STUDENT PROBLEMATICS IN ISLAMIC EDUCATION LEARNING AT HIGH SCHOOL

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Abstract	This study aims to describe the problem in the PAI learning process at SMAS Imelda Medan. This type of research is descriptive qualitative. The subject of the study includes 30 students who are selected purposefully. Data are collected through observation, interview, and documentation. Data analysis was performed by following the interactive model of Miles and Huberman with several stages, including data collection, data reduction, display data, and conclusion drawing. Based on the interview and the documentation results, the problem happened because of the lack of student learning interest, the lack of students' understanding of PAI learning, many students who have not been smoothly reading the Qur'an, and fewer professional teachers, and less competent teacher, and limited facilities and infrastructure and environmental problems. Solutions that can be done to fix the PAI learning issue at SMAS Imelda Medan include improving teacher professionalism, infrastructure facilities, and media utilization.
Keywords	Islamic Education, Learning Problems, SMAS Imelda Medan

INTRODUCTION

Islamic religious education, or in Indonesian called PAI (Pendidikan Agama Islam), is a subject area that must be listed in the school schedule. PAI aims to provide religious knowledge that can be applied in life so that it can be integrated into daily experiences (Martin et al., 2021). Therefore, Religious Education learning at school aims to instill religious knowledge and build the personality, ethics, and morals of students.

A school is a formal educational institution that functions as a place for the implementation of education. PAI lessons at the high school level have the aim of developing and increasing faith by providing knowledge about Islam because giving PAI teaching will build noble character as a manifestation of Islamic religious education, which includes ethics, morals, and personality (Pai, 2016). So, PAI becomes one of the subjects given to students from elementary to university level, whether it is madrasah or schools with Islamic or general nuances such as SMAS Imelda. However, at present, we realize that the implementation of the PAI learning process is still often hampered and not supported, so problems are still often found, especially in high schools.

First of all, it must be recognized that high school students are at a complex stage of development, where they begin to explore their personal identity and values (Dewi, 2021). This can produce challenges in their understanding and acceptance of religious teachings, especially if they face conflicts between religious teachings and the values they encounter in their surrounding environment. In addition, external factors such as high academic pressure, tight schedules, and competition in the school environment can disrupt students' focus on learning (Susanto, 2018), including in PAI lessons. As a result, they may tend to neglect this subject or consider it an additional burden.

Furthermore, another challenge is the lack of student engagement and understanding of PAI materials. PAI subjects are often taught theoretically without students' active involvement in the understanding and practice of religious teachings (Zainiyati, 2010). This can lead to the irrelevance of PAI materials in students' daily lives, so they are less motivated to learn seriously. In addition, differences in religious and cultural backgrounds among high school students can also be a factor that complicates PAI learning (Moh. Khoirur Rosyid, 2022). Students who come from various religious backgrounds may have different understandings of Islamic teachings, and this can be a source of conflict or confusion in the classroom. In this context, it is important to understand and address students' problems in PAI learning in high school. Improvement efforts can involve more

relevant learning approaches, active engagement of students, and a deeper understanding of the individual challenges they face. By doing so, we can help students develop a better understanding of Islam and its associated moral values and make PAI learning in high school more meaningful for them in their journey toward maturity and character building.

In connection with this, the researcher made observations at one of the schools in Medan City, which is SMAS Imelda Medan. This school is a favorite school, so there are many students from several regions who have different backgrounds that affect their absorption and understanding of the Islamic religion. Religious lessons that should be able to create and illustrate good behavior patterns in everyday life have not been as expected (Duryat, 2021). This happens because, in these schools, there are still problems/problems in the process of learning PAI. This problem arises because of the assumption that Islamic religious lessons are trivial, so they are not paid attention to. The problem that often occurs at SMAS Imelda Medan in the PAI learning process is the lack of student motivation to participate in learning activities, which has an impact on student inactivity in the implementation of PAI learning. In addition, students lack skills in reading the Quran, so they cannot be proficient in Qur'anic tajweed. The utilization of facilities and infrastructure in the school is also still not optimal, so it becomes an obstacle in PAI learning and requires completion in order to achieve learning objectives.

