PAI METHOD AND STRATEGY DEVELOPMENT INNOVATIONS: CONCEPTS AND CHALLENGES IN FACING THE DEVELOPMENT OF SCIENCE AND TECHNOLOGY

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ABSTRACT

Today, the conception of the implementation of learning begins to reveal a shifting direction that is increasingly evident in the effort to realize modern learning to respond to the times. These efforts can be realized through learning innovation, one of which is by developing learning methods and strategies for Islamic Religious Education (PAI). This research aims to analyze the concept and scope of the development of PAI learning methods and strategies and their challenges in facing the development of science and technology. This study uses a qualitative approach to the type of literature study. Data collection is sourced from the literature on models and learning innovations in the form of books, journal articles and so on. Data analysis techniques using content analysis. The results of the study conclude: 1) Method Development Innovations and PAI learning strategies can be done through: Learning innovations in the context of design; Learning innovation in the context of development; Learning innovation in the context of utilization; Learning innovation in the context of management and; Learning innovation in the context of assessment; 2) Challenges in the development of science and technology and globalization in the effort to develop learning methods and strategies, including: adaptation of learning methods and strategies in terms of IT (Information and Technology) adapted to the theme of PAI material; confusion of aspects of assessment or evaluation of PAI material that is moral-spiritual in nature.

Keyword: Learning innovation; Method; Strategy; PAI

INTRODUCTION

Discourse on the meaning of education always experiences dynamics along with the development of the world paradigm. Today, the conception of the implementation of learning begins to reveal a shifting direction that is increasingly evident in the effort to realize modern learning. This reality grew real when faced with the reality of the development of information technology

and the industrial era 4.0 which echoed increasingly echoing throughout the world. This certainly requires a preparedness response from various lines, in order to adapt, adapt and develop in accordance with the progressive changes of modern times.

Education as a bridge of core meaning of life, certainly becomes one of the affected sectors of change and development. Responsibility is absolutely needed by the world of education in various variants. One aspect that can be taken into consideration is on the side of developing learning that takes place in the world of education, including Islamic Education which is one of the compulsory subjects in each education unit. The fact that the subject of Islamic Religious Education (PAI) is one of media for planting religious values, making PAI work in a dualism of goals. The main objective is to attempt to transfer scientific knowledge in accordance with the applicable curriculum, as well as spiritual goals in terms of planting religious values into students. Therefore, efforts to develop PAI in all lines need to be pursued through PAI learning innovations.

Based on the explanation above, this paper is intended to describe and analyze using a literature review approach, about developing PAI learning on aspects of the learning methods and strategies used. In addition, the author will also describe the challenges of the development of science and technology that accompany the learning innovations undertaken.
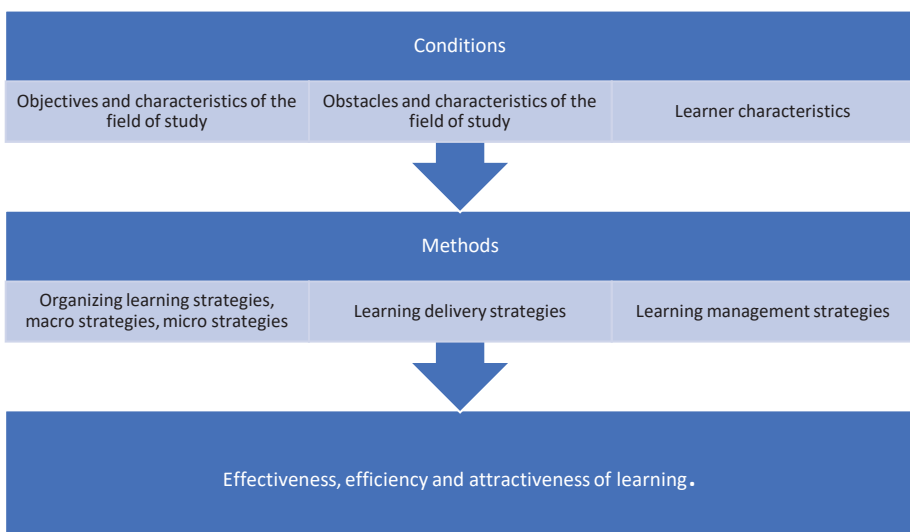
METHODOLOGY

Based on these descriptions, this article focuses on the construction of PAI learning methods and strategies and the accompanying challenges in facing the era of globalization and the development of science and technology. Through the framework of the focus of this research, this article uses a qualitative approach to the type of literature study. Therefore, the study of literature through literature in accordance with research is the basis of the focus of the problem and data collection. The data source of the article comes from the literature on models and learning innovations in the form of books, journals and so on. Data analysis techniques use content analysis, which is interpreted as a method of analysis of the content of messages in a literature.

