

PAI TEACHER'S STRATEGY IN DEVELOPING STUDENTS' SEEING, HEARING, AND FEELING SKILLS AT SMP PAHLAWAN NASIONAL MEDAN

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Abstract

This study aims to identify the strategies used by PAI (Pendidikan Agama Islam) teachers in developing students' seeing, hearing, and feeling skills at SMP Pahlawan Nasional Medan. This study used a descriptive qualitative approach by collecting data through interviews and observations of PAI teachers and students. The results showed that PAI teachers used various strategies, such as direct practice, group discussion, the Jigsaw method, and giving awards to motivate students in learning. The media used include textbooks, Qur'an, posters, and video presentations. Evaluation is done through hands-on practice, awarding, and student performance assessment. Obstacles faced by PAI teachers include variations in students' ability levels and the influence of gadgets. Nevertheless, the strategies and methods applied by PAI teachers succeeded in developing students' seeing, hearing, and feeling skills, and can be applied in daily life. This research provides a better understanding of skill development strategies through PAI learning and provides insight for PAI teachers in improving learning effectiveness.

Keywords: PAI Teacher Strategies; Seeing; Hearing, and Feeling Skills.

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INTRODUCTION

The competence of teachers includes being required to be creative in terms of determining strategies, methods, media, and evaluation tools in the learning process (Dhari et al, 2022). Teaching and learning activities should provide good opportunities for students to obtain information, ideas, skills, values, ways of thinking, and suggestions for expressing themselves (Santinah, 2017).

In implementing or applying teaching and learning strategies, there are three main things that must be considered by the teacher, namely the teaching stage, using a teaching model or approach and using teaching principles. The success of teaching is strongly influenced by student learning activities. One way to generate student learning activities is by changing monotonous learning activities. In addition, motivation is one of the main factors in determining student success.

Islamic Religious Education is a conscious and planned effort in preparing students to recognize, understand, appreciate, and believe in the teachings of Islam, accompanied by demands to respect adherents of other religions in relation to inter-religious harmony so as to realize national unity and unity (Arifudin, 2022).

Islamic religious education plays a very important role in the mental-spiritual formation of Indonesian students who are increasingly experiencing deterioration (Awwaliyah & Baharun, 2019). Islamic Religious Education still has many shortcomings or weaknesses and has not shown learning outcomes that are in line with expectations and some even say that religious education has failed. This failure is indicated by the increasing moral crisis not only among adults but also among students. However, PAI (Pendidikan Agama Islam) in schools that are ongoing have not all met our expectations, given the conditions and constraints faced, it is necessary to provide guidelines and guidance in fostering Islamic religious education. This refers to the strategic efforts of a teacher in carrying out the teaching and learning process in the classroom.

Based on initial observations and interviews with PAI teachers at SMP Pahlawan Nasional Medan, researchers pay attention to teachers during the learning process. Here, the researcher saw that the teacher developed students' seeing, listening and feeling skills during the learning process where there were still PAI teachers who used old strategies and methods. For example, such as inquiry strategies and lecture methods, where these strategies and methods make the teacher the only source in the learning process. This sometimes creates boredom in students and can even make students passive. and sometimes makes students less interested in learning, less active and less enthusiastic in learning, and there are still many students who play around in class, make noise in class and do not pay attention to the teacher when explaining. Whereas religious education is very important in building the religious mentality of students. For this reason, the right strategy is needed in developing PAI learning at school. And a good learning method is if it is in accordance with the subject matter because of errors in the selection of methods, the learning objectives will be less or even not achieved.

According to Sudrajat (2008) it is not right when a teacher uses the lecture method for all types of subject matter. Of course, learning is not effective and efficient. For example, subject matter about prayer, of course, is not effective when only using the lecture method but the Jigsaw method, demonstration and practice or a combination of both. Students will be more able and quicker to practice the movements and recitation of prayer if it is equalized with the Jigsaw method and demonstration. So it is necessary to vary the methods in PAI learning so that students do not feel bored and passive because it is only done in one direction. For this reason, teachers must be able to choose and use the right method. Learning tools are also used in order to achieve learning objectives, and teaching and learning strategies indicate the existence of learning and teaching activities that have been prepared.

