

Analysis of Student Learning Difficulties in PAI Subjects in Class XI of SMAN 5 Palangka Raya

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Abstrak

Penelitian ini bertujuan untuk 1) mengetahui apakah mata pelajaran PAI itu sulit untuk dipahami siswa; 2) mengetahui materi PAI apa yang sulit dialami bagi siswa; 3) mengetahui kesulitan yang dialami siswa dalam pemahaman materi pelajaran PAI yang baginya sulit; 4) mengetahui media pembelajaran yang sering digunakan pada proses pembelajaran di sekolah; 5) mengemukakan media pembelajaran yang perlu digunakan untuk membantu kesulitan siswa dalam memahami materi pelajaran PAI yang sulit. Jenis penelitian ini ialah (R&D) dengan menggunakan metode penelitian 3D (define, design, develop). Penelitian ini hanya pada tahap define atau pendefinisian. Dalam proses pengumpulan data, metode yang dipakai ialah dengan menyebarkan angket secara online dalam format Google Form kepada subjek atau siswa kelas XI di SMAN 5 Palangka Raya melalui media sosial WhatsApp. Hasil pengumpulan angket menyimpulkan bahwa 1) sebagian siswa ada yang berpendapat jika mata pelajaran PAI itu sulit. 2) sebagian siswa berpendapat mendapati kesulitan pada materi pelajaran PAI yaitu tentang masa kejayaan Islam. 3) sebagian siswa berpendapat kesulitan dalam memahami materi PAI khususnya masa kejayaan Islam dikarenakan materinya sulit serta rumit, dan minimnya ragam media dalam pemahaman materi. 4) siswa berpendapat bahwa media yang paling sering dipakai di sekolah ialah buku paket/LKS. 5) sebanyak 46,3 % siswa setuju menggunakan media berbasis PPT serta siswa berpendapat jika menggunakan bantuan media berbasis PPT itu menarik serta beragam pada pemahaman materi pelajaran PAI.

Kata Kunci: Kesulitan, Media pembelajaran, PPT, Mata pelajaran PAI

Abstract

This research aims to 1) find out whether PAI subjects are difficult for students to understand; 2) knowing what PAI material is difficult for students to experience; 3) knowing the difficulties experienced by students in understanding PAI subject matter which is difficult for them; 4) know the learning media that are often used in the learning process at school; 5) state the learning media that need to be used to help students' difficulties in understanding difficult PAI subject matter. This type of research is (R&D) using 3D research methods (define, design, develop). This research is only at the define stage. In the data collection process, the method used was to distribute an online questionnaire in Google Form format to subjects or class XI students at SMAN 5 Palangka Raya via the social media WhatsApp. The results of the questionnaire collection concluded that 1) some students thought that PAI subjects were difficult. 2) some students think

they find difficulties in PAI lesson material, namely about the glory days of Islam. 3) some students believe that they have difficulty understanding PAI material, especially during the heyday of Islam, because the material is difficult and complicated, and there is a lack of variety of media for understanding the material. 4) students think that the media most often used in school is textbooks/LKS. 5) as many as 46.3% of students agreed to use PPT-based media and students thought that using PPT-based media was interesting and varied in understanding PAI subject matter.

Keywords: *Difficulty, Instructional Media, PPT, PAI Subjects*

INTRODUCTION

PAI is one of the efforts to foster and teach students so that later after completing their studies they can fully explore what is contained in Islam, appreciate the meaning and purpose and the reason and in the end can practice, implement and with the teachings of Islam they hold firmly to their view of life then so that they can bring peace in the world and the hereafter (Suprapti, Siti, 2019). PAI lessons are very important in everyday life, this Islamic religious guidance activity aims to support students in instilling Islamic teachings and values to be used as guidelines (Millah, 2022). PAI lessons are often seen as subjects that are favored by students and some students view PAI subjects as difficult.

