

## ANALYSIS OF AIK LEARNING METHODS AT STKIP MUHAMMADIYAH KALABAHI ALOR DISTRICT EAST NUSA TENGGERA

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### ARTICLE INFO

#### Article history

Received November 22, 2023

Revised January 26, 2024

Accepted January 26, 2024

**Keywords:** Learning Methods,  
AIK Education, Impact of  
Learning Methods

This study aims to analyze learning methods in the AIK learning process at STKIP Muhammadiyah Kalabahi and analyze the impact of the application of these methods. The learning methods used in learning must be adapted to the teaching material, and the media that will be used in learning must be able to make students more active in the learning process. With this learning method, it is hoped that teaching and learning activities can be carried out properly so that students can understand the material delivered by lecturers. This research uses a descriptive-qualitative type. Data collection techniques include interviews, observation, and documentation. The research subjects consisted of AIK lecturers and students. The object of this research is in the form of learning methods in AIK education. The data collection process is done through interviews, observation, and documentation. Data analysis techniques begin with the processes of data collection, data reduction, data presentation, and drawing conclusions. The results of this study indicate that the method used by lecturers so far is the lecture method, so that the learning process becomes passive because students are not given the opportunity to convey arguments according to what they understand. In addition to the impact of AIK learning methods, the qualifications of AIK lecturers who are not in accordance with the field of religious science, especially AIK, the lack of infrastructure in the form of the availability of religious and AIK references, and the unavailability of places of worship also have an impact on the non-achievement of the objectives of AIK education. The non-achievement of the objectives of AIK education can also be seen from student learning outcomes in the mid-term test. Out of twenty students who attended AIK lectures, only five scored up to standard.

### 1. INTRODUCTION

AIK education is one of the compulsory courses that must be taught to all students at PTM because this course has an important role in realizing the vision and mission of Muhammadiyah (Muhammad Lailan Arqam, 2019). The purpose of AIK education is to form Muslim scholars who know themselves and God, the purpose and benefits of their lives as guided in the Al-Quran and the Sunnah of the Prophet, to make Muslim scholars who are obedient and correct in worship, superior in worship, superior in business, and useful for society and the environment, to make Muslim scholars as Muhammadiyah cadres who are able to apply *ma'ruf nahi mungkar* in the life of the nation and state, and to make Muslim scholars who have a brilliant soul and behavior (*ulul albab*) (Majelis Pendidikan Tinggi Pimpinan Pusat Muhammadiyah, 2013). The cultivation of religious values needs serious attention from lecturers in order to internalize the values of Islamic teachings (Suyadi, 2019).

From the objectives of AIK Education above, the preparation of AIK materials and the learning process at PTM must describe the view of Islam that is progressive and enlightening as the character of the Muhammadiyah movement and the exemplary Muhammadiyah figures; therefore, AIK lecturers are required to think, behave, and act to reflect Islam that is progressive and enlightening as well as being a role model that can be emulated in presenting Muhammadiyah as an enlightenment movement. AIK is one of the driving factors for students to practice religion in a kaffah manner and become good Muslims (Azis, Riyanto, Tuanto, & Arqam, 2023).

However, the reality that occurs at STKIP Muhammadiyah Kalabahi at the beginning of the observations made by researchers is that AIK education has not been well designed so that it is not relevant to the vision and mission of Muhammadiyah. AIK education still emphasizes aspects of knowledge, paying less attention to affective aspects and personality (morals). There are still many students who are not orderly in carrying out worship and lack alignment between goals, materials, learning methods, and evaluation.

Based on the results of interviews with students, it was found that they have not been given challenges to develop personality and behavior on the basis of AIK learning objectives and competencies, lack of adequate reference books and textbooks, lack of availability of learning multimedia, and learning methods used that are only centered on lecturers, so that during the delivery of material, some students are busy talking behind. No matter how sophisticated the advances in the field of educational technology, the role of lecturers remains important and is never irreplaceable. However, AIK lecturers in the educational process, which has been more of a role as a teacher in the classroom, need to be changed into role models and class leaders. As a role model, lecturers are required to have moral and intellectual integrity so as to be able to be a role model.