Therefore, in carrying out their duties, teachers must have a strategy, which is an outline of direction for acting in an effort to achieve predetermined goals. Or if it is associated with learning strategies, it is any activity chosen to provide assistance to students in achieving learning objectives. The implementation of Islamic religious education does not only emphasize cognitive aspects, but also strongly emphasizes affective and psychomotor aspects (Rouf, 2015).

These affective and psychomotor aspects can be developed through student reflection that must be developed (Fitria, 2017), both abilities related to managing themselves as in the skills of seeing, hearing, and feeling students. So the teacher must have a good strategy in Islamic religious education both in learning and outside of learning. Given the importance of developing students' seeing, hearing, and feeling skills. For this reason, PAI teachers must have the ability to use strategies that contain building to develop skills in their students.

Strategies that allow for development are strategies that can optimize interactions between teachers and students, students and students, teachers and students and the environment, whether in learning or outside of learning. In addition, the teacher's creativity to be able to provoke students to be actively involved, both physically, mentally, socially and emotionally. That way, if students have good seeing, hearing, and feeling skills, then not only this reflection, but students will be able to carry themselves well in their relationships, both in thinking, acting and speaking. The successful process of interaction and adaptation to the environment will support success in students' careers and achievements (Tae et al., 2019).

Strategy according to KBBI (*Kamus Besar Bahasa Indonesia*) is a careful plan of activities to achieve specific or desired goals. According to Romizowsky, learning strategies are activities that a person uses in an effort to choose learning methods (Agustina & Sitompul, 2015). Plomp and Ely said that learning strategies include identifying specific objectives, designing optimal solutions, developing interventions, and comparing learning outcomes (Pebrianti & Ritonga, 2023). According to Syaiful Bahri Djamarah, "strategy is a way or a method, while in general strategy has the meaning of an outline of direction for action in an effort to achieve predetermined goals (Asrori, 2013). Strategy is almost the same as the word tactics, tactics or politics, which is a structuring of potential and resources in order to efficiently obtain the results of a design. Strategy is the optimal utilization of situations and conditions to reach the target. In the military, strategy is used to win a war, while tactics are used to calm the battle. So, strategy can be interpreted as a plan that contains a series of activities designed in such a way as to achieve the objectives of activities or things that teachers and students must do so that goals can be achieved effectively and efficiently.

Teachers are professional educators, because implicitly the teacher has volunteered himself to accept and assume some of the responsibilities of the parents and not just anyone can serve as a teacher (Joni et al., 2020). Based on Undang-undang RI No. 14/2005 pasal 1 (1) "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education" (Latiana, 2019). Syaiful Bahri revealed that teachers are all people who are authorized and responsible for guiding and fostering students, both individually and classically, at school and outside school (Kusumaningtyas, 2018). Not much different, with the opinion above, a teacher has a very large role in shaping the character of students. A. Qodri defines the teacher as an example (role model), caregiver and advisor for the lives of students. The figure of the teacher is often imitated, meaning that the teacher's example becomes very important for students in value education (Arsad, 2020).

Meanwhile, PAI (Pendidikan Agama Islam) is standardized as the name of the activity of educating Islam. PAI as a subject should be called "Islamic Religion", because what is taught is Islam, not Islamic religious education. The name of the activity or efforts in educating Islam is called Islamic religious education. This word "education" is in and follows every subject. Islamic religious education is one part of Islamic education (Ningsih, 2019). Another opinion says, that Islamic Religious Education can be interpreted as a planned program in preparing students to know, understand, appreciate, to believe in the teachings of Islam and followed by guidance to respect adherents of other religions in relation to inter-religious harmony to realize national unity and unity (Yuliani et al., 2019).

Islamic Education Teachers are teachers who teach the subjects of Akidah akhlak, Al-Qur'an and Hadith, Fiqh or SKI (Sejarah Kebudayaan Islam) in schools/madrassas, whose job is to form students into humans who believe and fear God Almighty, guide, educate and provide knowledge to students, are experts in the material and how to teach the material, and become role models for their students (Akbar, 2019). So, PAI teacher is a teacher who teaches Islamic teachings

and guides students towards achieving maturity and forming a moral Muslim personality, so that there is a balance of happiness in the world and the hereafter. So what is meant by PAI teacher strategy is a systematic and planned way carried out by PAI teachers in determining how to do it in order to enable optimal, effective, efficient results towards achieving predetermined goals.

