Islamic religious learning from educators to students. An interesting and interestingly delivered learning model will increase students' learning motivation. Here are some learning models that can improve the quality of the process and learning outcomes of Islamic religious education, including Problem-Based Learning, Project Based Learning, and Cooperative Learning models. The three learning models are certainly not just matching based on the author's wishes, but the three learning models are contained in IASP 2020.

Problem-Based Learning or problem-based learning is a learning model, where students work on authentic problems to compile knowledge owned by each individual, then knowledge is developed to create high-level thinking skills (Burhana et al., 2021). Problem Based Learning as one of the models in the scientific approach can make students able to develop their knowledge with real experiences in everyday life. Problem-based learning uses real-world problems as a basis for students to learn critical thinking and problem-solving skills and gain essential knowledge and concepts from the subject matter (Anugraheni, 2018).

The Project Based Learning model or project-based learning is a learning model that trains and develops students' ability to solve problems and is oriented towards authentic problems from the actual lives of students to stimulate higher-level thinking skills (Titu, 2015). In the implementation of this learning model, the atmosphere of teaching and learning activities must be conducive, open, negotiation, democratic, comfortable, and fun so that students can think optimally.

This project-based learning model provides an opportunity for teachers or educators as facilitators in giving tasks to students to develop their potential, as well as managing learning in the classroom by involving project work that focuses on students solving a problem by producing a product, making decisions, and conducting investigative activities so that students' creativity and motivation increase (As'ari et al., 2022).

Meanwhile, the Cooperative Learning model requires contribution and cooperation between learners in the form of groups. This is needed to improve learning performance among students when participating in teaching and learning activities (KBM) and be able to foster an attitude of helping in social behavior. In addition, the Cooperative Learning model as a concept of cooperation between individuals is directed at the preposition and choices that must be made, namely whether to choose to work together, compete, or even individually. So the application of the Cooperative Learning method in learning requires participation and cooperation between group members (Prasetyawati, 2021).

2. Implementation of PBL, PjBL, and Cooperative Learning Models in Islamic Education Learning Based on IASP 2020

The implementation of Problem-Based Learning, Project Based Learning, and Cooperative Learning learning models in Islamic Education learning based on IASP 2020 can

improve the quality of teachers which has a significant impact on the learning process including, first, it can make learning more active and making learners actively and constructively involved in the teaching and learning process, this can be implemented in learning from the Problem-Based Learning learning model (Mayasari et al., 2016). Second, it can challenge and interest students to be actively and constructively involved in the teaching and learning process, as well as provide a different learning experience and help students understand the concept of Islam better, this can be implemented in learning from the Project Based Learning learning model (Vebrianto et al., 2021). Third, it can provide different learning experiences and help students understand the concept of Islam better because students work together in groups, this can be implemented in learning from the Cooperative Learning model (Hapsari, 2017).

So, it can be concluded that the Problem-Based Learning, Project Learning, and Cooperative Learning learning models can be implemented in all Islamic Education learning materials because in its implementation the learning model involves cooperation between educators, students, tools and media supporting learning, and the environment, which is expected to achieve maximum Islamic Education learning goals and outcomes by IASP 2020.

3. Difficulties in Implementing Learning Models for Islamic Religious Education Teachers

One of the indicators of teacher quality in IASP 2020 is that teachers develop creative and innovative learning strategies, models, methods, techniques, and media. The development of learning strategies, models, methods, techniques, and media can be seen through the teacher's efforts in implementing diverse and challenging learning strategies, models, methods, and techniques according to the design developed or modified. In addition, teachers are also required to have the ability to use a variety of learning models and not stick to a particular model (Widyarta et al., 2023). Regarding learning models in IASP 2020, there are several learning models mentioned, namely Problem-Based Learning, Project Based Learning, and Cooperative learning models (Auliana et al., 2023).

Implementing a learning model is inseparable from its advantages and disadvantages, not all learning models can run smoothly and well, of course, there are many difficulties and obstacles in implementing it (Sutrisno & Nasucha, 2022). Likewise, in the implementation of the three learning models, of course, there are difficulties and obstacles. These difficulties arise because these learning models require teachers as educators to be able to direct, guide, and create a comfortable learning environment for students. So to achieve this, teachers must try to reduce the lecture method and start developing other models and methods that can actively involve students (Ali, 2021).

