ISLAMIC RELIGIOUS EDUCATION LEARNING STRATEGIES IN IMPROVING STUDENT'S COMMUNICATION SKILLS

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Abstract	This study aims to find out what learning strategies for Islamic Religious Education (PAI) teachers use in improving students' communication skills, the extent of the effectiveness of PAI learning strategies in improving students' communication skills, and how students respond to the use of PAI learning strategies used in improving students' communication skills. This research was conducted at Al-Hijrah IT Junior High School Deli Serdang, using a qualitative method with a descriptive design. The informants in this study consisted of 2 Islamic Religious Education teachers, school principals, curriculum representatives, and eight students. The data will be gathered through observations, interviews, and document studies. The data analysis used is data reduction, data presentation, and drawing of a conclusion. The results of this study show that the PAI learning strategy is used to improve students' communication skills by using a student-centered learning approach (*Student Centered Learning*) or a scientific approach, as well as presentation and discussion learning methods. The use of PAI learning strategies in improving students' communication skills from this study shows that the PAI learning strategies used are effective, which can be seen from students' responses to PAI learning strategies used in improving students' communication skills.
Keywords	Learning, Skills, Communication, Religious, Students.

INTRODUCTION

Communication skills are an aspect that every individual must possess because these communication skills are very helpful for individuals in interacting with each other, both in the world of work and in the scope of school. Students are taught to be brave in asking, answering, and interacting with teachers. This can certainly increase a person's confidence, help in expressing opinions, and be brave in communicating with everyone (Abnisa, 2024). In this research, what will be applied to improving communication skills at Al-Hijrah IT Junior High School Deli Serdang so that students are more active in participating in learning, both physically and mentally? Being mentally active can be shown by developing their intellectual abilities, namely, thinking critically. Meanwhile, they are physically active and can develop their sensory abilities, such as compiling the essence of lessons, making maps, and others (Rifa'i, 2021).

Communication skills are also very important to someone. This is supported by a survey from NACE USA, which places communication skills as the first and most needed skill in the world of work (Ramanda, 2019). Good communication skills can greatly benefit various aspects of life, such as learning, social interaction, and work. A person can form a social life well by having good communication skills (Lestari & Kusno, 2023).

The benefits of communication skills for students in the learning process will later help students understand the information and messages provided by the teacher in the form of subject matter. In addition, through communication skills, students can give feedback, express their ideas and opinions, and dare to ask questions well when they have difficulty understanding the subject matter (E. M. Safitri et al., 2022). Iswantiningtyas (Muslimah, 2016) Explained that children with good social skills are more confident, able to work together, and have good learning achievements. On the other hand, children who lack social skills tend to have difficulty controlling themselves well and empathizing and interacting with others. A child's ability to interact with others highly depends on his parents' parenting style. If children are always allowed to socialize with their environment, their social skills will be formed.

On the other hand, if children are not allowed to socialize with their environment, they become insecure, afraid, shy, and difficult to interact with (Misrahul et al., 2023). Research (M. Safitri et al., 2023) Also discussed are strategies for improving students' communication skills in learning Islamic Religious Education with various methods, such as using scientific approaches, presentations, and discussions. However, in this approach, there are still students who are not brave

in communication, so the application of improving communication skills is not comprehensive.

The Islamic Religious Education (PAI) learning at SMP IT AL-HIJRAH Deli Serdang strongly emphasizes good morals and ethics. Therefore, the need for good communication skills will also give birth to good morals later. Teaching Islamic religious education aims to foster religious values in the form of faith in God, which is created in behavior when carrying out religious teachings that emphasize respect for every religious difference and other beliefs. However, it can be seen from the reality that many schools still have not optimized students' communication skills (Tisza & Markopoulos, 2021). This can be due to a lack of understanding of integrating PAI learning to improve students' communication skills. It can also be because students are not allowed to socialize with their environment, so they feel embarrassed, insecure, afraid, and find it difficult to communicate with their environment (Ifadah & Utomo, 2019). Therefore, this research aims to explore effective PAI learning strategies to improve the communication skills of Al-Hijrah Laut Dendang IT junior high school students. The uniqueness of the PAI learning strategy used in this school is that in addition to presentations, group work, discussions, and making programs to help students' communication skills problems with the BPI (Bina Pribadi Islam) program where the program requires students to be open to teachers once a week if there is a problem or it can also be called the term *sharing time* (Tambak, 2017).

