

PAI Teacher Strategy in Improving Learning Effectiveness in Limited Face-to-Face Learning

Radino¹, Lia Fatika Yiyi Permatasari^{1✉}

¹UIN Sunan Kalijaga, Yogyakarta, Indonesia

ABSTRACT

Purpose – The purpose of this study was to find out PAI and Budi Pekerti Teachers' Strategies in preparing the planning, implementation, methods, and media used as well as evaluating PAI and Budi Pekerti learning to develop the effectiveness of learning in limited face-to-face learning at SMK N 1 Depok.

Design/methods/approaches – This research is descriptive qualitative. It involved 3 research subjects, Islamic Religious Education and Moral Education subject teachers for class X, with 20 informants from class X TB students. The data were collected through interviews, observation, and documentation. Data validation technique was done with triangulation technique. Data analysis techniques with data reduction (data selection), data display (data presentation), and conclusion drawing/verification (drawing conclusions).

Findings – The results of the study show that: The PAI and Budi Pekerti teacher's strategy in developing the effectiveness of learning in limited face-to-face learning at SMK N 1 Depok is quite effective, PAI and Budi Pekerti teachers prepare learning by the following steps i.e, 1) Making lesson plans based on the syllabus, 2) Preparing material 3) Preparing simple learning media. The teacher's strategy for PAI and Budi Pekerti in carrying out learning to develop learning effectiveness is to carry out learning by paying attention to learning time, the teacher's role as a motivator. Applying appropriate learning methods and providing simple media, PAI Teacher Strategies and PAI and Budi Pekerti characteristics in evaluating learning to develop limited face-to-face learning at SMK N 1 Depok with daily assessments, mid test, and final test.

Research implications/limitations – This research has implications for the teacher's strategy in limited face-to-face learning to increase learning effectiveness.

Originality/value – This study provides a real picture of the limited face-to-face learning implementation of PAI.

 OPEN ACCESS

ARTICLE HISTORY

Received: 13-12-2022

Revised: 30-12-2022

Accepted: 31-12-2022

KEYWORDS

PAI Teacher Strategy;
Character; Limited Face-to-Face Learning (PTMT)

CONTACT: ✉ yliafatika@gmail.com

Introduction

Education can be interpreted as a learning experience that is experienced by students in all environments and passed throughout their ages. In essence, life also contains elements of education, because there is social interaction with the environment. can interact with anyone (Mufron, 2013, p. 9) . Education is very important to note, with higher education it will also have an impact on society, educated people are more likely to have forward thinking so as to minimize the unemployment rate that occurs in Indonesia for that education can be a way for society to build a prosperous life (Saputra, 2017) .

Islamic religious education and morals are also inseparable from the challenges that need to be faced, including the challenges that need to be faced is the rise of conflicts that have resulted in regional to state wars, such as World War I and World War II. The impact of the war overturned the development of industrial technology related to education, including education as a strategic tool in the process of making political decisions and education is also required to contribute in preparing human resources (Fuady et al., 2020) . Islamic Religious Education and Characteristics that have specific goals in forming attitudes along with educating the mind, PAI Teachers and Characteristics need to have their own strategies to achieve goals in Islamic Religious Education learning (Darmiah, 2017) .

However, teachers and the government again face challenges that need to be faced and overcome, there is a new outbreak, namely the transmission of Covid-19 (Coronavirus 2019) which has shocked the world community, including Indonesia, until then the government made the decision to move learning to be carried out at home (WFH) by use online or online (in a network), with this decision all people, both teachers and students, must be prepared in carrying out learning by utilizing technology as a learning medium, this learning system is assisted by utilizing applications such as Google Classroom, Google Meet, Zoom meetings and so on, but online learning requires teachers to be able to develop their abilities in technology so that learning is less effective because not all teachers are capable in IT and have economic limitations from parents, internet limitations and no guidance, until then the government again regulates efforts to carry out face-to-face learning, resulting in a new policy regarding the implementation of limited face-to-face learning for educational units implemented in July 2021, with all the provisions (Mustika et al., 2022) .

This also presents a challenge for schools in managing learning, which starts from online to limited face-to-face requiring various preparations including vaccinating all education staff, increasing immunity and preparing facilities and infrastructure according to health protocols, limited between class hours and the number of students to get permission from parents to allow their children to attend limited face-to-face learning, so that with PTMT the school must start effective planning (Mustika et al., 2022) .

