

The Problem of Availability of Learning Facilities in Achieving the Success of Islamic Religious Education

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Abstract

This research aims to analyze the problem of facility availability in achieving successful PAI learning objectives. This research uses qualitative methods and a narrative inquiry approach where data is collected through discussions and interviews. The data collected was analyzed using the Miles and Huberman model through reduction, display, and verification stages. The findings from this research will examine the problem of facility availability in achieving PAI learning objectives. For this reason, in this article, we will present what needs to be discussed regarding the problem of the availability of facilities in achieving the success of PAI learning objectives. The first is the role of learning facilities in supporting PAI learning objectives, the second is overcoming the constraints of limited facilities in the PAI learning process, and the third is overcoming the physical limitations of PAI learning facilities. The problem of the availability of learning facilities is one obstacle that can hinder achieving Islamic Religious Education (PAI) learning objectives. Limited or inadequate facilities, such as narrow classrooms, limited multimedia equipment, or libraries with minimal collections, can affect the effectiveness of PAI learning. The unavailability of adequate facilities can reduce students' interest and motivation in understanding and deepening PAI material, hinder interaction between teachers and students, and reduce the overall quality of learning. Therefore, increasing the availability of quality learning facilities is an important step to achieving PAI learning goals.

Keywords: *Learning facilities, Learning Objectives, Islamic Religious Education, Senior High School*

Abstrak

Penelitian ini bertujuan untuk menganalisis permasalahan ketersediaan fasilitas dalam mencapai keberhasilan tujuan pembelajaran PAI. Penelitian ini menggunakan metode kualitatif dan pendekatan inkuiri naratif dimana data dikumpulkan melalui diskusi dan wawancara. Data yang terkumpul dianalisis menggunakan model Miles dan Huberman melalui tahap reduksi, display, dan verifikasi. Temuan penelitian ini akan mengkaji masalah ketersediaan fasilitas dalam mencapai tujuan pembelajaran PAI. Untuk itu pada artikel kali ini kami akan memaparkan apa saja yang perlu dibahas mengenai masalah ketersediaan fasilitas dalam mencapai keberhasilan tujuan

pembelajaran PAI. Pertama peran fasilitas pembelajaran dalam menunjang tujuan pembelajaran PAI, kedua mengatasi kendala keterbatasan fasilitas dalam proses pembelajaran PAI, dan ketiga mengatasi keterbatasan fisik fasilitas pembelajaran PAI. Permasalahan ketersediaan fasilitas pembelajaran menjadi salah satu kendala yang dapat menghambat tercapainya tujuan pembelajaran Pendidikan Agama Islam (PAI). Fasilitas yang terbatas atau kurang memadai, seperti ruang kelas yang sempit, peralatan multimedia yang terbatas, atau perpustakaan yang koleksinya minim, dapat mempengaruhi efektivitas pembelajaran PAI. Tidak tersedianya fasilitas yang memadai dapat menurunkan minat dan motivasi siswa dalam memahami dan mendalami materi PAI, menghambat interaksi antara guru dan siswa, serta menurunkan kualitas pembelajaran secara keseluruhan. Oleh karena itu, peningkatan ketersediaan fasilitas pembelajaran yang berkualitas merupakan langkah penting dalam mencapai tujuan pembelajaran PAI.

Kata Kunci: Fasilitas Pembelajaran, Tujuan Pembelajaran, Pendidikan Agama Islam, Sekolah Menengah Atas

INTRODUCTION

The problem of the availability of learning facilities is a significant obstacle in achieving the success of Islamic Religious Education (PAI) learning objectives. Adequate learning facilities, such as comfortable classrooms, well-equipped libraries, and state-of-the-art learning technology, have an important role in supporting an effective learning process (Raudlah, 2019). When these facilities are inadequate or not well available, the learning process of Islamic Religious Education can be hampered. Students may find it difficult to access relevant learning resources or keep up with learning properly due to inadequate facilities. Therefore, increasing investment in learning facilities and developing educational infrastructure is very important so that the learning objectives of Islamic Religious Education can be achieved more optimally (Alfurqan & Harmonedi, 2017).

