

STUDENT ABSORPTION IN THE LEARNING OF AQIDAH AKHLAK AT THE IBTIDAIYAH MUHAMMADIYAH MADRASAH (MIM) TAMALA'LANG, BAJENG DISTRICT, GOWA REGENCY

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Abstract : *The ability of students' absorption is largely determined by the extent to which teachers plan creative teaching in arranging materials and utilizing media and learning methods, especially Aqidah Akhlak subjects. This study aims to determine how the absorption of students, determine what factors affect student absorption and the efforts made by teachers in increasing student absorption in learning Aqidah. The method used in this study uses a qualitative method with guidelines for observation, interviews, and documentation. The subjects in the study were teachers and students of Madrasah Ibtidaiyah Muhammadiyah (MIM) Tamala'lang, Bajeng District, Gowa Regency. The results of research conducted by researchers, the absorption of students in learning can be psychological, sociological, and physiological, so that in the end it can cause different learning achievements. Factors that affect student absorption, namely, school factors that affect learning include teaching methods, learning methods, student relations with students, facilities and infrastructure, a sense of security in learning and learning environment situations. Efforts made by teachers in increasing the absorption of students in learning Aqidah Akhlak include; provide guidance and counseling to students with problems, provide guidance specifically to conduct remedial, monitor attitudes and behavior of students in schools and communities and provide direction to parents of students to guide their children at home, efforts or ways to increase student absorption in learning in a way, the teacher uses a variety of methods.*

Keywords: Student absorption, Aqidah Akhlak Learning.

1. Introduction

Absorption is the ability or power to do something to act in absorbing lessons (KBBI, 1999:15). Absorption comes from the word "daya" which means strength, ability, and "absorb" which means to take (Iswahyudi, 2009:25). So student absorption is the ability to absorb a concept or subject matter conveyed by educators with the awareness of utilizing usability in carrying out understanding or implementation in line with the demands of change.

Factors that can affect the absorption of students can be classified into two parts, namely internal factors and external factors. Internal factors include physiological factors, psychological factors, and basic educational experiences. While external factors are influenced by family, school and community factors (Usman & Setiawan, 2001: 8, Mustaqim, 2001: 78, Dalyono, 1997:188 – 189).

The number of factors that affect the absorption of students in learning will of course also affect the function of student absorption so that it raises the mindset of students. Absorption is one of the factors that can affect a person's effort. A strong or high absorption capacity will lead to easy and not difficult efforts in dealing with problems or problems. If a student has a high absorption of the subjects delivered by

the teacher then he can quickly understand, understand and remember it. The absorption function is:

- a. Absorption can increase children's insight and mindset. For example, children who have high absorption in subjects, have broad insights about lessons, and can think broadly about the benefits of knowledge absorbed during lessons.
- b. Absorption as a strong driving force. The child's absorption capacity to master the lesson can encourage him to continue learning and want to know more in depth.
- c. Achievement is always influenced by high absorption. To be able to do test questions properly and correctly, of course, students are expected to have high absorption of subjects.
- d. Absorption capacity can increase interest in learning. A person's interest even though he is taught by the same teacher and given a lesson but between one child and another get a different amount of knowledge. This happens because their absorption is different and this absorption is influenced by the intensity of their interest. (Dalyono: 1997: 189)

To see students' thinking skills, a clear benchmark is needed in seeing the development of these students. The benchmark of absorption in stating a teaching and learning process can be said to be successful is if the absorption of the subjects taught achieves high performance. Basically, the measuring instrument for absorption is the same as a tool for assessing teaching and learning success, while measuring and evaluating the level of learning success can be done through a learning achievement test. Based on the objectives and scope, achievement tests can be classified into several types of assessment, namely:

- a. Formative Test, Formative test is used to measure one or several of these subjects. The test results can be used to improve the teaching and learning process on certain materials and within a certain time.
- b. Sub-Summative Test, Sub-Summative Test includes a certain number of teaching materials that have been taught at a certain time. The aim is to obtain an overview of student absorption in order to improve student achievement. The results of the sub-summative test can be used to improve the learning process and be taken into account in determining the value of report cards.
- c. Summative Test The Summative Test is held to measure students' absorption of the basic materials that have been taught for one semester, one or two school years. The goal is to determine the level or level of the lesson. The goal is to determine the level or level of student learning success in a certain learning period. The results of this summative test are used for grade promotion, ranking or as a measure of school quality (Djamarah, 2011:120-121).

