



The Analysis of Teaching Akidah Akhlak in Madrasah Ibtidaiyah Around Industrial Area

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Abstract

This study aimed to analyze the process of teaching akidah akhlak in the primary level. It was conducted in grade VI, Madrasah Ibtidaiyah Negeri (MIN) 1 Pasuruan. The reason for selecting the research setting because: first, the school quality was considered good in Pasuruan; second, the school was located around industrial area, so it might influence the characteristics of the students; third, teachers keep updating the teaching model through continuous evaluation. This study was intended to: (1) explore the model of teaching akidah akhlak; (2) identify the problem of teaching akidah akhlak; (3) propose the solutions for overcoming the problem of teaching akidah akhlak. It was a qualitative study whose data were collected through observation, documentation, and interviews. They were analyzed by using interactive model of analysis by Miles, Huberman, and Saldana which covered data condensation, data display, and conclusion drawing (verification). This study found that the learning model of akidah akhlak applies blended learning model by YouTube, direct experiential learning, and exemplary methods. There encountered problems, such as abstract learning materials, that teachers were required to use varied methods and need for support from the environment around. To overcome the existing problems, this study suggests that materials put more emphasis on the daily experience of students, teachers attend seminars on media creation, the application of varied teaching methods, strategies, techniques, and evaluation.

Keywords: Analysis, Teaching, Akidah Akhlak, Madrasah Ibtidaiyah, Industrial area

INTRODUCTION

In the context of education in general, today the good morality (*al-akhlaq al karimah*) of students towards the teachers allegedly began to fade, some research have shown that the forms of student resistance to teachers vary: verbal resistance, physical resistance and emotional resistance (Muhlis, 2019). Some of the influencing factors were *first*, moral degradation due to global influences, for example, the rise of uneducated soap operas and television commercials. They created figures and stories behind the drama as if the ones that deserve to be emulated in everyday life (*real life experiences of knowledge*), yet neglecting the transfer of value (Anonim, 2022). After the lesson, the teachers feel free. Teachers only pursue standard grades or IP (achievement index), whereas “teaching” is different from “educating”, so barely paying attention to the students’ character and morality. Not to mention the implications of advanced information technology, students within certain limits, sometimes exhibit more trust, choose, and adhere to information obtained from the internet. This category of students feel that they can get knowledge without teachers’ guidance and direction while the information is not necessarily acceptable academically and scientifically (Ballantine, 1990).

Likewise, in Islam, learning must be under the guidance of a teacher. If they learn without a teacher, the teacher is shaithan (Rosidin, 2019). Based on the Atsar of the prophet’s companions narrated by ad-Darimi No. 180, learning process requires a professional teacher or educator, the professionalism of an educator is the key to the success of the educational process.

أَخْبَرَنَا يَزِيدُ بْنُ هَارُونَ حَدَّثَنَا حُمَيْدٌ عَنْ أَبِي رَجَاءٍ عَنْ أَبِي الْمُهَلَّبِ أَنَّ أَبَا
مُوسَى قَالَ فِي خُطْبَتِهِ مَنْ عَلِمَ عِلْمًا فَلْيُعَلِّمَهُ النَّاسَ وَإِيَّاهُ أَنْ يَقُولَ مَا لَا عِلْمَ
لَهُ بِهِ فَيَمْرُقَ مِنَ الدِّينِ وَيَكُونَ مِنَ الْمُتَكَلِّفِينَ

We are told that Yazid bin Harun narrated to us Humaid from Abu Raja’ from Abu Al-Muhallab: “Abu Musa radliallahu ‘anhu said in his speech, whoever knows knowledge, teach others about it, and beware of one who says something which he does not have knowledge about it, he will deviate from religion and push themselves away”.