RESULT AND DISCUSSION

Educational experts have diverse views in interpreting the terminology of the learning method. One of these opinions means learning methods as the basic principle of a way of working that can be developed technically to carry out classroom learning (Jamil, 2013: 157). The idea was revealed by Jamil, as a form of generalization of some opinions of education experts such as Sanjaya, Degeng, and several other experts who emphasize the understanding of learning methods on several important elements, including as a set of ways to deliver learning, there are goals to be achieved in learning, and involvement of students (Jamil, 2013: 153-156).

While in terms of learning strategy, Hamalik defines it as the whole procedure and method that has a focus on the activities of students in the teaching-learning process in order to achieve a goal (Hamalik in Jamil, 2013: 149). The point is that procedures and methods become the core value of the creation of learning strategies, also agreed by Makmun by adding aspects of the teaching method in it (Makmun in Jamil, 2013: 149). By looking at these two ideas, the learning method is one of the elements in the learning strategy. In other words, the method is implemented after the strategy is clearly planned.

The role of methods and learning strategies in the learning process, can be simplified in a chart, as adapted by Uno (2012: 158) from the Taxonomy of Variables Teaching the following ideas of Reigeluth and Stein:

Conditions		
Objectives and characteristics of the field of study	Obstacles and characteristics of the field of study	Learner characteristics

Methods		
Organizing learning strategies, macro strategies, micro strategies	Learning delivery strategies	Learning management strategies

Effectiveness, efficiency and attractiveness of learning.

Figure 1 Teaching Variable Taxonomy (source: Reigeluth and Stein)

Through the taxonomic design of Reigeluth and Stein above, it appears the role of methods and strategies in a learning process. The strategy breaks down existing conditions (Objectives and Constraints in teaching and characteristics of students) with three different strategies for the three conditions. The teaching organization strategy, used in conditions related to the objectives and characteristics of the field of study. Next, the teaching delivery strategy is used in relation to the constraints and characteristics of the field of study and teaching management strategies are used for student characteristics. To achieve learning outcomes (in the form of effectiveness, efficiency and learning attractiveness), the strategy is broken down through methods.

The next discussion is about the meaning of terminology from learning innovation. In terms of word derivatives, learning innovation is a form of rampage from the words "innovation" and "learning". Tracing the meaning in KBBI, innovation means the introduction or introduction of new things; new discoveries that are different from those that already existed or that have been known before concerning both ideas, methods, or tools (Alwi, 2005: 128). Another meaning of the word "innovation", often referred to as "renewal". However, there are different sides between the two words. Renewal has a broader scope - up to the overall level - of changes that are caused, while innovation only includes changes in certain aspects, are partial, limited and special (Hasbullah, 2015: 246). The two etymological definitions above, leading to one keyword mean the word "innovation", which is something new and brings change.

The second term, namely "learning" is interpreted as an effort to teach students. Learning refers to every activity that is set to help someone to learn a new ability or value (Sagala, 2006: 22). In English, "learning" is a translation of the word "instruction" which is interpreted as "... a set of events that affect learners in a way that learning is facilitated" (Gagne, 1979: 3). In learning there is an effort to make students learn. The activity starts from the selection of methods, determination to the development of these methods in order to obtain the desired teaching results (Degeng, 1993: 12).

Thus, it can be said that the keyword of the definition of "learning" lies in the conditions that make a person become learning. Through the description above, it appears that learning innovation is a concept consisting of several scopes, as Darmawan's idea that classifies innovation in 3 (three) elements, namely ideas, processes and products (Darmawan, 2012: 2).

If seen as an idea, innovation will give birth to approaches, strategies, even learning models that are renewable. Next, as a process, learning becomes important in the hands of an innovator because at this stage learning activities progress and realism is real. That is, from innovation that was originally conceptual in the form of ideas or ideas, it will proceed to become a concrete form and implemented through learning activities of students. Finally, innovation is interpreted as a product contained in the form of technology.

Thus, it can be concluded that learning innovation is an effort carried out, both in the form of ideas / ideas, practices, and evaluations, which aim to make other people learn and have the ability in accordance with the targets to be achieved.

