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Communication Patterns in Islamic Religious Education Learning (Evaluative Study at SMA Negeri 1 Pasaman)

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Abstract

The researcher saw that the condition of students at SMA Negeri 1 Pasaman was less enthusiastic in the teaching and learning process. This problem was caused by the communication pattern of Islamic religious education learning carried out by Islamic religious education teachers. This is what encourages researchers to conduct closer research and study in depth about the communication patterns of Islamic religious education in these schools. This study aims to reveal how the communication patterns of Islamic religious education learning carried out by Islamic religious education teachers in delivering learning materials. The research method that the researcher uses is a qualitative method. This method is expected to reveal matters relating to the communication patterns of Islamic religious education teachers in the process of delivering Islamic religious education subject matter. The results of this study indicate that the pattern of communication carried out in the process of delivering Islamic religious education material at SMA Negeri 1 Pasaman is still one-way and two-way. This can be seen from various aspects that show the patterns of communication carried out by the Islamic religious education teacher which shows the communication patterns carried out by the Islamic religious education teacher. The method used in delivering Islamic religious education material is by using the lecture and question and answer methods. The method used shows that there are two communication patterns carried out by Islamic religious education teachers, namely one-way communication patterns and two-way communication patterns.

Keywords: *Communication Patterns, Learning, Islamic Religious Education*

Abstark

Peneliti melihat bahwa keadaan siswa di SMA Negeri 1 Pasaman kurang bergairah dalam proses belajar mengajar, permasalahan ini disebabkan oleh pola komunikasi pembelajaran pendidikan agama Islam yang dilakukan guru Pendidikan agama Islam. Hal inilah yang mendorong peneliti untuk melakukan penelitian lebih dekat dan

mengkaji secara mendalam tentang pola komunikasi pembelajaran pendidikan agama Islam di sekolah tersebut. Penelitian ini bertujuan untuk mengungkap bagaimana pola komunikasi pembelajaran pendidikan agama Islam yang dilalakukan oleh guru pendidikan agama Islam dalam menyampaikan materi pembelajaran. Adapun metode penelitian yang peneliti gunakan adalah metode kualitatif dengan metode ini diharapkan dapat mengungkap hala-hal yang berkenaan dengan pola komunikasi guru pendidikan agama Islam dalam proses menyampaikan materi pelajaran pendidikan agama Islam. Hasil penelitian ini menunjukkan bahwa pola komunikasi yang dilakukan dalam proses penyampaian materi pendidikan agama Islam di SMA Negeri 1 Pasaman masih bersifat satu arah dan dua arah. Hal ini terlihat dari berbagai aspek yang menunjukkan tentang pola komunikasi yang dilakukan oleh guru pendidikan agama Islam yang mmenunjukkan tentang pola komunikasi yang dilakukan guru pendidikan agama Islam tersebut. Metode yang digunakan dalam menyampaikan materi pendidikan agama Islam dengan menggunakan metode ceramah dan Tanya jawab. Dari metode yang digunakan ini menunjukkan bahwa ada dua pola komunikasi yang yang dilakukan guru pendidikan agama Islam yaitu pola komunikasi satua arah dan pola kounikasi dua arah.

Kata Kunci: *Pola Komunikasi, Pembelajaran, Pendidikan Agama Islam*

INTRODUCTION

Humans reality as social beings, they have great social characteristics, they need communication process. This communication process can occur in the bonds of a situation. Of all the various communication processes, there is special type of situation, namely teaching situation or instructional situation. Communication that occurs in a teaching situation is called teaching communication, which is a process that is pursued based on the bonds of teaching goals.

Teaching and learning activities are the main function and the most strategic effort in realizing the instructional goals carried by formal education institutions/schools. In the context of carrying out these institutional functions and duties, the teacher places a position as a central figure, because in the teacher's hands lies the possibility of success or failure in achieving educational goals in schools, therefore teacher must be able and competent to plan, evaluate and guide teaching and learning activities.

