

## LEARNING STRATEGIES FOR ISLAMIC RELIGIOUS EDUCATION IN THE ERA OF THE INDUSTRIAL REVOLUTION 5.0 WHICH IS STUDENT-CENTERED

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### **Abstract**

*This research explains the importance of learning strategies that have a meaning as an action plan to control strategies to achieve efficient and quality learning goals. The research method used in this article is a literature study method with a qualitative approach, to carry out data analysis through descriptive content analysis. The study's results explained that by practicing a strategy, a teacher has guidelines for carrying out a lesson, so that teaching and learning activities can occur systematically, planned, easily, and efficiently. Thus, the strategy is expected to help more or less and make it easier for teachers to perform tasks. Vice versa, educational activities that are tried without strategy, then the learning activities run without clear guidelines and directions. An activity that is tried without clear guidelines and directions can lead to the formation of deviations which in the results can lead to the non-achievement of the desired educational goals.*

**Keywords:** *Learning; Islamic Education; Students; School.*

### **Abstrak**

Penelitian ini menjelaskan tentang pentingnya strategi pembelajaran yang mempunyai makna dan rencana aksi untuk mengendalikan siasat supaya menggapai tujuan pembelajaran yang efisien serta bermutu. Metode penelitian yang digunakan dalam artikel ini adalah metode studi kepustakaan dengan pendekatan kualitatif, sehingga dalam melakukan analisis data melalui analisis konten secara deskriptif. Hasil penelitian menjelaskan bahwa dengan mempraktekkan sebuah strategi, seseorang guru agama memiliki pedoman dalam melaksanakan sebuah pembelajaran, sehingga aktivitas belajar mengajar bisa berlangsung secara sistematis, terencana, mudah serta efisien. Dengan demikian strategi diharapkan sedikit banyak menolong serta mempermudah para guru agama dalam melakukan tugas. Begitu juga sebaliknya, aktivitas pendidikan yang dicoba tanpa strategi, maka aktivitas pembelajaran tersebut berjalan tanpa pedoman serta arah yang jelas. Sesuatu aktivitas yang dicoba tanpa pedoman serta arah yang jelas bisa menimbulkan terbentuknya penyimpangan yang pada hasilnya bisa menyebabkan tidak tercapainya tujuan pendidikan yang diinginkan.

**Kata Kunci:** *Pembelajaran; Pendidikan Agama Islam; Siswa, Sekolah.*

## INTRODUCTION

Learning is a strategic facility to improve the quality of the nation, therefore the progress of the nation and the progress of learning is something that must be realized. In the totality of the learning process in schools, education is the spearhead for the creation of quality learning.<sup>1</sup> With quality education, an institution can create quality graduates. At the operational level, educators have duties and responsibilities for the implementation of quality education.<sup>2</sup> For this reason, it is very meaningful for educators to have competencies and learning qualification standards to achieve its usability and efficiency. Seeing the growth of today, the government should make strict regulations to improve learning with science and technology to generate competition globally. Therefore, so that we can compete in the international arena. So this nation must be able to improve the quality of its human resources. So it takes a concept or careful planning to build human resources. Education in today's era on how to be able to prevent violations of a moral nature, because of what, the morale of our students is very low. Therefore, learning has now made a new concept of 21st-century learning, where initially the pattern of teacher-centered education was changed to be participant-centered.

Furthermore, the problem that often occurs in educational learning in schools is the low absorption of students due to weak or lack of enthusiasm during the learning process.<sup>3</sup> During the learning process, the teacher does not motivate students to increase their creativity and thinking patterns.<sup>4</sup> The teaching process in a class is instructed to memorize a lot of information, this causes a load on the student's brain so that he will be easily bored during the learning process resulting in weak student absorption.<sup>5</sup> The result is that the learning process is unpleasant for students.<sup>6</sup> For this reason, it is directed that students do not memorize a lot of information, so it is better to be invited to understand information from the learning process and connect it with daily life. In the delivery of learning materials, we often get teachers telling their students to take notes and memorize without inviting their students to think critically, we can try to invite students to discuss or share information related to the learning material. This will make the student open, and he can even respond to what was conveyed by the teacher, thus making the learning that occurs in the atmosphere more lively. With that, it is hoped that students can develop and improve the abilities and potential that exist in each student.