In relation to research themes relevant to the problem of availability of learning facilities in achieving the success of Islamic Religious Education learning objectives, it can be focused on "Analysis of the Impact of Limited Learning Facilities on the Effectiveness of Islamic Religious Education Teaching in Secondary Schools" This study aims to identify and analyze how limited learning facilities are, such as classrooms, libraries, and learning technology, influence the learning process of PAI in secondary schools (Yazid, 2020). This

study will analyze teacher and student perceptions of the quality of learning facilities, obstacles faced in learning due to limited facilities, and proposed solutions to increase the availability of learning facilities that will support the achievement of Islamic Religious Education learning objectives effectively (Heri, 2021).

This article will significantly discuss the Analysis of the Impact of Learning Facility Limitations on the Effectiveness of Islamic Religious Education Learning in Secondary Schools. This research aims to identify and analyze how limitations in learning facilities, such as classrooms, libraries, and learning technology, affect the PAI learning process in secondary schools (Rafiqie, 2022). The study will analyze the perceptions of teachers and students using a narrative inquiry method to obtain more accurate data regarding the quality of learning facilities, obstacles faced in learning due to facility limitations, and proposed solutions to improve the availability of learning facilities that will support the effective achievement of Islamic Religious Education learning goals (Azra, 2018).

The main objective of this study is to analyze the impact of limited learning facilities on the success of achieving the learning objectives of Islamic Religious Education (PAI) (Yuliani & et al, 2020). This study aims to identify in depth how limited classrooms, libraries, and learning technology contribute to constraints in the delivery of Islamic Religious Education materials, student participation in learning, and the achievement of predetermined learning objectives. In addition, this study will direct the focus to the perceptions of teachers and students about efforts that can be made to overcome the limitations of these facilities and formulate recommendations for solutions that have the potential to increase the effectiveness of Islamic Religious Education learning through improving the availability of adequate learning facilities (Nasikhin, Shodiq, et al., 2022). Thus, this study seeks to contribute in the framework of a better understanding of the relationship between learning facilities and the achievement of Islamic Religious Education learning objectives, as well as provide practical guidance to improve the quality of Islamic Religious Education learning through the improvement of existing facilities (Daulay, 2020).

This research has a strong argument to be investigated considering the importance of the role of learning facilities in achieving the success of Islamic Religious Education (PAI) learning objectives (Nasikhin, Ismutik, et al., 2022).

Adequate learning facilities are not only a supporting element, but also a determining factor in the effectiveness of the learning . Limited comfortable classrooms and libraries rich in reading materials can hinder students' access to relevant information and reduce active interaction in learning. Meanwhile, limited learning technology can hinder the use of innovative and interactive teaching methods (Muhaimin, 2021). The argument underlying this research is the need for a deeper understanding of how these limitations impact the achievement of Islamic Religious Education learning objectives. By analyzing the perceptions of teachers and students This research will provide insight into the real obstacles faced in the learning process, and formulate recommendations for solutions that can help overcome these obstacles . Thus, this research is expected not only to identify problems, but also to provide concrete guidance for improving the quality of Islamic Religious Education learning through improving targeted learning facilities (Nasikhin & Shodiq, 2021).

RESEARCH METHODS

The study employs the narrative inquiry research method to delve deeply into the issue of the availability of learning facilities in achieving the objectives of Islamic Religious Education. This approach provides a robust means of uncovering the perspectives and experiences of teachers through interviews as the primary data collection method. Interviews offer participants, namely teachers, the opportunity to share their views on the availability of learning facilities and their impact on achieving the objectives of Islamic Religious Education (Kramp, 2003). The data analysis in the narrative inquiry method involves the exploration of narrative patterns and themes emerging from interviews and collected documents. Researchers aim to understand the responses and reactions of teachers to the availability of learning facilities in attaining the objectives of Islamic Religious Education.