There are several factors which influence teacher in achieving the intended teaching objectives. As stated by Dunkin and Bidle, in Syafruddin Nurdin, (2001: 11) there are four variables that influence it, they are:

1. Background variables, such as abilities possessed by teacher, include education, skills, teaching experience, motivation and so on.
2. Context variables, which relate to the good condition of students, such as abilities, knowledge, intelligence, learning methods and so on.
3. Process variables, which include teacher and student behavior as well as changes in behavior.
4. Result variable.

From the information above, it can be seen that there are many factors that affect student learning outcomes, one of which is the communication factor in the learning process.

The teaching and learning process is a process which is a series of teacher and students activities, on the basis of a reciprocal relationship that takes place in an educational situation to achieve certain goals. The interaction or reciprocal relationship between teacher and students is the main requirement for the continuity of the teaching and learning process. Interaction in teaching and learning process has a broader meaning, not just a relationship between teachers and students, but this relationship has educational value, for that in the teaching and learning process the teacher should be aware, trying to realize the behaviors, attitudes and actions of students to be better .
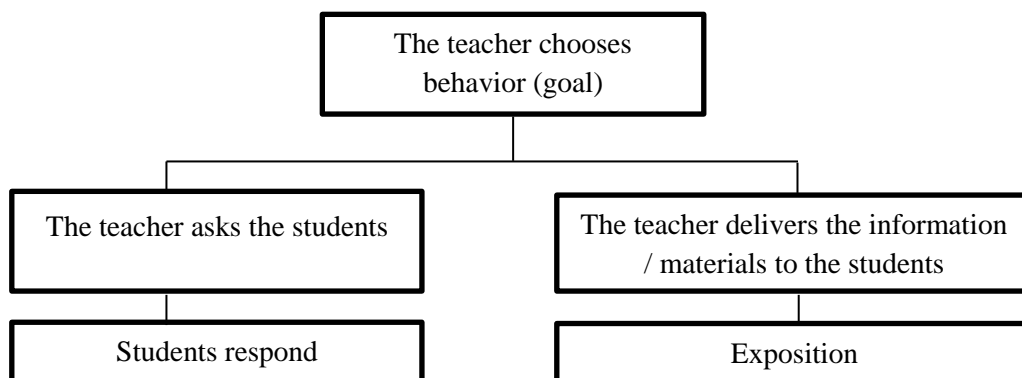
In the process of educational interaction it is necessary to have various patterns of communication between teacher as teacher and students as students, so that there will be an integration between the two activities, namely teacher's teaching activities and students' learning activities. Byron G Massialas, in Ahmad Rohani, (2004: 37) says there are two teaching approaches, namely:

First, the expository approach, namely, departing from the view that classroom behavior and distribution of knowledge are controlled and determined by the teacher. So the essence according to this view is the delivery of knowledge to students who are considered as objects that receive what is given from the teacher. The teacher conveys information about teaching materials in the form of explanations and oral speech (with the lecture method). Expository requires students to be able to catch and remember the information that the teacher has provided, and reveal what they already have through the responses they give

when the teacher asks questions. Here, one-way communication or action communication is used. Therefore the learning activities of students are not optimal since they are limited to listening and recording what the teacher says. The picture of expository approach can be seen as follow:
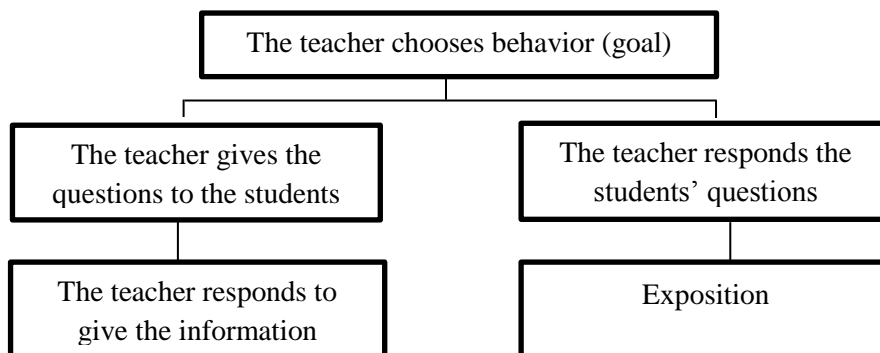
Picture 2:

Expository Teaching Approach (Ahmad Rohani, 2004: 37)

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        ┌─────────────────────────┐
        │   The teacher chooses    │
        │     behavior (goal)      │
        └─────────────────────────┘
            │                  │
┌─────────────────────────┐  ┌─────────────────────────────┐
│ The teacher asks the    │  │ The teacher delivers the    │
│ students                │  │ information / materials to  │
│                         │  │ the students                │
└─────────────────────────┘  └─────────────────────────────┘
            │                  │
┌─────────────────────────┐  ┌─────────────────────────────┐
│   Students respond       │  │        Exposition           │
└─────────────────────────┘  └─────────────────────────────┘
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the second is inquiry approach, namely, departing from a view that students as subjects as well as objects of teaching (learning). They have the basic ability to develop optimally according to their abilities.
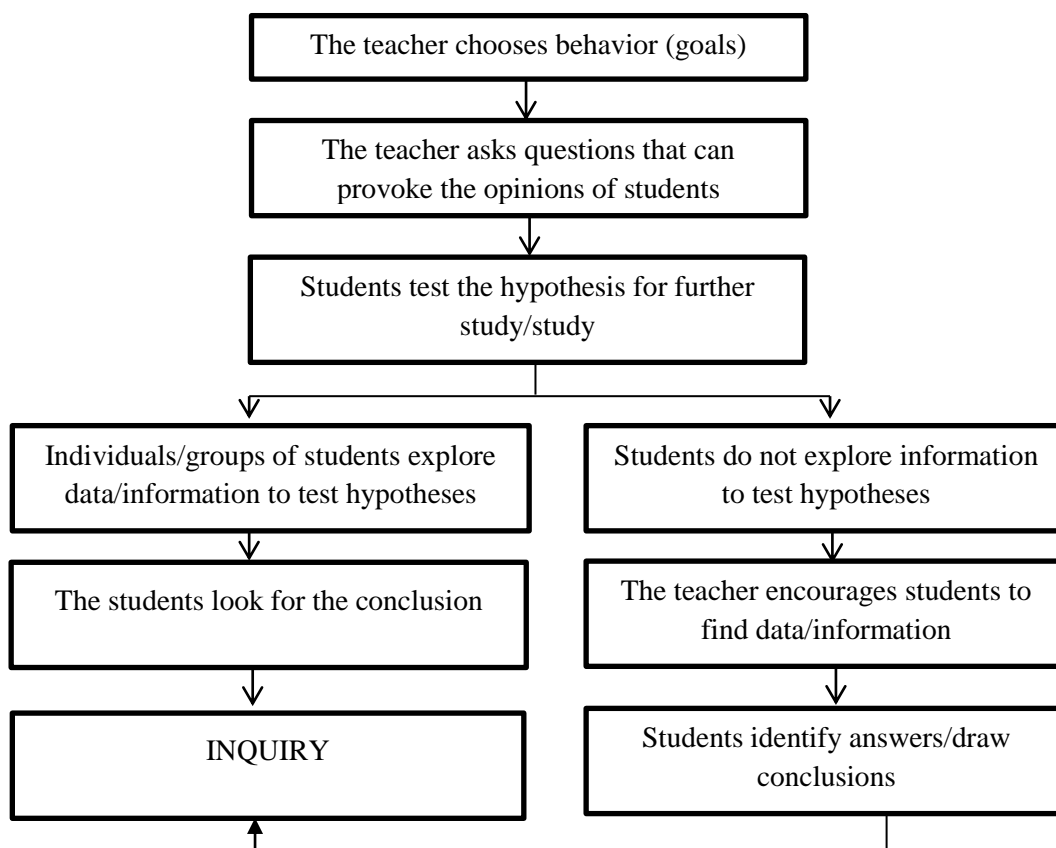
Picture 3:

Inquiry Teaching Approach (Ahmad Rohani, 2004: 28)