According to the language center dictionary, linguistically skills come from the word skilled which means capable of completing tasks, capable and dexterous. Then it gets affixed to -an to become a skill that is proficient in completing tasks (with expertise). Meanwhile, according to some experts, the definition of skills can be defined as follows: (1) According to Oemar Hamalik (1978), skill is the ability to do something well. Doing can mean physically (writing, speaking and so on) and can also mean spiritually (distinguishing, analyzing and so on) (Faqumala & Pranoto, 2020). (2) According to Reber (1988), skills are the ability to perform complex and neatly arranged patterns of behavior smoothly and in accordance with the circumstances to achieve certain results. Skills do not only include cognitive movements. The connotation is also broad so that it affects other people (Musyarofah, 2019).

From some of these definitions, it can be defined that skill is an ability in activities related to muscle nerves that are usually seen in physical activities such as writing, typing, sports, and so on.

Then, on the skill of seeing students, also known as observation skills, is the ability to observe and understand students holistically. In an educational context, these skills help teachers or educators to understand students better, identify their needs and interests, and provide appropriate instruction (Herwina, 2021). Here are some important skills related to seeing students: (1) Observation: Good observation skills involve the ability to observe students' behavior, facial expressions, body movements, and interactions with the environment and others. Careful and thorough observation can provide clues about the level of understanding, interest or difficulties experienced by students. (2) Listening: Listening carefully is an important skill in observing students. It involves paying full attention to what students are saying, both verbally and nonverbally. Good listening helps teachers to understand students' perspectives, their needs, and respond accordingly. (3) Empathy: Empathy skills enable teachers to understand and feel students' feelings and experiences. This involves the ability to see the world from the student's perspective, understand their challenges and needs, and respond with understanding and appropriate support. So, this skill of seeing students is important in helping teachers or educators identify individual student needs, plan appropriate instruction, and provide the support needed to improve student learning. Listening is assuming a much greater importance in the classroom. Listening skills are the most widely used skills in everyday life. Learning listening skills will help us improve our speaking skills significantly.

Two different types of processes are involved in listening comprehension, sometimes referred to as "bottom-up" and "top-down" processing which includes processes such as identifying sounds into words (Saputri et al, 2021). Where students need to hear the native speaker's voice with the correct pronunciation repeatedly and continuously imitate how to pronounce it if they want to communicate well and meaningfully. This means that without listening, students cannot acquire language because the listening process also provides language input and as an input skill, listening skills play an important role in students' language development. Listening skills also have an important place in learning because it is one of the four main skills in language acquisition. It is a receptive skill that needs to be developed to help students understand what they hear or when they communicate with others. When listening, students hear what others are saying, and try to understand what they mean. Good communication requires good listening skills as well as speaking and feeling it (Ariska, 2018). So, good listening helps students understand information better. Because, when students are actively listening, they can capture important information, identify the gist of the conversation, and understand the context. This helps students learn effectively and avoid misunderstandings. And good listening skills enable students to communicate effectively. By listening carefully, students can understand what their friends are saying for example, and respond appropriately. And this can develop students' social attitudes towards their friends. For example, when outside the classroom, school, or when learning in groups in the classroom.

Students' sensing skills, also known as sensory skills, refer to an individual's ability to use their senses to observe, attend to, and process sensory information from the surrounding environment. Sensing skills are an important part of students' cognitive, emotional and social development. It plays a role in many aspects of daily life, including learning, interacting with others, and participating in physical activities.

Good sensing skills can help students in many ways. They can help in learning through visual observation, hearing and comprehension, as well as through physical interaction with objects and the environment. Sensing skills are also important in interacting with others (Suardi, 2018). If during learning if the teacher asks students to practice what the teacher has explained. For example, regarding the practice of ablution. And students practice directly, then it also includes feeling. So, as an Islamic Education teacher, it is important to develop students' sensing skills through various activities such as practice, or other exercises that involve their senses. Because, this includes a reflection of feeling. By developing students' sensing skills, it can help them develop a better understanding of improving their overall learning and interacting abilities.

Developing students' seeing, hearing and feeling skills is therefore an important aspect of education that involves developing students' sensory and perceptual abilities (Wulandari, 2017). This theoretical study involves understanding how students process information through the senses of sight, hearing and feeling to gain a better understanding of the world around them. The following are some theories related to the development of students' seeing, hearing, and feeling skills. It provides a foundation for PAI teachers to develop students' seeing, hearing, and feeling skills by providing diverse sensory experiences, opportunities for social interaction, and attention to students' individual needs. By understanding this theory, educators can design learning environments that facilitate the optimal development of students' sensory and perceptual skills.