The analysis process includes narrative mapping, motif identification, and in-depth interpretation to unveil the layers of meaning embedded in participants' stories. Data verification in narrative inquiry is crucial to ensuring the authenticity and constraints of findings (Barrett & Stauffer, 2009). This can be achieved through processes such as providing participants with feedback on the analysis results or comparing findings with relevant literature and research. By

ensuring that the collected data and findings align with the perspectives and real experiences of participants, the narrative inquiry method is expected to generate a rich and profound understanding of the issues related to the availability of learning facilities in achieving the success of Islamic Religious Education objectives (Bell, 2002). Overall, the research aims to make a significant contribution to understanding how these factors influence the success of learning objectives in the context of Islamic Religious Education.

RESEARCH FINDING AND DISCUSSION

Finding: Informant Profile

Research with a narrative inquiry approach has involved four teachers as the main informants, including informants 1, 2, and 3, and 4. Informant 1 is a 41-year-old academic who has earned an S2 degree. He graduated S1 from IAIN Walisongo Semarang in 2007 which has now become UIN Walisongo in the field of Islamic Education while his S2 at Wachid Hasyim University Semarang graduated in 2014 Master Program He became a teacher in Senior High School, with 15 years of teaching experience. He has also published several books, including: Express US and Budi Pekerti for SMA published by Erlangga, Islamic Religious Education and Budi Pekerti for SMA grade XI published by Bumi Aksara, Textbook of Islamic Religious Education and Budu Pekerti for grade VII SMP published by Erlangga. With the educational background and experience that has been followed by informants, we can discuss more deeply about the problems of facilities found in the school environment. Informant 2 he was a 54-year-old scholar. A graduate of IAIN Walisongo, he has devoted himself to the academic world for 20 years. With a very long teaching experience, he may be an informant to discuss the problem of availability of facilities in PAI learning.

Next is the 3rd informant, he is 58 years old, has taught at Madrasah Aliyah for 30 years, has earned an S2 degree. S1 he graduated from IAIN Raden Fatah Palembang studying Islamic religious education and continued his S2 at STIEPARI Semarang. He has published several scientific journals including: The Role of PAI Teachers in Strengthening Religious Moderation in Schools Volume 10 number 6 July 2019 Journal of Islamic Religious Education, Regional Office of the Ministry of Religion of Central Java, Instilling Character Education in Islamic Religious Education and Ethics Subjects through POKWAN TUNAS Activities to Improve the Spirit of Nationalism of Students of SMAN 1 Karangtengah Volume

7 number 4 July 2018 Journal of Islamic Religious Education, Regional Office of the Ministry of Religion of Central Java, Improving Student Learning Outcomes Zakat Material with the Help of Interactive Multimedia Through PAIKEM Strategy in Class XI.IPA.4 SMAN 1 Karangtengah Volume 5 number 3 December 2016 Journal of Islamic Education, Regional Office of the Ministry of Religion Central Java. The 4th informant is a 58-year-old academic who has earned an S2 degree at UIN Walisongo, faculty of tarbiyah and teacher training in the field of Islamic Education. He became a teacher of Islamic religious education in a junior high school, with 30 years of teaching experience. With a rich educational background and religious education research experience, informant 4 brings deep insights into teacher professional education and education issues. With these 4 information, it would help researchers to discuss how the problem of facility availability in achieving the learning objectives of Islamic Religious Education

Challenges of Availability of Learning Facilities Towards Successful Learning of Islamic Religious Education.

The challenge of availability of learning facilities is a crucial factor in achieving learning success, especially in the subject of Islamic Religious Education (PAI). The availability of adequate facilities, such as comfortable classrooms, cutting-edge technological devices, and diverse learning resources, has an important role in improving the quality of learning (Rudiyanto et al., 2022). Limited facilities can hinder the effective and interactive learning process, as well as affect students' active involvement in Islamic Religious Education materials. Therefore, efforts to overcome this challenge through the procurement and maintenance of adequate facilities are essential steps to ensure the achievement of optimal Islamic Religious Education learning objectives (Syaiful & Aswan, 2020).