The above *atsar* is also a warning for all educators, that professional standards are urgent to achieve and own, so what educators convey to students is fundamental and scientifically strong. Therefore, the value in the *matan* of hadith and *atsar* proves the urgency of educator who is second to none, and the prophet also holds this role. He was in charge of delivering the treatise of divinity as an educator (Nurdin & Damairi, 2021) More clearly, God affirms in Q.S. Al-Jumu'ah verse 2 and Q.S. Al-Baqarah verse 151, that the task of teachers is not only limited to conveying knowledge, but there are many other tasks to provide to students. Those tasks are not obtained by the students who learn only through social media without the teachers' guidance.

هُوَ الَّذِي بَعَثَ فِي الْأُمِّيِّينَ رَسُولًا مِّنْهُمْ يَتْلُو عَلَيْهِمْ آيَاتِهِ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ
الْكِتَابَ وَالْحِكْمَةَ وَإِنْ كَانُوا مِنْ قَبْلُ لَفِي ضَلَالٍ مُّبِينٍ

He is the One Who raised for the illiterate 'people' a messenger from among themselves—reciting to them His revelations, purifying them, and teaching them the Book and wisdom, for indeed they had previously been clearly astray.

كَمَا أَرْسَلْنَا فِيكُمْ رَسُولًا مِّنْكُمْ يَتْلُو عَلَيْكُمْ آيَاتِنَا وَيُزَكِّيكُمْ وَيُعَلِّمُكُمُ الْكِتَابَ
وَالْحِكْمَةَ وَيُعَلِّمُكُم مَّا لَمْ تَكُونُوا تَعْلَمُونَ

Since We have sent you a messenger from among yourselves—reciting to you Our revelations, purifying you, teaching you the Book and wisdom, and teaching you what you never knew.

A teaching and learning process will be better if there is communication between educators and students, so that educators in the context of religion are not only in charge of transferring religious knowledge but also reciting the verses of Allah, after that purifying the hearts of students from everything that destroys faith and devotion in seeking knowledge. The two verses above provide an educative message that educators are responsible for delivering not only knowledge (science)



but the values of God (wisdom). Meanwhile, building characters to students is the main task for all educators through various forms and processes they go through (Nurdin & Damairi, 2022).

Substantively, the fact of moral education in Madrasah is to guide the internalization of moral values in learners. Faith and morality are always juxtaposed as one study that cannot escape each other. However, before one does anything (akhlak), he or she has to put his/her heart into it. The better one's faith, the better the morals he or she applies in everyday life. Rather, the worse the level of belief in one's creed, the worse the morality in everyday life. Students are expected to be able to anticipate the rapid changes in science, technology, and communication that are fast and difficult to predict. The subject of akidah akhlak in Madrasah Ibtidaiyah has an important meaning for students in personal formation based on Islamic values. At the same time, they are expected to be citizens who understand and are able to carry out their rights and obligations to become smart and skilled Indonesian citizens mandated in Pancasila and the 1945 Constitution (Mahmudah *et al.*, 2022; Sapirin *et al.*, 2019).

Character education, according to the Ministry of National Education, focuses on fostering understanding of citizens who aim to make citizens able to do what is their rights and obligations as Indonesian citizens who are smart, skilled, and wise, and possess a characteristic aligning with the values of Pancasila and the 1945 Constitution (Zaenuri & Siti Fatonah, 2022). Educators with a nationalist spirit envision to create students with Al-karimah character, intellectual, critical and rational thinking as well as creative and innovative in solving learning problems. Character education can also be taught to preschool-age children who have a sense of empathy, so with that sense, they can be directed, and by which six-character values, such as love for God and all his creations, are immersely built within. These character values need to be taught and familiarized so that they turn to be a behavior performed daily by the children (Bastomi, 2017).

Teaching akidah akhlak plays a significant role in fostering the character of students at school. Of course, teaching must be designed as creative as possible because basically monotonous learning makes students feel bored, causing low learning outcomes (Harmelia & Djuwita, 2022). Learning is a harmony between learners and educators and resources in the learning environment. It plays as a



support delivered by educators in the process of gaining insight and skills, mastery of skills and attitudes, as well as character building among learners. In other words, it is a process to build good learners with a good learning process (Soleha *et al.*, 2021). The meaning of 'learning' is also written in the Qur'an as *إِقْرَأْ*, with various terms, such as *يَنْظُرُونَ*, *يَذْكُرُونَ*, *يَتَفَكَّرُونَ*, *يَرَوْنَ*, *يَتَفَقَّهُوْا*, *يَنْدُرُونَ*, which indicate that it refers to a lot of actions, such as a process to find, to imitate, to see, to celebrate, and to deepen knowledge in the context of learning (Nurdin & Zainab, 2020).