To improve the quality of education, it is inseparable from the learning methods used by lecturers as educators and teachers, so AIK learning methods must be creative, innovative, and varied in order to provide challenges and arouse student interest and needs for AIK. Therefore, lecturers are expected to be able to package learning methods in the classroom in accordance with the development of the education curriculum, which aims to make PTM alumni become pious individuals, because AIK lecturers have a big role in realizing the vision and mission of Muhammadiyah education (Majelis pendidikan Tinggi Pimpinan Pusat Muhammadiyah, 2013).

Method means the path or way taken to achieve something. In learning, method means the way or path taken in the teaching and learning process, because learning is a systematic process. As stated by Zainal Aqib, learning is a systematic effort made by lecturers to realize the learning process runs effectively and efficiently, which initially involved planning, implementation, and evaluation. The ability to manage learning is an absolute requirement for

lecturers in order to realize their professional competence. Consequently, lecturers must have a complete and precise understanding of the conception of learning and teaching (Zainal Aqib, 2013), so that learning does not only emphasize the transfer of knowledge but also the transfer of value (Poniran, Suyadi, Arqam, Huda, & P, 2023).

When considered in the process of educational development, one of the negative symptoms as the most prominent barrier in the implementation of education is the problem of learning methods, although methods will not mean anything if viewed separately from other components, with the understanding that new methods will be considered important in relation to all other educational components, such as goals, materials, evaluations, situations, and others (Zuhairini dkk, 1983). Likewise, the current implementation of learning, especially in AIK courses, is still dominated by a teacher-centered approach. Meanwhile, the student-centered approach is still a theory and concept that has not been thoroughly integrated into the learning plan and implementation.

If a lecturer wants the learning objectives to be achieved effectively and efficiently, then mastery of the material alone is not sufficient; he must master various techniques and choose the right method in the learning process according to the material being taught and the ability of the students who receive it (Ramayulis, 2001). The method is the center that is located on the way or path that will be followed towards the presentation of certain lessons so that it is not difficult for students to accept and understand (Risal Fratama, Mhd Lailan Arqam, 2023). As a learning component, methods can lead an educational process to achieve its educational goals quickly and accurately. This will happen if the learning method is in line with the substance and objectives. In addition, the method must also be in accordance with the existing situation and conditions, so the lecturer must master many learning methods so that he can choose the right method according to the situation and conditions.

Several studies conducted by previous researchers in the last five years related to AIK learning methods are still very few. One of them is research from Rasta Kurniawati (Kurniawati & Pinem, 2019), which found that the use of learning methods in AIK courses is still monotonous and uninteresting, so that students feel bored and lazy to take AIK lectures. Then, in the next research, Tita Nandita Serly Oktavia et al. (Oktavia, Nobisa, & Gozali, 2023), and Augustin Falah Pawaka et al. (Pawaka, Almamada, Ningrum, & Rachmawati, 2019), both studies led to student understanding of AIK and the construction of student attitude scales on AIK learning. The three studies have not implicitly revealed the causes of not achieving AIK education at PTM to the fullest and students' lack of understanding of AIK education. Based on the above phenomenon, this study will analyze the learning methods used in AIK courses, especially at STKIP Muhammadiyah Kalabahi, and analyze the impact of the use of these methods.

## 2. METHODS

This research is descriptive qualitative research, namely data collected in the form of words, images, and not numbers (S. Danim, 2002). The location of this research was STKIP Muhammadiyah Kalabahi, Alor Regency, East Nusa Tenggara. Jl. KH Ahmad Dahlan, Number 01, Wetabua The object of this research is learning methods in AIK education, and the research subjects are AIK lecturers and students.

The determination of the research sample above was carried out using the purposive sampling technique, namely, the researcher deliberately chose informants to understand the research phenomenon. This technique is carried out with consideration for each informant that the researcher chooses, based on their level of ability, activeness, and understanding in the learning process, to be able to analyze the learning methods in AIK education. The data collection techniques used are observation, interview, and documentation. Data analysis techniques start with data collection, data reduction, data display, and data conclusion drawing or variation (E. Mulyatiningsih, 2014). The data validity tests used in this study are credibility, transferability, definability, and confirmability.