The Role of Learning Facilities in Supporting the Achievement of Islamic Religious Education Learning Objectives

Informant 1 (A.T), (2023) explained that the facilities in the school were very supportive, especially because of the availability of adequate water mosques and internet networks provided by the school. This is certainly very supportive, especially a smooth internet network that can make it easier for students to

access learning materials or materials easily and achieve success in learning objectives. *"The facilities in our school have been very supportive, namely the first with the existence of a mosque place of worship that is supported by the presence of water that accommodates and the mosque is also representative, the second is the internet, namely hotspots in each class, these two components can be used as provisions to facilitate children in learning activities in learning activities."*

Informant 2 (M), (2023) explained, that the role of school facilities in learning is very important because the facilities can change the classroom atmosphere to be fun and because the facilities that accommodate will shape the child's psychology to be enthusiastic in following the learning process. The facility is among comfortable and clean classrooms, smooth internet, projectors, and LCD. *"I think it is very important because it helps participants from unpleasant to fun learning facilities that help the psychology of students for example classrooms, projectors, so I think learning facilities are very helpful to create learning."*

Informant 3 (S), (2023) explained that the role of facilities in learning is indeed very important for the comfort of students in the learning process in addition to the convenience of facilities also plays an important role in fighting for facilities for teachers in delivering material effectively. *"The role of learning facilities is very influential for the achievement of learning objectives in the educational environment because the existence of accommodating facilities will make comfort for students and increase enthusiasm in the learning process and facilities also play an important role for teachers to deliver material effectively."*

Informant 4 (EK), (2023) Informant 4 explained that facilities play a role in improving student learning, student experience, and honing student potential. *"Helping students to be more focused on learning, improving student learning experience, supporting students to hone their potential"*.

The essence of the answers from informants 1, 2, 3, and 4, the same, namely that learning facilities are very important and influential to increase potential and are one of the factors in achieving learning objectives.

Overcoming Limited Facilities in the PAI Learning

Informant 1 explained, if there are obstacles in facilities during the learning process, then change methods. Suppose the method used is the visual media method, but suddenly there is a power failure, then the method can change to reading with paper. The limitations of these facilities can interfere with

the learning process and there are several impacts for students. Some of these impacts are, affecting and reducing student motivation when facilities are minimal, other impacts are affecting the results of student evaluations because the facilities affect motivation and motivation affects results. *“So in the learning process we must differentiate to have other alternatives, for example we tell children to make PPT and display it on the screen, but suddenly there is trouble or power failure, from that we must have other options, we cannot only rely on one learning method, must have options with digital and non-digital such as continuing to present with the method paper or something else. In addition, when the facilities are minimal while we have high goals and the process is less than optimal, it will affect the results of student evaluations because the facilities flow on motivation and motivation affects the (Informant 1 (A.T), 2023).”*

Informant 2 explained that actually the facility is only as a means of support, if there are limited facilities later, the teacher will try to package the material as creatively as possible, for example with ice breaking, or game learning methods which these methods can add a new atmosphere that is fun and increase the enthusiasm for learning for students. Without having to use facilities such as digital media but still able to learn comfortably and enjoyably. *“In my opinion, the facility at least only helps, because it depends on each teacher so the challenges faced will be more, but later teachers will have high creativity in packaging learning well, for example with ice breaking, but in my opinion it is even more challenging if the facility does not exist” (Informant 2 (M), 2023).*

Informant 3 explained that if there are obstacles in learning facilities such as digital media problems, trouble projectors or power failures, then you can use outdoor methods to observe the surrounding environment and nature and connect it with verses of the Qur'an. *“We can use other methods if there are obstacles, for example, we use digital methods and then there is a power failure or trouble, we can use other methods such as inviting children to see nature or choosing to learn outside the classroom by observing outside things and connecting them with verses of the Qur'an (Informant 3 (S), 2023).”*

