

**USE OF LEARNING RESOURCES TO IMPROVE LEARNING QUALITY
OF ISLAMIC EDUCATION
IN MADRASAH IBTIDAIYAH OF MUTIARA BUNDA SURABAYA**

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Abstract

Use of learning resource in improving the quality of learning in Islamic Religious Education Subjects at Madrasah Ibtidaiyah (MI) in Mutiara Bunda Surabaya, Thesis of Islamic Education Study Program, Postgraduate Program, Muhammadiyah University of Surabaya. The research was motivated by educational problems, starting from the lack of enthusiasm for student learning, student apathy towards lessons, not conducive to the learning process and the rise of student online games. The formulation of the problem of this thesis, First, how to use learning resources in improving the quality of learning in Islamic Religious Education subjects in MI that was elementary school. Mutiara Bunda Surabaya. Second, how was the function of using learning resources in MI. Mutiara Bunda Surabaya. Third, what was the impact of the use of learning resources in MI. Mutiara Bunda Surabaya. This type of research was a field research that collected primary data through interviews with the deputy head of Madrasah, MI teachers and students in Mutiara Bunda. Secondary data was from literature and MI documents in Mutiara Bund. After all the data collected were analysed qualitatively, in descriptive form. The results were concluded that the use of appropriate and maximum learning resources can improve the quality of learning, namely first using modules or worksheets, libraries, internet, resource persons and the environment. The two functions of learning sources as sources of information were motivating, providing comprehensive experiences and instilling new concepts to students. The three impacts of using learning resources provided positive motivation and direct learning experiences. Supporting factors were policies of the principal of madrasah, motivation of teachers and families. Inhibiting factors were limited facilities and infrastructure, time, and low intention and motivation.

Keywords: *Use of Learning Resource, Quality of Learning, Islamic Religious Education.*

A. INTRODUCTION

The definition of education according to Law no. 20 of 2003. ¹ Regarding the national education system, education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students or students can develop their potential. Therefore, they have religious spiritual strength, self-

control, personality, intelligence, noble morals, skills for themselves, society, religion. and his people. The meaning of education is very closely related to teaching, and is related to one another. Education cannot be implemented without teaching, and vice versa, teaching cannot run without an educational goal. Humans need education in their lives. Education is also a human effort so that they can develop their potential through a learning process or other means that are known and recognized by society.

Madrasah is the first education after the family, the meaning of madrasah itself is a formal educational institution in which there are elements of education, educators and educated students. Education in madrasah intends to develop human potential and skills both academically and religiously. Therefore, the students are expected to truly have IMTAQ and science and technology values which are the basis for realizing harmony, balance in improving life through education. One element of the madrasah is the role of the teacher as the implementer of learning. Therefore, the teacher should always try to generate, maintain and increase student motivation to learn. Teachers are responsible for educational institutions, students and Allah SWT.

The above relates to the notion of an Educator or Teacher or Principal and Lecturer that are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education are formal education, basic education, and education. medium.² Therefore, professional teachers are teachers who have competence. In their role as implementers of learning, teachers should always try to generate, maintain and increase children's motivation to learn. Several studies have shown that the achievement motive has a positive and significant relationship towards learning achievement. This means that the level of learning achievement is largely determined by the level of achievement motives. Teachers are responsible to educational institutions and students especially to Allah SWT because teachers are considered educators.

This has been said by Rasulullah SAW in a Hadith which means: Ibn Umar ra said, "I have heard Rasulullah SAW say: "Everyone is a leader and will be held accountable for his leadership. A head of state will be held accountable for the people he leads. A husband will be asked about the family he leads. A wife who looks after her husband's household will be asked about her responsibilities and duties. Even a servant / domestic worker who is in charge of maintaining the property of his employer will also be asked about what he leads. And you all leaders and will be asked (asked to take responsibility) for the things they lead." (Narrated by Bukhari Muslim).