## 3. RESULTS AND DISCUSSION

### A. AIK Learning Methods at STKIP Muhammadiyah Kalabahi

AIK lectures at STKIP Muhammadiyah Kalabahi start from AIK I to AIK IV, for a total of 1 credit. In the AIK Education guidebook document adopted by STKIP Muhammadiyah Kalabahi, AIK I is taught in semester 1 (One), which contains material about humanity and faith with the aim of forming Muslim scholars who know themselves and God, their mission, purpose, and benefits of life as demanded in the Qur'an and Sunnah. AIK II taught in semester III contains material about worship, morals, and muamalah with the aim of forming Muslim scholars who are obedient and correct in worship, superior in muamalah, and beneficial to society and the environment. AIK III taught in semester V contains material about Kemuhammadiyah with the aim of forming Muslim scholars as Muhammadiyah cadres who are able to apply *makruf nahi mungkar* in the lives of the nation and state, while AIK IV taught in semester VII contains material about Islam and science with the aim of forming Muslim scholars who have the spirit and behavior of a scholar (*ulul albab*).

The development of AIK education so far at STKIP Muhammadiyah Kalabahi is only a direct rule from the campus in the academic and student guidebook document, which contains rules about dressing. Rules related to prayer time, the Baitul Arqam program, or other AIK-related programs have not been implemented at STKIP Muhammadiyah Kalabahi. Through observations and interviews with lecturers, what is seen in AIK education is limited to the teaching and learning process in the classroom, which contains knowledge about Islam in both normative and historical aspects. The main material of AIK education so far includes five

aspects: al-Qur'an, Hadith, Aqidah, Akhlak, Fiqh, and Kemuhammadiyah. The material is the minimum learning standard of AIK set by Majelis Dikti PP Muhammadiyah and must be used as a reference (Muhammadiyah, 2013)

Based on the results of interviews with AIK lecturers on January 16, 2023, they said that "the method used is the varied lecture method". The varied lecture method is a combination of lecture and question-and-answer methods that can create dynamic teaching and learning interactions. In the results of interviews with lecturers, the first step taken by the lecturer is to open the learning by giving greetings and checking the attendance of students, after which the lecturer conveys related material learned today directly into the presentation of the material. After the presentation of the material, the lecturer provides an opportunity for students to ask what has not been understood from the material that has been delivered by the lecturer.(Yulianto & Wantini, 2023)

In line with the results of the interview above, researchers also found in the observation that AIK learning has been using the lecture method, where during the delivery of material, students only listen to what is conveyed by the lecturer. After the end of the lesson, the lecturer asks students about what has not been understood from the material that has been explained. If there are no questions, then the meeting that day is over and will be continued the following week. Based on the results of interviews with five students, three students stated that during the learning process, the lecturer only used the lecture method, and the other two students revealed that the lecturer only used the lecture method as well, but occasionally students were given the opportunity to ask questions and get answers to a limited extent. Based on the results of interviews with students above, it can be concluded that the method that has been used is the lecture method, but occasionally students are given the opportunity to ask questions.

The lecture method in AIK lectures is a method that cannot be separated from the learning process. This is because, since long ago, this method has been used as a means of oral communication between lecturers and students in the teaching and learning process. The lecture method is a way of presenting lessons through oral narration or direct explanation to a group of students in the classroom.

From the results of interviews and observations, it can be concluded that learning methods have a very important influence on achieving learning objectives. If the lecturer only uses the lecture method in AIK learning without any variation of other methods, then AIK learning will continue to be monotonous, and students will feel bored with the learning. This will affect the achievement of learning outcomes and the objectives of AIK learning. Therefore, students must be directly involved in the learning process so that they can find out what they do not know. Related to the use of AIK learning methods above, it is necessary to vary the use of creative, innovative, and varied AIK learning methods so that they can challenge and arouse student interest and needs for AIK, for example, by combining the lecture method with the question and

answer method. (Syaiful Bahri Djamarah, 2000). In addition, the lecture method can also be combined with the discussion method.