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        ┌───────────────────────────────────┐
        │ The teacher chooses behavior (goal)│
        └───────────────────────────────────┘
            │                  │
┌─────────────────────────┐  ┌─────────────────────────────┐
│ The teacher gives the   │  │ The teacher responds the    │
│ questions to the students│ │ students' questions         │
└─────────────────────────┘  └─────────────────────────────┘
            │                  │
┌─────────────────────────┐  ┌─────────────────────────────┐
│ The teacher responds to │  │        Exposition           │
│ give the information     │  │                             │
└─────────────────────────┘  └─────────────────────────────┘
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Furthermore, in the discovery approach, multi-directional communication or communication is used as a transaction. If it is depicted in a chart, the discovery/inquiry approach is as follows:

Picture 4:

Discovery Teaching Approach (Ahmad Rohani, 2004: 39)

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┌─────────────────────────────────────┐
│   The teacher chooses behavior (goals) │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│   The teacher asks questions that can │
│      provoke the opinions of students │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│   Students test the hypothesis for further │
│              study/study              │
└─────────────────────────────────────┘
        │                       │
        ▼                       ▼
┌──────────────────────┐  ┌──────────────────────┐
│ Individuals/groups of │  │ Students do not explore │
│ students explore      │  │ information to test    │
│ data/information to   │  │ hypotheses             │
│ test hypotheses       │  │                        │
└──────────────────────┘  └──────────────────────┘
        │                       │
        ▼                       ▼
┌──────────────────────┐  ┌──────────────────────┐
│ The students look for │  │ The teacher encourages │
│ the conclusion        │  │ students to find       │
│                       │  │ data/information       │
└──────────────────────┘  └──────────────────────┘
        │                       │
        ▼                       ▼
┌──────────────────────┐  ┌──────────────────────┐
│      INQUIRY          │  │ Students identify      │
│                       │  │ answers/draw           │
│                       │  │ conclusions            │
└──────────────────────┘  └──────────────────────┘
        ▲                       │
        └───────────────────────┘
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This is in line with what was expressed by Nana Sudjana, Nana Sudjana, (1991: 31), there are three communication patterns that can be used to develop dynamic interactions between teachers and students. The communication patterns are, namely: 1. Communication as an action or one-way communication; 2. Communication as interaction or two-way communication; 3. Multidirectional communication or communication as a transaction

In one-way communication, the teacher is seen as teacher centered, namely the interaction in the teaching and learning process is dominated by the teacher and teaching is seen as an activity to convey learning material solely. In two-way communication activities, there are teacher activities and student activities, because the dialogue that appears is not only one party. In contrast to multidirectional communication or communication as a transaction, where communication does not only occur between teacher and students, but also between students and students. In this communication, students play a more

active role, because they can learn effectively, while teacher act as guide and organizer of student learning conditions.

From the perspective of Islam, we can easily answer that it is God who teaches us to communicate, using the intellect and language skills that He has bestowed upon us. (Deddy Mulyana, 2005: 3), As Allah says in the Al-Qur'an Surah Ar-Rahman verses 1- 4

Meaning: *Arrahma, (God) who is most gracious, who has taught the Qur'an, He created man, taught him to be good at speaking.*

Quraish Shihab said, that after reciting His mercy in general, mentioning His greatest mercy and blessings, as well as showing His power to bestow a bit of attributes on His servants so that they imitate Him, namely by stating: He is the one who taught Al-Qur'an to whomever he wants. (Quraish Shihab, 2004: 493) It is clear that Allah has communicated with His people, namely by delivering messages through the holy book of the Al-Qur'an to teach people to speak.

In terms of form or pattern of communication, Allah has also described it through His word in the Al-Qur'an chapter Al-Baqarah verses 31-33.

Meaning: *And he taught Adam the names (objects) entirely. Then conveyed them to the angels and then said: "Mention to me the names of these objects if you are not true, the true people. They answered: "Glory to you, we do not know anything other than what You have taught Us; Verily, You are the One who knows, the Most Wise. Allah said: "O Adam, tell them the names of these objects." So after he had told them the names of these objects, Allah said, "Didn't I tell you that I know the secrets of heaven and earth and know what you gave birth to and what you hid?.*

Indeed, communication has a very big influence in the learning process. Without good communication, a great teacher may not be able to convey the message according to what he wants, in the end, learning outcomes will not be achieved optimally.