The birth of community obedience to new social norms such as involvement, discipline in the order of life together, habits of life and high morals. The creation of an orderly social life needs to be continuously instilled through education in the family, school and community. To achieve success in the delivery of knowledge and learning development, learning resources are needed as learning media. For the development of learning strategies, it is necessary to design the use of learning resources at each event of the learning process in achieving the desired goals. Therefore, choosing the right learning resource system can improve the quality of learning. The development of learning strategies requires the design of using

learning resources or media in the learning process. Selection of learning resources must be made by the teacher in carrying out the learning process. Teachers are required to be able to use the learning resource tools provided by the madrasah and choose the appropriate learning material. So far, teachers in delivering learning materials have not used varied learning sources as a result of which students have difficulty receiving and understanding lessons. If the above matters are not handled optimally, the learning process is not achieved, the learning situation is not conducive, so the teacher as far as possible creates a fun learning process that uses various learning resources, especially the learning process of Islamic education.

B. RESEARCH METHOD

The type of research was qualitative research which was a research process adapted to the objective conditions of the field and the types of data collected from collecting primary and secondary data. Primary data used the observation method, interviews from the madrasah, the deputy head of the madrasah in the curriculum section, teachers and madrasah students themselves. Secondary data were obtained from literature and madrasah documentation. Based on the types of problems discussed in this research that the researcher used descriptive qualitative research references.

The core data collected in qualitative research were tangible behaviours in the form of sight, hearing, and questioning. The purpose of this research got a clear picture and appropriate methods of using learning resources for the learning process of Islamic Religious Education in order to improve the quality of learning.

C. RESEARCH RESULT AND DISCUSSION

1. Use of Learning

Resources Learning resources were everything that was around the environment of learning activities functionally to help optimize learning outcomes. Optimization of learning outcomes can be seen from the learning outcomes (output) and from the process in the form of student interaction with various sources that can trigger students to learn and master the understanding of the knowledge they were learning.³

According to the Association for Educational Communications and Technology (AECT, 1977) and Banks (1990), learning resources were anything or resources that teachers can use, either separately or in combination, for the purpose of teaching and learning with the aim of increasing the effectiveness and efficiency of goals.⁴

Learning resources were defined as information that was presented and stored in various forms of media, which can assist students in learning as an embodiment of the curriculum. It was not limited to whether it is in printed form, video, software format or a combination of various formats that can be used by students or teachers.

Therefore, learning resources were also defined as all places or environments around objects and people that contained information that can be used as a vehicle for students to carry out the behaviour change process.⁵ The implementation of the use of learning resources in the learning process was stated in the current curriculum that an effective learning process was a learning process that used a variety of learning resources.

In connection with the foregoing, research on the use of learning resources at Madrasah Ibtidaiyah in Mutiara Bunda Surabaya implemented the classifications of the use of learning resources by class. Small classes consisted of grades 1, 2 and 3 while large classes 4, 5 and 6. The stages of using learning resources in grade 1 at Madrasah Ibtidaiyah in Mutiara Bunda of Surabaya were:

- a. Using pictorial reading books. This was done because the condition of grade 1 students aged 7 - 8 years with a total of 30 students (1 study group). The cognitive, affective and psychomotor abilities of students differ, students read picture books together with a duration of 30 minutes (1 learning hour) then the teacher explained along with repetition of reading this increases student motivation, students were enthusiastic and can absorb the material well. Therefore, the process learning did smoothly. This learning was done in the classroom that carried out in the first week.
- b. Using library media. Students were invited to the library room for a good attitude, getting to know reading books, as well as for communicative and fun learning interactions. n Sunday that was held second learning time 30 minutes.
- c. Using technology media by showing motivational videos and learning materials carried out in the mosque of Madrasah Ibtidaiyah in Mutiara Bunda Surabaya with a duration / learning hour of 60 minutes (2 learning hours), held on the third Sunday.
- d. Using worksheets or student work exercises with a format according to the abilities and needs of students. Conducted on the fourth Sunday, learning time is 1 hour (30 minutes).

