LEARNING METHODS: THE IMPLEMENTATION OF LECTURE METHOD IN LEARNING FIQIH AT TUBAN ISLAMIC PRIMARY SCHOOL

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Abstract

Learning is a process that requires a dialogical relationship between educators and students. In delivering learning materials, appropriate methods are needed to transfer knowledge from teacher to students. Learning methods can be interpreted as the methods used to implement plans that have been prepared on the practical activities to achieve learning objectives. Choosing a learning method that suits the characteristics of students can make it easier for educators to deliver the learning materials. The lecture method is a classical method that is frequently used in various learning. This method uses verbal explanations carried out by educators directly in front of students at the front of the class. This research, which uses the qualitative case study design, aims to determine the implementation of the lecture method in 3rd class students on learning fiqh at Tuban Islamic Elementary School.

Keywords: *Learning methods, Lectures, Fiqh, Students*

A. Introduction

Study is a complex process that occurs within oneself everyone throughout _ his life . Learning process happen Because exists interaction between somebody with the environment . Therefore _ that , learn can happen When just and where just .Arsyad, Learning Media . According to Hilgard (1962) learning is a process where something behavior appear or changed Because exists response to something situation . Furthermore together with the Marquis, Hilgard renews the definition with state that Study is a search process knowledge that occurs in self somebody through practice , learning , etc. so happen change in self .(Arsyad, 2013)

Term _ learning or teaching (an expression that was more widely known previously), is an effort to educate students. Study means effort to make someone Study. In effort learning communication occurs between learners (students) with teacher, learner or instructor (more expressions commonly used before), so the learning process is like this is as part of the communication process between humans (in this case between learners and students). Although you can If there is direct communication between students and learning materials, there is a role for

learning media.Dila Rukmi Octaviana, Moh Sutomo, and Moh Sahlan, "Development of Learning Media in the Form of Interactive Power Points in Islamic Religious Education Subjects in Grade 1 Elementary Schools."

Method learning is method or stages used _ in interaction between participant educate and educator For reach objective learning that has been done set in accordance with materials and mechanisms method learning .Chamalah et al., Learning Models and Methods . Method learning can interpreted as method used _ For implement existing plans _ arranged in form activity real and practical For reach objective learning . There is a number of method learning that can be done used For implementing learning strategies , including : (1) lectures ; (2) demonstration ; (3) discussion ; (4) simulation ; (5) laboratory ; (6) experience field ; (7) brainstorming; (8) debate , (9) symposium , and so on .Learning, "Understanding Learning Approaches, Strategies, Methods, Techniques, Tactics and Models."

Method learning is all over planning and procedures nor steps activity learning including choice method the assessment will be held . Method learning can considered as something procedure or orderly process , a road or orderly way _ For do learning .Suyono and Hariyanto, Studying and Learning .

Many methods are possible used in Islamic religious learning , which is almost No different Far with possible methods _ used in learning eye lesson other . But more _ Specific in Islamic religious learning according to Abdrurrahman Saleh (1969), includes : method lecture , ask answer , discussion , demonstration , sociodrama , and giving task . Methods and techniques religious learning _ theoretical No own fundamental difference _ with methods and techniques learning in a way general . Although Thus , religious learning has difference or peculiarity in use methods and techniques the learning , because religious teachings do not only must understood in a way theoretical but must followed up with experience required _ example Good in procedures _ nor Suri exemplary .Susanto, Learning Theory & Learning in Elementary Schools .

Lecture technique bye something technique presentation material to participant the education delivered with verbal and constitute something description complete lecture . Teachers must organize material like that appearance , so participant educate given description in a way whole moreover first , then collect them with consideration from probability of the average participant educate can absorb material.

Other research conducted by Aditya Ramadhan explains that the use of the lecture method will be effective if used to deal with large numbers of students, and

theachers can provide motivation or learning encouragement for students to take part in teaching and learning activities. Ramadhan, “Lecture Method for Learning.”

Furthermore, in research conducted by Ridwan Wirabumi, he stated that the lecture method is the most traditional way of teaching and has long been used troughout the history of education. In applying the lecture method, there are stages that need to be considere, such as conduting an introduction, presenting new materials and closing the lesson at the end of the lesson. Wirabumi, “Lecture learning Method”

B. Metodology

Type research used in this paper is type study qualitative descriptive . Method qualitative descriptive is something procedure research that produces descriptive data in the form of written words or oral of people, perpetrators who can observed and emerging phenomena , so _ study This use approach qualitative .Prof. DR. Lexy. J Moleong M. A, Qualitative Research Methodology .

Study qualitative is something purposeful research _ understand about what is experienced by the subject study for example behavior , perception , motivation , action , etc. By holistic and with method description in the form of words and language in a context special natural as well as with utilise various method natural . In studies education , research qualitative can done For understand various phenomenon behavior educators , participants educate in the education and learning process .