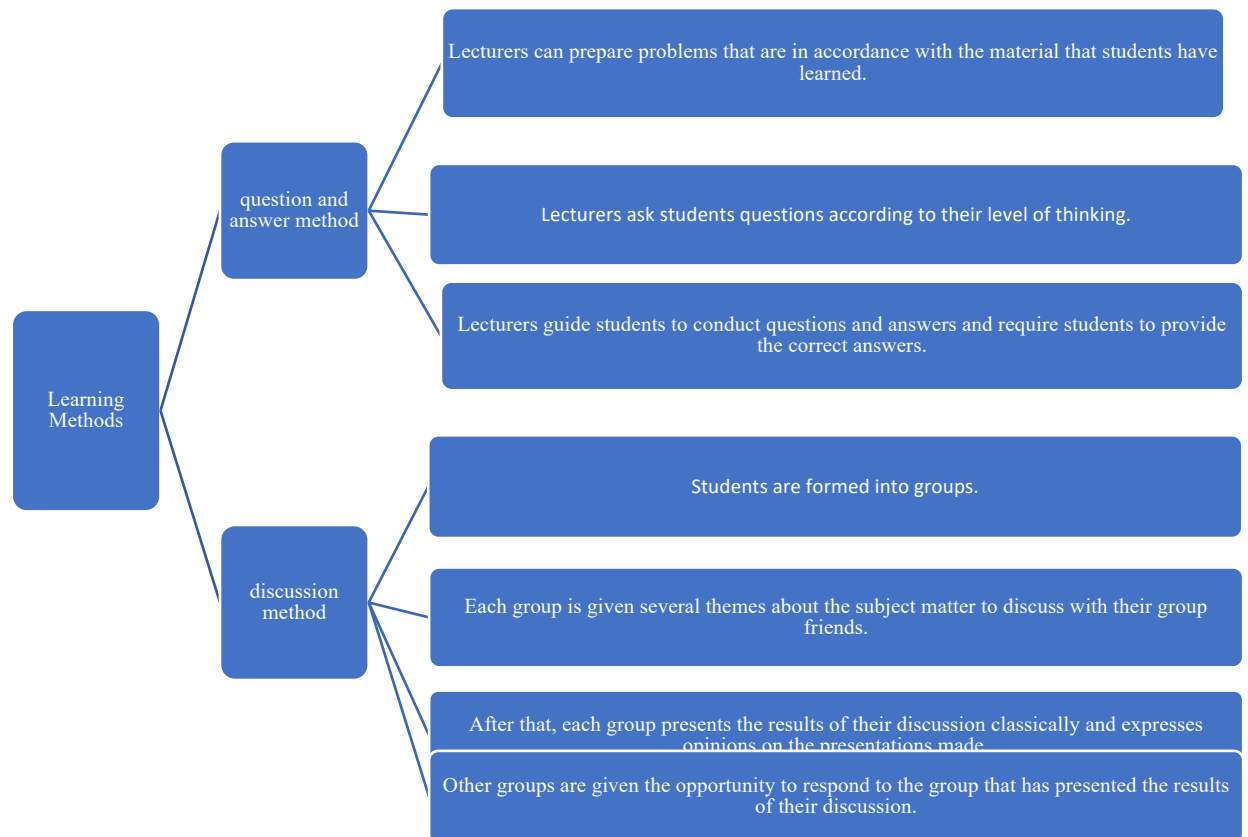


Figure 4.3 some learning methods

The above recommendations are two learning methods that can be combined with the lecture method in the AIK learning process at STKIP Muhammadiyah Kalabahi, namely the question-and-answer method and the discussion method. This method variation is used so that the learning process runs more actively and is not monotonous because it only uses the lecture method.

## B. Impact of AIK Learning Methods at STKIP Muhammadiyah Kalabahi

In determining the learning method, an educator must adjust the learning method to the material to be taught to students, because if the method is not in accordance with the material being taught, it will result in an unfavorable classroom situation (Primadoniati, 2020). Based on the results of interviews with AIK lecturers at STKIP Muhammadiyah Kalabahi about the impact of the methods used during learning, it was found that "so far, the methods used in learning are fairly effective because at the end of learning there is a dialectic between lecturers and students".

However, in contrast to the statement of the AIK lecturer, based on the results of interviews with students about the impact of the methods used by lecturers on AIK learning, AT students stated that, "In my opinion, the methods used by lecturers are less effective because we

are not given the widest possible freedom to express opinions, and AIK learning using the lecture method is interesting, but the drawback is that students cannot ask questions related to learning for what they have not understood".

This was also conveyed by students KWW, AL, and MRL that the methods used by lecturers were less effective and less interesting because they only listened, so the class was not very active because they were not given the opportunity to convey arguments, so learning seemed monotonous, and many students chatted in the back row when the lecturer delivered the material. For the ML student statement, the informant stated that the method used was less effective because the method used by the lecturer made students' interest in learning AIK low, but it was quite interesting because there were several students who could understand well what the lecturer conveyed, but it had to be varied with other methods so that other students were more active in participating in learning.