Learning is a very complex and multidimensional activity where learning involves interpersonal interactions, namely between students and educators and students and students (Burhanuddin, 2016). In the PAI learning process so far, students are less able to be appreciated as human beings who have the ability to develop. All because the learning process is more oriented towards high scores. So that students are forced to just memorize without understanding the meaning, let alone experience. This is what causes the PAI learning process to be not good and results in the existence of these problems. PAI learning in this school has a problem, which is the lack of student attention in the learning process, which results in minimal student response and obstruction of the student's characteristic process. The method used by the teacher is also very monotonous and seems to be a lecture, resulting in boredom and uncontrolled. The problem of monotonous learning methods refers to a situation where the learning process tends to be routine, the methods used are not varied, and less interesting for students (Asmani, 2016). It is possible that during the PAI learning process, many students choose to sleep. Students feel bored with the learning methods that are carried out, so that students' interest in learning is diminished. This is

known by researchers from interviews conducted with an Islamic Religion teacher at SMAS, Imelda Medan. From these problems, researchers will examine the problems in the learning process of Islamic Religious Education at SMAS Imelda Medan.

Research conducted by Ulum (2023) suggests that student problems are caused by student interest and students' ability to understand tajweed in reading the Qur'an. Then Maulida et al. (2019) argued that there are two obstacles that are problematic for PAI learning, which are internal factors consisting of teachers and students and external factors consisting of family, school, and society. Furthermore, research by Martin et al. (2021) suggests that the problem with PAI learning in schools is caused by students' lack of initial understanding of PAI material, which can be seen in students who are not fluent in reading the Qur'an, according to Tajweed. Then, research by Abdillah (2023) states that the problem that occurs from the implementation of PAI learning at SMA Mutiara 1 Jakarta is the lack of student interest in learning PAI material. Research by Susiana (2017) states that the problems that occur during PAI learning at SMKN Turen are the lack of student interest to learn PAI, students who are still many who cannot read and write the Qur'an, as well as the problem of teachers who are not competent in educating all students.

However, the previous research did not explain why these problems can occur and also did not explain how the solution to overcome these problems. Therefore, the researcher focuses on explaining how problems in PAI learning in high school are followed by the reasons why these problems occur and also provides solutions to overcome student problems in the implementation of PAI learning. This will be a renewal of the previous research. Based on the explanation that has been presented, as well as the researcher's observation results at one of the schools in Medan concerning problems in PAI learning, the researcher is attracted to do research with the title "Problematics of PAI Learning at SMAS Imelda Medan."

METHOD

This type of research is qualitative research with a case study approach. According to Sugiyono (2020), qualitative research is a research procedure that produces descriptive data (description) in the form of written and oral information from the research conducted. This study aims to describe the problematics or problems of students in PAI learning at SMAS Imelda Medan. The research data generated includes everything related to student problematics in PAI learning at SMAS Imelda Medan.

Data sources or informants in this research were obtained by using a purposive sampling technique. Purposive sampling is a technique for determining data sources based on certain considerations and criteria (Hanifah, 2021). Based on the researcher's consideration, the data sources in this research are 1) the principal as the leader and policy maker in the school who knows the systematic implementation of education in the school; 2) PAI teachers as subjects who are directly connected to the implementation of PAI learning in the classroom; 3) XI grade students of SMAS Imelda Medan.

Data collection was done through observation, interviews, and documentation. Observation is a data collection technique by observing an activity directly (Satori, 2017). Observations made by researchers include direct observation of the PAI learning process at SMAS Imelda Medan. The interview is a process of conversation between the two parties containing questions and answers to obtain information or data (Rosmawati, 2016). Interview activities were carried out by researchers with the principal and PAI subject teachers at SMAS Imelda Medan. Documentation is data collection through documents in written or graphic form and in printed or electronic form (Sugiyono, 2020). Documentation was conducted by researchers through books, pictures, or photos, as well as official data containing school profiles and teacher profiles of SMAS Imelda Medan.