Several studies also discuss Islamic Religious Education learning strategies for improving students' communication skills. This study found that group-based individual assignments, discussions, practices, applying the learning to stay cooperative learning model, and jigsaw type are strategies used by teachers in improving students' collaboration skills. Learning strategies with questions and answers and think, talk, and write strategies with the talking stick model are used by teachers to improve communication skills (Sutarto, 2023). Meanwhile, critical thinking is leveled by implementing problem-based stimulus strategies and applying problem-based and project-based learning models. Meanwhile, it uses assignment strategies, discussions, product-making, and a project-based learning model to increase creativity. In this case, the research focuses more on students' skills in assignments that are superior to the communication skills possessed by students (Haryanti & Suwarma, 2018).

(Sulaiman, 2016) The results of this study are (a) The teacher prepares the learning of lesson plans, teaching materials, and media, provides an awareness of the fiqh material to be studied, directs students to focus and conducive, then the teacher maps the students with the front or back

benches, asks students to take out two blank papers, asks students to discuss and write down questions related to fiqh material for each group of 5 points of questions written on two papers, Then one paper is still brought, one more paper is given to another group after the other group receives the question paper, the teacher asks to answer it. After five answer points were met, two groups were asked to choose another group as the assessor's group. Then, the question-and-answer groups conducted interactive questions and answers based on what was listed on the paper and were assessed by the assessment group (Herwani, 2021). Furthermore, the paper and the interactive Q&A communication assessment results were submitted to the teacher as the party who evaluated them with reflection in the form of strengthening the material, clarifying the communication results, and motivating students. (b) Supporting factors include students' active role in interest and enthusiasm, teacher competence in the form of interactive competence, and adequate infrastructure. Inhibiting factors include different levels of student ability, lack of teachers' creativity ability to manage learning on certain materials when boring situations occur, limited allocation of learning time, and the number of students exceeding adequate. (c) Providing opportunities for students to use questioning skills and individual approaches, participating in special training from the school as a support for creativity, managing learning strategies and understanding students' abilities, reviewing learning, reporting to the curriculum field for data collection and adjustment of learning needs and lessons delivered by teachers (Ali, 2021). In this study, the strategy used is quite good. Still, it is necessary to pay attention to whether each student already has an attitude of communication skills that are not only within the scope of the school but also in the community (Ahmad, 2019).

Results of this study Based on the Interpersonal Communication Skills Questionnaire data after being tested with the *independent sample t-test* and tested for its effectiveness with the formula *opens*. The score obtained *effect-size* in the large category is 1.68>0.080.and in the score of the problem-solving ability test, the score effect size is also obtained in the large category, which is 3.12>0.080 (Hosaini & Kamiluddin, 2021). For analysis that uses tests*Anonymous*, the results of the calculation were obtained value*np2= 0.733, which means effect size* in large categories (*Large effect*, because of the value of *partial eta squared*or*np2=0.714>0.14, then it can be stated that the MEA learning model is very effective in improving interpersonal communication skills and problem-solving skills.* In this study, the MEA learning model is used to identify the situation at that time, but not to the point of continuity. This is in the strategy unsuitable for the learning that will be delivered because only then will the strategy

solve the problem. And in terms of communication skills, students certainly do not run well (Ihsan, 2014).

This study's results show that 0.208 is the correlation coefficient between 0.20-0.399, including a low level of relationship (Astuti & Pratama, 2020). There are still other factors that have a relationship with communication skills. Students' self-efficacy level was included in the medium category, with as many as 94 students (76%). The level of communication skills of students is included in the medium category as many as 82 students (66%). The results of this study have implications for guidance and counseling teachers to provide appropriate interventions so that students' communication skills can improve with adequate self-efficacy. In this study, the strategy used is not explained enough. Of course, it will confuse readers in understanding it.

(Indriyani et al., 2020) Results of the study This class action has been carried out in class XI MIPA 2 SMA Negeri 15 Bandung. It can be concluded that there has been an improvement in students' communication skills in learning history. This can be seen from several changes that have occurred in students, namely 1) Students already can convey both when asking questions and when expressing opinions; 2) Students can master the material conveyed by the communicator to the communicator; 3) Students interact with group members during the discussion activity process and 4) Students can give responses in the process of question and answer activities. The application in this study is certainly quite good, but the presentation and explanation of the strategies and models used are not clear in the presentation (Marfuah, 2017).