SCOPE OF LEARNING INNOVATION

The discussion of the scope of learning innovations in this paper will be conveyed through two things, namely regarding the urgency and characteristics of learning innovations:

URGENCY OF LEARNING INNOVATION

One of the most important things to pay attention to in the application of learning innovations, is the aspect of the objectives of the implementation of the learning innovation. When referring to the definitive aspects that have been stated in the previous discussion related to learning innovation, it can be said that the purpose of implementing innovation is to improve all aspects in the learning process in order to achieve the desired learning goals and targets.

Increasing the learning aspect in question in the context of the sentence above, not without reason. The urgency of increasing educational outcomes through learning innovations is grounded in real reasons when it is associated with the revolution in technological development which indirectly impacts the academic world. Without innovation, education - including Islamic religious education in it - will become old-fashioned, static and unable to keep up with the dynamics of technological developments and times.

In other words, the importance or urgency of the implementation of learning innovations - as Hasbullah's ideas (2015: 248) -, concerning several things including:

First, science is growing. The dynamics and development of science and technology, with the birth of the Industrial Age 4.0 which occurs massively today as well, demands the existence of real changes and has a significant impact on various lines of life - including the education sector in it - towards the achievement of educational goals. Secondly, the increase in population, whose quantity is increasing. The phenomenon of increasing population Christmas rates will indirectly impact on the emergence of public demands for improving the quality of education. This inevitably can be implemented by making changes through learning innovations. Third, people's desire and interest in quality education is increasing. Various educational challenges that arise along with the development of science and technology are rolling, making quality education a necessity that must be done in order to meet the public interest. Fourth, the decline in the quality of education. Casuistically, educational institutions experience quality degradation in terms of learning. If that happens, then the need for the birth of changes to the absolute learning pattern is to be done. Changes in learning patterns can be achieved if learning innovations are directed towards a better direction. Fifth, the issue of relevance. That is, conformity between educational output and labor market needs. As for example in the Industrial Age 4.0 that occurred at this time, requires the readiness of HR (Human Resources) in competing and following the pattern of progress of the times. The quality of these human resources can be improved through the educational process undertaken. Educational institutions - as institutions that are authorized to carry out the formal education process - must always be ready to do up grading of their respective institutions or institutions by implementing learning innovations in order to adapt to the demands of scientific and technological advancements that have occurred lately.

Characteristics of Learning Innovation

The next discussion, after knowing the importance of learning innovation, is on aspects of the characteristics of an innovation. As the idea presented by Daryanto revealed 4 (four) main features of innovation:

First, having certain specificities or peculiarities, both in the form of programs, ideas, systems, orders, including the expected goals of the learning that will be carried out. In other words, an innovation has characteristics that distinguish it from the previous situation in the form of ideas, programs, order, systems, and so on. Second, in the innovation there is an element of novelty. That is,

the elements that exist before the occurrence of innovation, will merge and develop together with the birth of an innovation so that there is an element of renewal in the learning process. Third, innovation is carried out through programs that have been prepared previously. By implementing the program plan, the application of learning innovations can be maximized. Fourth, there are goals to be achieved through innovations carried out (Daryanto, 2015: 368-369).

Development Innovation Methods and Learning Strategies for PAI

Efforts in developing learning innovations related to methods and strategies, of course, must be adjusted in advance with the factors that trigger the birth of the innovation. Each factor will influence the form of implementation or implementation of the learning innovation that will be used. In fact, the educator's motives also influence the learning method that will be applied to the students. Like research conducted by Hussin and Tamuri who conducted research on teachers who were termed "excellent teacher". The planting of Islamic religious values that these "excellent teachers" want to apply, makes two methods used, namely problem solving and lectures. Another conclusion from this study was to find a spiritual method by the excellent teachers namely praising the student (Hussin & Tamuri, 2019).

Based on the trigger factors for the birth of learning innovations, the form of development methods and learning strategies consists of several types, including:

Learning Innovation in the Design Context

The birth of the development of learning innovations in the context of design, is one thing that cannot just appear without the aspect of planning (planning) learning proclaimed beforehand. The reason, the planning stage (planning) is the stage where educators initiate ideas, concepts and design of learning that will be transferred to students during the learning process takes place. In other words, changes that occur through innovations that will be carried out by an educator are at this stage.