One of the strategies that can be applied by teachers is through 'practice of solving problems systematically'. Systematic problem-solving education emphasizes the activeness of students in learning. In this education, students are actively guided to create for themselves the

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<sup>1</sup>Saptiani, N & Afiani R, " Pentingnya memahami karakteristik siswa sekolah dasar di SDN Cikokol 2," *Jurnal As-Sabiqun*, 2020, h. 7.

<sup>2</sup>Firman Mansir, "Analisis model-model pembelajaran fikih yang aktual dalam mersepon isu sosial di sekolah dan madrasah", *Tadribuna: Jurnal Pendidikan Islam*, 2021, h. 169.

<sup>3</sup>Lilawati, E., Wardani, D. K., & Wicansa, Y. A, "Influence of MURDER Strategy to Improve Students' Understanding of Islamic Religious Education Subjects". *SCHOOLAR: Social and Literature Study in Education*, 1(2), 2021, h. 92–96.

<sup>4</sup>Hamzah, D. S., Tambak, S., & Tanjung, W. U, "Overcoming self-confidence of Islamic religious education students: The influence of personal learning model". *Journal of Education and Learning (EduLearn)*, 14 (4), 2020, h. 582–589.

<sup>5</sup>Mansir, F. "Interconnection of Religious Education and Modern Science in Islamic Religious Learning" *EDUKASI: Jurnal Pendidikan Islam (e-Journal)*, 9(2), 2021, h. 229–237.

<sup>6</sup>Wahyuni, S., & Bhattacharya, S, "Strategy of Islamic Religious Education Teachers in Increasing Student Learning Motivation" *Tafkir: Interdisciplinary Journal of Islamic Education*, 2(2), 2021, h. 229–249.

concepts studied. Not only that but students are also expected to be able to solve questions sequentially based on the problems at hand. Students' efforts to find solutions to problems and the knowledge that comes with them can create truly meaningful knowledge.

Something logical consequence, because trying to find solutions to problems regularly, makes students have real experiences. according to Usman, the learning outcomes are grouped into 3 types, namely: *The First*, Cognitive, which includes: knowledge, description, application, analysis, synthesis, and assessment. *The Second*, The skills of u practitioners include: receiving or observing, responding, rewarding, organizing, and organizing a good character. *Third*, Psychomotor realm, which includes: Imitation, manipulation, equality, articulation, and naturalization.<sup>7</sup>

So it is necessary to apply a strategy in the learning process as a handle to provide smoothness and effectiveness in learning. Thus the strategies applied will make it easy for teachers to carry out their duties. On the contrary, the learning process without a strategy will make the learning process undirected, causing the failure to achieve the desired goals in the learning.<sup>8</sup> The word strategy comes from the Latin strategic which means art that has been well conceptualized to achieve what is the desired goal.<sup>9</sup> According to Freeberg and Driscoll, learning strategies are a way to achieve goals, including the provision of the subject matter at various levels.<sup>10</sup> Therefore, there needs to be an interrelationship between learning strategies and learning objectives. So that the learning process can run effectively and purposefully.

In essence, learning strategies are an important part of improving results in the learning process.<sup>11</sup> Conversely, no learning strategy will result in non-optimal learning outcomes. Furthermore, model education is a form of education depicted from beginning to end that is presented distinctively by the teacher in the classroom.<sup>12</sup> In the educational model, there is a strategy for achieving student competencies with approaches, procedures, and educational methods. Educational strategy can be referred to as planning which contains a series of activities designed to achieve certain learning goals. Next, the learning strategy is an educational activity that must be done by teachers and students so that educational goals can be achieved efficiently and effectively. Strategy designations are often used in many contexts with the same meaning. In the context of teaching, strategy can be referred to as a universal pattern of teacher-learner action in the embodiment of teaching activities.