The stages of using learning resources in the learning process of class II Madrasah Ibtidaiyah in Mutiara Bunda Surabaya were:

- a. Using reading books. The reading books that were used are selected reading books that were in accordance with the learning objectives by the class teacher. The reading books were made Map Mapping (mind maps) because for grade 2 the psychomotor is prioritized. Learning time 1 learning hour (30 minutes) the learning process was carried out in the classroom, held on the first Sunday. Grade 2 students range in age from 8 - 9 years.
- b. Using the library as a medium for reading room. The students were invited to the library room as a good habit (Attitude), and get to know other reading books, which were different and interesting. Each student is required to choose 1 reading book that had been prepared, students read it and students were ready to tell stories from the reading book (semi-pictorial reading book). There are 1 and 2 students who were not fluent in reading, usually escorted by the teacher. Implementation of the learning process was in the library room and learning time of 2 hours (60 minutes).
- c. Using LCD projector technology media, by showing film footage about learning and motivational videos at Madrasah Ibtidaiyah mosque in Mutiara Bunda with a duration of 2 hours of learning (60 minutes). It was held on the third Sunday.
- d. Using worksheets or student work exercise books, to determine students' ability to absorb learning material during the first, second and third weeks. 1 learning hour (30 minutes). The implementation of the fourth Sunday.

The stages of using learning resources in the learning process of class III Madrasah Ibtidaiyah in Mutiara Bunda were:

- a. Using a package reading book and students made a summary of the learning material in the form of a map mapping (mind map). The duration of the learning time was 1 learning hour (30 minutes), the implementation of learning in the classroom. Grade 3 students aged 9–10 years, carried out on the first Sunday.
- b. Using library media as a means of reading. Students were required to summarize a reading book related to learning material to find out the topic of the reading content of the book. Duration of learning time was 2 hours (60 minutes). Held on the second Sunday.
- c. Using LCD projector technology media, showing motivational videos and films related to learning materials at Madrasah Ibtidaiyah mosque in Mutiara Bunda, duration of 2 hours of learning (60 minutes). The third week of implementation.
- d. Using student worksheets or workbooks. Students worked on the worksheets to find out the understanding of the learning material that had been conveyed. (Sunday 1, 2 and 3). Duration of 1 learning hour (30 minutes). Held on the fourth Sunday. For the use of learning resources that brought in resource persons, it was held every three months, with topics according to friends in large and small classes. During the research at the end of October 2019, there was an extension with the theme Healthy Living which was attended by small classes (1, 2 and 3), having in dr. Retno from the Tambak Wedi Community Health Centre in the area around Madrasah Ibtidaiyah in Mutiara Bunda which was part of cross-sectoral cooperation in the village area. The use of the community as a learning resource in small classes 1, 2 and 3 were held once a year in September 2019, namely a visit to the Hero Monument Museum, to the Cheeng Ho Mosque and the Surabaya Zoo.

The use of learning resources in large class classifications, namely classes 4, 5 and 6. The stages of using learning resources for class IV Madrasah Ibtidaiyah in Mutiara Bunda Surabaya were:

- a. Using textbooks, students made a summary of the learning material in the form of a map mapping (mind map). After that the students discussed and presented them in groups. The duration of learning time was 2 hours of learning (70 minutes), the implementation of learning in the classroom. Grade 4 students ranging in age from 10-11 years, held on the first Sunday.
- b. Using library media as a means of reading. Students were required to review a reading book that had been prepared by the teacher in relation to the learning material, then students discussed and presented the book in groups. Duration of learning time is 2 hours (70 minutes). Held on the second Sunday.
- c. Using computer media. Students were given an explanation of the basic basics of using computers and receive material that had been programmed by the teacher in computer media. The learning materials at Mutiara Bunda Islamic Madrasah Mosque, duration 2 hours of learning (70 minutes). Third Sunday implementation. The use of LCD projectors for grade 4 students were carried out on the third Sunday of the following month. Usually contains motivational videos and films related to learning material.
- d. Using student worksheets or workbooks. Students work on the worksheets to find out the understanding of the learning material that has\nd been conveyed. Followed by a question and answered forum before the end of the lesson. Duration of 2 learning hours (70 minutes). Held on the fourth Sunday.