This study's results show that applying the Think-Pair-Share learning model in MTs Negeri Pagedangan can improve students' mathematical communication skills than conventional learning (Hartini et al., 2016). This can be seen during the learning process in the classroom. In learning using the Think-pair-share (TPS) model, students must communicate with their friends to express the results of their thoughts. In contrast to classroom conditions where students only listen to the teacher explain the material in front of the class, in conventional learning, students are not required to communicate with their friends during the learning process. As for this study, the researcher suggests that the TPS learning model can be applied as a learning innovation to improve students' mathematical communication skills. In addition, conducting this research over a longer period and with better preparation is better.

Further research is good to be able to research with other learning models. In the presentation of this study, the strategy used is quite good, but only one strategy is applied in daily life. This is still not visible in the increase (Amirudin, 2019). The efforts of teachers at SMP IT AL-HIJRAH Deli Serdang in improving students' communication skills have certainly been in various ways, such as making presentations, doing group assignments discussions, and carrying out BPI (Bina Pribadi Iman) activities. However, in this study, several other strategies must be applied to improve the communication skills of students who are not only brave in the scope of the school but also in the community must dare to communicate well. Therefore, the researcher wants to raise the following problem: "Islamic Religious Education Learning Strategies in Improving the Communication Skills of Al-Hijrah IT Junior High School Students." This is very much in line with the PAI learning strategy in improving students' communication skills in this day and age because it is very important to improve, which can be seen by the passage of time and the development of technology at this time, as well as from the problems that have been described. Thus, this study's results are expected to improve student's communication skills at Al-Hijrah IT Junior High School Deli Serdang through a student-centered learning approach (*Student student-centered learning*) or a scientific approach, presentation, and discussion learning methods.

METHOD

In this study, a qualitative method of a descriptive nature is used where the problems raised will produce research that describes the situation, situation or phenomenon in the field about efforts to improve student learning with Islamic religious education learning strategies in improving the communication skills of students of Al-Hijrah IT Junior High School Deli Serdang. Qualitative application is a field of research whose character is to explore a problem in schools and then develop it.

The qualitative approach in this study aims to describe the phenomena that occur in the field based on the actual conditions of how Islamic learning strategies improve students' communication skills at Al-Hijrah IT Junior High School Deli Serdang. The informants in this study consisted of 2 Islamic Religious Education teachers, school principals, curriculum representatives, and eight students. The data collection of this research was carried out from January 31, 2024, to April 22, 2024. In this case, the research was carried out for approximately three months with several stages, such as using participatory observation methods, in-depth interviews, and document studies.

The data collection techniques used by the researcher are: 1) Observations in this study were carried out from January 31, 2024, to February 02, 2024, and were carried out directly without intermediaries. This observation was conducted to determine what problems occurred directly in the field. With this observation, if it can produce accurate information, be it about objects, activities, perpetrators, and events that occur so that mistakes do not occur; 2) The interviews in this study were conducted from March 22, 2024, to April 22, 2024, and the respondents in this study were six people, consisting of the principal, homeroom teacher, and four students. This interview was conducted to be able to find out how Islamic Religious Education learning strategies are in improving students' communication skills; 3) The study of the documents in this research was carried out from March 22, 2024, to April 22, 2024, and in this case, analyzed a set of documents or data to strengthen their claims with evidence from reliable sources. This evidence can be seen from the author of the document, the subject matter of the document, or the audience to which the information is addressed.

The data analysis technique used in this study is Miles and Huberman's data analysis (Sugiyono, 2012). First, they collect data through in-depth interviews, observations of selected informants, and supporting documentation. Second, reducing data from the results obtained following the indicators and focus in this study, such as 1) learning strategies for PAI teachers, 2) application of strategies in student communication skills, and 3) learning strategies for Islamic religious education in improving students' communication skills. Third, data will be presented as descriptive text to describe the research results. He was fourth, concluding Islamic religious education learning strategies for improving students' communication skills.

FINDINGS AND DISCUSSION

Findings

The results of this Islamic religious education learning strategy in improving student skills aim to arouse enthusiasm in the application of student learning and be brave in conveying their arguments.