Regulation of the Minister of Education and Culture Number 81 A of 2013 concerning Curriculum Implementation, explained to cover the needs of future competencies to skills for students that are needed are skills in speaking, thinking critically and creatively to be able to

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<sup>7</sup>Jainudin, "Peningkatan Hasil Belajar Matematika Melalui Latihan Menyelesaikan Soal Secara Sistematis Pada Siswa Kelas Xi Ipa1 Sma Negeri 2 Sungguminasa" *Journal of Education, Language Teaching and Science*, 1(3), 2019, h. 44–52.

<sup>8</sup>Hamdi, M. M. A. K, "Strategi Pembelajaran di MI. *Jurnal Cermin*, 1(2), 2022, h. 20.

<sup>9</sup>Zafi, A. A., Maroh, M. T., Siswanto, S., & Fathurrochman, I. "Islamic Religious Education Teacher of Learning Strategy in Implementing Religious Values Through Whatsapp" *Nazhruna: Jurnal Pendidikan Islam*, 4(3), 2021, h. 700.

<sup>10</sup>Badar, N., & Bakri, A, "Strategi Pembelajaran Dengan Model Pendekatan Pada Peserta Didik Sekolah Menengah Pertama Agar Tercapainya Tujuan Pendidikan. *JBES: Journal of Biology Education and Science*, 2(2), 2022, h. 1–15.

<sup>11</sup>Mansir, F, "Interconnection of Religious Education and Modern Science in Islamic Religious Learning" *EDUKASI: Jurnal Pendidikan Islam (e-Journal)*, 9(2), 2021, h. 229–237.

<sup>12</sup>Marbun, P, "Strategi Pembelajaran Transformatif" Oleh Dr. Purim Marbun, M. Th Abstrak. *DIEGESIS Jurnal Teologi*, 2019, h. 46.

navigate life in this global era, have broad attention in life and readiness to work, intelligence according to his talents or interests, as well as being sensitive to his environment.<sup>13</sup> In this Curriculum, we must be able to respond to these challenges so we need to improve these abilities in the educational process. The change of curriculum requires teachers to carry out a change of procedures in learning so that students are more critical, active, creative, and innovative in pursuing something they must know in education starting from the elementary to high school levels.

## RESEARCH METHOD

The method used in this article is a literature research approach where literature research information collection is produced from reading activities, recording the points needed, and digesting the results of research materials.<sup>14</sup> After that, in collecting information, researchers carry out research and explore various journals that are by the title or topic, then researchers look for what is thought to be relevant to the topic. This type of study that collects information or scientific papers aims to collect research objects or information derived from literature, or steps taken to find an answer to an existing problem by studying one by one and being critical of existing library materials. Before searching for library materials, the author first recognizes the existing sources, in writing an article, the author takes information and reinforces theories from the journal, which the author believes are still relevant to be used as a reference in this article.

## RESULT AND DISCUSSIONS

Strategy in the context of learning can be interpreted as something as planning that contains a series of educational activities that have been designed to achieve the purpose of holding a learning program.<sup>15</sup> An activity that is tried without clear guidelines and directions can lead to the formation of deviations which in a result can lead to the non-achievement of its desired goals.<sup>16</sup> In the process of teaching and learning activities, teachers have the task of sorting out educational strategies and models that are by the modules they bring, on the other hand, the problem that often occurs is that there is a learning process in one education that tends to be only glued to guidebooks and learning that is monotony-natured. So it is necessary to call the learning strategy that is intended for this activity to improve the teacher's skills in managing the class by using the existing learning strategy.