Students' learning difficulties at school vary, depending on the source of the difficulties in a series of learning either in terms of obtaining lessons or in absorbing lessons. Therefore, learning difficulties experienced by students arise when undergoing a series of PAI lessons (Nusroh, 2020). Students' difficulties in understanding PAI lessons are caused by various factors. One of them is that the material is difficult to understand and complicated, lack of variety or media in a series of lessons. If learning difficulties are experienced by students for a long time, it will make it difficult for students to understand PAI teachings and apply them practically in their daily lives (Ulfa, Tri Tiara, 2022).

Based on a survey conducted on learning media in PAI subjects used by teachers in a series of lessons, they still often use teaching materials in the form of packet books/LKS books. Although teachers have used media such as learning videos, e-modules, PPT, but not too often used in a series of lessons therefore, students are less excited to learn due to the lack of media variations in learning. To handle student learning difficulties, a learning media is needed that can support students in a series of learning, accelerate a series of teaching and learning and help students understand the material clearly in the classroom (Indriyani, 2019).

The use of media in a series of teaching and learning can increase willingness and initial desire, eliminate boring learning, increase motivation and activate a series of learning (Mukaramah, 2022). Therefore, it takes renewal and teacher creativity in creating and implementing a variety of fun learning media and adjusting it to the content of the material and the personality of the students (Khasanah, et.al, 2023). A series of lessons using appropriate learning media can generate a pleasant learning situation (Candra et al., 2020). One of the learning media that can be used is PPT. PPT can be one of the options used to help students in understanding the material.

PPT is software used to design presentation materials or subject matter that will be presented in slide format. With this PPT, teachers will find it easy to present and explain material that is made simply, interestingly and even competently (Sulastris, 2017). PPT-based learning media as one type of learning media that is simple and practical to use by teachers, and can be the right choice for teachers to support various learning styles of students, especially in a series of PAI lessons (Rahmawati Fitri, Badarudin, 2020). Abdul Wahab (2009) argues that PPT-based interactive learning media is primarily designed to present multimedia designs that are attractive and easy to understand through a series of presentations or presentations (Rumainur, 2016). Presentations in learning have various purposes, such as explaining, determining, influencing, stimulating, and entertaining (Nurhidayati, n.d.).

Some research that has been carried out previously shows the positive results experienced by students after using PPT as a learning medium, as well as research that has been carried out by Ridho Ramadani. He said that using PPT media increases students' interest and desire to learn throughout a series of lessons. PPT media can also help students to understand material that has not been understood (Ramadani Ridho, 2022). In addition, in a study conducted by Fitri Amaliyah Batubara, said that the results obtained after students learned with the help of PPT were to attract students' views and interest in learning so as to make students more active and eager to absorb learning and run along a series of lessons planned by the teacher (Batubara, 2023).

From the problems discussed above, the authors are interested in discussing PPT as a learning media in schools with the title "Analysis of Student Learning Difficulties in PAI Subjects in Class XI of SMAN 5 Palangka Raya".

RESEARCH METHOD

This research is descriptive research with a qualitative approach. Mely G. Tan, argues that research that is descriptive in character, intends to explain correctly the characteristics of individuals, situations, facts or certain groups in a society. This type of descriptive qualitative research presents the actual data without a series of manipulations or other actions (Rusandi, n.d.).

The method used in this research is the R&D method. R&D research is a research method used to prove and develop products (Yuliani, 2021). By going through a series of define, design, develop. The Define series is the definition of development requirements. Simply put, in this series is a series of needs analysis. In product development developers need to support the development requirements, analyze and obtain data on the extent to which development needs to be carried out. The Design series is the initial product researcher stage or a product design. The third series is Develop development, this series is a series to create a development product. This series contains two steps, namely expert assessment accompanied by revisions and development tests (Albet, 2021).

In a series of data collection, the method used is to distribute online questionnaires in Google Form format to subjects or class XI students at SMAN 5 Palangka Raya through WhatsApp social media. By carrying out data collection to find an overview of the learning media used and student difficulties in PAI subjects.