Table 1. Islamic Religious Education Learning Strategies in Improving Communication Skills of Al-Hijrah Laut Dendang IT Junior High School Students

Material	Strategy	Steps	Forms of Communication Skills
Islamic Religious Education	1. Presentation	Students are given a group assignment to advance alternately, then given an assignment according to the title given by the teacher, and find out how urgent the title is to the Islamic religious education lesson. Then, each student presented the results to the teacher and his friends.	- Students become confident and brave to speak up to their teachers and friends about their results.
	2. Group Discussion	Each student is divided into groups to interact with each other and then given tasks such as discussing certain topics. Then, discuss it in groups.	- Students become more courageous to express their opinions to their peers.
	3. Open Discussion	Teachers provide opportunities for students to give opinions and arguments openly and freely to each individual to respond, ask questions, and provide input on every explanation the teacher has delivered.	- Students become brave enough to express their arguments before their teachers and friends.

The results of this study discuss strategies and their application in improving students' communication skills by using several models, such as the direct learning model (presentation), the cooperative learning model, and the forum learning model.

Table 2. Program BPI (Bina Pribadi Iman)

Program	Strategy	Steps	Forms of Communication Skills
Personal Development of Faith	Open discussion	Every Monday after the ceremony, students carry out BPI activities with their group supervisors, with a minimum of 10 people in 1 group. This BPI program encourages students to collect a liaison book between students, teachers, and parents. Then, convey the activities and tasks of 1 week that have been obtained. Then, discuss it with BPI teachers, who will evaluate the students' weekly programs.	Students dare to speak and express things within school and at home.

From the 2 data obtained, of course, the application by using some of these strategies and programs, students can improve their communication skills without any coercion from the teacher. Of course, this happens by itself, starting with the habit and courage of students in making

arguments and expressing their opinions every day in the learning process.

Individual learning strategies are implemented by students independently. The individual abilities of the students themselves highly determine the speed, slowness, and success of students. The lesson materials and how to learn them are designed for self-study. For example, when students learn about haram and halal food, when the material is given, they will work and summarize the material independently.

In this case, Al-Hijrah IT Junior High School Deli Serdang has implemented a strategy to improve student's communication skills and ensure that they run well and are in line with expectations. The BPI (Bina Pribadi Iman) program made by the school is, of course, very helpful for teachers in improving students' communication skills. Because, in this case, the BPI program requires students to dare to learn actively in terms of communicating well with all teachers and friends.

Figure 1. Presentation of Class VIII students

This, of course, makes students slowly brave in giving their arguments in front of teachers and friends, and then slowly, they can also develop communication skills. However, not only that, in maximizing the achievement of the learning goals of PAI, the application of *a scientific learning* approach is needed. *This scientific learning* approach is a learning method that prioritizes the scientific process, where students actively use their senses and minds to gain knowledge directly so that they can face and solve problems well. In terminology, this approach is designed so that students can instruct concepts, laws, or principles through several stages, such as observing to find problems, formulating hypotheses, collecting data with various techniques, analyzing data, drawing conclusions, and communicating findings.

Based on the interviews, it can be concluded that learning strategies are all activities related to teachers' decisions to use learning approaches, methods, and media to achieve learning goals. According to the observations made in class, the approaches and methods used in learning and

training students' hard skills can develop students' *soft skills*, in this case, communication skills (Dierenfeld, 2024). The learning method used is a presentation in the material about food, beverages, and halal haram matters. To improve and develop student communication, activities carried out by teachers include: teachers give group assignments to students to find material about what foods or drinks are prohibited from eating, as well as what can cause food to be halal and haram in daily life (Nam et al., 2023), then it will be presented in front of the class, in addition to improving or developing the communication skills of students (Hanaysha et al., 2023), teachers apply BPI to instill the concepts of honesty, confidence, and respect (Observation Results, March 22, 2024).

From the results of the researchers' interviews with informants, the approach used in learning is Scientific or *Student-Centered Learning.* A scientific approach is an approach required by the 2013 curriculum as an approach used in the learning process, where the use of this scientific approach educates students to be able to think logically and systematically according to the rules and frameworks of science, namely observation, questioning or interviewing, gathering information, processing information, and discussing it (Hsu, 2021). A scientific approach is a learning approach that is implemented in classroom practice. By using a scientific approach, students are more active in various activities that have been created or arranged by the teacher in the classroom, for example, finding their sources of material, making presentations and discussions, working in groups, finding ways to solve problems that have been given, and writing summaries of the results of the discussion. When they make presentations in class, they can explain the conclusions they get (Shet et al., 2021).