The measurement results have the main function to improve the level of mastery of students. The measurement results in general can be said to be helpful, clarify instructional objectives, determine the needs of students, and determine the success of students in a learning process. The steps to increase student absorption are as follows (Daryanto, 1999:162):

- a. Clarify Instructional Objectives
Educators carry out their duties in accordance with the preparations that have been planned. It conveys to students the instructional goals to be achieved through lessons. So students at the beginning of learning already know the direction and

goals they want to master. And it is hoped that in learning, students and educators strive to achieve these goals, and this will bring both parties together to want to succeed in achieving what is planned. This success can be known after the measurement is carried out.

b. Initial Assessment Determines Learner Needs

This initial assessment is obtained by studying progress notes from the school of origin, before students take part in the developed program, and through an initial test (pre-test) which is developed to determine the level of participants' mastery of the material to be given. Pre-test can be used as a complement to the progress notes received from the school, or the only appropriate source used to design programs that are in accordance with the abilities of students.

c. Monitor student progress

Monitoring the progress of students during the learning process aims to direct students on the path that brings maximum learning outcomes. Monitoring is carried out continuously and continuously. Oral or written questions given during the teaching and learning process are activities to determine the progress or understanding of students. These questions can be presented to individuals (individuals) or to groups.

2. Method

The type of research used is qualitative descriptive qualitative. The data analysis technique in this study is descriptive analysis, which describes systematically, factually and accurately about the facts obtained in the field. The analysis process begins by examining all available data from various sources. Data Analysis The writing of this scientific paper begins with collecting data, then selecting information that is in accordance with the problem being studied and then analyzed. The presentation of this scientific paper is carried out clearly descriptively

3. Results and Discussion

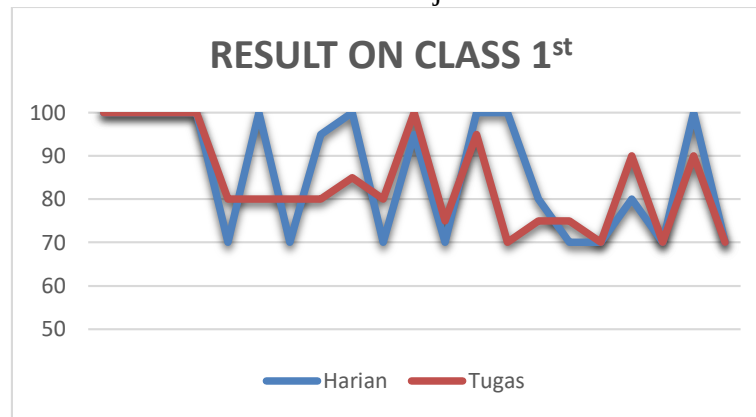
A. Absorption of Students in Aqidah Akhlak Learning at Madrasah Ibtidaiyah Muhammadiyah (MIM) Tamala'lang, Bajeng District, Gowa Regency.

The learning process, both at school and outside of school, produces three ability formations known as bloom taxonomy, namely cognitive, affective and psychomotor abilities. Cognitive ability is an ability related to the mastery of science and technology. While the affective domain, Krathwohl's taxonomy sorts the affective domain based on appreciation. This appreciation is related to the process when a person's feelings shift from general awareness to appreciation that regulates his behavior consistently towards something. In the psychomotor aspect, students will acquire various skills based on their interests including perception, readiness. In this aspect there is a lot of imitation of behavior (Gustian, 2002:54).