Based on initial observations, it can be seen that the condition of the students in the class in participating in learning is very calm and active, it can be seen that students look and listen very focused when the teacher provides theory, it can also be seen that students communicate well with the teacher such as asking politely by first raising their hands and giving greetings, it can be seen that students have ethical manners in communicating with fellow students. The students are also active in discussions and cooperate in groups, with that students participate in feeling even though there are a small number of students who are not active and only listen to other students. Likewise, outside of learning, students of this school have a good personality, all neat and disciplined. All of that cannot be separated from the role of PAI teachers who develop the skills of seeing listening and feeling students inside or outside of learning.

Therefore, researchers are interested in raising research related to developing students' seeing hearing and feeling skills through learning activities that use various strategies carried out by PAI teachers. The title raised in this study is: "PAI Teacher's Strategy In Developing Students' Seeing, Hearing And Feeling Skills At SMP Pahlawan National Medan".

METHODOLOGY

The research used is descriptive qualitative. That is, collecting information as it is during the research. Data collection was carried out by interviewing Islamic religious education subject teachers and students at SMP Pahlawan Nasional Medan, in order to describe, explain or summarize various conditions, situations and phenomena, studying facts as they are, can be photographed, interviewed, observed and disclosed through documents.

The choice of qualitative research is based on the specifications studied to obtain in-depth information containing social reality. Qualitative research is a determination strategy that makes descriptive instructions of the conditions of the people observed and behavior in the form of written or spoken words. Qualitative research is a scientific approach that attaches an infinite social atmosphere across the explanation of suitable evidence and is formed in voices based on the process of accumulating significant facts from natural situations. A qualitative approach is "a research approach that can describe events and interpret objects as they are" (Hermawan, 2019). Then to Nazir, he stated that "The purpose of descriptive research is to present, represent or describe systematically, factually and precisely the facts, characteristics, and relationships of the

phenomenon under study". The information obtained by researchers includes both information obtained directly by researchers and information collected by researchers from previously used resources. PAI teachers who seek to develop students' seeing, listening and feeling skills become informants who provide information, and who know the strategy of developing these skills.

The source or interviewee was PAI subject teacher as the provider of information about the strategies used in developing students' seeing, hearing and feeling skills at SMP Pahlawan Nasional Medan. Students who are specifically involved in PAI learning. As explained, qualitative research utilizes data to obtain valid research results. Qualitative research techniques used are: observation, interviews, and documentation (Anufia & Alhamid, 2019).

RESULTS AND DISCUSSION

The results of the above study are in line with the objectives according to Prayitno, content mastery services, especially where the topics discussed contain real problems and are of interest to students. Through intense classical dynamics, the discussion of certain topics encourages the formation of feelings, thoughts, perceptions, understanding, and attitudes that encourage more effective behavior and improve verbal and nonverbal communication.

Strategy is a general pattern of a series of activities that must be carried out to achieve certain goals (Nurdyansyah & Fitriyani, 2018). It is said to be a general pattern, because a strategy in essence has not led to practical matters, it is still a plan or a comprehensive picture. As for achieving goals, strategies are prepared for specific purposes.

The strategy of Islamic religious education teachers in developing the skills of seeing hearing and feeling students develop these skills the strategy is certainly through teaching and learning activities where the teacher uses the lecture method to convey learning theory to students, for example taken on prayer material where to develop the skills of seeing and hearing students can see how the teacher conveys the theory and practice how the movements in prayer are in accordance with what the material is conveyed, then to develop listening skills students can listen to the readings in each prayer movement conveyed in the theory delivered by the teacher.

Then after the teacher gives the theory on the prayer material, and the teacher can use other strategies, for example by telling students to practice the prayer as the teacher has conveyed and practiced before. If students have done the practice. Then from there students can feel how to pray correctly, according to the directions that have been told to the teacher. Through practice, it can develop students' feeling skills. So taken from the example of the prayer material can develop students' seeing, hearing and feeling skills.

From the above statement, it can be concluded that the teacher is very influential in developing students' seeing, hearing and feeling skills so that reflection on students is even better. Because seeing, hearing and feeling require more attention and effort to understand the meaning and purpose of the message is a fairly complex process. And in education, the teacher's strategy is one of the most important elements to develop their seeing, hearing and feeling skills.