Informant 4 explained, if there are obstacles in the facilities in the classroom, then the teacher must find a way to keep conditions in the classroom conducive. In addition, look for other ways to deliver material or teaching materials using classical or traditional methods. The impact if there are obstacles

in the facility is to reduce the smoothness in the delivery of material or teaching materials and the results of the achievements obtained can decrease. *“The existence of complete learning facilities if used properly will facilitate and facilitate the learning process. With these conditions, the learning achievements obtained will also be maximized (Informant 4 (EK), 2023).”*

From the opinion of the 4 informants, it is actually the same if there are limited facilities constraints, they can use other methods such as using paper, or directly learning in the field and also doing research. The difference between informants 1, 2, 3, and 4 occurs in the way or method of each informant is different, but the opinion of informant 2 refers more to the fact that facilities are actually only helping not being the main reference in achieving learning objectives.

Overcoming the constraints of limited facilities in the learning process of Islamic Religious Education (PAI) is a challenge that must be faced with creativity and commitment. PAI teachers can adopt a more technology-based approach to learning by utilizing educational software, online platforms, and widely available digital resource (Adawiyah, 2021). In addition, collaboration between teachers, students, and schools in providing adequate facilities is also very important. If there are constraints in technological limitations, they can hold extracurricular activities, visits to places of worship, or invite guest speakers to broaden students' horizons without relying entirely on physical facilities. With these various efforts, Islamic Religious Education learning can remain quality and relevant, despite limited facilities (Rahayu & Kejora, 2022).

The Role of Technology in Overcoming the Physical Limitations of PAI Learning Facilities

Informant 1 explained that the role of technology is very important, especially in this day and age teachers must be literate in science and technology, technology is very helpful in the learning process. We can also connect technology with Qur'anic verses, for example, if we explain Qur'anic verses about the command to learn science and technology, of course the technology we present in class is contemporary technology. Through the online learning platform, students can access PAI learning materials from anywhere and anytime, allowing for more flexible learning. *“Very instrumental for example, if we explain the verses of the Quran about the command to learn science and technology, of*

course the technology we present in that class is contemporary technology, inevitably we have to browse on the internet about the findings of experts in this century who have a broad impact on the world both in the fields of food, technology and so on, with the technology we are greatly helped. Through the online learning platform, students can access PAI learning materials from anywhere and anytime, allowing for more flexible learning (Informant 1 (A.T), 2023)."

The 2nd informant explained that technology plays an important role in the learning process with the existence of technology in today's digital era, has allowed access to Islamic Religious Education learning resources without being limited by distance and time. So teachers in this day and age have to move addictively with developments. *"In my opinion, the role of technology is very important, especially in the digital age like this, it will allow access to Islamic Religious Education learning resources without being limited by distance and time, also we as teachers must be addictive according to the times, so students are also not left behind in science and technology (Informant 2 (M), 2023)."*

Informant 3 explained that the role of technology in overcoming the physical limitations of learning facilities is very important because technology allows access and use of educational resources without having to be in a specific physical location. Examples of technologies that can help in this situation include Online learning: Online learning platforms such as Learning Management Systems (LMS) allow students to access materials, assignments, and exams from anywhere. Examples are Moodle and Google Classroom. *"Technology does play an important role in learning because technology allows access and use of educational resources without having to be in a specific physical location. Examples of technologies that can help in this situation include Online learning: Online learning platforms such as Learning Management Systems (LMS) allow students to access materials, assignments, and exams from anywhere. Examples are Moodle and Google Classroom (Informant 3 (S), 2023)."*

Informant 4 explained that the role of technology in overcoming the physical limitations of facilities is very important with the existence of internet-based technology will make it easier for students to access information that needs to be learned, besides that technology also makes it easier for teachers to press the material. With the existence of technology can also make students more enthusiastic in participating in learning, for example the existence of projectors,

LCDs, or computer facilities. *“In my opinion, technology does play an important role if there are limited physical facilities in learning because with technology such as the internet will facilitate students in the learning process and access the information needed. In addition, technology also makes it easier for teachers to package material (Informant 4 (EK), 2023).”*

The core opinion of the 4 informants is the same, namely that technology does play an important role if there are physical limitations in schools. The role of technology in overcoming the physical limitations of Islamic Religious Education (PAI) learning facilities is very significant. With the help of technology, students and teachers can overcome obstacles such as limited classrooms or access to relevant materials (Nuryadin, 2017). Through the online learning platform, students can access Islamic Education learning materials from anywhere and anytime, allowing for more flexible learning (Kartika et al., 2019). In addition, technology also enables interaction between teachers and students virtually, thus facilitating discussion and exchange of opinions, although physical distancing is an obstacle. In this case, technology is not only a tool, but also as a means that expands the accessibility and effectiveness of Islamic Religious Education learning, making it more inclusive and relevant in this digital era.