Based on the results of the literature review that has been conducted, namely by analyzing and then interpreting the results of research from journal articles that discuss the difficulties or obstacles of teachers in implementing Problem-Based Learning, Project Learning, and Cooperative learning models from all levels of education, both elementary schools, junior high schools, and senior high schools, the following can be presented some of the difficulties or obstacles experienced by Islamic Education teachers in implementing the three learning models

4. Teacher-Related Difficulties or Barriers

Although these three learning models are based on students, the role of the teacher also cannot be ruled out, because in this learning model, the teacher plays an important role as a facilitator, namely guiding and directing students during the learning process (Khakim et al., 2022). So the obstacles or difficulties in implementing these three learning models also come from the teachers themselves. Here are some of the difficulties experienced by Islamic Education teachers, namely: the lack of mastery of teachers related to the three learning models (Rudiyanto et al., 2022), the inability of teachers to attract students' interests and talents at the beginning of learning (Nurhayati & Fauzan, 2021), not being able to organize and guide

students to be able to think critically (Suminar, 2020), and teachers still have difficulty in designing and managing limited learning time because usually in one week there are only 3 hours of Islamic Education (Sampang, n.d. 2022).

Basically, in applying these three learning models, teachers are required to have in-depth skills and knowledge, such as preparing lesson plans and knowledge of syntax or learning steps, and teachers must also have the ability to organize and guide students to be able to think critically so that they can solve the problems given. This was also conveyed by Fauziah that for an educator to use the learning model optimally and efficiently, each educator must have a good basis of understanding and knowledge of the learning model to be applied (Fauziah et al., 2018). Therefore, the lack of mastery and lack of teacher competence in applying the learning model makes the learning model seem ordinary and has no significant effect on students.

In addition, in carrying out the learning process with these three learning models, teachers must carefully prepare the lesson plan that will be carried out, teachers must also be able to divide and manage time as well as possible because this learning model requires a lot of time, teachers must also be able to make all students can play an active role, motivate students to want to discuss and convey their opinions, and teachers must be able to organize the course of the discussion so that the discussion does not expand. These demands sometimes cannot be met by teachers so it becomes a difficulty or obstacle to implementing these three learning models.

5. Difficulties or Barriers Caused by Learners

One of the demands in the use of learning models is a learning model that can be developed to make learning interesting, make students actively think, and generate student motivation in the learning process or receiving lessons and student-oriented (student-centered approach) (Pastini et al., 2022). It should be noted that the three learning models are student-oriented, so the position of students is very important as active objects in learning. So in applying a learning model, students can be a supporting factor and can be an obstacle that causes teachers to experience difficulties in applying a learning model. Obstacles or difficulties experienced by teachers are caused by students such as a lack of motivation of students to participate in learning where students tend to be passive, shy to argue, and unwilling to discuss with their friends (Suminar, 2020). This is because students do not have confidence and awareness that they have an active role in learning (Oktavia, 2023). In addition, students have also not been able to make a learning plan that they will follow, individual students have not been able to think critically, and students who are unable to collaborate (Rani, 2021), then students cannot concentrate (Wanti et al., 2023; Anam & Fahman, 2020), often joking/playing around and not all students can solve problems posed by the teacher. As the author has stated at the beginning, PBL, PjBL, and cooperative learning models require students to think critically.

Various difficulties or obstacles originating from students arise due to various factors, such as the unpreparedness of students to take part in learning with these learning models (Khakim et al., 2022). Moreover, PBL and PjBL learning models require students to have critical thinking skills and the ability to solve problems. Differences in the abilities and characteristics of students are also one of the fundamental factors causing difficulties that come from students, so teachers need to understand student characteristics well (Hanafi & Sumitro, 2019).

From the description above, it can be concluded that difficulties originating from students are an urgent matter that challenges teachers to at least minimize this from happening. Therefore, teachers are encouraged to increase their self-competence or self-ability so that they can master and overcome learning difficulties experienced by their students in the classroom.