Effective communication that occurs in the teaching and learning process is expected to have a positive effect, namely changes in students, communication is also expected to cause feedback from the recipient of information, namely students.

SMA Negeri 1 Pasaman Barat, which was established on May 12, 1959, is a school that carries out teaching and learning activities with the aim of increasing students' belief, understanding and appreciation of Islam. To achieve

this goal, one of them is by increasing effectiveness in communication so that the purpose of learning can be achieved.

SMA Negeri 1 Pasaman is one of the fairly good high-level schools in West Pasaman, equipped with complete facilities to support the learning process. Students who enter SMA Negeri 1 Pasaman must go through the selection stage. The teacher are those who have minimum educational background of S-l (Bachelor).

In connection with the learning communication carried out at SMA Negeri 1 Pasaman, based on glimpse observations in the field, there are several gaps, namely students lazing around when the learning process takes place, this can be seen when the learning process takes place that some students are silent as if I do not know anything, some tell stories with friends, some are even sleepy, but if seen from the supporting factors, it is very complete and adequate for the realization of educational goals.

The attitude of students who are less enthusiastic when the teaching learning process takes place as stated above, the cause is related to the communication patterns carried out by Islamic religious teachers. When the author made observations of the learning process carried out by Islamic religious teachers at SMA Negeri 1 Pasaman, there was no visible pattern of communication. In this case, the writer wanted to know more about the learning communication patterns carried out by Islamic religious teachers at SMA Negeri 1 Pasaman.

RESEARCH METHOD

The research method is a method or technique that is arranged regularly used by a researcher to collect data / information in conducting research that is tailored to the subject / object under study. The purpose of this study is to find answers to the communication patterns of Islamic religious learning carried out by Islamic religious teachers at SMA Negeri 1 Pasaman, and to find these answers, the appropriate method to use is qualitative research method. Qualitative research is research that aims to describe and analyze phenomena of events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or in groups. Several descriptions are used to discover principles and explanations that lead to inferences.

RESEARCH FINDING AND DISCUSSION

Islamic Education Learning Process

Preparation for Learning Islamic Religious Education at SMA Negeri 1 Pasaman

One of the duties of a professional teacher is the task of a planner. This planner task is a form of preparation for a teacher before teaching. This preparation is very necessary, both in writing and in- writing, as a guide for carrying out learning. With preparation like this, the teacher will be more prepared and competent in carrying out learning. Otherwise, if the teacher does not have preparation, then this will damage the mentality and morale of students, and will reduce the overall authority of the teacher.

Preparation or planning is a form of decision making. According to Ornstein, as quoted by E. Mulyasa, the decision made by a teacher will be influenced by two areas, namely: first, the teacher's knowledge of the field of study (subject matter knowledge), which is determined by the organization and presentation of the material, knowledge of students' understanding of the material and knowledge about how to teach the material; second, teacher knowledge of the action system (action system knowledge), which emphasizes teacher activities such as: diagnosing, classifying, organizing and evaluating learning and learning experiences. Both of these knowledges are needed by teachers in preparing effective and professional learning.

Likewise in learning Islamic religious education, several planning or preparation activities need to be carried out. In the context of learning at SMA Negeri 1 Pasaman, there are several things that researchers have encountered as a form of teacher preparation in teaching. The preparation of Islamic religious teachers is quite good. Then it was continued with an explanation given by one of the students; our religious teacher teaching preparation is very good. Our religious teachers are not only good at teaching, have broad insight, they also master the material presented. This could have happened because the Islamic religion teacher had long taught at this school. So that material that is repeated frequently will be better mastered.

The way Teachers Deliver Learning Materials

Presentation of subject matter in front of the class is related to the ways, actions and actions of teachers in interacting with students. The way the teacher interacts is a manifestation of the communication patterns that he develops during the interaction.

There are two ways of presenting material that are often done; First, by asking students to read books about the material to be taught, then

understanding them, then asking students to ask what they didn't understand, then I explained. Second, I explained the subject matter in front of the class, and asked the students to ask about the material they did not understand.