Data analysis was carried out using qualitative data analysis by following the Miles and Huberman Interactive model in Sugiyono (2020) with the following steps: 1) Data collection, which is carried out by interview, observation, and documentation. In this case, the researcher collected data manually at SMAS Imelda Medan; 2) Data Reduction, which is summarizing, selecting the focus of the main thing, and recollecting data based on the problematics to be researched. Data reduced by researchers in the form of observation results, interviews, and documentation regarding the problematics of PAI learning at SMAS Imelda Medan; 3) Presentation of data (Data Display) preparation of results into an easy-to-understand format to be written into a research report. In this case, the researcher presents the data concerning the results of the reduction of interviews, observations, and documentation concerning the problematics of PAI learning at SMAS Imelda Medan, which are needed in the research report; 4) Conclusion Drawing, which is to conclude the research results based on the things that have been found. Conclusion drawing is done by referring to the results of data reduction and display.

Figure 1. Miles and Huberman Interactive Model Data Analysis
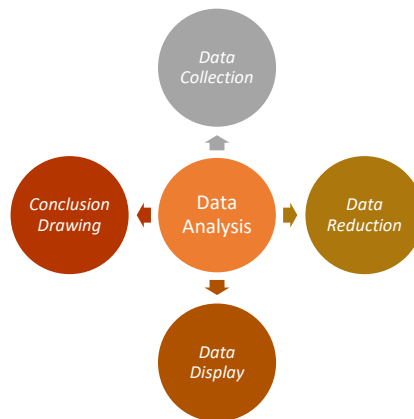
FINDINGS AND DISCUSSION

Findings

Problems in the PAI learning process at SMAS Imelda Medan

Based on the results of the research, it was found that there are several problems encountered in the implementation of PAI learning at SMAS Imelda Medan. The problems come from students and teachers, which are described as follows:

Table 1. Problems in the PAI learning process at SMAS Imelda Medan

No.	Aspects	Problematics	Causes	Solution
1	Students	- Lack of student interest in learning - Students do not understand the material given by the teacher - Most students do not understand tajweed in reading the Quran	- Students feel that PAI learning is boring because it is monotonous - Students learning focus is low because of a lack of interest in learning PAI - Not routinely reading the Quran at home and not motivated to understand Tajweed	- Teachers can give a variety of methods for learning - Teachers use interesting methods and media in delivering material so that students can reason and understand the material easily and ask students to apply religious knowledge in their daily lives. - Participate in the Quran reading and writing program
2	Teachers	- Teachers lack professionalism in understanding individual students	- Teachers pay less attention to the classroom situation, focusing only on	- Teachers must be able to maintain an optimal classroom situation and improve their

		and mastering the classroom	presenting the material	mastery of classroom learning
		- Teachers do not have the competence to apply learning models and methods	- Teachers have little understanding of the variety of models and methods that are suitable to be applied to certain materials in the classroom	- Teachers take part in training to expand their knowledge and competence in implementing learning
3	Facilities	Learning facilities are still inadequate	Lack of teacher and student handbooks	Completing facilities, especially student handbooks, so the students can learn independently
4	Environment	Their environment is less religious	Lack of attention to the purpose and the function of religion and being surrounded by people with bad characters that affect behavior	Pay more attention to the living environment and organize religious studies
5	Media Usage	Lack of media usage in learning	Teachers are less creative and have no extensive creativity related to the development and use of media in the classroom	Teachers can attend training to develop insights related to learning media

Based on the research done, several problems were found in students. The factors found did not only come from students. Some of them came from teachers, facilities, the environment, and the use of media. Problems in students include a lack of interest, a lack of understanding of the material, and a lack of understanding of students in Quran tajweed. These problems are caused by students feeling that PAI learning is too boring, low learning focus, a lack of routine in reading the Quran at home, and no motivation to understand tajweed.

In addition to problems with students, teachers, facilities, and the environment, the use of media is also another factor in the problems that occur in the PAI learning process in schools, especially in SMAS Imelda Medan. Problems occur in teachers who are less professional in understanding and mastering the class, as well as low competence in applying learning methods and models.

Next, there are inadequate learning facilities, one of which is the availability of student handbooks. Then, the problems in the environment where students live are not religious, causing them to lack good character. Then, there is minimal use of media in the learning process because teachers are less creative in developing the use of media.