It is also a challenge for schools around industrial areas. People in industrial areas in Pasuruan have different characteristics from those in other regions in East Java. A horseshoe area inherited a long historical tradition from the aspect of Islamic religious spread and industrial development tradition. It proves Pasuruan to be one of the areas of good industrial society equipped with a good religious level. Even, until now the local community are perceived to have the spirit of entrepreneurship. Around the region, we can find a lot of businesses of embroidery, garment, furniture, which are hereditary along the times. The current condition, with the emergence of factories, obviously affects the way people view the function of Islamic religious education.

There is a tendency for society to be more pragmatic; children are encouraged to work quickly, not to learn or pursue their education to the higher level. Means that Madrasah currently needs fun learning, which goes in line with the advancement of information technology. Because the children in the village are now quickly working in the factory, once graduated from high school, they prefer to work rather than to continue to a higher level. After work, they do not study anymore. This condition is worrisome; parents also support their children to work instead of studying. This is a material Life orientation (Ilham, 2022).

The above excerpt suggested the need for the revitalization of religious education, including at the madrasah level. This is in reference to the relevance to the conditions in the industrial area. In this case, it is a challenge for Madrasah educational institutions to be able to design religious education with a strategy, a model that suits the conditions of society that tend to be more pragmatic. Based on observations in MIN 1 Pasuruan Regency, the teaching of Akidah Akhlak is relatively running smoothly. The teaching process uses media, methods, and ice breaking to break the atmosphere when the students are bored and tired. The



teachers still apply the 2013 curriculum because they feel unready to implement Freedom to Learn (Merdeka Belajar) curriculum. They are still preparing everything to implement it. Jihan, a homeroom teacher of grade VI, said that the teaching of akidah akhlak is done by concerning the learning objectives using media, methods, approaches, strategies to achieve. However, it is absolute that problems in learning still occur, such as abstract material, require variations in media production, students cannot think abstractly, teachers are still less creative upon creating a pleasant classroom atmosphere. To solve these problems, teachers attempt to find solutions by fun learning.

Nurdin found that the development of interactive media or multimedia, such as Powtoon, can improve the learning behavior of students in the context of attitudes, habits and interests in Madrasah Tsanawiyah. This research confirms that interactive multimedia has a positive impact on the learning behavior of students, especially generation Z (Nurdin, 2020). This is also affirmed by Nurgiansah that the development of the times requires every teacher to upgrade competence so as not to be left behind since learning is now digital-based (Nurgiansah, 2022). Teachers need to provide motivation to improve the intellectual development of learners. In addition, based on the results of research by Rouf in Madrasah Ibtidaiyah Roudlotul Mubtadiin Balekambang Jepara, educators, especially those of akidah akhlak, are in need of creativity development to strengthen the interests and learning outcomes of students. This development can be made in the planning, implementation, and the evaluation stage (Rouf, 2019). In the aspect of teaching strategy, innovation is required to improve the creative attitude of students. The mind map teaching strategy in akidah akhlak can increase the learning creativity of learners so that learning can be fun (Farihin *et al.*, 2022).