The stages of the use of learning resources were in class V Madrasah Ibtidaiyah in Mutiara Bunda Surabaya, namely:

- a. Using textbook learning resources. The students made a summary of the learning material in the form of a map mapping (mind map). After that the students discussed and presented them in groups. learning time 2 learning hours (70 minutes), implementation of learning in the classroom. Grade 5 students ranging in age from 11-12 years, carried out on the first Sunday.
- b. Using library media as a means of reading. The students were required to review a reading book that has been prepared by the teacher in relation to the learning material and then students discussed and presented the book in groups. Duration of learning time was 2 hours (70 minutes). Held on the second Sunday.
- c. Using computer media. The students were given an explanation of the material that had been programmed by the teacher in computer media and practice questions on learning materials at the Madrasah Ibtidaiyah in Mutiara Bunda Lab, duration of 2 hours of learning (70 minutes). Third Sunday implementation. The use of LCD projectors for grade 4 students continued on the third Sunday of the following month. It contained motivational videos and films related to learning material.
- d. Using student worksheets or workbooks. Students work on the worksheets to find out the understanding of the learning material that has been conveyed. Continue with a question and answer forum before the end of the lesson. Duration of 2 learning hours (70 minutes). Held on the fourth Sunday.

The stages of using learning resources in class VI Madrasah Ibtidaiyah in Mutiara Bunda Surabaya were:

- a. Using textbook learning resources. The students made a summary of learning material in the form of a map (mind map). After that the students discussed and presented them in groups. learning time 2 learning hours (70 minutes), after working on exam questions. implementation of learning in the classroom. Grade 5 students aged 12-13 years, carried out on the first Sunday.
- b. Using library media as a means of reading. The students were required to work on the try out question material that had been prepared by the teacher related to the learning material then students discussed and presented the book in groups. Duration of learning time was 2 hours (70 minutes). Held on the second Sunday.
- c. Using computer media, students were given an explanation of how to do the grade 6 exam questions along with the material that had been in the teacher's program in computer media. Implementation of learning at the Madrasah Ibtidaiyah in Mutiara Bunda Lab, duration of 2 hours of learning (70 minutes). Third Sunday implementation. The use of LCD projectors for grade 4 students were carried out on the third Sunday of the following month. Usually contains motivational videos to continue to the next level of education.
- d. Using the book about grade 6 exam questions, students worked to find out the understanding of the learning material that has been delivered. Continue with a question and answer forum before the end of the lesson. Duration of 2 learning hours (70 minutes). Held on the fourth Sunday.

The use of the community as a learning resource for large classes (4, 5 and 6), namely by visiting the Bank Indonesia Museum, to the Provincial Library and to the Cheng Ho Mosque in Surabaya, once a year.

According to Jarolimek (1985: 80-81) argued that teachers need to use various learning resources in learning for the following reasons: ⁶

- a. Not all students learn the same way, different media can be adapted to the learning styles of different students.
- b. Reading coverage between different students required different learning resources.
- c. Each medium had strengths and limitations in how to convey messages.
- d. The impact of a message can be stronger if more than one system was connected and involves feelings in receiving the message.
- e. The materials to be studied are varied, very abstract and complex.
- f. The use of various media can motivate and increase interest in learning.
- g. Teaching styles that emphasized inquiry and problem solving required extensive sources and search for information.
- h. Different learning resources can provide different insights on the same subject, there may be contradictions or inaccuracies without being noticed if only using sources.

2. Learning resource function.

By looking at the learning process that used various learning resources, the function of learning resources in improving the quality of learning in Islamic Religious Education subjects at Madrasah Ibtidaiyah in Mutiara Bunda was as a source of information in the learning process, overcomes limitations of learning experiences, goes beyond class room boundaries, allows direct interaction, allowed uniformity of observation, in new concepts, arouse new interests, arouse motivation, provide a holistic experience. From the function of learning resources above, learning resources were media that are used as references in supporting the ease of learning.