The word effective or effectiveness, is the achievement of a goal that is appropriate and in accordance with several alternative choices that are used as a benchmark for success (Amini, 2021) . Learning materials, especially PAI, which are supposed to provide learning and exercise students' minds and souls to carry out the Islamic Religion, are now shortened by a lot of time in the learning process, this will also have an impact on teachers and students, how can teachers optimize short time with material that many, can the teacher provide maximum learning with the realization of effective learning, and the strategies carried out.

Based on this background, there are many challenges that need to be faced by PAI Teachers and Budi Pekerti, so the researchers intend to conduct research related to PAI Teacher strategies in increasing Learning Effectiveness in Limited Face-to-Face Learning at SMK N 1 Depok.

Methods

1. Research design

The approach used in this study is a qualitative approach that aims to find out the strategies of PAI teachers and Budi Pekerti in developing the effectiveness of PAI learning in limited face-to-face learning at SMK Negeri 1 Depok, researchers use a qualitative approach because in this study it describes, describes and analyzes more from the data obtained.

Qualitative research is research that produces and demonstrates people's lives, history, and behavior. Qualitative research emphasizes the search for meaning, understanding, concepts, and descriptions that prioritize quality in several ways and are presented in narrative text (Sidiq, 2019) . In the research, the researcher described how the PAI teacher's strategy and Budi Pekerti in developing the effectiveness of PAI learning in limited face-to-face learning at SMK N 1 Depok Class X. The data obtained was compiled by outlining the results of the interviews, observations made by the researchers, summarizing, and adjusting the words according to the research until then they were analyzed descriptively through this type of qualitative research.

2. Research Informants

Primary data is data that comes from informants who know clearly and in detail about the problem being researched, while the primary data in this study are Islamic Religious Education and Moral Education Teachers at SMK N 1 Depok and class X students at SMK N 1 Depok. The researcher took all PAI teachers and ethics at SMK N 1 Depok as the subject of data sources with a total of 3 teachers at SMK N 1 Depok. Sampling of students, researchers used snowballing sampling is a data source sampling technique, with the beginning of the researcher taking a sample of 4 students until now there are 20 students.

Secondary data sources in this study are books, documentation, journals, archives, and the school's website. The object of this study is the strategy of PAI teachers and ethics in developing the effectiveness of PAI and ethics learning in limited face-to-face learning (PTMT) at SMK N 1 Depok Class X in the 2021/2022 academic year.

3. Data Collection Techniques and Instruments

The data collection technique in this study is interactive, so that the entire process of data collection comes from field studies (*Field Research*), with data collection techniques such as interviews. The researcher took semi-structured interview techniques, observation, and documentation derived from observations as well as data taken from the document data of PAI teachers and Budi Pekerti.

4. Data analysis technique

This study uses a qualitative approach with data analysis techniques, using a deductive method, namely the process of thinking by explaining general problems and then converging on specific problems.

- 1) Data reduction is an activity of summarizing and selecting main things and those that are not used in research (Sugiyono, 2016). After the data is reduced, it provides a clear picture of the results of interviews, observations and documentation about the PAI Teacher Strategy and Characteristics in developing the effectiveness of PAI learning for class X at SMK N 1 Depok Sleman.
- 2) Data Presentation, by presenting data with descriptions, charts and relationships between several categories, *flowcharts* and others. Presenting data aims to make it easier for researchers to understand the phenomena that occur.
- 3) *verification / Withdrawal of conclusions*, after the data has been collected and then reduced to present, the next step is drawing conclusions or conducting verification.

Result and Discussion

In this discussion, researchers discuss the strategies of PAI Teachers and Budi Pekerti in developing the effectiveness of PAI learning and manners in limited face-to-face learning (PTMT), the strategies used by Teachers in limited face-to-face learning which includes the strategies used by PAI Teachers and Budi Pekerti in learning planning, learning implementation, media and methods used, and evaluate learning.

1. PAI Teacher's strategy and Budi Pekerti in making lesson plans to develop learning effectiveness in limited face-to-face learning (PTMT) at SMK N 1 Depok

Learning planning is a process of preparing various learning activities that will be carried out in a learning process to achieve predetermined learning competencies (Sum & Taran, 2020). The teacher has made a good and optimal learning plan such as planning to

make a lesson plan based on the syllabus, preparing material to be delivered, preparing media to be used in the learning process. He also summarized learning by compiling important points. Due to limited time in learning, the researcher found documentation in the form of a syllabus, lesson plan which contains learning steps that will be carried out face-to-face.