Wafi and Wasil noted that moral education is a fusion of Islamic religious education subjects. Substantially, akidah akhlak contributes to increasing students' motivation to practice the values of religious belief (tauhid) and morality in everyday life. This paper argues that akidah akhlak plays a very urgent role in overcoming the negative impact of the use of electronic media on the students of MTs. Al-Mubarak Sumberpinang Pakusari Jember (Wafi & Wasil, 2019). Meanwhile, Maftuchaturrohman and Masrurroh suggested that to increase social concerns, students need to be instilled values of moral beliefs using assessments: (1)



intrapersonal intelligence, (2) interpersonal intelligence, (3) visual intelligence, (4) kinesthetic intelligence, (5) musical intelligence, (6) mathematical logical intelligence, (7) spiritual intelligence, (8) linguistic intelligence, and (9) natural intelligence. Therefore, it can successfully implement and instill the values of social concern among students (Maftuchaturrohmah & Masruroh, 2019). Referring to the previous research, the current study shares similarities and differences. The fundamental difference lies on the fact that that it focuses on the teaching of akidah akhlak in building the character of students in madrasah located in industrial areas.

Based on the existing phenomena, this study is urgent to do to achieve the purpose of teaching akidah akhlak in Madrasah Ibtidaiyah in the context of the region in the industry. In addition, it might provide answers for teachers who experience problems in teaching, especially in the subject of akidah akhlak. Therefore, it is expected to enrich the treasures of teaching at the level of Madrasah Ibtidaiyah.

RESEARCH METHOD

This research is applied qualitative approach. It analyzed the process, problems, and solutions in teaching akidah akhlak. Qualitative research is a research procedure that uses descriptive data in written or spoken words by the observed people or actors. Qualitative refers to things related to the aspect of quality, value or meaning that lies behind the facts. Quality, value or meaning can only be expressed and explained through linguistic, language, or words (Yin, 2006). It was conducted in MIN 1 Pasuruan, which implemented the 2013 curriculum with thematic teaching model. Upon obtaining the research data, the researchers used primary and secondary data sources. The primary data source was the teacher in charge of teaching the subject of akidah akhlak, and people around Madrasah. While the secondary ones included journals, documentation, and books. Data were collected through observation and interviews. The type of observation used was participatory observation with the observation guide, the researcher entered the classroom. Data analysis adopted interactive technical analysis model by Miles, Huberman and Saldana, which covered data condensation, data display, and conclusion drawing or verification (Miles *et al.*, 2014). This article focuses on the implementation of Akidah Akhlak learning and its problems, as well as the solutions offered to solve these problems.



RESULTS AND DISCUSSION

Teaching Akidah Akhlak in grade VI, MIN 1 Pasuruan Regency

Determining the quality of the educational process requires an approach. It is a system approach, by which we can view various aspects that can affect the success of the process. The system is a unit of components related to each other and interact with each other to achieve an expected result optimally according to the objectives (Adnan, 2018; Marwiji, 2018). There are three prominent aspects that characterize a system. *First*, every system has a purpose. Purpose is the main characteristic of a system. There is no system without purpose. The goal is the direction to achieve by an action of the system. The clearer the goal, the easier it is to determine the application of the system. *Second*, a system always contains a process. A process is a series of activities directed to achieve the goal. The more complex the goal, the more complicated the activity process. *Third*, the process of activity in a system always involves and adopts a lot of certain elements. It is impossible for a system to have only one component. The system requires the support of components that are interconnected with one another.

The system is useful for designing and planning a learning process. Planning is a process and a way of thinking that can help achieve the desired result (Sanjaya, 2015). Ideally, the process of a program, obviously the stages, is the main part that needs to be acknowledged as an effort to see and analyze the learning process. The concept is an inherent part of this study. Based on the data obtained by the authors and supported by observation activities, the teaching of akidah akhlak covers the following stages:

Planning Stage

Through a careful planning system, teachers will avoid an unexpected success. The main purpose of planning is to determine the steps to take upon achieving the goal (Isma *et al.*, 2022). Based on the collected data, the teaching of akidah akhlak begins with planning. At this stage, learning is specifically designed and written in the lesson plan. Through the lesson plan, teachers also apply ideas integrated through models and learning media used in teaching and learning activities. This is in line with the narrative of the teacher of akidah akhlak that every program we run



is always planned in advance. Careful planning will make it easier for us to carry out the learning process. Planning makes it easy to reflect on the program to match the desired expectations (Ilham, 2022).