The process of delivering material as done by the Islamic religious teacher above shows that the pattern of communication carried out is a two-way communication pattern or communication as an interaction. After the religion teacher explained the subject matter in front of the class then the religion teacher asked us to ask about material that we did not understand. It is clear that it can be understood that the process of delivering Islamic religious education material begins with explaining, understanding, explaining, and asking students who do not understand the subject matter presented in front of the class.

Teaching Methods Used in Delivering Islamic Religious Education Materials

When viewed from the methods used in delivering the subject matter, there are two methods, namely, the question and answer method and the lecture method. The methods used in delivering Islamic religious education material are the question and answer method and the lecture method. I rarely do the discussion method.

Usually the Islamic religion teachers of SMA 1 Pasaman achieve instructional goals by using words. How does he organize his preparation activities as best as possible in order to help his students learn. One of the methods or ways that can be used in delivering subject matter is by lecturing. The lecture method cannot be said to be good or bad, lectures must be judged according to their intended use. Even though this has been the case, it turns out that there are still many teachers who use the lecture method in delivering subject matter, one of which is the Islamic religion teacher at SMA Negeri 1 Pasaman.

Although there are striking weaknesses of the lecture method, for example not being able to give students the opportunity to practice the relevant behavior (other than taking notes) of the lecture can still be of benefit to students. The main purpose of a lecture is to present the ideas that the religion teacher has to students. One student said; Our religious teacher delivers the subject matter in a very pleasant way, through feelings when needed, the intonation of his voice, the gestures of his hands.

From the information above, it is clear that one of the methods used by Islamic religious teachers in delivering subject matter is the lecture method. In addition to the lecture method, the Islamic religious teacher also uses the question and answer method in delivering subject matter. The question and

answer method is a method that is quite often used by Islamic religious teachers at SMA Negeri 1 Pasaman. The question and answer method and the lecture method in delivering the subject matter carried out by Islamic religious teachers at SMA Negeri 1 Pasaman show that the communication pattern is carried out in two directions, namely student-teacher communication and teacher-student communication.

Evaluation of Islamic Education Learning

In simple terms, educational evaluation can be defined as, an action or activity carried out with the intention of determining the value of everything in the world of education (i.e. everything related to, or what happens in the field of education). In short, educational evaluation is an activity or process of determining the value of education, so that the quality or results can be known. In general, evaluation as an action or process has at least three main functions, namely measuring progress, supporting planning, and improving or re-making improvements.

SMA Negeri 1 Pasaman also implements an evaluation system in the learning process carried out at this school. The evaluation pattern that is applied in this cottage is daily, after every one subject is completed and the final semester exam. Daily evaluation is done every time you finish studying, whether it's studying. This evaluation is intended not only to measure the ability of the students, but also to motivate them to be even more active in learning, such as giving marks to students' answers if the evaluation is in writing. Besides that, the teacher not only gives grades, but the teacher also often gives words of praise to the students themselves.

Communication Patterns by Islamic Religious Teachers
One Way Communication Pattern

One-way communication is communication that implies delivering one-way messages from one person to another, either directly or through the media. In the condition of the learning process, the teacher is the teacher, while the student is the one receiving the message. As has been done by Islamic religious teachers at SMA Negeri 1 Pasaman based on the author's observations, that in general the form of delivery of subject matter carried out by Islamic religious teachers is by lecturing. A learning using the lecture method, here it appears that a teacher plays a role in delivering the subject matter while students act as a listener or as a recipient of the subject matter. In this case the learning process that takes place is dominated by the teacher.

Furthermore, the teacher provides the opportunity for students to ask about subject matter that students have not understood. The questions asked by the students to the religion teacher were answered again by the religion teacher, with the aim of explaining the subject matter that the students had not understood. The learning process carried out by Islamic religious teachers as stated above shows that the communication patterns carried out by Islamic religious teachers tend to be one-way communication patterns. One-way communication pattern is actually less suitable when applied to face-to-face communication, but it may not be wrong if it is applied to public communication (speech) that does not involve question and answer.