Based on the results of interviews with several students above related to the impact of the methods used by lecturers on AIK learning, it can be concluded that two of the five students interviewed said that the lecture method used by lecturers was less effective, but two of the five students said that it was interesting to use but had to be varied with other methods. It is said to be ineffective because students are not given the freedom to express opinions related to what they understand from the discussion material, and it is said to be interesting because there are some students who more easily understand what is conveyed directly by the lecturer.

The lecture method cannot be completely separated from the learning process, but if it continues to be used and is not combined with other methods, it will have an impact on the learning process. As stated by Schhunk Dale (Schunk dale H, 2002), the continuous use of the lecture method will make students passive in the classroom; learning activities will become verbal because lecturers only rely on verbal language and students only listen and listen to the lecturer's delivery; lecturers cannot communicate in harmony; and due to a lack of in-depth study of the material, it can be considered a boring method.

This can also be evidenced from the results of the students' final exam; of the five informants that the researchers chose, two did not reach the standard. Based on the results of interviews with the two informants regarding their low test scores, both said that lecturer-centered learning made them bored and lazy about participating in the learning because what was conveyed by the lecturer was not understood. As for the overall UTS results from the informant class, only five out of twenty students reached the standard.

From the results of the test above, it can be seen that the impact of the methods used by AIK lecturers is not optimal because of the twenty students who took part in AIK learning and the five students whose scores reached completeness. This is in accordance with the results of student interviews, who gave statements that they did not still understand the material during the learning process in class, so that it had an influence on the test results.



In addition to the impact of the method on AIK learning at STKIP Muhammadiyah Kalabahi, there are also several things that have an impact on AIK lectures, namely on human resources (HR) or lecturers with a religious background, especially those in charge of AIK. The AIK learning process in the classroom is an important thing that lecturers do to be able to improve the morals and ethics of students in the midst of the influence of changing times (Wantini et al., 2023). In the document of the decree on the appointment of lecturers and the results of observations, it can be seen that at STKIP Muhammadiyah Kalabahi, there is still a lack of recruitment of AIK teaching staff. The lecturers who teach AIK have a basic knowledge of physical education, sports, and social science education. This affects the internalization of AIK values in classroom learning. The importance of the process of internalizing the values of AIK education carried out by lecturers is that the development of human resources on campus is an important need to achieve the expected goals (Bustam, Fratama, & Arqam, n.d.). Therefore, policies related to human resource management are important things that will have an impact on the AIK education process on campus (Perawironegoro, D., Astari, R., Sutrisna, E., & Muhimmah, n.d.). If it is not supported by professional human resources (lecturers), the objectives of learning will not be achieved properly (Muhammad Lailan Arqam & Fikri, 2018). The existence of AIK education in PTM is very important because it is the pioneer of the Muhammadiyah organization in the education sector. Therefore, lecturers who teach AIK courses must be qualified and competent in their fields (Mhd. Lailan Arqam, Firmansyah, H, Diniy, & Habiburrakhman, 2021).

In addition to the above, the availability of facilities to support the implementation of AIK values also has an impact on AIK learning in the classroom and campus environment as seen from the results of observations that religious references are still lacking and special AIK references are not yet available in the library collection. Furthermore, facilities for conducting worship in the campus environment only use the micro teaching room which has not been used and temporarily converted as a mushallah and there is no study of Al Islam and Kemuhammadiyah organized in the STKIP Muhammadiyah Kalabahi campus environment. This also affects the implementation of AIK values in the campus environment.

#### 4. CONCLUSION

From the results of the study, it can be seen that the learning methods used by lecturers in the AIK learning process at STKIP Muhammadiyah Kalabahi are said to be less interesting. This is because the method used by lecturers is only the lecture method, and besides that, students are not given the widest possible freedom to express their opinions regarding what they understand from the material presented by the lecturer. Judging from the impact, the methods used by lecturers are also less effective. This can be seen from student learning outcomes: out of twenty



students who take part in AIK learning, five students whose scores reach the standard of 70. In addition to the impact of AIK learning methods, the qualifications of AIK lecturers who are not in accordance with the field of religious science, especially AIK, as well as the lack of infrastructure in the form of the availability of religious and AIK references and the unavailability of places of worship also have an impact on the non-achievement of the objectives of AIK education.

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