RESULT AND DISCUSSION

This research was conducted by distributing questionnaires online through Google Form assisted by WhatsApp social media at SMAN 5 Palangka Raya. The sample was given to class XI CLASS. The questionnaire was responded by XI MIPA, XI IPS, XI IBB classes. The results obtained from this study are in the form of data analysis of student learning difficulties in PAI subjects and the use of PPT-based learning media in PAI subjects at SMAN 5 Palangka Raya. The first question of the survey questionnaire aims to find out students like PAI subjects. The results of students' opinions regarding liking PAI subjects are presented in Figure 1.



Gambar 1.

Based on the picture above, in a series of lessons, it turns out that most students like PAI subjects. As many as 75.6% of students said they really liked PAI subjects because the lessons were interesting and PAI subjects were very important. This is based on the fact that PAI learning has a very important function in guiding and perfecting children's character, and growing children's character (Habiburrahman Sayid, 2022). It is clear that PAI learning guides children in their development, both physically and spiritually towards the formation of the main character in children in the future, based on Islamic law. (Hidayat, Nur, 2015). This is in line with the opinion by Zakiyah Daradjat, saying that PAI does not only convey teaching to students who do not understand and have not been able to grasp abstract meanings, but the most important thing is to foster the soul to Allah SWT, cleanse carry out, and maintain the values and rules set forth in religious principles. (Permatasari, 2018). The second question of the survey questionnaire aims to find out whether PAI lessons are difficult or not. The results of students' opinions can be seen in Figure 2.



Gambar 2.

Based on the picture above, 36.6% of students said that PAI lessons are easy if they study them seriously. This means that if you study it diligently, hard, and always pay attention to the explanation of the teacher with full attention, the lesson will be easy and

not difficult. As many as 29.3% of students said it was difficult when they did not understand the material. This can be caused by factors from students who do not pay close attention to the teacher's explanation, the next factor is caused by a lack of encouragement and enthusiasm for students to learn seriously, this can be done by teachers using different methods and media for learning. This is in line with Mulyadi's opinion, student learning difficulties arise when students cannot understand learning material correctly, the learning methods used are not aligned with student skills, and students are slow to digest learning material so that more processes are needed. (Kuris, 2022).

The third question of the survey questionnaire aims to find out the most difficult PAI subject matter in grade 11. The results of students' opinions can be seen in Figure 3.



Gambar 3.

Based on the picture above, one of the PAI materials that students consider as the most difficult material is the material on the glory of Islam. As many as 29.3% of students said that the material of the glory of Islam was difficult to understand. This is in line with research by Siswanto, the material of the heyday of Islam is very complicated material that contains the history of influential figures in building and participating in the progress of the world today (Siswanto, 2023). Not only that, the material of the Islamic heyday also explains the period in which thinkers, scientists in the Islamic world participated in the growth of technology and culture, by maintaining existing traditions and by increasing the number of discoveries that came from innovation and creativity in Muslims at that time. This material focuses more on the spirit to develop science and requires a very intensive understanding of the material. (Mualif, 2022).

The fourth question of the survey questionnaire aims to find out the reasons for students' difficulties in learning the material of the Islamic glory period. The results of students' opinions can be seen in Figure 4

5. Dari yang sudah kamu pilih di atas berikan alasanmu kenapa materi tersebut sulit untuk dipelajari ? Berikan alasanmu! (isi di bagian pilihan yang lain, jika tidak sesuai dengan pilihan dibawah)
41 jawaban

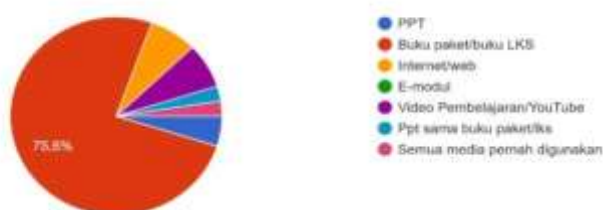


Gambar 4.

Based on the figure above, it can be seen that 26.6% of students said that the material on the glory of Islam was difficult because the material was difficult to understand and complicated. As many as 24.4% of students said that the material was difficult because there was a lot of memorization of both Al-Qur'an verses, hadiths, and descriptions of the material. And the factor of students' difficulty in digesting the material is due to the lack of variety and media in learning, this can be seen in the responses of 24.4% of students. The opinion of Abu Bakar Muhammad, to prevent difficulties and emphasize difficult subject matter, educational media has a role and benefits in a series of lessons. Not only that, the media can also facilitate understanding and create more colorful or interesting lessons. (Hidayat, 2016).