The procedure for implementing this activity is to conduct an active education strategy workshop for elementary to secondary teachers.<sup>17</sup> So that teachers can increase their knowledge and experience of teachers in carrying out the educational process in the classroom actively and creatively. Learning for students, teachers and schools must have strategies that are by existing modules, in the learning process we need an approach to students. So that we can recognize each

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<sup>13</sup> Rawung, I, "Strategi Pembelajaran Aktif Bagi Guru Sekolah Dasar di SD GKST II Poso Kota Utara" *Abdimas Toddopuli: Jurnal Pengabdian Pada Masyarakat*, 1(1), 2019, h. 49–55.

<sup>14</sup> Beddu, S, "Implementasi pembelajaran higher order thinking skills (HOTS) terhadap hasil belajar peserta didik" *Jurnal Pemikiran Dan Pengembangan Pembelajaran*, 1(3), 2019, 71.

<sup>15</sup> Hamdi, M. M. A. K, "Strategi Pembelajaran di MI", *Jurnal Cermin*, 1(2), 2020, h. 20.

<sup>16</sup> Mansir, F, "Interconnection of Religious Education and Modern Science in Islamic Religious Learning" *EDUKASI: Jurnal Pendidikan Islam (e-Journal)*, 9(2), 2021, h. 229–237.

<sup>17</sup> Mansir, F., & Karim, A, "Islamic education learning approaches in shaping students' emotional intelligence in the digital age" *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies*, 4(1), 2020, h. 67–86.

child's personality. When we have recognized the child's personality, it will be easy to ascertain what strategies will be used that are suitable for the learners. Furthermore, educators should not be arbitrary in using learning strategies without knowing the character of students, so here it is important to know the character of students first, and then after we know the character of each student, we choose what learning strategies are suitable for our students.

In the learning process, teachers must have good learning strategies,<sup>18</sup> and seeing the modules they use must be by the strategies that will be implemented during the learning process.<sup>19</sup> So that there is no learning that makes him uncomfortable and rigid towards the students. The purpose of this learning strategy is so that later teachers can make students excited and cheerful during the learning process so that the results of the student learning process can understand and understand what is conveyed by the teacher. In learning Islamic religious education, several learning strategies can and need to be developed by PAI teachers. So that learning can run well and learning objectives are achieved. The learning strategies in question are as follows:

#### Expository Learning Strategies

The expository learning strategy is to convey the learning material to the students verbally because it is and the results use this strategy to deliver the material faster than other strategies so that the existing material in my mother's learning guidelines can be completed completely.<sup>20</sup> Therefore, learning with this strategy can be adjusted to teaching materials that are strengthening, including principles or basic things that must be known by students.<sup>21</sup> Furthermore, in using this strategy, can be used in learning with a large number of students. This learning strategy emphasizes more on the delivery of learning materials orally and in writing, more or less similar to the lecture method in the learning process. The key to the Expository Education Strategy, the goal is to increase the motivation and attention of students to learn, trigger and arouse students' curiosity, and produce an atmosphere and an open and exciting education atmosphere for students so that students feel interested in the learning atmosphere.

#### Audiovisual Media-Assisted Inquiry Learning Strategies

The inquiry education strategy is a learning strategy that emphasizes students' critical thinking processes and also analytically answers a problem or question that is being given.<sup>22</sup> The thought process itself is generally tried through questions and answers between teachers and students.<sup>23</sup> Students function actively in creating problems from the core of the lesson module

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<sup>18</sup> Mansir, F., & Karim, A, "Islamic education learning approaches in shaping students' emotional intelligence in the digital age". *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies*, 4(1), 2020, h. 67–86.

<sup>19</sup> Mansir, F. "The problematic and challenge of fiqh learning in school and madrasah in the covid-19 pandemic era". *MUDARRISA: Jurnal Kajian Pendidikan Islam*, 12(2), 2020, h. 169–184.