The role of planning is very important in the learning process. The teacher can teach based on the plan that has been designed. The planning also functions to improve the quality of the teacher in delivering learning material, so that it is arranged in a lesson plan. The teacher can assess and measure the success of learning through evaluation (Putrianiingsih et al., 2021).

The strategy of PAI teachers and ethics in planning lessons to increase the effectiveness of learning in limited face-to-face learning at SMK N 1 Depok are as follows:

- a. Preparation in making a Lesson Plan. It is the first step in preparing learning, as a guide in implementing learning. It is hoped that the implementation of learning can achieve goals, each educator is obliged to prepare a complete lesson plan so that learning can take place interactively, inspiringly, fun, and motivating students to be active. The teacher's ability to prepare lesson plans greatly influences the implementation of learning (Mawardi, 2019).

Based on the findings, PAI teachers and ethics at SMK N 1 Depok prepared a learning syllabus and then compiled a learning lesson plan. Making lesson plans is done one by one material by adjusting the syllabus for face-to-face learning is limited because it is different from online and offline, the teacher adjusts the situation and conditions of the students in the implementation of learning.

In this study, researchers found planning carried out by PAI teachers and Budi Pekerti, including preparing 1 sheet of lesson plans. PAI and Budi Pekerti teachers prepare a learning implementation plan with 1 sheet RPP making it easier for teachers not to spend a lot of time and can be used to prepare maximum learning applications, and lesson plans that have been made by the teacher may not be fully implemented because PAI teachers and ethics considering the conditions of students and limited learning time.

- b. Teacher preparation in choosing learning methods

The learning methods of Islamic Religious Education and Character is a procedure for achieving learning objectives, based on provisions in the Al-Qur'an and Hadith. The PAI teaching method is a method used by teachers to be more effective and efficient which is more understandable to students (Ilyas & Syahid, 2018).

The choice of learning method considers all aspects, both the material to be delivered and the limited learning time in the selection of learning methods can be said to be quite effective. Based on the researchers' findings, the learning

strategies that will be used by teachers influence the plans that need to be prepared, such as one of the PAI and Budi Pekerti teachers at SMK N 1 Depok who provides learning, by providing envelopes containing learning material packaged in group learning methods, envelopes it contains the task of compiling material on the procedures for Hajj and its prohibitions.

The usefulness of the learning methods for students is to add insight to students regarding events or events, train intelligence and sensitivity and instill moral values (Ilyas & Syahid, 2018).

Learning planning for PAI teachers and ethics can be said to be quite effective because they design the learning process including organizing teaching materials, presenting, and evaluating learning. Learning planning is a basic guide in carrying out learning activities to achieve learning objectives by optimizing limited learning time.

Based on the researchers' findings, in the learning methods used by teachers in learning, the majority of PAI and Budi Pekerti teachers at SMK N 1 Depok use the lecturing method in delivering learning material, due to limited time so using the lecture method can optimize learning to the maximum.

c. Teacher preparation in using learning media

Learning media affect effectiveness in learning, choosing the right learning media can certainly support learning so that it runs optimally, the presence of media can provide motivation and enthusiasm for students to take part in learning (Mardhiah & Akbar, 2018).

Based on the research findings, face-to-face learning is limited, utilizing the use of simple media and does not take up much time in learning. The researcher found, the preparations made by PAI and Budi Pekerti teachers in using the media. The teacher used Whatsapp Group media as information for students to read the material learning. He wrote important points in learning and then formed groups. If students did not read the material first, the teacher prepared learning media such as Power point or learning videos that can be opened at home such as learning videos via Youtube then the teacher displays it on the LCD Projector.

PAI teachers and Characteristics at SMK N 1 Depok pay attention to the use of instructional media in limited, fun face-to-face learning and the achievement of learning objectives. The learning media application that is used to collect assignments using Google classroom media, in Google classroom media the teacher makes it easy to manage assignments, students collect assignments through Google classroom, sometimes the teacher gives assignments via Google form students are assigned to answer test questions or evaluations learning through the Google form, this makes it easier for teachers to recap student scores.