In addition, the teacher's strategy to shape students' personalities when they build viewing skills, teachers can make students more focused in paying attention when the teacher explains for example, this needs to be done to provide assistance to students towards achieving good learning goals, then the teacher's strategy in developing listening skills, can focus children in the learning process and interact outside well (Syaparuddin dkk., 2020). For example, PAI teachers can use their strategies by using several varied methods so that students feel interested when they listen and do not feel bored in listening to the theory delivered by the teacher. This can also increase their focus and become more concentrated in learning, so in learning activities using various methods as learning media can develop students' listening skills.

Then the teacher's strategy in developing students' feeling skills can also make students know what they feel after seeing, hearing what the teacher said earlier, for example students get positive and negative information about the learning activities that have been carried out. This is reinforced by the results of interviews with Mr. Sarman, S.Pd and Mrs. Amnah, S.Pd as Islamic Religious Education Teachers who teach at SMP Pahlawan Nasional Medan said that, Teachers'

strategies in developing students' seeing, hearing and feeling skills at SMP Pahlawan Nasional Medan are as follows:

PAI Teacher's Strategy in Developing Students' Seeing Hearing and Feeling Skills

Educator strategy is one of the important elements used by educators to achieve learning objectives. This educator strategy helps to create a professional presence both inside and outside the classroom, so as to provide an effective and enjoyable learning experience for students. Through the use of appropriate strategies, educators can improve the quality of learning and achieve the expected results.

Educator strategies can be defined as a series of actions taken by an educator to achieve learning objectives. It involves methods, techniques, approaches used by educators to teach and educate students. The purpose of educator strategies is to create effective learning experiences and optimize learning outcomes (Uno & Mohamad, 2022).

The teacher's strategy in developing students' seeing, hearing and feeling skills is inseparable from the present, in eradicating for example in reading Qur'an, because public schools are not special Islamic schools. However, PAI teachers still try so that students who are Muslims are educated to be good at reading Qur'an. For example, by making a special group to learn Iqra' for students who cannot read Qur'an. And for those who are already fluent in reading Qur'an, PAI teachers also make a special group to learn to sing the recitation of Qur'an, which is called extracurricular religion, namely, learning to sing Qur'an, nasyid and so on. That way according to PAI teachers that not only see but also read, and also hear, and also feel.

In addition, seeing hearing and feeling students can be developed during learning. For example, taken from material such as ablution. At first the teacher gives a theory about ablution, at which time students see and hear what PAI teacher says, then the teacher also practices how to do ablution correctly, according to the rules. With that, not only the theory is conveyed but the practice as well. So that he sees the procedure for ablution, then the teacher asks students to practice it forward one by one. That is where students, in addition to listening to the knowledge conveyed by the teacher, also imitate and even practice ablution one by one. With the teacher asking students to practice it, it can develop the skills of seeing hearing and feeling in students.

Then PAI teacher's strategy in Developing Students' Seeing Hearing and Feeling Skills first, it is by practice rather than theory. Because, it triggers the child's ability how. Second, you can have a discussion. For example, with my classmates, it can also be more than 5 people or 4 people for group discussions, it can also use other methods, such as the Jigsaw method. The third, giving appreciation or plus points to students who have presented themselves, or given rewards, this is done so that children are more active and excited again (Prasetyo et al, 2019).

So with the strategies above, such as the practice is one of them. This already includes developing students' seeing, hearing and feeling skills. Because practice includes everything, where students not only see, hear, but also feel.

Media used by PAI teachers in developing students' seeing, hearing and feeling skills

For the media used by PAI teachers at SMP Pahlawan Nasional Medan, it is inseparable from the package book, Al-Qur'an, or juz Amma, Iqra' and ablution place, and mushollah, coupled with the teacher's handbook and added with other books. whether it is fiqh Sulaiman Rashid and other fiqh. Then other media, also using infocus, where this infocus is very supportive in developing students' seeing, hearing and feeling skills. Because, by using audiovisual media, such as videos or sound recordings, it can help students practice seeing and hearing skills. For example, taken from the example of PAI teachers showing films related to practicing prayer, ablution, or others. Because it makes it easier for students to focus more on understanding the lesson, and also makes it easier for students to see, hear and also feel earlier. So, using this infocus media can make it easier for PAI teachers to develop students' seeing, hearing and feeling skills.