<sup>20</sup> Badar, N., & Bakri, A, "Strategi Pembelajaran Dengan Model Pendekatan Pada Peserta Didik Sekolah Menengah Pertama Agar Tercapainya Tujuan Pendidikan". *JBES: Journal of Biology Education and Science*, 2(2), 2020, h. 1–15.

<sup>21</sup> Mansir, F, "Implications of Teacher Certification on Professionalism and Welfare of 21th Century PAI Teachers". *Tadrib*, 5(2), 2019, h. 138–152.

<sup>22</sup> Hartidini, S., Syahrul, R., & Ratna, E. "Pengaruh strategi pembelajaran inkuiri berbantuan media audiovisual terhadap keterampilan menulis karangan argumentasi siswa kelas X SMA Negeri 2 Lengayang kabupaten pesisir selatan". *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 7(1), 2018, h. 63–69.

<sup>23</sup> Mansir, F., Analisis model-model pembelajaran fikih yang aktual dalam merespons isu sosial di sekolah dan madrasah. *Ta'dibuna: Jurnal Pendidikan Islam*, 10(1), 2021, h. 88–99.

taught itself. Learning using this inquiry strategy is student-centered where students are divided into groups and then given problems or questions that make students look for answers to each question without violating what is the rule set by the teacher, and the structure of the group is already clear in its part. This inquiry learning strategy can also be applied to students who like to write because this learning strategy emphasizes reasoning and critical thinking. This strategy is very efficiently used in learning argumentation writing skills. Inquiry education strategies emphasize students' curiosity about the answer to a questionable problem. The inquiry tries to exploit the student's skills so that the student understands something well. Audiovisual media is a media consisting of sound components and image components. Mis is an audiovisual-based provision that can be used in providing material to students through the help of technology in which there are sound components and image components that allow the delivery of material to be better remembered by students.

Disadvantages and disadvantages of this learning strategy according to Shomin.<sup>24</sup> Namely: Emphasizing educational strategies through the development of some cognitive, affective, and psychomotor aspects to create meaningful education. Get provides opportunities for students to learn according to their skills and style, and also this strategy is what is thought to be suitable for the growth of modern learning at this time think that learning is a change of behavior that is tried thanks to the presence of experience and can be applied to students who have above-average skills. Meanwhile, their inquiry education is less efficient when applied to students who do not have above-average intelligence and require changing learning methods that receive education only from teachers, as well as classes that have many students who want to find it difficult to obtain inquiry education because not all those in the classroom have the critical thinking, and teachers are also required to function actively in the ongoing educational process.

#### Learning Strategies Jigsaw model

Model education is a conceptual framework, that is used as a direction in carrying out the education.<sup>25</sup> Furthermore, according to Lie with the jigsaw method, students learn and work together to achieve the maximum learning experience. Jigsaw is a method widely used for creating a group. The students in the class are divided into groups and each group consists of five students. Furthermore, if we look at the strategy the jigsaw model is an educational strategy that relates our lives as social beings implemented through learning strategies, in strategi jigsaw education the steps are as follows: if it is likened to theory learning about citizenship, students read learning materials about kinds of cultures found in Indonesia from teaching materials that have been prepared by the teacher. Forming groups and division of group tasks and guided by the teacher, each group consists of five students.

Each student in the group is given the task of pursuing a different topic. Students gather with other group members who are the same as the module or task and discuss and exchange ideas with group members. Students returned to the original group to give what they had gained just now when discussing with other groups. From the first group, until the last group sends a representative to give a conclusion on that already discussed answer, the teacher straightens out the students' comments that are not correct. Furthermore, the Jigsaw education model, the essence of which is to form a collaboration in each group so that students can have new

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<sup>24</sup> Prasetyo, M. B., & Rosy, B, "Model Pembelajaran Inkuiri Sebagai Strategi Mengembangkan Kemampuan Berpikir Kritis Siswa". *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 9(1), 2020, h. 109–120.

