THE INFLUENCE OF USING THE LESSON METHOD ON STUDENTS IN INCREASING THE LEARNING OF MORAL THEOLOGY IN THE PANDEMIC TIME OF COVID-19

Sitti Aisyah Abbas¹, Akramun Nisa², Suparman Mannuhung³, Indah⁴

¹Universitas Islam Makassar (UIM), Makassar, Indonesia, email: aisyahabbas.dpk@uim-makassar.ac.id
²Universitas Islam Makassar (UIM), Makassar, Indonesia, email: andnisharisah@gmail.com
³Universitas Andi Djemma, Palopo, Indonesia, email: mzaid090609@gmail.com
⁴Universitas Islam Makassar (UIM), Makassar, Indonesia, email: indahholholic09@gmail.com

Abstract. This research deals with the application of the Lecture Method to learning the Moral theology. The purpose of this research is to know the influence of the lecture method in improving the lessons of the Moral theology for students. To answer these problems the author uses a type of quantitative descriptive research, to obtain data sources there are two data sources, namely primary data and secondary data. The technique used in data collection is in the form of a questionnaire. The population used in this study were 338 respondents, while the sample was 30 respondents. The technique of determining the sample, namely by random sampling. As for the process of data analysis, According to the results of the study, it was found that the frequency of the x variable obtained the percentage of respondents as much as 8.81 percent for the lecture method, while the results of calculating the data frequency for variable Y obtained the percentage of respondents as much as 91.21 percent. this means that the hypothesis rejects Ho and accepts Ha, that is, there is the influence of the lecture method in understanding the lessons of moral ethics. The lecture method has a significant influence on learning the moral creed. Therefore it can be concluded that the lecture method is very influential on students in learning the Moral theology.

Keywords: Lesson Method, Moral Theology

BACKGROUND

Learning is a term that has a very close relationship and cannot be separated from one another each other in the educational process. Learning should be an activity carried out to create an atmosphere or provide services so that students learn. For this reason, it must be understood how students gain knowledge from their learning activities. Then educators will be able to determine models, approaches, methods, strategies, techniques, and learning tactics that are appropriate for their students. (Zainal Aqib, Ali Murtadlo: 2016) In the Qur'an it has been explained about the importance of seeking knowledge for Muslims, every Muslim must seek knowledge as high as possible, without knowledge one
cannot perfect one's life and worship, religious knowledge must also taught to children from an early age.

The existence of the Covid-19 pandemic that hit the world including Indonesia, has an impact on aspects of life, one of which is education. So educational institutions require that the process of learning activities be carried out remotely, that is, students learning and teaching teachers must continue even though students are at home. As a result, educators are required to design learning by utilizing online media (online). This is in accordance with the decision of the Minister of Education and Culture of the Republic of Indonesia regarding circular letter number 4 of 2020 concerning the implementation of education policies during the emergency period of the spread of Covid-19. Various initiatives were carried out to ensure learning activities continued even though there were no face-to-face sessions. Technology, more specifically the internet, smartphones,

Teachers' abilities are limited in using technology in online learning. Not all teachers are able to operate computers or gadgets to support learning activities, both face-to-face, especially in online learning. Indeed, there are some teachers who are able to operate a computer, but in terms of operating it is limited. They are unable to access further things related to the internet network, use various learning applications, make their own media/videos and so on.

The explanation above is that one type of PJJ is online learning. The online learning system is a learning system without face-to-face meetings between teachers and students but online using the internet network. Teachers and students conduct lessons together, at the same time, using the WhatsApp application, Telegram, Google Meet Zoom meeting, Google Classroom, Quipper School, Teacher's room and other applications. This pandemic is also like giving a new way to a new transformation in life. Making a policy by closing schools as an initial step to save education from the dangers of the virus, closing these educational institutions then leads to a policy of studying from home, teaching from home, or working from home, all of them are all at home.

Learning methods are very influential during this pandemic, where teachers must be creative in using online learning media and determine the learning methods used, one method that is very effective at this time is the lecture method where teachers use the zoom application, or Google meet as a means to keep learning.

The teaching and learning process, of course, must use various methods that are in accordance with the existing conditions, in order to create an effective and efficient learning environment (class orchestra), which makes students have fun and enjoy doing it. Of the many learning methods, the lecture method is the method most commonly used by Islamic religious education teachers, both at the raudhatul athfal level and the equivalent, even to Islamic tertiary institutions. The
use of the lecture method is very important to note in any Islamic education learning. (Syahraini Tambak: 2014)

Regardless of its usefulness and advantages, the lecture method is characterized by one of the causes of reduced student interest in religious studies. However, related to the problem of online learning during a pandemic, where teachers and students cannot carry out direct learning interactions in the classroom, religion teachers generally place the lecture method as the first option.

One study stated that the lack of student interest in Islamic religious education subjects was proven based on a survey of the Islamic and community studies center at UIN Jakarta conducted by Jamhari Makruf, PhD, on religion teachers in a number of schools (SMA, MA, and MTs, and SMP). in Jakarta and South Tangerang stated that the teaching of Islamic religious education by religious teachers was not very attractive to students, so it was monotonous and boring. This shows that the teaching of Islamic religious education is boring. Based on the results of this study it can be understood, currently Islamic religious education is one of the lessons that is considered less attractive.

Especially at MAN 3 Makassar, since the pandemic, it can be said that the entire learning process has taken place online (online). Islamic religious study teachers, which cover subjects of fiqh, moral creed, Arabic and others, carry out the learning process online and mostly use face-to-face with the zoom application. It is considered necessary to know how far the influence of the lecture method using online has on the understanding of students of MAN 3 Makassar.

