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The Strategy of Khairuddin Gondanglegi Vocational High School in Creating an Effective Learning Culture for Islamic Education Subjects

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ABSTRACT

The research in this thesis is motivated by the uniqueness in which teachers at SMK Khairuddin Gondanglegi carry out their roles well. Teachers are able to use technology in learning. The infrastructure of SMK Khairuddin Gondanglegi is met the needs of students and teachers. This school is a vocational school that requires more infrastructure to support learning. The school has fulfilled with a laboratory for each department in the school. School efforts in realizing the best graduates, the school has its own strategy in creating an effective learning culture. Based on the above context, the objectives of this study are to: (1) describe the strategy of Khairuddin Gondanglegi Vocational High School in creating an effective learning culture for Islamic Religious Education subjects, (2) What are the supporting and inhibiting factors of Khairuddin Gondanglegi Vocational High School in creating an effective learning culture for Education subjects Islam. The study uses a qualitative research method with a case study approach and the collection procedures used, namely participant observation, in-depth interviews and documentation. The results of the study indicate that the strategy implementation with the right steps by paying attention to the supporting and inhibiting factors can create an effective learning culture in as expected. The supporting and inhibiting factors for creating an effective learning culture involve the individual himself, the school, the family, and the community. In order to create an effective learning culture, it is necessary to have good cooperation between the individual himself, the school, the family, and the community.

Keywords: *Effective Learning Culture, PAI Subject, Strategy*

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INTRODUCTION

Humans need education as a light to determine the direction, purpose, guidance and meaning of life (Meissner, 2019). Many people believe that education is the most important and strategic instrument to achieve individual and social goals a (Blas dkk., 2019). Education is the foundation of hope for most people (Asadzandi, 2020). Because education is believed to be able to provide a brighter future picture.

Education has great benefits in human life, especially related to religious teachings. Religious education is one of the most important education in human life (Shan dkk., 2020). Religious education is a special education that prepares students to be able to carry out roles that require special mastery of religious teachings.

Religious education in the national education system is very important (Spitz dkk., 2019). Meanwhile, the problem or challenge faced in the implementation of religious education as a subject in schools today is how to make religious education not only teach knowledge about religion (Engzell dkk., 2021), but can direct students to become human beings who really have strong religious qualities.

Education has a close relationship with every form of change, both in the form of individual change dynamics and social processes that are rich in personal interactions and cultural developments in thought and values (Gopalan & Brady, 2020). The assumption that education is the process of transferring culture should be interpreted more than just the continuity of the relay model which is the transfer of the baton from one runner to the next (Almusharraf, 2023), but it is inconceivable that the educational process takes place free of transfer efforts, especially the transfer of values and norms and various characteristics that through educational efforts are desired to survive in the generation of learners.

The school culture that is expected to grow in effective schools is one that is able to provide the main characteristics of the school's treatment of learners in order to love learning so that they have an intrinsic desire to continue learning (Patricia Aguilera-Hermida, 2020). School culture is seen as the existence of a school that is formed from the results of mutual influence between three factors, namely the attitudes and beliefs of people in the school and the environment outside the school, school cultural norms, and relationships between individuals within the school (Iskhakova dkk., 2022). Effective school culture describes the three factors running in synergy so that rational programmes are implemented based on human values, professionalism and empowerment (De Omena dkk., 2019). Effective school culture should develop a learning organisation that is directed at shaping the positive behaviour of learners and articulate several values that can shape effective school culture and all refer to one interest, namely the learning needs of learners.

Some of the research conducted previously mostly relates the role of teachers to learning and other research focuses on school culture (Pessarrodona dkk., 2019). There is still not much research on SMK Khairuddin's strategy and effective learning culture, among which has been done by Moh. Arif.