As for the atmosphere of the learning process using this one-way communication pattern based on the author's observations, it seems that the atmosphere is less exciting, especially for students. This is because the communication patterns carried out by religious teachers do not provide opportunities for students to be creative in expressing their thoughts and opinions. This one-way communication pattern is also not suitable for teachers in carrying out the learning process at this time, because the learning process using a one-way communication pattern is not suitable with the current curriculum.

Two-way Communication Patterns

The conceptualization that is often applied to communication is two-way communication. This view equates communication with a causal process or reaction, which has alternating directions. Someone conveys a message either verbally or nonverbally, a recipient reacts by giving a verbal answer or by nodding his head, then the first person reacts again after receiving a response or feedback from the second person, and so on.

The two-way communication pattern carried out by Islamic religious teachers at SMA Negeri 1 Pasaman in carrying out the learning process is based on the author's observation that Islamic teachers in carrying out the learning process often use the question and answer method which leads to two-way communication. In this case the Islamic religious teacher asks questions to students then students answer questions given by the teacher, on the other hand students ask questions to the teacher, then the teacher answers the questions asked by the student.

The atmosphere of the learning process using two-way communication patterns, based on the author's observations, shows that it is dynamic when compared to the learning atmosphere in one-way communication patterns. Here

it can be seen that teachers and students are both involved in carrying out their respective roles.

Two-way communication patterns are seen as slightly more dynamic than one-way communication patterns. However, this two-way communication pattern still distinguishes students as senders and recipients of messages, because it is still resource-oriented, even though the two roles are considered alternating. So, basically the communication patterns that take place are still mechanical and static.

One thing that can be added to this two-way communication pattern is feedback, which is what the recipient of the message says to the source of the message, which is also used by the message source as an indication of the effectiveness of the message he previously conveyed, whether it is understandable, acceptable and so on, so that based on that feedback, the source can modify further messages, if necessary, to suit its purpose.

Multi-directional Communication Patterns

Multidirectional communication pattern is a process of communication patterns carried out in the formation of meaning between two or more people. In multidirectional communication patterns, this is different from one-way communication patterns and two-way communication patterns, in multi-way communication patterns, the people who communicate are considered communicators who actively interpret and send messages. Each party is considered the source and recipient of the message.

In a learning process, students are considered more instrumental than teachers if the pattern of communication is multi-directional communication. If we look at the learning process carried out by Islamic religious teacher at SMA Negeri 1 Pasaman, based on the author's observations, there is no multi-directional communication pattern carried out by Islamic religious teachers in the learning process.

So, it is illustrated that the multi-directional communication pattern is not carried out in the learning process of Islamic religious education at SMA Negeri 1 Pasaman. Actually, multi-directional communication is more effective than one-way and two-way communication patterns, because this multi-way communication pattern is where communication is not only carried out between teachers and students, but also between students and students. In this communication, the more active role is students, because they can learn effectively, while the teacher acts as a guide and organizer of student learning conditions.

From the description above, it can be seen that there are three learning communication patterns. First, the one-way communication pattern. Second, two-way communication patterns. And third, the pattern of communication is multidirectional. In carrying out the learning process these three communication patterns should be carried out by a teacher, so that the learning process is able to achieve the desired goals.

Islamic religion teachers at SMA Negeri 1 Pasaman in carrying out the learning process, based on the results of the research it has been stated above that the communication patterns carried out by Islamic religious teachers at SMA Negeri 1 Pasaman are one-way communication and two-way communication. For more details as illustrated below:

Table 1

The pattern of communication carried out by Islamic religious teachers in Pasaman 1 Public High School

The Subject	Communication Patterns	Additional Information
Islamic Education	One way communication	✓
	Two way communication	✓
	Multidirectional communication patterns	-

CONCLUSION

From the findings of the research that the researcher describes above, the following conclusions can be drawn: 1. The one-way communication pattern carried out by Islamic religion teachers at SMA Negeri 1 Pasaman in the learning process goes well; 2. The two-way communication pattern carried out by Islamic religion teachers at SMA Negeri 1 Pasaman is also well implemented; 3. The multidirectional communication pattern that should have been carried out by Islamic religious teachers at SMA Negeri 1 Pasaman in the learning process was not implemented properly.

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