The importance of learning planning factors in a learning process, revealed by Hamzah Uno who delivered in his book about the foundation of the need for planning learning, including: 1) Improving the quality of learning; 2) Learning

is designed with a systems approach; 3) Learning design refers to how a person learns; 4) Learning design is referred to as individual students; 5) The design of learning must be referred to the objectives to be achieved; 6) Learning design leads to ease of learning; 7) Learning design involves learning variables; 8) Learning design sets the method for achieving goals (Uno, 2011: 84-88).

Basically, in innovation there are new forms of ideas, ideas, practices and objects, realized and accepted, either individually or in groups to be adopted and applied (Daryanto, 2015: 355). When observed, the learning innovation in the design aspect has at least 2 (two) points of view, namely personal perspective and institutional perspective.

Personal perspective, as stated by Deni who said that in the aspect of design, the scope of learning design has expanded coverage. The intended expansion is from the original only in the form of personal and individual learning resources, changing its scope to become communal through learning resources from a systemic nature (Darmawan, 2012: 4). Through a system that is owned by the environment, learning innovations are born which are finally divided into 4 (four) items, namely learning system design, message design, learning strategies, and learner characteristics.

Learning strategies as one of the important elements in creating learning innovations, become one of the seven elements of effective professional development. As revealed by Bates and Morgan through his research which concluded that active learning can be done by changing the teaching pattern of educators from the didactic side which initially did not include students during the learning process, becoming a form of inquiry learning that requires active students during the learning process (Morgan & Celeste, 2018). Other research shows that the development of the Problem Based Learning (PBL) strategy in the subjects in which the research conclusions are mentioned is appropriate and applicable to the learning process, and effective in facilitating students' understanding (Saleh, 2013: 190-220).

The next point of view - that is, the institutional perspective - is carried out through policies issued by institutions or institutions that are authorized to deal with these matters. In the education corridor, the competent parties to issue education-related policies are the government and the ministry of education. At this policy stage, policy is seen as a cycle that allows for an evolution of policy (Hasbullah, 2015: 66).

The birth of positive changes - read: innovation - in learning originating from the education policy, is possible to be carried out by leaders of educational institutions. In the context of institutional management, the role of the leadership of the institution is very influential in determining the direction of education policies that are applied in the learning process in the institutions they lead. Quoting the ideas conveyed by Qomar, it is said that the role of leadership is so important in terms of authority. Furthermore, Qomar said that in the perspective of authority, a leader has the widest opportunity to make changes, breakthroughs, innovations, and breakthroughs that are new in order to realize the progress of the educational institutions he is leading (Mujamil in Nurul, 2016: 15)

The role of leaders of competent educational institutions (Spencer & Spencer & Spencer in Uno, 2012: 129), is one thing that must be owned to create educational innovations and ultimately be able to deliver educational institutions to be more advanced. This model of leader according to Qomar will be able to improve the quality of teaching staff, the quality of education personnel, the number of students, structuring the curriculum, to increase public trust in the educational institution (Qomar, 2013: 229-230).

Learning Innovations in the Context of Development

In this context, development terminology is interpreted as a translation process from design specifications into physical form (Darmawan, 2012: 12), from the theoretical realm to the practical direction. Thus, the realm of development in relation to the direction of learning can be interpreted as a learning activity carried out based on the design plan that was previously planned. If the design is designed to be related to the physical level, then the characteristic that can be recognized from this learning innovation is through the form of application of technology carried out during the learning process. Learning innovation in the development context can then be divided into 4 (four) discussion items: print technology, audiovisual technology, computer-based technology, and integrated technology (Darmawan, 2012: 13).

Print technology means, the design of learning that has been previously designed is applied through learning innovations in the form of print (print out). Next, audiovisual means the delivery of teaching carried out using audio as well as visual media. The next technology is computer-based technology applied to teaching materials that are given through computer microprocessor

media. Finally, namely integrated technology, interpreted as a combination of several media controlled by computers, with the aim of delivering teaching materials from educators to students during carrying out learning activities.

Learning Innovation in the Utilization Context

The usefulness aspect of an innovation - including learning innovation in it - becomes an inherent thing automatically when the innovation is applied in the learning process. In this case, educators have a big contribution in utilizing learning innovations before transferring knowledge to their students. Especially if you look at aspects of the role and task of educators as teachers, class leaders, mentors, environmental regulators, planners, expeditors, motivators as well as counselors (Asril, 2010: 9).