Because the learning process is influenced by various factors, the absorption of students in learning is also different. This can be seen from the different daily test

scores and student assignment scores from 21 students in grade 1 in the Aqidah Akhlak Madrasah Ibtidaiyah Muhammadiyah Tamala'lang subject, Bajeng District, Gowa Regency, as shown in the following table:

Table 1. Daily Values and Assignments of Grade 1 Students on Aqidah Akhlak subjects



This difference in value is influenced by the ability of students to absorb learning, even though the teacher has carried out active learning that focuses on students (student center), and conducts learning in accordance with the expected learning objectives according to the Core Competencies and Basic Competencies of the subject.

B. Factors Affecting Student Absorption in Aqidah Akhlak Learning at Madrasah Ibtidaiyah Muhammadiyah (MIM) Tamala'lang, Bajeng District, Gowa Regency.

Factors that can affect the absorption of students in Aqidah Akhlak Learning at Madrasah Ibtidaiyah Muhammadiyah (MIM) Tamala'lang, Bajeng District, Gowa Regency in general can be classified into two parts, namely internal factors and external factors. Internal factors are factors that arise from individual students, while external factors are factors that arise from outside the individual. Some of these factors are:

1. Internal factors, including:
 - a. Physical factors, consisting of health and disability factors.
 - b. Psychological factors, consisting of intelligence, attention, motivation, interest, talent, motive, independence, maturity, fatigue.
2. External Factors
 - a. Family factors consist of the way parents educate, relations between family members, home atmosphere, family economic conditions, parental attention, and family cultural background.
 - b. School factors consist of teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, learning tools, school time, lesson standards, building conditions, teaching methods, and homework.

- c. Community factors consist of a person's activities in society, mass media, friends to hang out with, and heterogeneous forms of community life.

C. Efforts made by teachers in increasing students' absorption in learning Aqidah Akhlak at Madrasah Ibtidaiyah Muhammadiyah (MIM) Tamala'lang, Bajeng District, Gowa Regency

Efforts or ways to increase student absorption in learning by means or using the following methods:

1. Learning must be able to attract students' attention
In the sense that students are not only interested in participating in the opening of the start of learning activities in the early minutes but actually making students able to enjoy learning activities from beginning to end.
2. The uniqueness of learning activities
Usually the emphasis is that a teacher must be able to display his unique character when dealing with students. Not only physical appearance but also uniqueness in personality, delivery method to fascinate students with the unique learning experience introduced by the teacher concerned.
3. Put yourself in the hearts of students
However, a teacher whose presence is accepted and awaited by students can make students feel comfortable when learning activities take place, besides students have great respect for the teacher and the material he teaches. Positioning oneself in the hearts of these students must start from the teacher's motivation in carrying out his profession, which is reflected in his sincere and sincere teaching behavior.
4. Make students aware of the importance of learning
The professionalism of an educator lies in the extent to which the message or knowledge conveyed in learning activities is able to make students aware of the importance of learning in order to achieve achievement so that students are optimistic and enthusiastic in achieving their goals.
5. Build students' own perceptions
Future investment education. A teacher who is dedicated and has national insight into the importance of building student enthusiasm to improve the quality of student life through education. Therefore, a teacher in every learning activity must be able to insert meaningful sentences.

4. Conclusion

The Absorption of Students in Aqidah Akhlak Learning at Madrasah Ibtidaiyah Muhammadiyah (MIM) Tamala'lang, Bajeng District, Gowa Regency is marked by changes, namely in the affective, cognitive and psychomotor domains. The affective domain is a domain related to the values, attitudes or behavior of students during the learning process. The cognitive domain is related to the knowledge or insight that students have.

Factors Affecting Student Absorption in Aqidah Akhlak Learning at Madrasah Ibtidaiyah Muhammadiyah (MIM) Tamala'lang, Bajeng District, Gowa Regency. Students and psychological factors, consisting of intelligence, attention, motivation,

interest, talent, motive, independence, maturity, fatigue. External factors, including family factors, school factors and community factors.

Efforts made by the teacher in increasing the absorption of students in learning Aqidah Akhlak at Madrasah Ibtidaiyah Muhammadiyah (MIM) Tamala'lang, Bajeng District, Gowa Regency. By means of learning, it must be able to attract students' attention, the uniqueness of learning activities, placing themselves in the hearts of students, making students aware of the importance of learning and building students' perceptions themselves.

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