Lesson plan is a guide in running the learning process. It is known that through the lesson plan, the teacher will be easier to carry out teaching and learning activities. In other words, lesson plan is a product written in the planning stage. It will be the key to successful implementation of learning. Through systematic planning, each teacher can describe the obstacles they may encounter, so they can determine some strategies to achieve the expected goals. Teachers can determine the steps in making the most of the resources and facilities available.

Implementation Stage

The teacher teaches akidah akhlak based on the previously compiled lesson plan. Starting the lesson with the initial activities by checking student attendance, giving apperception and motivation before teaching and giving ice breaking opener. Ice breaking is a game given at the beginning, middle, and end of the class. The purpose of this ice breaking is to break the atmosphere and encourage the learners. According to teacher the ice breaking is adjusted to the grade level of the students. It is an activity that we must apply in the learning process (Ilham, 2022).

The media used in learning are laptops and LCDs. The teachers utilize the internet by displaying learning videos on YouTube. The learning process can be seen in Figure 1:



Figure 1. Learning Process

Based on the picture above that the use of electronic media is relevant to the teaching of akidah akhlak. Like the material of asmaul husna, through Youtube, teachers can display learning videos through laptops and projectors, so that students can see and hear directly. It can increase the motivation and interest of the learners, as stated by Konfusius over 2400 years ago, "what I hear, I forget. What I see, I remember. What I do, I understand (Rus'an & Syaryanto, 2018). Moral education is one of the manifestations of the ideals of life to preserve, transfer, instill, and transform Islamic values to the next generation, so the cultural and religious values can develop among people's lives. In addition, social media is an important teaching medium for disseminating information to students and teachers (Faridah & Haromain, 2021). Presentation of interactive videos, such as YouTube into the teaching and learning process will increase the learners' competence (Permatasari *et al.*, 2022).

The use of YouTube in the study of akidah akhlak needs to be analyzed (content analysis, presentation analysis, language analysis, and graphic analysis), and the eligibility criteria of every analysis are acknowledged. The research results by Cahyana and Kosasih demonstrated that the content analysis is highly eligible (90%), the presentation analysis category is also very eligible (90%), the language analysis category is eligible (75%), and lastly the graphic analysis category is also eligible (75%). Therefore, the use of YouTube as a medium of online learning is relevant in the elementary schools/Madrasah Ibtidaiyah. (Cahyana & Kosasih, 2020).

The following are the analysis results of teaching akidah akhlak based on interviews with the homeroom teacher of grade VI MIN 1 under constructivism approach.

- a. The teacher taught in three stages: (1) exploration stage, (2) concept introduction stage, and (3) application stage.
- b. In the exploration stage, the teacher asked the students basic knowledge about the material of moral beliefs to connect the materials to be discussed
- c. The teacher invited students to pay attention to the images provided
- d. The teacher made a conclusion related to the materials that has been given
- e. At the stage of application, the teacher provided an explanation of the materials.



- f. Teacher uploaded videos that had been recorded to YouTube, then the YouTube link was distributed to students or guardians to be watched by students.
- g. Students could see the video repeatedly so that they can easily understand the materials.
- h. If they did not understand some of the materials, they could ask questions through the comments under the video.

YouTube can provide students and educators freedom to express themselves, collaborate in education, and gain valuable experience upon enhancing their skills. In addition to using YouTube as a teaching medium, teachers also apply exemplary methods in the process of teaching akidah akhlak. Exemplary means giving examples directly to students according to the expected character to instill (Ilham & Rohman, 2022). The exemplary method requires that the teacher first give an example to the learners before he asks the students to apply the character. Giving examples are constant, not only once. The character values instilled through exemplary methods include, but not limited to, discipline on time, cleanliness, and mutual assistance.

However, this method of cleverness becomes its challenge, because the facts in the field and around the madrasah, do not directly support the values that will be taught to the pupils, such as the culture of gotong royong that begins to disappear in the community environment. This was by the researchers that in the past, the village community was known for gotong royong (cooperation) culture. However, the villagers are now more active in the virtual world than the real life. The Sunday morning that we used to use to clean the environment mutually now almost faded with times, only at certain events they do such activities. That there are factories around the village that introduce a shift system at work (Muhsin, 2022).