Media such as Google classroom and Google form are very useful for distance learning. They are still used in limited face-to-face learning because the media in learning that the teacher chooses greatly influences teacher performance, the media is a learning tool.

So that in preparation for using learning media, PAI teachers and Budi Pekerti do not pay much attention to the selection of varied media because PAI Teachers and Budi Pekerti consider the function of the media used, with limited time so PAI Teachers and Budi Pekerti use simple learning media and easy to use, so this can be said to be quite effective in using learning media.

2. PAI Teacher's strategy and Budi Pekerti in carrying out PAI and Budi Pekerti learning to develop the effectiveness of Limited Face-to-Face Learning

The learning process is an activity between the teacher and students in the form of efforts made by the teacher so that the learning process occurs. The effective learning is fun learning. Students feel easy in understanding materials and in accordance with learning objectives. An effective learning process is teaching that is capable of producing a quality learning process that involves the participation and appreciation of students (Junaedi, 2019).

Based on the research findings of learning activities carried out by PAI teachers and Budi Pekerti at SMK N 1 Depok as follows:

- a. At the beginning of the lesson the PAI and Budi Pekerti teacher conditioned the learning atmosphere by saying greetings, asking news and reading study prayers, for PAI Teachers and Budi Pekerti in the first hour they started learning by standing together for 15 minutes.

PAI and Budi Pekerti teacher start learning by providing learning stimuli with encouragement about issues that are developing in the community which are then linked to the material to be discussed. The teacher's skills in providing stimulus to students in the form of the teacher's style in teaching such as variations in motion, media variations, and variations in interactions such as forming groups, this stimulus is used to get the attention of students to always be focused and enthusiastic in participating in learning (Utami & Nurhuda, 2019).

The researcher found that in the learning process the PAI and Pekerti teacher provided a stimulus in the form of a variety of motions. He was not only standing in front but also walking closer to students, sometimes using hand gestures to lure students. He provides a stimulus in the form of variations in using learning media, such as showing videos so that students are enthusiastic to participating in learning.

The teacher conveys the material to be learned. He only repeats yesterday's learning. He reduce things that are not felt to be the subject of learning to optimize

time in learning. The researcher found that teachers did not convey the learning objective but also the benefits of learning materials and group-like activities.

On the effectiveness indicator, the introduction in effective learning means that the teacher must prepare the lesson in advance, so that the teacher is ready to do the learning and there are no items left behind. He needs to pay attention to the surroundings of the classroom such as the blackboard that will be used, as well as the condition of the students who have ready to accept learning (Hamzah & Nurdin, 2011, p. 175).

In the introduction of learning conducted by PAI Teachers and Budi Pekerti at SMK N 1 Depok it can be said to be quite effective because the teacher showed that students are ready to do the learning. PAI Teachers and Budi Pekerti pay attention to the whiteboard that will be used by instructing students to clean it first based on learning observations.

b. In the core learning activities

PAI and behavioral Teachers at SMK N 1 Depok optimized learning by providing explanations of material, associating material with other knowledge so that students can easily understand the material presented. PAI and Characteristic Teachers carry out learning in a coherent manner and master the class,

In class X PAI learning at SMK N 1 Depok it can be said to be quite effective because in the implementation of learning, not all teachers write down the main points of discussion and keywords in learning, there are teachers who only emphasize certain words to provide understanding which is the essence of the material, PAI and Budi Pekerti teachers at SMK N 1 Depok explain learning material in easy-to-understand language and PAI and Budi Pekerti teachers respond to questions from students, for each time they finish explaining the subject matter PAI and Budi Pekerti teachers give short questions as an evaluation, in the implementation of learning can be said to be quite effective because the learning time is limited so that the learning process cannot be maximized.

c. The role of PAI teachers and ethics in developing the effectiveness of implementing learning at PTMT

The role of PAI teachers and ethics in implementing learning is very influential in achieving learning goals. The role of the teacher as a teacher and educator has more responsibility as a PAI teacher and ethics, PAI teachers and ethics must be able to instill religious values in everyday life (Nisaâ & Kholis, 2019).

Based on the findings, PAI teachers and ethics at SMK N 1 Depok provide learning motivation to students in the form of encouragement in learning, the motivation given to students is in the form of advice to pray 5 times a day, the teacher asks in advance what prayers are still empty until then advice is given.