Then regarding other media used in developing the skills of seeing hearing and feeling students can also use posters. For example, prayer posters that are all about prayer movements starting from standing position, ruku' sitting, prostration and others. So using poster media can

develop students' seeing skills. Because with this prayer practice, students must memorize the prayer recitation first, with that students can see the practice, listen to the theory and feel.

So, the media used by PAI teachers in developing students' seeing, hearing, and feeling skills are very diverse. Some examples of such media include learning videos, audio recordings, images, religious texts, teaching aids, musical instruments, the source of these media can come from various sources such as religious books, official religious websites, religious educational applications, recordings of studies or lectures from scholars, as well as learning materials that have been prepared by the institution. All of these media can assist teachers in facilitating Islamic learning and provide a more enjoyable and meaningful learning experience for students (Najla dkk., 2022).

How PAI teachers evaluate the development of students' seeing, hearing and feeling skills

Inseparable from evaluating this, the material that has been delivered, the practice that has been delivered earlier sees that, we make practice one by one, then evaluate when the science of ablution is the procedure for ablution one by one students we assess and evaluate. After that, in terms of the science of prayer, we practice it one by one, reading and practicing the prayer already, again assessing by evaluating whether or not they are practicing or not, it has been seen when they perform Zuhr prayers and perform duha prayers so.

PAI teachers evaluate the development of students' seeing, hearing and feeling skills. Evaluation means assessment. That is, through the practice of prayer carried out by students, for example, then giving rewards to students. So based on the methods previously described, PAI teachers can evaluate the development of students' seeing, hearing, and feeling skills through prayer practices. The evaluation can be done for example by practicing ablution, where PAI teacher can ask students to practice ablution one by one. During the practice, PAI teacher can actively observe the students, see if they follow the procedure of ablution correctly, see if they pay attention to details such as wiping the limbs that must be washed with ablution water perfectly, and listen if there are questions or confusion from the students.

Then, from the practice of prayer, after students perform ablution, PAI teachers can practice the steps of prayer one by one, including movements and recitations in prayer. During the practice of prayer, PAI teachers can pay attention to whether students are able to follow the procedures of prayer correctly, whether they are focused and *khusyu'* during the prayer, and see if they perform according to the correct movements and recitations. Then, such as giving rewards. It can also be evaluated where after the prayer practice, the teacher can give an assessment or evaluation of the students based on the observations that have been made. This evaluation can include aspects such as, the procedures for ablution and prayer have been carried out correctly, as well as the ability of students to carry out movements and recitations correctly. In addition, the teacher can also give rewards or awards to students who successfully show progress or good skills in seeing, hearing, and feeling during prayer practice.

The obstacles of PAI teachers in developing students' seeing, hearing and feeling skills

Regarding the obstacles of PAI teachers in developing students' seeing, hearing and feeling skills, the obstacles are clear. Because not all children are good at reading, especially Arabic writing. Because not all students are good at reading Arabic writing. Where at the junior high school level students should have correctly performed the prayer movement, and every reading in prayer. Then indeed the prayer readings in the book are listed in Latin. But, what PAI teachers prioritize at Pahlawan Nasional Medan Junior High School is the reading of Arabic writing, and it is required to use Arabic. So the main obstacle. Because not all students are the same, for example, there are still many who are still *Iqra'*, there are those who are not all fluent in reading Arabic-based writing.

Then, it is difficult to stabilize students in concentration when learning takes place. Especially in this digital era and the excess of visual and auditive stimuli, many students still have difficulty focusing on one thing for a long time, which can hinder the development of seeing, hearing, and feeling skills. Where when the teacher explains the theory, or when carrying out

practice, there are still many students who are less focused on listening to the teacher who is explaining, and looking at their friends who are practicing.

Another obstacle is also due to students' different learning styles. This is a difficulty for teachers in developing students' seeing, hearing and feeling skills. Where each student has a different learning style. For example, students may find it easier to develop skills through visual methods, while others may be more responsive to auditory or kinesthetic methods. Therefore, paying attention to these differences in teaching can reduce the effectiveness in developing students' skills (Novita et al., 2020).

Therefore, in overcoming these barriers, it is important for PAI teachers to create a learning environment that stimulates the five senses, is diverse, and inclusive. This can be done by using creative teaching methods, and providing access to technology and adequate resources, because, understanding students' individual needs can help improve their ability to see, hear, and feel better.