Other facts are also seen villagers choose to work in factories rather than participate in religious social activities. In the past, before the factory was built, a lot of children studied at mosques and Madrasah Diniyah (private school for Islamic teachings). Even, until late at night they used to study in the mosque, even sleep there. Currently, religious education is only provided in TPQ in the afternoon. And now, we do not find them recite the Quran or study at night in the mosque, and also sleep there (Ilham, 2022). Therefore, modification in the teaching of akidah akhlak



is highly required. It might also be the reason that the learning process applied in MIN 1 Pasuruan is blended learning. Blended learning model combines online and face-to-face learning by setting aside a more effective time and place, improving the quality of teachers, and giving students examples of the value implementation in the real daily life (Mustanil *et al.*, 2021).

Evaluation Stage

According to the Law No. 20 of 2003 Chapter 1 Article 1 paragraph 21 on the National Education System, evaluation was an activity of controlling, ensuring, and determining the quality of education with various components on each path, level, and type as a responsibility in its implementation. Evaluation was the determination of the good, bad, adequate or inadequate learning activities based on certain criteria that had been agreed upon in previous planning and can be accounted for (Muhaimin, 2003).

There were three evaluations used by teachers at the research setting. *First*, observation to assess the affective or attitude of the learners. Observation was a data collection method visually whose results were interpreted in the form of records, so the data validity depends on the ability of observation (Widoyoko, 2014). *Second*, tests to assess the cognitive aspects or knowledge of the learners. A written test was a test in which the questions must be answered by the student in a written form. Written test aimed to examine the cognitive realm of students from knowledge, understanding, application, analysis, synthesis, to evaluation (Muslich, 2010). The written test consists of multiple answers and essays. Choosing the best answer of multiple choices, right or wrong, yes or no, matchmaking, and causation. The essay question consists of filling in or completing, a short answer, and a description. *Third*, portfolio to assess the skills or psychomotor of the learners. Portfolio assessment is carried out by assessing the collection of all the work of students in certain skills that are reflective-integrative to determine the interests, achievements, and/or creativity of students within a certain period. The work can be in the form of concrete actions that reflect the students' concern for their environment (Abidin, 2018).

The Implications of Teaching Akidah Akhlak on the Students' Character

Character education is one of the efforts made to deal with social changes and the rapid technological advances. The current era is relatively different from the previous



one. We are now in the era of Industrial Revolution 4.0, where all activities rely on the internet network. It is obvious that education is inseparable from the progress of the current era. The occurrence of riots, brawl among students, is irrefutable evidence of the decline in the character of the children. Building a good civilization requires character education. Character education is a very important education given at schools to create the noble nation's successors. Through character education, students not only master science and technology but also have a noble, nationalist, and professional personality to bring positive changes to religion, homeland, and nation (Budiana & Atieka, 2019; Salasiah *et al.*, 2018; Sholekhah, 2019).

Industrial area is strategic and prospective to be a center for development, including education. Based on the observation, MIN 1 Pasuruan Regency is in the middle of the community, and it becomes the center of the madrasah in Pasuruan Regency. Good environmental conditions are expected to shape the students' character with noble, discipline, and nationalism values. The characteristics of students in madrasah ibtidaiyah can be implemented from simple things, such as personal hygiene, discipline, and helping friends. Character building in every school requires consideration and adjustment to the environmental conditions of the madrasah, so we do not find a single problem in the future.

Instilling character values to the students has already been done before formal learning begins as the students coming to school are accustomed to greeting and shaking hands with teachers and friends. Students come early to school because they must pray dhuha in congregation before entering to the class. Getting into the class, they need to clean the classroom and get ready to learn. Before the lesson, they are accustomed to reading Asmaul Husna together. After the study, they pray Dhuhr in congregation before going home (Ilham, 2022). Here is a figure 2 that depicts the instilling character values through the activities of dhuha prayer.