If learning innovations applied by educators are through learning tools that will be used in teaching and learning activities (KBM), then Jamil (2013: 138) argues that there are at least 3 (three) models of learning device development that can be used as references, including:

Development of Four-D model devices

There are four stages in this Four-D concept, namely Define, Design, Develop, and Disseminate. The four stages are then adapted by Ibrahim in terms of defining, designing, developing, and spreading (Ibrahim, 2003: 4). First, there are five steps that must be passed in the define phase: 1) Consideration of the applied curriculum; 2) Consideration of the abilities or competencies of students; 3) Analysis of content and procedural analysis of learning materials provided by educators; 4) Identify the concept of learning through mind mapping and; 5) Conversion activities from the original form of concept analysis become a form of practical learning objectives. Second, design becomes the next step that is done after defining. In this define stage, there are several designs that can be done, for example: the preparation of the test format, the selection of learning media, the selection of learning formats and the initial planning of the learning tools to be applied.

The third stage is validating learning devices that have been made before in the develop process. The validation is carried out by people who are experts in their fields and are followed by improvements during the revision or revision is deemed necessary. After the validation process is carried out, the learning device simulation is carried out with further trials.

The next stage, disseminate is applied when learning devices are used during the learning process (Jamil, 2013: 132). The learning process carried out with this disseminate stage, disseminates learning innovations during the learning process. The applied innovation can be indoor (classroom learning) and outdoor learning (outside classroom learning). In the end, it is expected that the learning innovations carried out can meet the targets and objectives that have been previously designed through disseminate stages.

Development of the Kemp model device

Kemp's model as one of the learning device models has eleven steps in it, including: a) identifying learning problems; b) analyze tasks which include analysis of subject matter, concept analysis and procedural analysis; c) identify the characteristics or characteristics of students; d) map the core concepts of subject matter; e) applying the educational process in accordance with the desired learning objectives; f) conduct an initial evaluation of the students; g) conducting learning activities through learning resources owned; h) implementing support services such as in terms of operational authority, improvement of learning facilities, and others; i) carry out evaluations of learning media; j) conduct assessments in formative and summative forms and; k) applying steps for improvement or revision of learning tools that have been used during the education process.

Development of the Dick and Carey device model

The development of the third learning device model is the Dick and Carey model. In this model, the stages carried out include: a) sorting or identifying learning objectives; b) analyze learning aspects in the form of objective analysis and procedural analysis; c) identification of characteristics of students; d) record performance objectives that contain specific learning objectives based on the identification of the characteristics of students that have been carried out previously; e) develop item items in accordance with the learning objectives to be achieved; f) developing learning strategies; g) choose learning methods that are adapted to teaching material; h) carry out formative assessments; i) make changes and revisions to the learning program that has been implemented and; 10) carry out the final evaluation in the form of a summative test.

Learning Innovation in the Context of Management

The next aspect related to learning innovation, is innovation in the context of education management. The term management in this case is intended as a learning technology that is controlled through the stages of planning (planning), organizing (organizing), coordinating (supervision) and supervision (supervision).

Based on the management aspects, there are 4 (four) classifications in the domain of supervision, including: 1) Project management includes planning (planning), monitoring (controlling) and controlling (controlling) of the project design and development. This includes the control of learning design functions used; 2) Management of resources consisting of planning, monitoring and controlling support systems as well as learning resource services; 3) Management of meaningful delivery systems related to how to organize the distribution of learning materials; Management of information, namely the field of control of how to store and process information with the aim of the availability of sources of learning activities (Darmawan, 2012: 26).

In a more practical level, as revealed by Hasbullah which explains the example of the application of educational innovations in the context of this management, among others: 1) Teaching with a module system; 2) Teacher Education Development Project (P3G); 3) Development School Pioneer Project (PPSP); 4) Real Work Lectures (KKN); 5) Pamong Project; 6) Open Middle School; 7) Teaching Deed Program V; 8) Extraordinary School Development (SLB); 9) Radio and Television education; 10) Open University; 11) Teacher Education Project; 12) Learning Activity Center; 13) Featured Schools; 14) STM Development Project (Hasbullah, 2015: 253-270).

Learning Innovations in Context of Assessment

The aspect of educational assessment (Arikunto, 2003: 3) becomes one of the things that cannot be separated from the flow of education management. Through the learning process in an educational institution, educators are the parties who are fully responsible in evaluating the learning outcomes of their students.

Assessment of student learning outcomes conducted by educators, can go through three aspects: before the learning process begins, during the learning process carried out and after the learning process is complete (Arikunto, 2003: 8).