Based on the above problems, a way out can be found in solving the problems that happened. The teacher can provide a variety of methods of learning, organize the class, use the available media properly, and attend training to develop their competencies. The school also completes suggestions, especially student handbooks, so that they can study independently at home, and a special program for reading and writing the Qur'an is made. Parents also play an important role in this problem by paying more attention to the living environment.

Discussion

1. Student Problems

  a. Students' lack of interest in learning: The results of the researcher's observations indicate that student interest in learning at SMAS Imelda Medan is still classified as low. This can be seen from the lack of student participation in learning activities. Students are less actively involved and less serious in participating in learning activities in class. Most of them are less concerned and lazy to do independent or group assignments and do not have great curiosity about the implementation of PAI learning in class. Students' lack of interest in learning at SMA Swasta Imelda Medan is emphasized by the results of interviews with most students, who stated that they rarely write or record material because they feel there is nothing to record or write. Problems in students can come from the students inside and outside. One of them is internal factors such as a lack of interest in learning, in line with research by Hanifah (2021) that the student's lack of interest in learning can also indirectly affect student understanding.

  b. Students' lack of understanding of the material provided by the teacher: Based on the results of the researcher's observations, it is known that the ineffective implementation of PAI learning lacks the ability of students to understand the material presented by the teacher during learning. This is due to the low focus of students on PAI learning activities and low interest in learning. In line with the opinion from Pribadi (2019), which conveys that one of the problems in the implementation of PAI learning is that students are very minimal in

understanding the material presented by the teacher in class, so it has an impact on the cognitive aspects of students to understand the teacher's explanation.

c. Most students do not understand tajweed in reading the Qur'an. The results of the researchers' observations show that there are still many students who are not proficient in reading the Qur'an fluently. As is known, reading the Qur'an is included in the oral assessment in the PAI learning process. However, some students still find it difficult to pronounce hijaiyah letters. Based on the results of interviews with several students, it is known that the difficulty of students in reading the Qur'an is that they do not regularly read the Qur'an, and parents at home also rarely read the Qur'an. Besides that, they are not motivated to be proficient in reading the Qur'an, so they are lazy to learn tajweed. This is in line with the opinion of Maulida et al. (2019), which states that the problem in PAI learning is there are still many students who are not competent in reading the Qur'an fluently and do not even remember all hijaiyah letters.

2. Teacher Problems

Teachers as educators are one of the most important elements in achieving learning objectives. The results of researchers' observations in the field show that there are problems with teachers in the implementation of PAI learning at SMAS Imelda Medan, including:

a. Lack of teacher professionalism in mastering the class and understanding students: From the researcher's observation, it is known that the teacher is still not creative in managing the class so that learning continues to work optimally. This is reinforced by the opinions of most students who stated that teachers only focus on delivering material but pay less attention to the classroom situation. They do not focus on maintaining the effectiveness of the class, so there are still many students who are noisy and disturb the concentration of other students, so the classroom situation is not conducive and optimal. This is in line with the opinion of Martin et al. (2021), who argued that the problem in PAI learning is that educators still cannot master the class completely, so the focus of students' attention on the teacher is lacking in classroom learning.

b. Teacher's lack of competence in applying learning methods: Learning methods can be said to be a way for teachers to interact with students during the learning process (Susiana, 2017). Based on the researcher's results observations, the problem is that the teacher still focuses on using the lecture method, which is believed to make students quickly feel bored and sleepy

during learning activities. This condition is in accordance with the statement from Nasution (2019), which says that problems in PAI learning are caused by teachers who are unable to determine the usage of methods that are in accordance with the material to be taught in class and are only identical to the lecture method, decreasing students' interest and motivation in PAI learning.

3. **Learning Facilities and Infrastructure Problems**

Facilities can be interpreted as supporters or complements that can help and facilitate teachers during the learning process (Anas & Umam, 2020). From the results of observations, researchers found a problem that there is still a lack of books for students' handbooks. It becomes an obstacle in the implementation of learning.

This condition is in line with the statement from Nasution (2019) that the lack of availability of student handbooks is one of the obstacles to the running of the PAI learning process and is a problem that must be immediately addressed because students become less interested in reading PAI books.