RESEARCH METHODS

This research deals with the application of the Lecture Method to learning the Moral theology. The purpose of this research is to know the influence of the lecture method in improving the lessons of the Moral theology for students. To answer these problems the author uses a quantitative descriptive research method, to obtain data sources there are two data sources, namely primary data and secondary data. The technique used in data collection, namely observation or observation to be able to see directly the condition of MAN 3 Makassar to see the research location, pay attention to the behavior of the informants, listen to the opinions of informants and questionnaires. The researcher uses a closed questionnaire type, which is a statement that expects a short answer or expects the respondent to choose one of the alternative answers from each of the available statements.

The population used in this study were 338 respondents, while the sample was 30 respondents. The technique of determining the sample, namely by random sampling. As for the data analysis process, techniques are used to find the
influence of certain variables on other variables by using simple statistical techniques to find and calculate the frequency and percentage.

RESULTS AND DISCUSSION

A. Data Analysis of the Findings of the Application of the Lecture Method to Makassar MAN 3 Students in Improving Moral Theology Lessons During the Covid-19 Pandemic.

Teaching and learning activities involve several components, namely students, teachers, learning objectives, and learning methods. In the teaching and learning process, you have to use various learning methods that are in accordance with existing conditions, especially at this time, where face-to-face meetings are limited due to the Covid-19 pandemic, one of the most effective methods is the lecture method, where the This lecture is a very common method found in schools, in other words, the classical method, which has been used by teachers for a long time.

The lecture method is a learning method that is often considered boring, but due to the lack of face-to-face learning, requires teachers to do online learning, where teachers generally use the lecture method more often by using zoom applications, google meet, classroom, whatsapp and other applications.

Applying the lecture method during the pre-pandemic period was indeed quite boring for students, because there was no feedback between the teacher and students, but this lecture method was still carried out, even though this method actually could not stand alone, therefore the teacher tried to create a lecture method to be more interesting and effective to be applied as a teaching method.

Creating an effective and comfortable learning situation for the lecture method is not as easy as the teacher explaining the material to Mr.I teach. Like during this pandemic, teachers are trying to ensure that all students can learn more effectively if they use the lecture method.

Students will not focus on listening to lectures for hours, therefore the Moral theology teacher before starting learning should first take students' absences, then take screenshots of the material to be taught and send it to the WhatsApp group of the class to be taught, after which instructions are given that students are given the opportunity within 10 minutes to read the material that has been sent, then after that students are directed to get ready to do learning via zoom.

The next step that can be taken is to provide conclusions or provide conclusions. In giving this conclusion the teacher presents a resume or conclusions on the content of the material, or the main points of the material that has been conveyed in learning. Giving this conclusion is a way or a final reminder of a learning that can at least be remembered by students. This concluding
technique can be done with students, it can be with students who conclude or the teacher.

After PLearning will end, usually the teacher gives assignments to students in the form of making resumes, by making self-recording videos and explaining what students have understood during the lesson. The application of the lecturing method in teaching moral principles teachers are required to apply the learning process effectively even if not face to face, with this demand it can unconsciously stimulate teachers to create lecture methods so that they can achieve the learning objectives of the moral principles.

B. Data Analysis of the Findings of the Effect of Lecture Methods on Students of MAN 3 Makassar in Improving Moral Theology Lessons During the Covid-19 Pandemic.

Every educational activity is part of a process to achieve a learning goal, where this educational goal is what really determines the direction or goals students are brought to, because goals are something that is expected from a business or process of achievement.

One of the objectives of learning theology morals is to provide knowledge or an appreciation of things that must be believed so that they are reflected in the attitudes and behavior of students in everyday life.

The teacher tries to think of ways so that the knowledge that the teacher has can be channeled to students, and can be used as a reflection of the attitudes and behavior of students in their daily lives, with that the teacher tries to make students understand by providing knowledge, appreciation and forms motivation to stimulate students to want or have a great will to apply and practice good morals by using the lecture method.

One method that is often used is the lecture method, where the lecture method can be adjusted in terms of the current situation and conditions during the Covid-19 pandemic, which has implications for influencing between teachers and students. In this lecture method there are several kinds of strategies that can be used, including doctrine, where we can use this doctrine which comes from the Koran or hadith, can be through the scientific method by paying attention to the state of natural phenomena that occur around us.

The lecture method which is used specifically in the subject of theology morals is very influential on the morals of students, in the lecture method the teacher carries out a variety of methods such as providing knowledge through doctrine or verses of the Koran, can also use the method of advice, or wisdom from an incident or event. natural phenomena.

There are several other ways that can be used so that students can be influenced such as guidance, or instructions, this method can be used through explanations about things that can provide benefits and can mention about the
dangers if done, this method can encourage students to rather lead them to good deeds, have good manners, and avoid things that are bad and despicable.

CONCLUSIONS

Based on the results of a statistical discussion about the effect of the lecture method on students of MAN 3 Makassar during the Covid-19 Pandemic, it can be concluded that:

1. The application of the lecture method has a significant influence on the lesson of theology morals, this can be proven from the results of the frequency and percentage of respondents' responses to the lecture method of 81.81 percent, while the responses of respondents to the moral principles are 91.21 percent.

2. Based on the results of the analysis, the effect of the lecture method on theology morals lessons shows that the X variable (lecturing method) used is 81.81 percent and what is affected is the Y variable (Moral theology) the percentage is 91.21 percent. Based on the number of percentages produced, it means that it has a significant influence, that is, the better the lecture method used, the understanding and application of the lessons of theology morals will increase, coupled with various methods such as giving advice, showing wisdom from a phenomenon or providing guidance and instructions for participants. educate them to be more guided to good deeds and avoid reprehensible deeds.

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