In addition to learning motivation, the teacher's role in creating a pleasant learning atmosphere is a factor in developing the effectiveness of limited face-to-face learning at SMK N 1 Depok, PAI Teachers and Budi Pekerti use good and correct

language in learning, provide facilities and guide students to be able to understand learning.

Based on the researchers' findings, in PAI learning at SMK N 1 Depok, PAI teachers and Budi Pekerti provide a cheerful attitude, interspersed with jokes and enthusiasm, encouraging students to be enthusiastic about learning, creating a fun learning atmosphere can also be through the media used such as video learning.

Related to indicators of the effectiveness of a positive attitude towards students such as 1) Receiving student responses, 2) Giving reinforcement, 3) Giving assignments that have a chance of success, 4) Delivering goals, 5) Knowing what students already know, 6) Giving opportunities to students to be seen as active and 7) Control student behavior when in learning (Hamzah & Nurdin, 2011, p. 186).

In the role played by the PAI Teacher and Budi Pekerti it can be said to be quite effective because with limited time the PAI Teacher and Budi Pekerti provide a positive attitude towards students such as providing motivation in learning, providing re-explanations to students who ask questions, conveying learning objectives and providing opportunities for students to actively participate in learning.

d. Closing learning activities

Based on the research findings, PAI and Moral Education teachers at SMK N 1 Depok reviewed lessons and concluded lessons, provided lessons, and PAI and Moral Character teachers provided learning evaluations at the end of lessons by answering questions together.

On the effectiveness of learning, closing activities have several functions including, a) Resuming all the material that has been discussed, b) The teacher links the subject matter to the next discussion, c) The teacher gives *post test* if there is to find out students' understanding or provide exercises/homework to strengthen theory, d) Increase students to prepare for the next material, e) The teacher manages learning time well so that no material is left behind while the time is up, f) The teacher ends learning a little earlier early than late, because students will appreciate when finished on time, g) The teacher leaves the class in an orderly state, meaning that all materials used in learning are tidied up again with the help of students such as cleaning the blackboard, h) The teacher makes conclusions at the end of learning, there is often little time that can be used for informal communication with students which can increase the effectiveness of communication with students (Hamzah & Nurdin, 2011, p. 177).

Based on the findings, the researcher considers closing learning to be quite effective because face-to-face learning is limited, PAI and Budi Pekerti teachers cannot carry out all the functions of closing activities due to time constraints, PAI teachers and Budi Pekerti do not give post tests and usually only give assignments. to do at home, PAI Teachers and Budi Pekerti give conclusions at the end of learning, PAI Teachers and Budi Pekerti cannot be free when using group learning

methods, when group learning is in class X AKL 3 the time when the discussion is lacking so PAI Teachers and Budi Pekerti accelerate learning by assigning students to send results through the WA group, so that in PAI learning at PTMT it can be said to be quite effective.

3. Learning Methods and Learning Media Teachers of PAI and Characteristics in implementing Islamic Education and Characteristics learning in limited face-to-face learning at SMK N 1 Depok class X

Based on learning observations, the use of learning media carried out by PAI teachers and Budi Pekerti such as LCD projectors to display supporting videos in learning, the use of learning media also has several considerations such as media that can be played again by students when at home which can be in the form of Youtube videos and pdf file, in the implementation of learning PAI and Budi Pekerti teachers have several methods in carrying out learning such as the group method of students being divided into several groups then each group is given questions, this makes learning more varied.

Each teacher has a teaching method that he considers effective. Effort to increase effectiveness in learning, the lecture method is not something that is always considered boring, because it all depends on the nature. The researcher found when learning PAI and Budi Pekerti teachers taught learning in a relaxed manner, cheerful and joking so that learning is fun and optimizes limited time.

Based on the indicators of learning effectiveness in the implementation of learning, it can be said to be effective if the teacher a) divides the material into several points of discussion and gives a brief explanation, b) explains the material in easy way-to-understand language, c) writes down keywords so that they can see clearly the structure of the material to be presented, d) After each topic of discussion is explained, the teacher gives a brief evaluation to find out students' understanding and then proceeds with the next subject, e) Distinguishing the main things from the additions, students are told the main and additional discussion sections, d) Responding to each question raised submitted students (Hamzah & Nurdin, 2011, p. 176) .