In an interview with one of the teachers of Islamic Religious Education, he said that learning Islamic Religious Education to improve students' communication skills certainly has potential if its application uses several approaches and strategies well. So that students are automatically accustomed to being brave enough to put forward their arguments without any fear.

Discussion

Islamic religious education learning strategies

According to Rowntree (Sanjaya, 2006), there are several learning strategies used in Islamic Religious Education learning, namely *exposition-discovery learning*, group learning strategies, and group-individual learning strategies.

1. Delivery Strategy (*exposition*)

An expository learning strategy is a learning strategy that emphasizes the process of verbally delivering material from a teacher to a group of students to be able to master the teaching

material optimally. This contrasts with the discovery strategy, where the subject matter is searched for and found by students through various activities. Because of its nature, this strategy is often called an indirect learning strategy (Smothers, 2023).

2. Group Learning Strategies

Group learning is done in teams. This form of group learning can be in large or classical group learning, or it can be in small groups. This group learning is a series of learning activities carried out by students in certain groups to achieve the learning goals that have been formulated (Conde & Rodríguez-Sedano, 2024).

3. Individualized Learning Strategies (*groups-individual learning*). (Haryanti & Suwarma, 2018)

The word "Strategy" in the Indonesian dictionary (1990) has several meanings, namely: (1) careful planning of activities to achieve the goal, (2) the science and art of leading an army to face the enemy in favorable conditions, (3) a good place according to the strategy of war. In education, strategy is *a plan, method, or series of activities to achieve a particular educational goal.* Learning strategies can be interpreted as planning activities to achieve educational goals (Yamin & Maisah, 2009). Strategy is different from the method. The strategy shows a plan to achieve something, while the method is a way that can be used to implement strategy (Sanjaya, 2008: 187) in his journal (Abdan Rahim, 2020).

Abdul Majid said that strategy is a pattern deliberately planned to carry out activities or actions. Includes the purpose of the activity, who is involved in the activity, the content of the activity, the process of the activity, and supporting facilities. According to Nana Sudjana, learning strategy is the action of teachers to carry out teaching plans, meaning teachers' efforts in using several teaching variables (goals, methods, tools, and evaluations) to influence students to achieve the goals that have been set. Therefore, the learning strategy contains an action plan with methods, and various learning resources prepared to achieve learning goals (Li et al., 2024).

From the above explanation, it can be explained that a learning strategy is a plan designed by educators in such a way that the learning process is so that with a conceptual plan, learning will be successful and effective until students can achieve their goals. In this case, not only strategies can help the progress of improving students' communication skills, but several approaches help PAI teachers in improving students' communication skills, such as:

1) Scientific learning *approach*

This approach is considered superior to the concepts of exploration, elaboration, and confirmation because it encourages students to be active in observing, questioning, searching for data through experiments, deducing logic, and conveying the results. (Ghozali, 2017). In this approach, there are several important stages: *Observing* (observing the facts), *Questioning* (formulating questions or hypotheses), *associating* (associating old knowledge with new ones), *Experimenting* (test question), *Processing* (to conclude knowledge), *conclusion* (concluding), and *Presenting* (presenting knowledge). (Ihsan, 2014). With the application of this approach, it is hoped that students can internalize values such as setting an example, building willpower, and developing creativity in learning.

Following the interview results with the principal of Al-Hijrah Deli Serdang IT Junior High School, the implementation of Islamic religious education in this school has gone better. However, it still needs to be evaluated in each activity. This scientific learning approach is very helpful in every program and method of student learning to improve student communication competence (Peng et al., 2023; Yue et al., 2023).

2) Contextual teaching and learning strategies (CTL)

This learning strategy emphasizes the process of full student involvement to find material and its relationship with the reality of life. Using this learning strategy in PAI learning has positive benefits for the involvement and improvement of PAI learning in students. PAI learning activities will be more concrete, realistic, actual, and exciting for students. Cooperative learning strategies are also known as cooperative learning models. Students work together to complete an academic task in a small group that helps each other and learn with their group and other partners (Green & Rizwan, 2024).