Figure 2. Students Pray Dhuha Together

Based on the figure 2 above, giving reinforcement in previous research, (Wuryandani *et al.*, 2014) suggested the implementation of disciplinary character education in elementary school by nine policies: (1) creating a character education program; (2) establishing school and class rules; (3) performing dhuha and Dhuhr prayers in congregation; (4) making affective posts in each class; (5) monitoring student disciplinary behavior at home through daily activity notebooks; (6) providing affective messages in various corners of the school; (7) involving parents; (8) involving the school committee; and (9) creating a conducive class climate. In this context, this paper provides three additional prominent points, which are: using blended learning with YouTube, direct experiential learning, and exemplary methods (Dwi Astuti *et al.*, 2020).

In principle, the formation of character education through school cannot be ensured by one party, yet all parties or components within the school, be it principals, teachers, education personnel, students or even janitors. The responsibility upon preparing generations with a good character must be awared of by the components in the school.

The Problem of Teaching Akidah Akhlak in MIN 1 Pasuruan Regency Student

Like teachers, the factors affecting education include students' background, termed as pupil formative experiences by Dunkin as well as the character of the students called pupil properties (Sanjaya, 2015). As the teacher said some students



still do not understand the material. We think the material is abstract for the students of each grade level. For example, the lesson about istighfar for grade VI, students still cannot live out with it (Ilham, 2022). In the view of the students, learning materials at schools do not save the urgency and usefulness for the students' lives today. In this space the role of the teacher is on demand, to be creative and to relate them to the real life in society. Even if the materials are studied by students, they only achieve the cognitive aspect, no manifestation in their real life. Meanwhile, there are three significant points to achieve, namely cognitive, affective, and psychomotor aspects of the learners. Such condition let their goals neglected.

Teacher

Teacher is a strong and decisive component in the implementation of a learning strategy. The teacher in the learning process plays a highly significant role. The role of teachers, especially for students at the age of primary education, is unlikely to be replaced by other devices, such as television, radio, computers, and so forth. Because, students are developing organism that require the guidance and help of adults (Nur & Mardiah, 2020; Suheri *et al.*, 2020). The role can be seen from the viewpoint of the teacher who needs guidance to develop on the creation of media, methods, strategies, and evaluation in the learning process. Rapid technological advances in this area make us overwhelmed to deal with. There is indeed information to take a part in seminars on the use of media, methods, and so on, but not all can participate, while sometimes the seminar is held outside the city which requires costs (Ilham, 2022).

Norman Kirby noted that one underlying emphasis should be noticeable: that the quality of the teacher is the essential and constant feature in the success of any educational system (Sanjaya, 2015). Another problem teachers encounter is the lack of ability to capture keywords in the basic competence (KD), so reviewing the existing KD on the syllabus remains misled. Although learning is performed with a constructivist approach, teachers often use a conventional approach like most lectures. Because teachers are used to using lecture methods in teaching.

Facilities and Infrastructure

Educational facilities and infrastructure are advantageous for the sustainability of an education because they are parts of education in the form of equipment.



Facilities refer to everything that directly supports the learning process, such as learning media, tools, school supplies, and so on, while infrastructure is everything that can indirectly support the success of the learning process (Sanjaya, 2015). A school will be much easier upon carrying out the learning process if the facilities and infrastructure are sufficient or meeting the standard limits, yet there are still many schools that have not been fulfilled in realizing better facilities and infrastructure especially those in the remote areas. This is what greatly affects the delay in a good and guaranteed education as they do not have an appropriate place or a decent tool to teach science as it should commonly be done by people. Facilities and infrastructure in MIN 1 Pasuruan Regency still need to be improved, among others; media making materials are relatively expensive, classrooms are damaged, some learning tools are not available, internet network is unstable, electronic media, such as computers and LCD, are still lacking and even those who prepare computers/laptops are teachers, meaning that the facilities are not permanent in the classroom. This is a problem to reach the smooth use of learning media.