3. Impact of using learning resources Learning

The resources as part of the teaching and learning process had great benefits. Therefore, by including learning resources in a planned manner, teaching and learning activities can be more effective and efficient in achieving the set instructional goals. The form of using learning resources in the learning process had been stated in the current curriculum that an effective learning process was a learning process that uses a variety of learning resources. The impact of using learning resources included: ⁷

- a. Providing direct learning experiences to students made understanding can run quickly.
- b. Be able to present something that was impossible to visit, or see in person.
- c. Be able to expand knowledge of existing courses in the classroom.
- d. Be able to provide accurate information. For example, reading books and magazines.
- e. Can help solve educational problems both in the micro and macro scope. For example in macro: distance learning system through modules, micro-arrangement of space (environment), simulation, use of films and OHP.
- f. Be able to provide positive motivation, if the implementation was arranged and planned for its proper use.

- g. Be able to spur to think, act, and develop further. For example: text books, reading books, films and others, which contain reasoning power so that they can spur students to think correctly.
- h. The meaning of the teaching material will be clearer so that it can be better understood by students, and allows students to better master the teaching objectives.
- i. Teaching methods will be more varied, not solely verbal communication through speech by the teacher. So that students do not get bored and teachers do not run out of energy.
- j. Students do more learning activities, such as observing, doing, demonstrating and so on.

In this research that the impact of using learning resources to improve the quality of learning in Islamic Religious Education Subjects at Madrasah Ibtidaiyah in Mutiara Bunda Surabaya besides the above also had other impacts, namely: Students were able to work well with friends, teachers and the surrounding environment, there is fun learning, Able to Interact with Other Subjects, Able to contextualize Learning Outcomes, Effective learning in the classroom and more empowering student potential, as well as Achieving Curriculum Goals and targets.

The impact of using learning resources can lead to indicators of the quality of learning which can be seen, among others, from teacher learning behaviour, student learning behaviour and impact, learning climate, learning materials, learning media, and learning systems. The impact of using appropriate and maximum learning resources results in a quality learning process, as for the following characteristics:

E. CONCLUSION

The research can be concluded that the use of learning resources in improving the quality of the learning process of Islamic Religious Education at Madrasah Ibtidaiyah in Mutiara Bunda Surabaya, using textbook learning resources or student handbooks / student worksheets, using libraries and prayer rooms as learning resources, using computer technology media, and LCD projectors, the internet, using community and environmental media as a source of media and, using and bringing in expert sources related to the material to be conveyed form.

This research that was in motivation, maturity, and readiness were needed in the teaching and learning process, without motivation the learning process was not effective. The formation of proper perceptions was the basis for the teaching and learning process. As well as the progress and success of the teaching and learning process was determined by talent, intelligence, interests, maturity and learning materials. The teaching and learning process can be broad and deep. Knowledge of the results of the past learning process can stimulate learning progress. Especially in the process of repetition, the exercises can be strengthen learning outcomes.

The function of using learning resources in improving the quality of Islamic Religious Education learning at Madrasah Ibtidaiyah in Mutiara Bunda Surabaya:

- a. As a source of information in the learning process of Islamic Religious Education
- b. The existence of direct interaction communication
- c. The emergence of planting new concepts to students.
- d. Generating new interest and motivation in students
- e. Providing a holistic experience to students

The impact of using learning resources in improving the quality of Islamic Religious Education learning at Madrasah Ibtidaiyah in Mutiara Bunda Surabaya were:

- a) Provide direct learning experiences to students so that understanding can run quickly.
- b) Be able to present something that is impossible to visit, or see in person.
- c) Be able to provide positive motivation, if the use is arranged and planned appropriately.

Supporting factors and factors inhibiting the use of learning resources in improving the quality of learning in Islamic Religious Education at Madrasah Ibtidaiyah in Mutiara Bunda:

1. Supporting factors: the presence of high intention and motivation were from teachers and students, varied learning methods, exemplary behaviour of an educator, availability module / LKS resource persons and community and environmental support.
2. Inhibiting factors: inadequate facilities and infrastructure, limited learning time, weak intention and motivation.

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