Several previous articles relevant to the problem of the availability of learning facilities in achieving the goals of Islamic Religious Education (PAI) are: First. Turahman, (2018) research about *“Availability of Facilities in Improving the Quality of Islamic Religious Education Learning at SMP Negeri 28 Makassar”*. This article discusses the availability of facilities in improving the quality of Islamic Religious Education learning at SMP Negeri 28 Makassar. The interviewee is an informant from SMA Negeri 28 Makassar. Factors such as laboratories, fields, libraries, and teaching methods are the focus in enhancing the quality of learning. Learning facilities play a significant role in achieving learning goals by supporting effective learning experiences and providing an environment that facilitates student understanding. Good facilities can enhance student engagement, motivate learning, and create optimal conditions to achieve desired learning outcomes.

Second. Zulaikah, (2016) research about *“School Efforts to Overcome PAI Learning Problems at SMP Terbuka 3 Tempel Sleman Yogyakarta”*. This article discusses the school's efforts to overcome learning problems in Islamic Religious

Education at SMP Terbuka 3 Tempel Sleman Yogyakarta. School efforts include creating interesting learning, addressing limitations in learning resources, time allocation, and financial constraints.

Third. Adi Vutra, (2019) research about "*Issues in Islamic Religious Education Learning at SMP Negeri 17 Kota Bengkulu*". This article discusses issues in Islamic Religious Education learning at SMA Negeri 17 Kota Bengkulu. Factors such as low Quran reading abilities, limited learning time allocation, less conducive school environment, and monotonous learning are highlighted.

The Last. Lubis, (2020) research about "*Issues in Islamic Religious Education Learning at SMP Negeri 5 Padangsidempuan*". This article discusses issues in Islamic Religious Education learning at SMP Negeri 5 Padangsidempuan. Focus areas include knowledge problems, cognitive competence of teachers, technical competence of teachers, strategic competence of teachers, methods, and inappropriate learning media.

From these articles, it is evident that the availability of learning facilities, teaching methods, limitations in learning resources, and school environment conditions are the primary concerns in achieving the goals of Islamic Religious Education in high schools. This research aligns with previous studies, indicating that the availability of facilities significantly influences the success of learning goals, as noted by most informants. To ensure optimal functionality and durability of facilities, adequate facilities must be supported by quality workforce. The role of teachers is integral to the success of learning, as every facility inevitably faces challenges. In emergency situations, teachers can employ various innovative methods to avoid facility operation delays.

CONCLUSION

The results of this study show that it turns out that the problem of availability of facilities is very influential on the success of learning objectives, it has been explained by each informant who broadly has the same opinion. In addition to adequate facilities, of course, it must be supported by good human resources, so that its use can be maximized both in function and durability. The role of teachers cannot be separated from supporting factors for learning success because one day there must be obstacles in these facilities and with emergency a teacher releases creative diverse methods so that it does not really matter if some

facilities do not function temporarily. The expectations of informants for the future should be applied to overcome learning problems in students so that they can maximize teaching and learning activities.

The study has some drawbacks to consider. First, the limited number of resource persons may not represent how educators respond to the problem of availability of learning facilities in achieving the success of PAI learning objectives. Second, the inquiry narrative method tends to be qualitative and more open to interpretation, thus risking researcher. Therefore, it should be recognized that while this approach can provide insight into the problem of availability of learning facilities in achieving the success of PAI learning objectives in a narrative context, this weakness needs to be addressed to ensure the validity and reliability of research findings.

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