

Problematics of Muhammadiyah Learning at SMP Muhammadiyah 51 Sidikalang

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***ABSTRACT:** The background of this research is that there are still problems in learning at SMP Muhammadiyah 51 Sidikalang regarding Kemuhammadiyah lessons. Based on the results of observations made by researchers, one of the causes is the low interest in student learning in Kemuhammadiyah lessons. This study aims to analyze the problems of student learning in the Kemuhammadiyah subject, to reveal the constraints experienced by teachers and students and to explain the efforts made to overcome the obstacles that occur to the teachers and students. The method used in this research is descriptive using a qualitative approach. Respondents in this study are 2 people who have the criteria that have been explained. The data collection tools used in this study were observation sheets, interview sheets, and documentation. The results showed that the constraints experienced by the teacher were the lack of learning time and the lack of self-awareness of the students to better understand Muhammadiyah learning material. While the inhibiting factors of student learning interest are the lack of insight of the teacher when explaining learning to students to make it easier for students to understand the material taught by the subject teacher, the condition of the class is crowded, students have their own busyness when the teacher explains the material and students who are not ready to study in incomplete learning equipment. Efforts are being made to overcome the obstacles experienced by teachers and students by adding learning time so that students can calmly listen to the explanations taught by the teacher, completing school facilities in the teaching and learning process so that later teachers and students carry out learning comfortably and calmly.*

Keywords: Learning Problems, Al Islam and Muhammadiyah, Sidikalang.

1. INTRODUCTION

The education that we experience today is not just about transferring knowledge that is not yet known to become more knowledgeable. However, today's education must balance its knowledge with its morals and character. It must be admitted that the process of building national character is not easy to do. But slowly will show better symptoms. (Munawir Pasaribu, 2022)

Our education today is very apprehensive. Problem after problem occurs when it occurs in the world of education, both from the educators and from the students themselves. The problem of teachers who sometimes engage in indecent behavior towards students cannot be separated from the discussion. Students who commit inappropriate actions such as drugs, free sex and brawls cannot be freed from the current problems. Sometimes almost everyone blames it on education. So education is a central means in the development of students who become society later. Without education, we will not know what the fate of our nation will be in the future. In education there is something called Islamic education. We hope that Islamic education can shape the character of students. From students with these characteristics, they will give birth to a better generation of nations that will lead to progress. So from this Islamic education later we hope to be able to change the paradigm and anxiety of the people about how the direction of this nation will end. So that if you really do this Islamic education then what will be born are good characters and are directed towards the future of our religion, nation and country. (Robie Fanreza, Munawir Pasaribu, 2016).

The above is also said in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System that learning is the end result of learning itself to create good relations

between students and educators. (Law of the Republic of Indonesia, 2003). The ease of learning means that the teacher tries to provide learning for someone, both individually and in the form of a group, by relying on their skills in providing learning both in terms of strategies, methods and approaches to students. (Abdul Majid, 2017).

The value of Al-Islam and Kemuhammadiyah is not just a subject delivered by ISMUBA teachers, ISMUBA subjects (Al-Islam and Kemuhammadiyah in Arabic) but all subjects must contain that value. The values of Al-Islam and Kemuhammadiyah are one of the elements to form the dedication and commitment to raise the school. (Suyono, 2022).

Muhammadiyah is an institution that provides the needs of the community in various fields of education, especially Al-Islam and Muhammadiyah education that are effective and can be instilled in society in general by providing various avenues, in the form of public schools that study Islamic religious knowledge, and madrasas that teach Islamic knowledge. -general knowledge of Islam, and madrasas that teach general sciences. Then behind the success of Islamic education, of course, because of curriculum support which is always balanced with needs, both internally and externally. (Assembly of Elementary Education of PP Muhammadiyah, 2017).

Then the above also received support that the learning of Al-Islam and Kemuhammadiyah in Muhammadiyah schools and madrasas has become an added value for the lesson itself, and later it will regenerate for the better over time. Al-Islam and Muhammadiyah always teach students to know Islam more deeply, so that students have good character within the scope of society. (Hasanudin, 2017)

It is because of this that the central leadership of Muhammadiyah implemented the 2013 Muhammadiyah-based curriculum for Al-Islam and Muhammadiyah subjects. The aim of making the Muhammadiyah-based 2013 curriculum for Al-Islam and Kemuhammadiyah lessons is to strengthen quality in Muhammadiyah-based Islamic religious education so as to produce a more qualified generation. Regarding Al-Islam and Kemuhammadiyah subjects, they were only published at Muhammadiyah Madrasas in 2017/2018. (Muhammadiyah Central Leader, 2018).

Based on the results of initial observations made at SMP Muhammadiyah 51 Sidikalang that researchers obtained in the field, the researchers found that at SMP Muhammadiyah 51 Sidikalang there were various problems in the learning process. especially in the Kemuhammadiyah subject, because the majority of people in Sidikalang are non-Muslim, so this also influences the Islamic Religion learning curriculum, especially in the KeMuhammadiyah subject at school.