According to Abdul Azid Muttaqin, a problem-based learning strategy is learning that confronts students with a problem before starting the learning process. Students face a real problem that spurs them to research, decipher, and find solutions. Abdul Azid Muttaqin, quoting from Jhon Dewey, explained six steps as a method for the problem-solving process, namely: (1) formulating problems, (2) examining problems, (3) formulating hypotheses, (4) collecting and grouping data as material for proving hypotheses, (5) proving hypotheses, and (6) determining solution options. This method has implications for the quality of learning activities and thinking skills (Abnisa, 2024).

Abdul Azid Muttaqin explained that the learning strategy is *foxfier*. More emphasis is placed on assigning assignments to students to conduct direct studies to several regions per the subject matter. The field study results are written in the form of a report. The main purpose of this field study is to train students in searching and collecting data, building writing skills from an early age, and increasing students' awareness of the importance of maintaining the social heritage of the community (Sulaiman, 2016).

Students' Communication Skills

The communication skills of students in this study use technology to improve their communication skills of these students such as cellphones or focus, for example in learning about uncleanness, and students are directed to make scripts in filmmaking in which they play each other's roles, namely some as directors, editors, editors, and so on, where from the results they play these roles. They can come to their conclusions so that students can play an active role in learning. Therefore, the role of Mrs. Tri Utama in learning PAI to improve students' communication skills is very much needed because, without the role of teachers in improving communication skills, students will not be able to improve their communication skills (Shi et al., 2024).

Teachers are asked to provide fun learning for their students so they do not feel pressured during the learning process. PAI learning can help students understand the concepts of honesty, confidence, and respect by instilling in each student how the concepts themselves are by applying what they learn in the classroom in their own lives. In the implementation of the PAI learning strategy in improving students' communication skills, namely in the previous way, namely by presentation, in the implementation of this strategy, teachers also involve the role of parents, namely with *Mutabaah Yaumiyah* (daily report worship) where every Saturday during holidays they do homework that they will write where it involves parents in their work such as homework, They (students) told their parents that those who did the homework even though at first they felt lazy in doing the *Mutabaah Yaumiyah* earlier, but gradually they made progress; namely they did not feel objection or laziness anymore in carrying it out. Well, *this Mutabaah Yaumiyah* is called *BPI (Bina Pribadi Islam).*

After carrying out the Mutabaah Yaumiyah (Islamic Personal Development), they will record it in the liaison book the teacher bought them. Later, the teacher will collect this book to see if the student is carrying out this mutabaah yaumiyah. When some students or students do not carry it out, they will be punished, and the student is warned first not to repeat it, and that is also with the

permission of parents, who are also involved in the change process. PAI teachers and other teachers, especially school principals, carry out this BPI program. Another support provided by the principal to develop students' communication skills at Al-Hijrah IT Junior High School is also apart from BPI and presentations in front of the class, there is a *Syarhil Qur'an extracurricular*, which motivates students to be more active and communicative.

PAI learning strategies include:

1. Expository learning strategies

   Abdul Azid Muttaqin explained that expository learning is a form of learning that emphasizes speaking or telling stories verbally. Students are assigned to listen to or listen to the learning well the material delivered by the teacher. Teachers often use this strategy in subjects that tell stories about history, such as SKI (Islamic Cultural History).

2. Inquiry learning strategies

   Inquiry is a core part of contextual-based learning activities. The knowledge and skills students acquire are expected not to result from remembering facts but from their findings. This inquiry cycle consists of (1) observation, (2) questioning, (3) making conjectures, (4) data collection, and (5) conclusions. Meanwhile, the steps of this inquiry are: (1) formulating a problem, (2) observing or making observations, (3) analyzing and presenting the results in writings, drawings, reports, charts, tables, and other works, (4) optimizing or presenting the work of readers, classmates, teachers, or other audiences (Sutiah, D. 2020).

3. Contextual learning strategies

   Contextual teaching and learning (CTL) is a learning strategy that emphasizes the process of full student involvement to find material and its relationship with the reality of life. Using this learning strategy in PAI learning has positive benefits for the involvement and improvement of PAI learning in students. PAI learning activities will be more concrete, realistic, actual, and exciting for students.

4. Cooperative learning strategies

   Cooperative learning strategies are also known as cooperative learning models. Students work together to complete an academic task in a small group that helps each other and learn with their group and other partners.