4. **Environmental Problems**

The environment is a determining component of the success and achievement of a learning goal. A good environment will provide comfort and certainly encourage students to increase their learning independence (R, 2018). Based on the researcher's observation, another issue that becomes a problem and hinders the achievement of PAI goals is the environment, both the community environment, the family environment, and the school environment. The results of interviews with students stated that their living environment was less religious, so their awareness of the importance of PAI learning was also low. In addition, some students have a bad and problematic family environment, so they pay less attention to the purpose and function of PAI in the implementation of learning. In the school environment, there are also students who lack good character, and they affect their friends or other students. This is in line with the opinion of Ridlwan & Asrori (2022), which suggests that students who come from a religious environment will be more embedded in PAI values, while students who come from a non-religious environment will be far from the cultivation of PAI values.

5. **Usage Media Problems**

Based on the researcher's observation, the lack of media use is also a factor causing problems in PAI learning at SMAS Imelda Medan. Teachers only explain learning with lecture methods

and rarely apply media in PAI learning. The lack of media can cause students to understand the material less and make students often feel bored because PAI learning seems conventional.

In line with this, Karo-Karo & Arlina (2023) stated that the lack of media usage makes students find it difficult to conceptualize PAI material because PAI is basically not only a theory but also an application.

Solutions to Minimize Problems in PAI Learning at SMAS Imelda Medan

In every problem, there will always be efforts as a solution to overcome the problems that have occurred. As is the case with problems in PAI learning at SMAS Imelda Medan, researchers formulate efforts that can be made as follows:

1. Improve the professional attitude and competence of PAI teachers in learning activities, including using varied methods and delivery of material so the students are able to understand everything that is explained by the teacher. Teacher professionalism in the learning process can foster student motivation and interest in learning. Teachers can apply methods or models that are not conventional or monotonous but are also persuasive so that students are active during learning activities. This is in line with Mulasi (2019), which says that applying learning with an active student model can increase learning independence and build student interest in learning. Ridlwan & Asrori (2022) suggest that teachers can form students in heterogeneous groups so students who are able to do well learning can help groups of students who are not able, so there is activeness in the learning process, and the students will be better motivated.

2. Use of PAI learning media in the classroom: The utilization of good learning facilities can be an effort to minimize problems in PAI learning, so the infrastructure at SMA Swasta Imelda Medan should be equipped with student handbooks. The handbook of each student can make students have curiosity about the contents of the book, so it can provoke interest and motivation to learn.

3. Utilization of Learning Media: PAI teachers must be able to utilize learning media optimally. With the utilization of media, it is possible to attract students' attention in learning and facilitate the convey of learning materials to students. Teachers can take part in training to develop learning media (Tamrin, 2019).

CONCLUSION

Based on the discussion described above, it can be concluded that the problems of PAI learning at SMAS Imelda Medan include: (1) Student problems in PAI learning at SMAS Imelda Medan, which are: a) The lack of students' interest in learning. b) Students do not understand the material provided by the teacher. c) Most students do not understand tajweed in reading the Qur'an; 2) Teachers' problems in providing PAI learning at SMAS Imelda Medan, which are: a) Lack of teacher professionalism in optimizing the class and understanding the class. b) Lack of teacher competence in applying learning methods; 3. Problems of facilities and infrastructure, which are limited student reading materials seen from the lack of student handbooks; 4. Environmental problems in PAI learning at SMAS Imelda Medan, which are the living environment, family environment (lack of parental attention to understanding Islam), and school environment; 5. Problems in the use of media in PAI learning at SMAS Imelda Medan, which is the tendency to use the lecture method rather than applying the media as a new method of conveying the concept of Islamic Religious Education learning material. The efforts that can be made by teachers as a solution to overcome the problems that occur in PAI learning at SMA Swasta Imelda Medan are: 1) Improving the professionalism and competence of PAI teachers by attending training or workshops for teachers, 2) Use of learning media to make teaching and learning activities more effective and efficient in delivering PAI materials, 3) Utilizing the available learning media well, so as to increase students' focus and interest in PAI material learning and understanding presented.

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