6. Difficulties or Obstacles Caused by Lack of Facilities and Infrastructure

Components that are no less important to support and support the successful implementation of the learning process are facilities and infrastructure. Facilities and infrastructure as supporting factors for the implementation of learning can also be an inhibiting factor if the facilities and infrastructure cannot be fulfilled properly (Sutrisno & Nasucha, 2022). Likewise, the application of learning models requires adequate facilities and infrastructure, especially in the PjBL learning model which requires students to produce goods or services by standard needs (Noviyanti, 2023), so of course it needs supporting facilities and infrastructure so students can produce a product.

However, the lack of infrastructure is what inhibits teachers from implementing the three learning models. Some of the difficulties of Islamic Education teachers caused by minimal facilities and infrastructure have been analyzed by several researchers including research by Rudiyanto et al. (2022), who stated in their research that the secondary factors that hinder the implementation of the PBL learning model are minimal infrastructure facilities, such as broken chairs, laboratory equipment, and lack of references in the library. Furthermore, research by Oktavia (2023), mentioned in his article that the learning resources owned by schools are inadequate or incomplete because they only have Student Worksheets (LKS). Then research by Rofi'ah & Makruf, (2020), one of the difficulties of teachers is the lack of reference materials such as Islamic Education teachers books and the lack of adequate learning resources is a difficulty in implementing the three learning models.

Thus, the difficulties of Islamic Education teachers in implementing PBL, PjBL, and cooperative learning models, in addition to being caused by the lack of competence or ability of teachers, are also caused by obstacles originating from students, and no less importantly, minimal facilities and infrastructure, are also fundamental things that affect the success or failure of the application of learning models carried out by Islamic Education teachers in the classroom.

D. CONCLUSION

Analysis of teacher difficulties or obstacles in implementing a learning model is one of the results of the implementation of teacher quality evaluation based on IASP 2020. Because to find out the difficulties experienced by teachers is certainly inseparable from the evaluation process of teacher performance. The application or implementation of a learning model carried out by teachers is one of the indicators in IASP 2020, namely in the teacher quality component, number 22 regarding teachers developing creative and innovative learning strategies, models, methods, techniques, and media. In developing strategies, models, methods, techniques, and learning media in IASP 2020, there are three aspects or indicators that can be observed, one of which is the implementation of diverse and challenging learning strategies, models, methods, and techniques according to the design developed or modified. There are several learning models mentioned in the 2020 IASP indicators, in this case, researchers took three learning models, namely Problem-Based Learning, Project Based Learning, and Cooperative Learning. It should be underlined that these three learning models are included in IASP 2020 at all levels of education units.

The inclusion of these three learning models in IASP 2020 signals that they must be used in designing a lesson, including Islamic Education learning. However, in the process of implementing the learning model, it turns out that teachers experience difficulties. These difficulties come from 3 things, namely the difficulties caused by the teacher himself, the teacher's difficulties arising from students, and the teacher's difficulties caused by the lack of facilities and infrastructure that can support the implementation of the learning model.

To make it easier for readers to understand, researchers summarize it as follows: First, the difficulties experienced by Islamic Education teachers come from within themselves, such as the lack of mastery and ability to apply the learning model, the lack of ability to organize and

guide students and the lack of ability of Islamic Education teachers in managing limited learning time. Second, the difficulties experienced by teachers caused by students include students' inability to think critically, differences in students' abilities, students are not serious and do not concentrate on participating in learning, and students' lack of motivation in learning so that they do not want to play an active role in learning. Third, the difficulties experienced by Islamic Education teachers due to the lack of infrastructure that can support the implementation of learning such as raw materials for Project Based Learning and learning resources such as textbooks, incomplete modules, and schools that are still less touched by digitalization. The difficulties described can be evaluation material for Islamic Education teachers and then find a solution so that the three learning models can be implemented properly, which leads to success in achieving optimal learning goals and outcomes. So as a recommendation for further research, it is possible to describe solutions related to analyzing the difficulties of implementing learning models in Islamic Religious Education teachers, including PBL, PjBL, and Cooperative learning models based on IASP 2020.

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