5. Problem-based learning strategies

   According to Abdul Azid Muttaqin, a problem-based learning strategy is learning that confronts students with a problem before starting the learning process. Students face a real problem that spurs them to research, decipher, and find solutions. Abdul Azid Muttaqin, quoting from Jhon Dewey, explained six steps as a method for the problem-solving process, namely: (1) formulating problems, (2) examining problems, (3) formulating hypotheses, (4) collecting and grouping data as material for proving hypotheses, (5) proving hypotheses, and (6) determining solution options. This method has implications for the quality of learning activities and thinking skills (Lestari & Kusno, 2023).

6. Foxfire *learning strategies*

   Abdul Azid Muttaqin explained that the learning strategy is *foxfier.* More emphasis is placed on assigning assignments to students to conduct direct studies to several regions following the subject matter. The field study results are written in the form of a report. The main purpose of this field study is to train students in searching and collecting data, building writing skills from an early age, and increasing students' awareness of the importance of maintaining the social heritage of the community (Sulaiman, 2016).

7. The scientific learning *approach* is used in learning that is carried out with a scientific process. In a sense, what students learn and get is done through their senses and their minds so that they are directly acquiring knowledge. With this approach, students can face and solve problems well experienced. In a scientific approach, there are several stages/activities: *Observing, Questioning, Associating, Experimenting, Processing, concluding, and Presenting* (Zainiyati, 2010).

   Apart from these actions, developing students' communication skills in PAI learning is also written in the Learning Implementation Plan (RPP). The core learning points explain in detail what activities are carried out, leading to developing communication and cooperation skills.

   From the assignments the teacher has given, students' communication skills can be improved when they make presentations and carry out discussion activities. With this discussion activity, students can display indicators of communication skills. For example, confidence, being able to express one's own opinions, and being able to convey messages well and effectively using verbal language, as well as those that are not verbal during presentations, can convince the audience of information.

The indicators of the ability to use technology during presentation can be said to be capable. This attitude can be seen when students are fluent in making presentations. When using verbal language, the language used by students when explaining material is easy to understand and easy to understand by their friends because it is related to daily life (Student et al., 2020). The non-verbal language students use when making presentations shows expressions that can help what they are explaining. This ability can be seen when students listen and respond to questions given by their friends, what is meant by halal and haram food, and why it can be said haram.

From the results of the presentations made by students in the classroom, using the same communication skill indicators, namely confidence, ability to convey their own opinions, ability to convey messages well, and effectiveness in using verbal language and non-verbal during presentations, can convince the information conveyed to the audience. The indicators of the ability to use technology during presentations are still not visible.

The media used to support students in making presentations, such as LCD projectors / and power points, is also not visible during the presentation. So, it can be concluded that students have entered the category of having good communication skills, but the use of technology is still not visible. Therefore, teachers as educators, facilitators, and supervisors have an important role in choosing and implementing the right learning media for students and do not make it difficult for students to understand learning (Lau et al., 2018).

The learning methods and strategies used by PAI teachers are effective. It can help students overcome their difficulties in developing communication skills, although some students still experience these obstacles (interview results from several students). To evaluate students who experience communication skills problems, the teacher observes the student and is then given directions. However, no special evaluation exists to overcome the communication skills problem, according to the researcher's interview results with the informant (school principal) (Wuletu et al., 2024).

The researcher's suggestion on the obstacles or problems experienced by teachers in implementing the PAI learning strategy in improving students' communication skills is that there should be a special evaluation used in the school, in addition to the school provides each in-focus class so that students and teachers are facilitated and makes it easier for teachers to apply the PAI learning strategy in improving students' communication skills and making students and teachers more comfortable. Varied methods will easily attract students' attention, and the class will come to

life. The effectiveness of the methods can occur if there is a compatibility between the method and all the teaching components programmed in the lesson unit.

CONCLUSION

The conclusion of this study shows that implementing student-centered Islamic Religious Education learning strategies using a scientific approach effectively improves students' communication skills. The learning methods, namely presentations and discussions, encourage students to think systematically and logically and actively communicate both in and outside the school environment. This scientific approach allows students to be actively involved while teachers act as facilitators. Therefore, teachers must develop various learning methods and strategies to support students' communication skills effectively.

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