

THE ROLE OF THE TEACHER AS A FACILITATOR IN THE ISLAMIC RELIGIOUS EDUCATION LEARNING PROCESS

Nurul Mawaddah

Institut Agama Islam As'adiyah Sengkang, Indonesia

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ABSTRACT

This paper discusses the role of teachers as facilitators in the learning process of Islamic religious education in state elementary schools. The main problem is what the reality is in the Islamic religious education learning process at Public Elementary School 91 Pammana. What are the factors that hinder the teacher's role as a facilitator in the Islamic Religious Education learning process, and what is the teacher's role as a facilitator in the Islamic Religious Education learning process? The author uses a qualitative descriptive research method in the form of written words from previously determined people. Meanwhile, for data collection, namely field research, the authors conducted interviews with school principals, Islamic religious education teachers, and students. The reality discovered by researchers in the field, namely the reality that occurred in the Islamic Religious Education learning process at Public Elementary School 91 Pammana in Wajo Regency in the pre-Covid-19 period when face-to-face learning was still implemented for lower grades, such as grades II and III, teachers Sometimes it still dominates learning, or it could be said that learning is still teacher-centered. For high classes, such as classes IV and V, the teacher has acted as a facilitator. During the COVID-19 pandemic, learning is done online or from home. Factors inhibiting the role of teachers as facilitators in the Islamic Religious Education learning process at Public Elementary School 91 Pammana in Wajo Regency: there are two inhibiting factors, including internal factors, in the form of the teacher's old habits in teaching. Meanwhile, external factors include the lack of supporting facilities owned by the school. The teacher's role as a facilitator in the learning process has been implemented, but it is not perfect.

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Corresponding Author:

Nurul Mawaddah
Institut Agama Islam As'adiyah Sengkang, Indonesia
Email: nurulmawaddahh@gmail.com

1. INTRODUCTION

The existence of teachers for a nation is very important, especially for a nation that is developing, and even more so for the nation's survival in the midst of the passage of time with increasingly sophisticated technology and all the changes and shifts in values that tend to give nuance to a life that demands knowledge and art. on a dynamic level to

adapt. Teachers or educators must be able to position themselves, considering their crucial role in the world of education as well as their role as facilitators in the continuity of learning activities.

In the educational context, the term facilitator was originally applied more for the purposes of adult education (andragogy), especially in non-formal education environments. However, in line with changes in the meaning of teaching that place more emphasis on student activities, recently in Indonesia, the term facilitator has begun to be adopted in formal education environments in schools, namely regarding the role of teachers when carrying out teaching and learning interactions.

Wina Senjaya said that as a facilitator, teachers play a role in providing services to make it easier for students in the learning process. An unpleasant learning environment, a stuffy classroom atmosphere, tables and chairs that are not neatly arranged, and learning facilities that are not available cause students to become lazy. Therefore, it is the teacher's job to provide facilities so as to create a pleasant learning climate for students.

The role of the teacher as a facilitator has consequences for changes in the pattern of teacher-student relationships, which were previously more top-down in partnership. In a top-down relationship, teachers are often positioned as "superiors" who tend to be authoritarian, full of command, bureaucrat-style instructions, or even handlers. Meanwhile, students are positioned more as subordinates who must always obediently follow instructions and everything that is desired by the teacher.

In contrast to the top-down relationship pattern and the partnership relationship between teachers and students, teachers act as learning companions for their students in a democratic and enjoyable learning atmosphere. Therefore, in order for teachers to be able to carry out their role as facilitators, teachers must be able to fulfill the learning principles developed in partnership education, namely that students will learn well if: (1) students can fully take part in every learning activity; (2) what is learned is useful and practical/usable; (3) students have the opportunity to make full use of their knowledge and skills in sufficient time; (4) learning can consider and be adapted to previous experiences and students' thinking abilities; and (5) mutual understanding is fostered, both between teachers and students, and students and students.

Regarding the attitudes and behavior of teachers as facilitators, below are several things that teachers need to pay attention to in order to become successful facilitators: (1) Listen and not dominate; (2) Be patient; (3) Respect and be humble; (4) Willing to learn; (5) Act as equals; (6) Be friendly and integrated; (7) Not trying to lecture; (8) Authoritative; (9) Not taking sides and criticizing; (10) Be open; and (11) Be positive.

Based on the reality that the author usually finds in the field, some educators still make themselves the center of learning without trying to make students more independent. When he positions himself as a facilitator and tries new learning methods or learning resources, he is pessimistic and immediately takes over again so that the learning center is again centered on him. In fact, we all know that teachers absolutely provide suitable and varied learning resources and media in every learning activity and do not make themselves the only learning source for their students.