Then the students of SMP Muhammadiyah 51 Sidikalang do not all have a Muhammadiyah background, that also causes learning problems in Al-Islam and Kemuhammadiyah subjects to get many problems that arise at school, because of the reasons above so that researchers are interested in raising the title regarding "Learning Problems Kemuhammadiyah at SMP Muhammadiyah 51 Sidikalang". There are several learning problems experienced by students, including the lack of students' understanding of the nature of Muhammadiyah learning, the low curiosity of students about Muhammadiyah subjects

2. RESEARCH METHODS

This type of research is descriptive qualitative. Sources of data in research were obtained directly from original sources or first parties. And secondary data sources obtained from books, journals, and archives. Data collection techniques using observation, interviews, and documentation.

3. RESULT AND DISCUSSION

Result

Based on the observations the researchers made on class VII students of SMP Muhammadiyah 51 Sidikalang, the researchers found/saw several students who arrived on time to school, but there were some students who appeared to be late for school, there were several students who entered class in an orderly manner and were friendly with fellow friends. classmates, but there are some students who do not appear to be in an orderly manner and are not friendly with their fellow classmates, there are some students who pay attention when the teacher explains the Kemuhammadiyah subject matter, but there are some students who do not seem to pay attention when the teacher explains the learning material, some of them students who seemed to be actively participating in the lesson and had a polite

attitude during the lesson, but there were some other students who did not seem to have a polite attitude during the lesson, there were some students who appreciated the teacher who was explaining the subject matter of Kemuhammadiyah, but there were some who students who do not seem to appreciate the teacher who is explaining Kemuhammadiyah learning material, there are some students who are always on time doing and collecting assignments given by the teacher, but there are some students who seem not to be on time doing and collecting assignments given by the teacher, there are some students who seemed to understand about Muhammadiyah learning, but there were also those who found it difficult to understand and understand Muhammadiyah learning because almost all students at Muhammadiyah 51 Sidikalang Middle School did not have a Muhammadiyah background, causing a lack of students who understood Muhammadiyah learning, there were some students who had an enthusiastic attitude in accepting the subject matter, but on the contrary there are also some students who do not seem to have an enthusiastic attitude in receiving learning material, there are some students who really appreciate other friends when providing input or answers to questions teacher, but there are some students who seem not to respect other friends when providing input or answers to teacher questions, and there are some students who are able to conclude Muhammadiyah subject matter in their own words, but there are some students who seem unable to conclude Muhammadiyah learning material with own words.

Discussion

Based on the results of the research above, it can be concluded that the problems of Kemuhammadiyah learning at SMP Muhammadiyah 51 Sidikalang have several problems both in terms of school facilities or infrastructure which causes students to be less comfortable in capturing Kemuhammadiyah learning material, the need for a variety of material delivery systems by the teacher so as to minimize the possibility for students not to understand the material explained by the Kemuhammadiyah teacher and also the lack of activity of students in asking things that they do not understand to teachers or friends who already understand the material.

In this case the researcher can conclude that schools must first complete learning facilities so that later teachers and students can carry out learning comfortably, then so that a teacher can further improve the system of various ways of teaching so that students who have different understandings can capture learning more easily, and return to students to increase curiosity about Muhammadiyah learning material explained by the Muhammadiyah teacher

4. CONCLUSION AND SUGGESTIONS

Conclusion

Based on the discussion above related to the problems of Kemuhammadiyah learning at SMP Muhammadiyah 51 Sidikalang, it can be concluded as follows:

Problems of Muhammadiyah learning at SMP Muhammadiyah 51 Sidikalang, namely:

- a) Problems experienced by the teacher
Limited infrastructure and lack of effectiveness of teaching and learning
 - b) Problems experienced by students
Lack of awareness of students as Muslim individuals, different levels of religious knowledge, different levels of intelligence, family environment, community environment
- obstacles when carrying out the Muhammadiyah learning process at SMP Muhammadiyah 51 Sidikalang, namely:
- a) students' low willingness to learn
 - b) learning outcomes decreased
 - c) learning time limitations

Learning that is implemented in schools cannot run smoothly, because when studying many students do not take part in the lessons given by the teacher, because of the lack of infrastructure from schools such as the lack of Muhammadiyah material books which make them confused about the material conveyed by subject teachers. Because some students do not understand participating in Kemuhammadiyah lessons given by the teacher, therefore the teacher provides opportunities for students to share knowledge or share books on Kemuhammadiyah learning materials so that students who do not get material books can also pay close attention to books.

Suggestions

- a) School
Kemuhammadiyah learning is applied more optimally, supports infrastructure and facilities so that learning continues to run smoothly.
- b) Teacher
Improving teaching strategies in conveying learning material to students so that all students can understand the material explained by the subject teacher.
- c) Students
Increase awareness of the assignments given by the teacher, assignments given by the teacher to students are immediately carried out and if you don't understand you can immediately ask the teacher or friends who understand the material for the task.

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