<sup>25</sup> Mansir, F, "Interconnection of Religious Education and Modern Science in Islamic Religious Learning", *EDUKASI: Jurnal Pendidikan Islam (e-Journal)*, 9(2), 2021, h. 229–237.

experiences and appreciate the opinions of others.<sup>26</sup>

#### Contextual Teaching and Blended Learning.

This is an educational strategy that emphasizes the process of fully engaging students to create modules that are studied and connect with real-life atmospheres. CTL education is an education that uses a variety of contextual problems as an early point so that students learn by using their knowledge and ability to dismantle problems, both real problems and simulation problems, both problems related to other lessons at school, the school atmosphere, or problems outside of school, listed problems in the relevant workplace. Meanwhile, Blended learning is a blended learning strategy carried out with face-to-face and online learning. The point here is that the method of delivering material is carried out in class and interspersed tomorrow day is carried out through a smartphone or laptop so it is called blended learning.<sup>27</sup>

Therefore, this strategy is widely implemented during the COVID-19 pandemic, because this learning strategy has the advantage of anticipating the re-spread of the COVID-19 virus. The other advantages of this strategy can also generate social interactions among students as follows: There is interaction between teachers and students because it is carried out face-to-face, and teaching can also be online or face-to-face. Blended Learning combines face-to-face material delivery with online assignment collection. Blended Learning is the opposite of delivering learning online but collecting assignments offline.

#### Cooperative Learning Strategies.

Cooperative education is a learning strategy by divides students into small groups of four to six students filled with students whose various characters and knowledge.<sup>28</sup> Cooperative education is carried out more about sharing knowledge or discussing between groups and each other, and alternately. So that students can formulate a topic that is being searched for an answer. Cooperative learning strategies are learning strategies that invite students to form small groups in each group to be able to teach their friends who still do not understand the learning material where this is the establishment of a relevant learning chain there is a day now in addition to also improving the function of students to work together in completing tasks given by teachers in groups. The role of the teacher here is as a supervisor of the learning process with the strategy he uses, namely a cooperative learning strategy, the teacher here supervises and gives small directions to each group to be able to complete the assigned tasks. At the end of the lesson, the representative of each group conveys the conclusion of the already answered task or a topic to which the answer is sought. If there is a debate between one group and another, the teacher becomes the mediator or regulator here, so that there is order and the real learning conclusion is that the teacher conveys again so that there is no misunderstanding of the information obtained from the results of the discussion of each group.<sup>29</sup>

#### Affective and Active Education Strategies.

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<sup>26</sup> Ardiawan, I. K. N., Kristina, P. D., & Swarjana, I. G. T., "Model Pembelajaran Jigsaw Sebagai Salah Satu Strategi Pembelajaran PKn di Sekolah Dasar". *Edukasi: Jurnal Pendidikan Dasar*, 1(1), 2020, h. 57–64.

<sup>27</sup> Azis, T. N., "Strategi pembelajaran era digital. *The Annual Conference on Islamic Education and Social Scienc*"e, 1(2), 2019, h. 308–318.

<sup>28</sup> Zaman, B., "Implementation of Cooperative Learning Strategies in Islamic Religious Education". *IJECA (International Journal of Education and Curriculum Application)*, 3(2), 2020, h. 91–97.

<sup>29</sup> Nurhusain, M., & Hasby, M., "Komunikasi Matematis Siswa SMP: Studi Membangun Diskusi Kelompok yang Efektif Melalui Strategi Student Team Heroic Leadership", *Kognitif: Jurnal Riset HOTS Pendidikan Matematika*, 1(1), 2021, h. 53–65.

An effective education strategy is an ordinance in the educational process that emphasizes the value and not good and the behavior that is assessed. Because it concerns the understanding of a person who not only aims to achieve a measure of value, then no less important is also behavior and action. Summing up from the above interpretation, it can be said that an effective education strategy is a process of naming positive values in the education community. The effective features of this strategy include five aspects, namely: Behavior, Attention, Self-concept, Values, and Morals. Meanwhile, active learning is a learning process that provides opportunities for students to carry out more learning activities. Improving the interactive atmosphere between students and learning modules to encourage students to receive learning more easily and comfortably.