Based on the explanation of the background of the problem, the author puts forward several problem formulations, namely:

1. What is the reality of the Islamic Religious Education learning process at Pammana 91 Public Elementary School, Pammana District, Wajo Regency?
2. What factors hinder the teacher's role as a facilitator in the Islamic Religious Education learning process at Pammana 91 Public Elementary School, Pammana District, Wajo Regency?
3. What is the role of the teacher as a facilitator in the Islamic Religious Education learning process at Pammana 91 Public Elementary School, Pammana District, Wajo Regency?

2. METHOD

This type of research is included in descriptive research, which is in the form of written words from people who have been determined previously, namely the principal, the Islamic Religious Education teacher, and several students at Pammana 91 State Elementary School. So the research report will contain data quotations to provide an overview of the presentation of field data. The data comes from interview scripts, field notes, and questionnaires. The field research model is research carried out intensively, in detail, and in depth on an organization, institution, or certain phenomenon.

The data collection method is a technique for collecting accurate data, which is then collected as material for analysis and testing of hypotheses that have been formulated.

a. The observation method is defined as a scientific method; ordinary observation is defined as systematically observing and recording the phenomena being investigated. This research study only used non-participant observation, namely observing closely the teaching and learning activities and processes without being directly involved as part of the process.

b. The interview method is a dialogue carried out by the interviewer to obtain information from the interviewee. The interview guide is used to remind the interviewer what aspects must be discussed, as well as a checklist to check whether the relevant aspects have been discussed or asked about. With these guidelines, the interviewer must think about how the question will be explained concretely in an interrogative sentence, as well as adapting the question to the actual context during the interview. The interview was aimed at the principal, Islamic Religious Education teacher, and lower grade students at Pammana 91 State Primary School.

c. Documentation is a form of data collection in research methods regarding things or variables in the form of notes, books, newspapers, magazines, and agendas. The documents required in this research are written data regarding the profile of Pammana 91 State Elementary School, documentation of teaching and learning implementation, and other documents needed to complete this research.

At the data analysis stage, researchers began by checking the data of informants and research subjects, as well as existing documents. To further improve and compile the data so that the report can be communicative and accountable.

3. RESULTS AND DISCUSSION

3.1 The Reality that Occurs in the Islamic Religious Education Learning Process at Pammana 91 State Elementary School

For the Islamic Religious Education (PAI) learning process, the teaching and learning process takes place from home using online media, namely the WhatsApp/WA application. So, for each class, the Islamic religious education teacher facilitates an online learning space by forming groups according to the size of the study group.

In the teaching and learning process, initially the Islamic religious education subject teacher checks student attendance. Next, the teacher provides learning materials. Usually, teachers upload photos of material in textbooks or take them from other sources in the form of article links, videos, or images related to the learning material that will be taught that day.

In addition to sending related learning materials or links, Islamic religious education subject teachers provide further explanations regarding the material provided using voice messages in the WhatsApp application feature known as Voice Note. Before giving independent assignments to students, the teacher invites students to ask questions if there is anything related to the learning material or explanation from the teacher that the students do not understand. If the question-and-answer session regarding the learning material has been completed, the teacher then gives students independent assignments and informs them of the time frame for completing the assignments. Usually, if the assignment is considered difficult to complete on the same day, then the assignment is collected at the next meeting before starting the learning material.

3.2 Factors that Inhibit the Teacher's Role as a Facilitator

It must be admitted that complete school facilities are very helpful in the teaching and learning process. Including really helping the teacher's role in carrying out and determining his role as a facilitator. From the author's observations, school facilities are indeed lacking, for example there is no equipment that can help teachers reduce their long roles such as giving lectures and asking questions. There are also no books provided by schools related to teachers as facilitators.

The author also sees that teachers are still accustomed to conservative learning methods and rely on textbooks in providing learning material. Indeed, in the teaching and learning process which takes place both online and offline, students have textbooks which are adequately facilitated by the school. However, technology-based learning media such as the use of projector media to display learning images or videos that can attract students' interest in participating in learning is not adequate.

For the online learning process, several things that hinder the learning process of Islamic religious education teachers are that not all students have devices that support access to study groups provided by the teacher, some have devices that support the system, but do not have

a data package to access the internet. So, some students have difficulty following the learning process or submitting assignments online according to the specified time.

Apart from the problems above, according to the Principal of Pammana 91 State Elementary School, Mrs. Hj. Maseati Pagga, S.Pd.,

"There are several students who join their parents to garden outside the area, where the internet network is not very supportive, so it is difficult to access information or learning carried out online."

From the explanation above, it can be concluded that the factors that hinder the role of teachers as facilitators in the Islamic religious education learning process at Elementary School 91 Pammana, Pammana subdistrict, Wajo district consist of two factors, namely, internal factors and external factors. Internal factors include the strength of teachers' old habits in teaching which influence teachers' current teaching styles. Meanwhile, external factors, namely the lack of supporting facilities owned by schools such as media, books and reading materials regarding the role of teachers as facilitators.