The quality of evaluating good learning outcomes can certainly be achieved if educators understand the good evaluation criteria, especially if educators are willing to innovate in the context of the evaluation. Because it begins, it needs to be understood in advance about the characteristics of assessment in education, as well as the evaluation characteristics described by Arikunto, including: evaluations carried out indirectly, carried out using quantitative measurements (using units or units) that are relative in meaning not always fixed from one time to another (Arikunto, 2003: 11-18).

The objectives to be achieved by educators and educational units through the stages of learning evaluation, stated by Daryanto as follows: 1) As material in assessing the implementation and results of learning that has been carried out; 2) As an illustration of the performance of students and also the performance of educators; 3) As an illustration of learning activities that have been carried out; 4) As a measure of the success rate of learning management; 5) As an ingredient in assessing the achievement of competencies and learning objectives; 6) As an ingredient in gaining input in an effort to develop learning; 7) As material for mapping the performance of participants in education and training as well as the performance of educators (Daryanto, 2015: 317-318).

CHALLENGES IN THE DEVELOPMENT OF SCIENCE AND TECHNOLOGY AND GLOBALIZATION IN INNOVATION IN THE DEVELOPMENT OF PAI LEARNING METHODS AND STRATEGIES

The description of the concepts and scope of the PAI learning innovations mentioned earlier, gives an overview of the scope of innovation that turned out to be quite broad and general. Various concepts and various innovations, as if challenged by the current development of science and technology and globalization in various lines of life. Of course, the challenge needs to be answered by the education sector with responsive and measurable efforts.

Judging from the 2013 curriculum applied in Indonesia today, the ideas presented by Joyce can at least be used as a reference for formulating PAI's efforts in facing challenges in the field of science and technology.

Joyce argues that educators are time to guide their students in aspects of science facilitators, not the only knowledge providers. In fact, the concept was

parsed by Joyce with the term "directionless teaching". Broadly speaking, the term contains the importance of changing the educator's mindset to only act as a facilitator, directing students to explore knowledge that is often found through IT media (information and technology) (Joyce, 2016: 449-476).

In other words, the concept of "non-directional teaching" through IT media is expected to be able to produce learning innovations, although it cannot be denied that conventional methods such as lectures and question-and-answer still contribute to improving student achievement, as research conducted by Amaliah et al concluded that the lecture method, discussion and question and answer were able to improve student learning outcomes in the cognitive, affective and psychomotor domains (Amaliah, 2014).

Another challenge arises when the realm of educational innovation comes into contact with religious or moral values, both of which are the core teachings of Islamic Religious Education (PAI). Planting religious and moral values for students, cannot be measured quantitatively in a short time. This was explained in Reiman and Dotger's research which said that among the challenges of innovation in the moral realm, it was in the aspect of evaluating obedience as a form of learning in moral terms (Reiman & Dotger, 2008: 151-164).

Seleznyov in his research also concluded about the weaknesses of the lesson study learning strategy. It was said in the research that there is still little evidence that can be put forward regarding the benefits of lesson study if viewed from the perspective of delivering teacher learning messages to students. One of the challenges faced by the application of lesson study is the confusion of evaluation (evaluation) on targeted results (Selevnyov, 2019: 2-18).

Based on the description above, it can be concluded that the challenges of the development of science and technology and globalization in efforts to develop innovative learning methods and strategies, including: adaptation of learning methods and strategies in terms of IT (Information and Technology) adapted to the PAI material theme; confusion of aspects of assessment or evaluation of PAI material that is moral-spiritual in nature.

CONCLUSION

Based on the narrative that the authors have conveyed in the previous chapters, it can be concluded that several things include learning innovation is an effort carried out, both in the form of ideas / ideas, practices, and evaluations, which aim to make other people learn and have the ability in accordance with the targets to be achieved. The urgency of implementing learning innovations including: Increasingly developing science; population growth whose quantity is increasing; people's desire and interest in quality education; the decline in the quality PT education and; issues of relevance. Method Development Innovations and PAI learning strategies can be done through: Learning innovations in the context of design; Learning innovation in the context of development; Learning innovation in the context of utilization; Learning innovation in the context of management and; Learning innovation in the context of assessment. Challenges in the development of science and technology and globalization in the development of innovative learning methods and strategies, including: adaptation of learning methods and strategies in terms of IT (Information and Technology) that are adapted to the theme of PAI material; confusion of aspects of assessment or evaluation of PAI material that is moral-spiritual in nature

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