Solutions to Overcome the Problems of Teaching Akidah Akhlak in MIN 1 Pasuruan

To solve the problem, several solutions have been proposed. The curriculum is adjusted to the students' level of competence. Once talking about curriculum issues, as it concerns about the central policy, the authors offer learning materials to be adjusted to the competence level of elementary school students. The materials presented at least agree with their age, promote urgency and benefits for students' life. As the curriculum is developed through a humanistic approach that emphasizes the process rather than the outcome, so what is learned by students has benefits as it fits their interests (Khumaini *et al.*, 2022).

They should be in accordance with the daily lives of students because, according to Muhibbin in his book titled the psychology of learning, cognitive function is developed by: 1) the process of understanding, believing, and applying the content and value of the subject matter; 2) solving problems by applying the content and value of the subject (Syah, 2017). However, most of the materials are related to what adults do, such as Istighafar. Students still do not obtain the reality-based learning and live with the lesson. They still do not live with it in depth; some of them are



found to be obstreperous during learning the concept of istighfar. However, the researchers understand that learning will be meaningful to students if they learn what is useful for their lives. Events or phenomena in the environment around students can be interesting topics to study. And it can foster social care and shape students' character. In this context, the moral value is presented in the real life and YouTube, about the implications for humans who neglect the essence of Istighfar.

Furthermore, professional teachers are those who master the learning method. Teachers should look for other alternatives to teach by concerning or shifting the learning method to outdoors, directing them to learn by discussion with friends. Teachers also need to be more creative with more practices, such as learning by games and presenting real examples in their daily lives, so without any electronic media, learning in the classroom can also be interesting and fun. Teachers are required to be more creative and patient in learning amid the lack of facilities and infrastructure at schools (Tambak *et al.*, 2021).

Another learning model that can be done is that teachers seek information related to the procurement of seminars to develop their potential in media production, the use of methods, strategies, and evaluation, at the provincial and national levels. They can: 1) treat students fairly, being fair does not have to give the same between one student and another. However, justice can be interpreted as treatment according to the needs of each student; 2) give the right motivation, the motivation given by teachers must certainly build students' character from not knowing to knowing, from not being good to be good, and from being incapable to be capable; 3) build good communication, interaction between teachers and students must run well to generate fun learning. Teachers may convey what they want to convey to students, yet they need to ensure that it does not hurt their feelings to keep them enthusiastic and diligent in learning; and 4) create a comfortable learning atmosphere, a comfortable and conducive atmosphere can unite students in a character that makes teachers easier to convey materials, and students easier to receive the materials (Afrianto, 2018).

As a human being who is aware of the significance of education, teachers must have the intention to improve facilities and infrastructure for the sake of education, assist in the realization of correspondence to the government for assistance in fulfilling the school facilities and infrastructure. School must tell the school condition to fulfil the educational facility and infrastructure, and the community must be more



supportive towards the school to meet the needs of facilities and infrastructure while waiting for the government assistance for the schools. Therefore, to fulfill active, creative, and conducive learning, cooperation between the government, society, and schools is highly required to create or build quality and professional generations.

CONCLUSION

Based on the results and discussions above, that the first finding in this study is a model of akidah akhlak learning in MIN 1 Pasuruan applies a blended learning model by LCD and laptop. Besides, teachers also implement exemplary methods, maintaining Islamic values such as habitualizing worship, prayers, discipline, and doing positive habits, greeting, respecting teachers and supporting one another at school. While the second finding is the problem of akidah akhlak learning process in the madrasah industry area includes some factors, such as teachers. They are required to use varied learning methods and students' readiness to use media and the infrastructure, this includes the surrounding environment that supports learning in madrasah.

The school is located around the industrial area, it can successfully create a conducive, smooth, and active learning process. The third finding provides answers and solutions to the problem of akidah akhlak learning in madrasah in the industrial area is teachers are expected to attend educational seminars at the provincial and national levels. The materials put more emphasis on daily experience of students, teachers consider the fact that the students live around the industrial area, provide the right motivation, build good communication with students, and create comfortable learning and adaptation to regional cultural values and Islamic values.



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