To complete the scope of previous research, this study is focused on the role of PAI teachers as a basis or paradigm for developing an effective learning culture for students at SMK Khairuddin Gondanglegi. SMK Khairuddin Gondanglegi is a private school located in Gondanglegi (Halder dkk., 2020). Teachers at SMK Khairuddin Gondanglegi carry out their roles well (Murphy dkk., 2019). Teachers provide teaching to their students in

accordance with the times. All teachers have been able to use technology in learning. In addition to teachers, the infrastructure of SMK Khairuddin Gondanglegi is complete to meet the needs of students and teachers (Hofmeister dkk., 2019). This school is a vocational school that requires more infrastructure to support learning (Ellili & Nobanee, 2023). The school has fulfilled these needs with laboratories for each department in the school. Graduates from the school are well received by the community (Scammell dkk., 2020). Some continue to a higher level to deepen their knowledge and some are immediately employed because they have obtained a certificate of their skills (Abdi dkk., 2019). Seeing the uniqueness of the school, where SMK is a general secondary education institution that prioritises work-ready graduates is a challenge for researchers in relation to Islamic religious education both in terms of educators and students (Hanic & Smolo, 2023). So it is necessary to examine how SMK Khairuddin's strategy in creating an effective learning culture so that its students are able to carve out various glorious preastasi. researchers took the title "Strategy of Khairuddin Gondanglegi Vocational High School in Creating an Effective Learning Culture for Islamic Religious Education Subjects" (Mensi dkk., 2020). From the context of the research above, the problems that need to be researched can be formulated as follows:

1. How is the strategy of Khairuddin Gondanglegi Vocational High School in creating an effective learning culture in Islamic Religious Education subjects?
2. What are the supporting and inhibiting factors of Khairuddin Gondanglegi Vocational High School in creating an effective learning culture in Islamic Religious Education subjects?

RESEARCH METHODOLOGY

This research applied qualitative research with a case study approach (Al-Rahmi dkk., 2019). The research subjects in this case are the principal, vice principal of curriculum, teachers, and students (Al Zaabi dkk., 2019). They are informants in the researcher's efforts to find data or information related to effective learning culture at SMK Khairuddin Gondanglegi (Emre Erkoc, 2019). Data collection relied more on *participant observation*, *in-depth* interviews, and documentation. Qualitative data analysis is carried out interactively through the process of *data* reduction, *data* presentation, and verification. In this study, data validity was carried out using triangulation techniques (Abasimel, 2023). Triangulation techniques in this study were carried out by comparing the results of observations with the results of interviews conducted with several PAI teachers and students (Khan & Badjie, 2022). Triangulation can also be interpreted as a data collection technique that combines various data collection techniques from existing data sources.

RESULT AND DISCUSSION

There are two findings in the research related to 1. strategies, 2. supporting and inhibiting factors in creating an effective learning culture in Islamic religious education subjects.

1. Strategies for creating an effective learning culture

Schools have their own strategies in creating an effective learning culture, namely by:

- a. Conducting training/socialisation for students related to effective learning.
- b. Using learning patterns that are fun for students with various methods and media'
- c. Principal's motivation to teachers.
- d. Paying attention to facilities and infrastructure.
- e. Always pay attention and consider the factors that support and hinder an effective learning process.

2. Supporting and inhibiting factors in creating an effective learning culture. There are many supporting and inhibiting factors in creating an effective learning culture.

a. Supporting factors

- 1) Facilities and infrastructure that are quite good and flexible
- 2) Support from peer educators
- 3) Full support from the school principal
- 4) Awareness of students
- 5) The lesson method used is good enough
- 6) Support from students' parents.

b. Inhibiting factors

- 1) Parents and environment that are not conducive
- 2) Socio-economic disadvantage of parents
- 3) Parents' lack of educational background
- 4) Families who are busy working
- 5) Taking exams by cheating
- 6) Drowsiness during lessons
- 7) Having fun chatting when the teacher is explaining the lesson
- 8) Having health problems during lessons
- 9) Too many students in one class.

There are two discussions of the results of this study, namely A) strategies, B) supporting and inhibiting factors in creating an effective learning culture for Islamic religious education subjects.

A. Strategies for Creating an Effective Learning Culture

In the strategy of creating an effective learning culture, there are differences between Djamarah and Zain (In Hadir and Salim) and SMK Khairuddin Gondanglegi. The differences are presented in table 1.