4. PAI Teacher's Strategy and Characteristics in Conducting PAI Learning Evaluation in limited face-to-face learning at class X SMK N 1 Depok

Evaluation of learning is an effort made by the teacher to develop the learning process, evaluation as a measure of success in teaching, the teacher measures students using a test kit, by assessing students will get the quantity in accordance with student learning outcomes (Magdalena et al., 2020, p. 252) .

Based on RI government regulation Number 57 of 2021 concerning National Education Standards, educational assessment standards are the minimum criteria regarding the mechanism in assessing student learning outcomes, which includes the formulation of objectives, implementation of assessments, management and reporting of results in a fair, objective and educative manner.

Based on the results of research findings, the evaluation and assessment carried out by PAI teachers and Budi Pekerti at SMK N 1 Depok have carried out in accordance with the National Education Standards in a fair, objective and educative manner in stages such as:

a. Daily review evaluation

The daily test is a daily assessment carried out by the PAI teacher and Budi Pekerti after discussing 1 learning chapter, which can be taken from the competency test which can be in the form of a description or multiple choice questions at the end of each material.

b. Group task

The teacher gives group assignments such as compiling procedures for the sunnah pilgrimage and prohibitions, group assignments to develop students in collaborating and working with their friends.

c. Al-Qur'an reading assessment based on tajwid

In the task of reading the Qur'an equipped with reading laws, because face-to-face learning is limited, so practical learning such as tajwid law is shortened, the PAI teacher and Budi Pekerti provide the initiative by explaining learning in class and then students imitate, displaying the reading law in each verse, with limited time the PAI and Budi Pekerti teachers cannot evaluate learning in class so the PAI and Budi Pekerti teachers use learning media in the form of a Google classroom to send voice note assignments to students in reading a different verse and giving recitation laws.

d. Individual task

Individual assignments given by PAI teachers and Budi Pekerti to students can be in the form of multiple choice or essays and can be in the form of projects such as making videos.

e. Midterm assessment

The midterm assessment at SMK N 1 Depok is carried out using the Google form, in limited face-to-face learning students still go to school bringing their own facilities such as cellphones to complete the exam, the teacher sends a link when the exam starts, assessment using Google form is an innovative innovation. profitable for the teacher because the student's grades will be immediately recorded, but oddities such as students can open other pages on Google, the teachers give directions that the Google form has a feature set for recording and given warnings and prohibitions for opening other pages.

f. End of semester assessment, the end of semester assessment at SMK N 1 Depok also uses the Google form.

g. Attitude assessment

Attitude assessment carried out by the teacher in the form of observing students in the learning process, assessing activeness in learning, can be in the form of answering questionnaires in textbooks, and through attendance.

In the evaluation of learning based on observation through the documentation of the list of values, in PAI learning at PTMT it can be said to be quite effective because the learning outcomes of the students are quite good. All students passed the minimum standard grade with various value considerations such as individual assignments, mid-test, final exam and remedial or enrichment assignment.

Conclusion

So that from the PAI Teacher's strategy and Budi Pekerti in planning learning to develop learning effectiveness in limited face-to-face learning at SMK N 1 Depok by, 1) Making lesson plans based on the syllabus, 2) Preparing material according to the reference 3) Preparing simple learning media.

The strategy of PAI and Budi Pekerti teachers in carrying out learning to develop the effectiveness of limited face-to-face learning at SMK N 1 Depok is by, 1) Starting learning by conditioning the class, praying together, conveying the material to be delivered, conveying the steps in learning, 2) carrying out learning by paying attention to the time of learning, the role of the teacher as a motivator, facilitator and providing various stimuli so get the attention of students, provide fun learning, cheerful attitude and enthusiasm in learning. The learning methods used by PAI, and Budi Pekerti teachers use appropriate learning methods such as lecturing methods to optimize learning time and provide simple media so that they can be played at home.

The strategy of PAI Teachers in evaluating learning to develop limited face-to-face learning at SMK N 1 Depok by, 1) Giving evaluation assignments for each lesson or daily tests, 2) Assignments to read the Al-Qur'an and *tajwid* which is done through google classroom /Video Call, 3) Group assignments, 4) Assessment of attitudes through activeness and attendance, 5) Mid-Semester test, and 6) final test. In the strategy carried out by PAI Teachers and Characteristics in learning it can be said to be quite effective because the implementation with limited time cannot be maximized. PAI Teachers and Characteristics at SMK N 1 Depok seek to optimize the limited time by preparing, implementing learning by refers to the goal of delivering learning material and for evaluating learning by giving more homework.