3.3 The Role of Teachers as Facilitators and the Learning Process of Islamic Religious Education at State Elementary School 91 Pammana

Based on the results of the questionnaire, the following information was obtained regarding the role of teachers as facilitators:

a. Listen and don't dominate

The teacher has provided opportunities for students to be active. This is proven by all students who fill out the questionnaire ticking the "Always" column. This means that in the learning process, the S Negeri 91 Pammana Islamic Religious Education teacher has implemented the first facilitator attitude, namely listening and not dominating.

b. Be patient

The main aspect of learning is the learning process carried out by the students themselves. For this point, all students also select or check the "Always" column. According to the students' assessment of Islamic religious education teachers, they are patient figures when providing understanding to students; this applies both in the learning process and outside class hours.

c. Respectful and humble

Teachers strive to respect students by showing genuine interest in their knowledge and experience. For this point, the same as the first and second points, all students select or check the "Always" column. According to them, the teacher who teaches Islamic religious education subjects is someone who respects students' opinions and does not immediately blame or embarrass students when they answer incorrectly.

d. Want to learn

For this point, five students selected or ticked the "Frequently" column, and eleven students selected or ticked the "Always" column. As the teacher of Islamic religious education at SD Negeri 91 Pammana, it can be said that he is someone who wants to learn. Even though there are limited media or learning resources at school, he

tries to use or look for his own literature that seems suitable to be applied in the teaching and learning process.

e. Be equal.

Teachers need to develop an attitude of equality so that they can be accepted as friends or work partners by their students. For this point, four students selected or checked the "Frequently" column, and twelve students selected or ticked the "Always" column.

f. Be friendly and friendly

The relationship between teachers and students is carried out in a friendly, relaxed, heart-to-heart atmosphere (interpersonal relationship). For this point, seven students selected or ticked the "Frequently" column, and nine students selected or ticked the "Always" column.

g. Don't try to lecture

Teachers try to share various experiences with their students so that a rich understanding is obtained between the two. For this point, twelve students selected or checked the "Frequently" column, and four students selected or ticked the "Always" column.

h. Authoritative

For this point, nine students selected or ticked the "Frequently" column, and seven students selected or ticked the "Always" column. Even though learning must take place in a friendly and relaxed atmosphere, Islamic religious education teachers still show seriousness in working with their students, so that students still respect them.

i. Not taking sides or criticizing

It cannot be denied that, among groups of students, there are often conflicting opinions. In this case, the Islamic religious education teacher is neutral and tries to facilitate communication between parties with different opinions to find agreement and a solution. For this point, seven students selected or ticked the "Frequently" column, and nine students selected or ticked the "Always" column.

j. Be open

For this point, five students selected or ticked the "Frequently" column, and eleven students selected or ticked the "Always" column. Teachers are often honest when they feel they don't know something, so that students understand that everyone still needs to learn. Even though they have become teachers, teachers still have to continue learning, remembering that as time goes on and science and technology advance, those who are slow will be left behind.

k. Be positive

For this point, one student selected or ticked the "Frequently" column, and fifteen students selected or ticked the "Always" column. The teacher invites students to understand their situation by highlighting their existing potential instead of complaining about their bad things. It is important to remember that the greatest potential of every student is the human will to change circumstances.

4. CONCLUSION

The reality that occurs in the Islamic Religious Education learning process at the State Primary School 91 Pammana, Wajo Regency, in observing teaching and learning activities between the Islamic Religious Education Teacher at State Elementary School 91 Pammana and students in grades II-V, can be classified into two types of learning methods, namely offline or face-to-face methods that were used before the COVID-19 pandemic and online methods that were applied during the COVID-19 pandemic, with online methods namely the teaching and learning process from home.

Factors inhibiting the teacher's role as a facilitator in the Islamic Religious Education learning process at Pammana 91 Public Elementary School, Pammana District, Wajo Regency are internal factors and external factors from the teacher. Internal factors include the strength of teachers' old habits in teaching, which influence teachers' current teaching styles. Meanwhile, external factors, namely the lack of supporting facilities owned by schools such as media, books, and reading materials regarding the role of teachers as facilitators.

The role of the teacher as a facilitator in the Islamic Religious Education learning process at Pammana 91 Public Elementary School, Wajo Regency, has been implemented but is not yet perfect, such as the use of various learning media and learning resources, which have indeed been implemented but the implementation is not completely perfect. Sometimes teachers still return to old habits such as lectures and questions and answers, so that learning media are not used optimally. For learning resources, teachers have looked for several other sources from the internet, books, and others that can be used as other learning resources outside of textbooks, although not yet perfectly. Meanwhile, eleven teachers' roles as facilitators have been implemented by Islamic Religious Education teachers at Pammana 91 Public Elementary School, Wajo Regency, although not yet perfectly..

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