Table 1. Differences in Strategies for Creating an Effective Learning Culture

Djamarah and Zain (In Hadir and Salim)	SMK Khairuddin Gondanglegi
<ol style="list-style-type: none"> 1. Identifying and determining the specifications and quality of changes in the behaviour and personality of students as expected. 2. Choosing a teaching and learning approach based on the aspirations and worldview of the community. 3. Select and determine the procedures, methods, and learning techniques that are considered the most appropriate and effective so that they can be used by teachers in carrying out their teaching activities. 4. Establish norms and minimum limits of success or criteria and standards of success so that they can be used as guidelines by teachers in conducting, evaluating the results of teaching and learning activities which will then be used as feedback for improving learning. 	<ol style="list-style-type: none"> 1. Conduct training or socialisation for students related to effective learning 2. Display learning patterns that are fun for students with various methods and media. 3. Creating a comfortable learning atmosphere, summarising learning points, learning activities together, learning by practice, learning regularly but not for long, changing from memorising to understanding. 4. Setting the boundaries of success for an effective learning culture. The limit is not only seen from the cognitive angle but also the affective and psychomotor angles. 5. The principal always involves teachers and staff to make decisions. 6. Paying attention to facilities and infrastructure 7. Overcoming inhibiting factors in creating an effective learning culture

From the strategy in creating an effective learning culture between Djamarah and Zain (In Hadir and Salim) and SMK Khairuddin Gondanglegi there are differences (Billah, 2021), namely in Djamarah and Zain (In Hadir and Salim) do not discuss how to overcome inhibiting factors while the strategy at SMK Khairuddin Gondanglegi there is a

follow-up in overcoming inhibiting factors so that the effective learning culture is getting better and the results are in accordance with what is expected.

A. Supporting & Inhibiting Factors in Creating an Effective Learning Culture

There are differences in the supporting and inhibiting factors in creating an effective learning culture between Slamento (in Rusman) and SMK Khairuddin Gondanglegi. The differences are presented in table 2

Table 2 Differences in Supporting and Hindering Factors in Creating an Effective Learning Culture

Slamento (in Rusman)	Interview Results at SMK Khairuddin Gondanglegi
<ol style="list-style-type: none">1. Internal factors, namely factors that exist in individuals who are learning such as:2. Physical factors, including: health factors and body defects.3. Psychological factors, including: intelligence, attention, interest, talent, motivation, maturity, readiness and activity.4. Fatigue factors, including: physical and spiritual fatigue.5. External factors6. Family circumstances7. School circumstances8. Community circumstances	<ol style="list-style-type: none">1. Supporting factors<ol style="list-style-type: none">a. Facilities and infrastructure are quite good and completeb. Support from peer educators,c. Full support from the school principald. Awareness of learnerse. The lesson methods used are good enoughf. Support from the learners' parents.2. Inhibiting factors<ol style="list-style-type: none">a. Parents and environment that are not conduciveb. Socio-economic disadvantage of parentsc. Parents' lack of educational background,d. Families who are busy workinge. Taking exams by cheatingf. Drowsiness during lessons,g. Chatting while the teacher is explaining the lesson,h. Having health problems during the lesson,

	i. Too many students in one class.
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From the supporting and inhibiting factors above, there is a slight difference, namely the supporting and inhibiting factors according to Slameto (in Rusman) are divided into two (Aman, 2019), namely internal and external, while according to the results of interviews at SMK Khairuddin Gondanglegi for supporting and inhibiting factors involving the individual himself, school, family, and society.

The researcher concluded that the supporting and inhibiting factors for creating an effective learning culture involve the individual himself, school, family, and society (Maskur dkk., 2019). In order to create an effective learning culture, it is necessary to have good cooperation between the individual himself, school, family, and society.

CONCLUSION

In creating an effective learning culture in Islamic Religious Education subjects at SMK Khairuddin Gondanglegi, several strategies are carried out and in carrying out these strategies there are supporting and inhibiting factors that influence in creating an effective learning culture (Amin dkk., 2022). Strategies that are carried out with the right steps by paying attention to the supporting and inhibiting factors, can create an effective learning culture that is in accordance with what is desired.

The supporting and inhibiting factors for creating an effective learning culture involve the individual himself, school, family and society (Sali & Marasigan, 2020). In order to create an effective learning culture, it is necessary to have good cooperation between the individual himself, school, family and society.

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