The lack of active learning strategies makes students actively use their brains in the learning process. So that learning is created with an interactive atmosphere between students and the involvement of teachers in the design learning process is also important. In active learning here can solve problems that are topics by finding the answers so quickly. Furthermore, existing problems or assignments given to students can be solved quickly from the appropriate aka bat from active learning because the atmosphere in the classroom has become active. Active education will allow students to have dialogue and listening that accompanies the active atmosphere in the classroom. When the teacher gives a topic to be discussed, the student will discuss it with his friend so that the teacher here functions more as a facilitator instead of a giver of knowledge.

Quantum Education Strategies, Advance Organizers, and Problem-Based Learning

Quantum education is a lively learning arrangement, with all its nuances, and Quantum Teaching also includes all the relationships, interactions, and comparisons that optimize the learning moment. Quantum Teaching focuses on dynamic bonds in the area of classroom interaction that establish a foundation as well as a framework for learning. This educational model emphasizes its activities on the development of human abilities to the maximum through very humane ways, which are easy, exciting, and empowering. Each member of the learning community is conditioned to trust and support one another. Students and teachers train and collaborate as squad players to achieve success together. Meanwhile, the organizer's advanced learning strategy is to activate the learning scheme for students. It has to do with recognizing what students already know and providing more knowledge about what is already known to better understand. The scheme for students is to solve at the same time overcome the students who still do not understand learning. Advance organizers introduce new ways more broadly that can be applied by students to be able to understand the contents of data and information in modules and books and the like with a fairly good understanding. Students can use this method to understand other savages and existing information.

Problem-Based Learning (PBL) is an educational activity that is centered on problems. The term centered means that it becomes a theme, unit, or content as the main focus of learning. PBL is one of the education recommended by education experts. This education is believed to make students able to explore their abilities. This is because education requires students to be active both mentally and emotionally in completing the tasks given.<sup>30</sup> Universally, this education begins with the existence of cases. The case is defined as something of an atmosphere that is opposite between reality and its proper. Through this case, it is hoped that students can learn to parse and create solutions using certain methods. In problem-based education, the problem to be solved must attract the attention of students. The characteristics of the problems that can be used in the

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<sup>30</sup> Giyarsi, "Strategi Alternatif Dalam Pembelajaran Daring Pendidikan Pandemi Covid", *Strategi Alternatif Dalam Pembelajaran Daring Pendidikan Pandemi Covid*, 7 (1), 2020, h. 224–244.



application of this education area follow: the problems that are selected contain conflict issues, the problems that are selected are suitable for student attention, and the problems that are selected are often heard by students, and are related to many people, the problems selected must support the achievement of educational goals. Thus, the appropriate method in the PBL strategy is the use of problem-solving methods. The ways of problem-solving are as follows:

1. There are problems to be solved, problems must be solved and existing problems can be solved by students according to their abilities.
2. Looking for information and like to read, to be able to solve existing problems, for example, looking for and reading books that are by the topic you want to solve, you can discuss with friends and ask questions.
3. Establishing the results of answers to existing problems
4. Testing the existing answer to whether this answer is correct, even students test the truth of the answer by dismantling the existing problem and providing steps to answer it.
5. Draw existing conclusions from each answer to provide understanding to other learners.