The fifth question of the survey questionnaire aims to find out the learning media used by teachers in the classroom during the learning process. The results of students' opinions can be seen in Figure 5.

6. Media apa saja yang pernah digunakan pada mata pelajaran PAI di sekolah kalian ?
41 jawaban



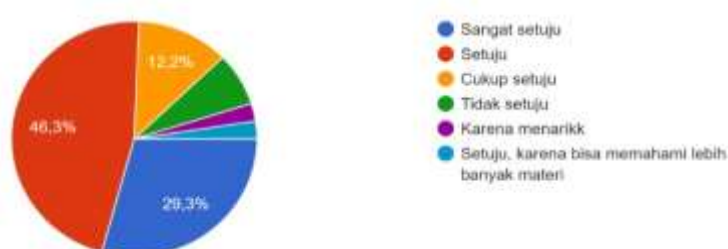
Gambar 5.

Based on the picture above, it can be seen that 75.6% used textbooks/LKS books, 7.3% used the internet/web, 7.3% used learning videos/Youtube, 4.9% used PPT, 2.4% all of these media have been used. Most teachers more often use teaching materials such as package books/LKS books for tools and support in PAI subjects. In today's

sophisticated era, teachers need to foster ideas and skillfully use technology in teaching so that they are not too fixated on textbooks. In a study by Ardian Asyhari, he argued that students are less interested in reading printed books/LKS that are always used by teachers because they have long reading contents, therefore, learning becomes less interesting and less creative. (Asyhari, 2016).

The sixth question of this survey questionnaire aims to find out students' opinions on PPT-based learning media. The results of student opinions can be seen in Figure 6.

8. Apakah menurut kalian pelajaran PAI menggunakan bantuan media berbasis PPT itu menarik dan bervariasi? Berikan alasanmu
41 jawaban



Gambar 6.

Based on the picture above, 46.3% of students said that they agree that PAI lessons using PPT-based media assistance are interesting and varied. This is based on the opinion of Mishabuan (2020), because PAI subject matter presented through PPT will appear interesting, concise because it is presented in a presentation or presentation format, easy to digest because the writing in the PPT is designed in a language that is easy to understand, especially Indonesian, as well as additional video or audio animation in PPT to make students encouraged to learn, and with PPT media can digest more material. Not only that, teaching through PPT media is easier to open and effective because it does not require internet data when opened. PPT is a learning media that is easy for teachers to use to explain the contents of the lesson in a presentation format that can be made as interesting as possible. In the results of research by Hikmah (2020), it is argued that PPT media can arouse students' desire to learn to produce positive results, so when student learning outcomes increase, learning media in the form of PPT is effectively used for teachers (Purwanti, 2020). With this media, it is desirable to be able to overcome students' learning difficulties to understand subject matter that they find difficult.

CONCLUSIONS

Based on the survey results obtained from distributing questionnaires online, it can be concluded that; First, 75.6% of students like PAI subjects because they are considered interesting lessons to learn and very important to learn in order to perfect children's character, and foster children's character. And 29.3% of students said that PAI lessons were difficult when they did not understand the material. Second, one of the PAI materials that students consider difficult is the glory period of Islam. As many as 26.6% of students think that the material of the glory of Islam is difficult, because the material is difficult to understand and complicated. Third, the learning media often used by teachers is using textbooks/LKS books, this can be seen as much as 75.6% of responses from students. Fourth, 46.3% of students said that they agreed that PAI lessons using PPT-based media assistance were interesting and diverse. With this media, it is hoped that it can overcome students' learning difficulties to understand the subject matter that they find difficult.

Suggestions that can be written in this study are: First, it is expected that teachers can utilize creative learning media to be able to create a pleasant learning situation so that students can understand the subject matter very well. Second, it is expected that with the help of a variety of appropriate learning media, students can follow a series of lessons and can understand and listen to difficult subject matter.

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