In connection with informant or the reality he studied , a person researcher qualitative sued For put forward principle volunteerism informant For provide the required data . Volunteerism This must accompanied with must researcher guard privacy , identity as well as confidentiality informant . Likewise in _ connection researcher with government and *funding* that has authority and power For limit the research process.handle researcher qualitative aspects _ ethics is very fundamental thing . Principle volunteerism also matters a researcher qualitative sued For No harm subject research , maintain its privacy , as well avoid conflict interest *(conflict of interest).* Another principle that does not lost importance is notice principle agreement give information *(informed consent)* from subject study . In principle here , participant study given complete information _ about various aspect research that can influence involved or not subject the participate in study (Ruane , 2005: 16-29)

C. Result

Education or religious learning in schools in general and schools base specifically is as business aware For prepare participant educate to understand *(knowing),* skilled carry out *(doing),* and practice *(being)* religion through activity learning . Based on definition religious education , then _ can concluded that objective religious education in schools is participant educate can understand , skill , implement internal religious teachings life daily so that become a person of faith and piety to Almighty God _ One , have morals glorious in life individual , community , family , nation and state .

In general method lecture is the most frequent method used including in learning Fiqh in class 3 of Tuban Islamic Elementary School . Class with total of 18 students This often use method lecture Because most material SD/MI Fiqh requires Lots explanation from educator / teacher. Participant educate need strengthening more material _ from educator because of the eyes lesson Fiqh load Lots required material _ explanation like procedural material _ cleanse and so on unclean .

Method lecture Enough effective used For required materials _ explanation from the teacher. However , method lecture not enough effective If Keep going continuously applied , because tend make participant educate bored If must Lots listen . According to informant Ustadzah Indah, 3rd grade teacher at Tuban Islamic Elementary School , method lecture need lots of interactions with participant educate . What is meant is with method lecture here is learning done in a way direct delivery material carried out with narrative oral in a way directly by educators , so method This impressed boring If educator No capable develop what was conveyed to participant educate , as well will becomes very monotonous If educator No capable control class .

In its implementation method lecture This No need lots of media, frequent media used in method This namely print media in the form of worksheets or Book handle existing students _ provided by the school . Despite thereby method lecture should requires interesting media for participants educate No easy bored and can interested listen explanation from the teacher. This accordance with research conducted by Aditya Ramadhan entitled lecture method for learning which explains the use of lecture method for learning. In his writing he explains that the lecture method has advantages, namely : Cheap, easy, the concepts and material presented are hierarchical, and can include. The subject matters is extensive and extensive. However, the lecture method should require interesting media so that students do not get bored easily and can be interested in listening to the teacher’s explanation. Ramadhan, “Lecture method for learning.”

Method lecture applied to class 3 of Tuban Islamic Elementary School This need management enough class _ difficult . Due student with characteristics age 3rd grade elementary school or more like play than only listen just the teacher's explanation . Informants too say that method lecture This not enough suitable applied For participant active education , share _ participant active learner _ method lecture This tend make participant educate No focus to information provided by the educator /teacher. However , method lecture This suitable applied for participant educate those who like it listen because method This No demand student do Lots matter .

Implementation method lectures on learning Fiqh 3rd grade at Tuban Islamic Elementary School need liveliness as well as teacher's patience , because moment its implementation method lecture This make participant educate sick and tired so that they will start make noise or crowded in the classroom . According to informant For face matter This he stage question and answer in the middle learning for participants educate start focus and listen Again . Based on research conducted by Ridwan Wirabumi which explains the lecture method, the implementation of the lecture method has many shortcomings in its application, these shortcomings include: (1) minimal opportunities to discuss solving problems, develop courage in expressing opinions, (2) the process of absorbing knowledge is lacking due to relies on one direction, (3) does not provide enough space for students to develop creativity, (4) Teachers who lack creativity will result in a monotonous classroom situation, (5) the teacher's lack of ability to orate well will make students bored quickly, (6) It is very difficult to detect the level of understanding of all students, (7) Students easily forget what has been said, (8) Does not stimulate students to read.Wirabumi, “Lecture Learning Method.”

Coding participant educate with method This is part important , because characteristics child age class 3 SD/MI is age Where children more Like play than study , generally children only will be silent inside period time 30 minutes before Finally they will start make noise or even make noise Alone in the classroom . Therefore _ that , educators /teachers are expected capable conditioning participant educate with use method teach appropriately and can _ accepted by all participant educate .

Coding participant educate moment application method lecture This namely teachers/ educators required use *rewards and punishments. Rewards* form star for capable students _ listen material with thoroughly as well as capable answer questions given by the teacher. Whereas *punishment* form points used For students / participants the learner makes it noise classed and not Can answer questions given by the teacher/ educator .

However , fine *rewards* as well neither does *punishment* itself Can always applied . According to informant exists strengthening pre-learning is also very necessary for participants educate capable follow learning until time learning end . *Rewards* and *punishments* themselves will impact bad If continously applied , students like it get *reward* will be learn and listen lesson with motivation the . This can also be done impact on motivation Study student . Then students too _ often get *punishment* will reduced heart , then For brave student _ actually over time will underestimate exists *punishment* inside class.

D. Conclusion

Method lecture is the most frequent method used in learning Fiqh in class 3 A of Tuban Islamic Elementary School . Method This often used Because easy and not need lots of media, frequent media combined with method This is print media form book handle student or existing worksheets prepared party institution .

Method lecture own advantages and disadvantages . Excess from method This that is learning focuses on students so that make things easier for teachers supervise Act in demand student . Then one _ lack method This is participant educate easy feel bored Because only listen explanation from the teacher alone .

Conditioning students are also very important in use method these , characteristics age participant education is also one of them the factor . Class 3 of elementary school generally is children with still old _ Like play , they Can conditioned not enough more for 30 minutes just . conditioning frequent students _ carried out in learning Fiqh 3rd grade at Tuban Islamic Elementary School is with give *rewards* and *punishments.*

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