PBL has a considerable impact, especially when it comes to online learning. PBL can use e-learning tools in online learning activities in the process of solving existing problems. By using existing problems, these problems can be used for interactive learning. With the existing technological capabilities, this can help to solve existing problems, but in certain things e-learning has limitations. The foundations in PBL that can be applied to e-learning are as follows: existing problems are made into serious problems to motivate students to be able to solve or find answers to these problems. Conditioning whose relationship with extensive data. Can make the best use of e-learning learning. Serious solves existing problems and makes correct decisions on learning materials. Create group-oriented learning to work together. Sure to what has been done and use a flexible system. Improve the assessment process and be accompanied by criticism of data sources so that later it can train to think critically

In education, online learning is indeed very helpful education, before covid-19, online learning was already partially carried out by an educational institution. So the relationship between this PBL and online learning can still be implemented and even very efficient and simple to train students to be active. For example: giving students assignments to observe social problems that are near them. After that, sourced from the results of their drawing, the teacher leads the students to solve problems related to the module being studied. This PBL strategy is very much on the material that has to do with the morals of a person's social nature, want to be named because the problems in the module or the sub-chapters of the module are quite numerous and varied, so the students can look for the answer along with the reality near them.

#### Mobile Learning and Virtual Learning Environment

Mobile Learning is an educational strategy or tool in the learning process with the encouragement of smartphones/cellphones. Easily accessing learning modules anywhere and anytime with a smartphone is very good for students and educators. For students, they can learn anytime and anywhere because a learning module is in their hands. This mobile learning model requires students to be active in utilizing their smartphones to make it a learning medium. In smartphones, students can read modules told by educators, there can also be a learning medium for students through a video related to the subject matter. With this mobile learning, students are given convenience in learning, and also students quickly understand a subject matter. In mobile learning, smartphones, laptops, tablets, computers, and so on can apply this mobile learning. Therefore, this mobile learning provides independent learning for students to learn anytime and anywhere using smartphones or similar digital platforms such as tablets, and laptops. So that students without visiting a certain place, can already carry out learning or carry out their tasks

through their smartphones, of course, assisted by several learning applications and applications that can be loaded for learning.

Meanwhile, the Virtual learning environment is a platform that can be used on the website for the education process, in this case, a digital system that can be used for the smooth learning process in an institution<sup>31</sup>. Education that utilizes virtual offers an education that is not boring because of the various kinds of value in it. Of course, this will have an impact on education that uses or utilizes technology in the teaching space. Because one of them is to improve the student's experience in learning, the classroom facility must utilize technology. A sufficient room will certainly make students comfortable. In utilizing technology in the classroom, teachers can provide or deliver lesson materials easily, besides that they can also provide their own space for students to be able to use the tool by itself during presentations.

This will make the student familiar with technology as well as other students. Likewise, with a website platform, students can quickly read learning material and information about their school on a special website created by the school. With a website, we can easily record materials briefly because the information provided can be opened through the cell phones we have. When in each other's homes. This will have an impact on students when in class they can create a dialogue or discussion forum because, before learning starts, they first read the material on the available website. Furthermore, by utilizing the technology we can teach students about creating email accounts, how to send files, and so on before they jump into lectures.

## CONCLUSION

Learning strategies are a way for teachers to convey learning materials to students in various ways there are many ways including blended learning, cooperative teachings, and so on so that students can understand the material being conveyed. The educational strategy consists of methods and procedures to be achieved by educating students with educational objectives. Success in achieving these learning objectives is partly due to the expertise of a teacher in preparing educational strategies that are by what is needed by his students. The maturity of the preparation of procedures, models, and learning media is one of the main aspects that can help to improve learning outcomes. Thus, to achieve educational goals in this online education period, the selection of educational strategies by teachers requires paying attention to the characteristics and needs of students through the modules that are linked, and it is urgently needed that there is an educational strategy that is systematically arranged and interesting so that it can achieve the expected competencies. Learning strategies have meaning as an action plan to control strategies to achieve efficiency and quality learning goals, in other words, strategies in the context of learning can be referred to as a plan that contains a series of educational activities that have been designed to achieve the goals held in the learning program.

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<sup>31</sup> Giyarsi, G, "Strategi Alternatif Dalam Pembelajaran Daring Pendidikan Agama Islam Pada Masa Pandemi Covid 19". *GHAITSA: Islamic Education Journal*, 1(3), 2020, h. 224–244.

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