References

- Amini, S. A. (2021). Upaya guru dalam meningkatkan efektivitas pembelajaran Akidah Akhlak dengan aplikasi pembelajaran daring pada masa pandemi di MTs Negeri 12 Banyuwangi. Universitas Islam Negeri Maulana Malik Ibrahim.
- Darmiah, D. (2017). Strategi Pembelajaran Pendidikan Agama Islam di Sekolah Lanjutan Menengah Atas dan Pengaruhnya Terhadap Pembangunan Karakter. *PIONIR: Jurnal Pendidikan*, 6(1).
- Fuady, H., Muanayah, N. A., & Kurniandini, S. (2020). Efektifitas Pembelajaran PAI Sistem Daring Pada Siswa SMA di Desa Plumbon Kecamatan Selopampang Kabupaten Temanggung Tahun 2020. *Wahana Akademika: Jurnal Studi Islam Dan Sosial*, 7(2),

43–51.

- Hamzah, B. U., & Nurdin, M. (2011). Belajar dengan pendekatan PAILKEM. Jakarta: Bumi Aksara.
- Ilyas, M., & Syahid, A. (2018). Pentingnya Metodologi Pembelajaran Bagi Guru. *Al-Aulia: Jurnal Pendidikan Dan Ilmu-Ilmu Keislaman*, 4(1), 58–85.
- Junaedi, I. (2019). Proses pembelajaran yang efektif. *Journal of Information System, Applied, Management, Accounting and Research*, 3(2), 19–25.
- Magdalena, I., Fauzi, H. N., & Putri, R. (2020). Pentingnya Evaluasi Dalam Pembelajaran Dan Akibat Memanipulasinya. *BINTANG*, 2(2), 244–257.
- Mardhiah, A., & Akbar, S. A. (2018). Efektivitas media pembelajaran terhadap hasil belajar kimia siswa SMA Negeri 16 Banda Aceh. *Lantanida Journal*, 6(1), 49–58.
- Mawardi, M. (2019). Optimalisasi Kompetensi Guru Dalam Penyusunan Rencana Pelaksanaan Pembelajaran. *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan Dan Pengajaran*, 20(1), 69–82.
- Mufron, A. (2013). Ilmu Pendidikan Islam. Yogyakarta: Aura Pustaka.
- Mustika, T. P., Fajriani, S. W., Prasetyo, M. B., & Pernantah, P. S. (2022). Implementasi Pembelajaran Tatap Muka Terbatas pada Masa New Normal di MTsN 3 Rokan Hulu. *JIP-Jurnal Ilmiah Ilmu Pendidikan*, 5(3), 901–906.
- Nisaâ, H. M., & Kholis, N. (2019). Peran Guru PAI dalam Menciptakan Budaya Belajar Efektif. *RAHMATAN LIL ALAMIN: Journal of Peace Education and Islamic Studies*, 2(1), 23–32.
- Putrianingsih, S., Muchasan, A., & Syarif, M. (2021). Peran Perencanaan Pembelajaran Terhadap Kualitas Pengajaran. *INOVATIF: Jurnal Penelitian Pendidikan, Agama, Dan Kebudayaan*, 7(1), 138–163.
- Saputra, F. (2017). Upaya pemerintah dalam meningkatkan pendidikan di komunitas adat terpencil Desa Sesap Kecamatan Tebing Tinggi Kabupaten Kepulauan Meranti tahun 2011-2014. *Jurnal Pemerintahan JOM FISIP*, 4(1), 45.
- Sidiq, U. (2019). Metode Penelitian Kualitatif di Bidang Pendidikan. CV. Nata Karya.
- Sugiyono. (2016). Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D. Alfabeta.
- Sum, T. A., & Taran, E. G. M. (2020). Kompetensi pedagogik Guru PAUD dalam perencanaan dan Pelaksanaan Pembelajaran. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(2), 543–550.
- Utami, T. D., & Nurhuda, N. (2019). Pengaruh Keterampilan Variasi Stimulus Guru Terhadap Aktivitas Belajar Siswa pada bidang studi Ekonomi di SMA YLPI Pekanbaru. *PEKA*, 7(2).