Students' listening and feeling skills can be developed through PAI teachers

Regarding how students' seeing, hearing and feeling skills can be developed through PAI teachers, it can be applied in everyday life, such as the first break time, students at SMP Pahlawan Nasional Medan perform duha prayer every day, so it is taken from the practice. So by applying also how to do wudhu properly, then immediately carry out Duha prayer in congregation at the school Mushollah. So with this, the skills of seeing hearing and feeling students can develop through the teacher. And PAI teachers have an important role in developing students' seeing, hearing, and feeling skills. As it has been explained that by using pictures or posters, then infocus and other visual materials can introduce religious concepts to students. Then when outside the school, PAI teachers can also observe together and appreciate the beauty of nature and observe Allah's creation in the surrounding environment.

Listening skills can be developed through active learning that involves discussion, question and answer, and role play to develop students' listening skills. Then it can also use audio materials such as recordings of religious lectures, recitations of Quran, or nasyid, it can train students' hearing.

Then the last one is feeling, where feeling skills can be developed through PAI teachers when encouraging students to connect religious values with their daily lives, both in action, empathy. Then, in socializing, for example, PAI teachers can invite students to participate in useful social and community activities to feel the importance of care, justice, and togetherness.

For this reason, it is important for PAI teachers to create an inclusive and supportive environment for students so that they feel comfortable in sharing their thoughts, experiences, and feelings related to religion. By actively involving students in the learning process, PAI teachers can help them develop better seeing, hearing, and feeling skills.

Qur'an also provides guidance in developing seeing, hearing and feeling skills, as stated in Qur'an surah An-Nahl ayat 78.

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ
لَكُمْ السَّمْعَ وَالْأَبْصَرَ وَالْأَفْعِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

Meaning: "And Allah took you out of your mother's womb knowing nothing, and He gave you hearing, sight, and a conscience, that you may be grateful."

There are many lessons to be learned from this Surah. Moreover, there are so many favors and gifts that Allah has given to Muslims. For this reason, it is important for a Muslim to understand the meaning of Surah An Nahl verse 78 in the discussion below. It is explained that Allah gives humans the ability to hear, see and feel with conscience not without reason. When just born from the mother's womb, a human being knows nothing about this world. Therefore, Allah gave humans these three abilities to gain a lot of knowledge. The ability to see, hear, and feel gives humans the opportunity to reach their highest potential. Humans would not be able to gain knowledge if they did not have these three members. For this reason, every Muslim must be grateful to Allah SWT for giving abilities that are very beneficial for life. Humans have eyes, ears, and conscience that

show how great the majesty of Allah is. Everything in this world is in Allah's plan. So it is fitting for Muslims to believe in Him and not waste what has been given by Him.

Specific learning methods used in developing students' seeing, hearing and feeling skills

The special method for developing students' seeing, hearing and feeling skills carried out by PAI teachers at SMP Pahlawan Nasional Medan is by using a practice strategy, where the procedure instructs students to one-on-one memorize prayer recitations, one-on-one memorize juz 'Amma, one-on-one prayer practice. So it really has it all. For example, initially the theory is taught entirely about fardhu kifayah, then one-on-one is taught the practice of fardhu kifayah starting from bathing the corpse, shrouding it and praying for it, and becoming the imam.

So by example it covers everything, where students see how to do it, students listen to previous theories, and readings in each of them, and students also feel it. So the students will be equipped. But if the PAI teacher only gives the theory without practicing the children one by one. Then the children cannot do everything properly and correctly.

So, practical methods can include developing students' seeing, hearing and feeling skills. Then regarding other methods used to develop students' seeing hearing and feeling skills, such as group discussions and Jigsaw if they are suitable for the material. For example, if holding a group discussion that involves students to discuss their experiences for example, or feelings related to the topic with a particular situation. Where this discussion can expand their understanding of various points of view and build students' listening and feeling skills.

Students' seeing, hearing and feeling skills are important aspects in an educational context. It encompasses students' ability to observe, listen, and sense the environment and situation effectively, so that they can understand information better and take appropriate steps in the learning process. Here is a brief explanation of each skill:

(1) Seeing (Visual) Skills: Viewing skills relate to a student's ability to understand information or objects using the sense of sight. This includes the ability to observe and understand images and all kinds of other visual representations. This skill plays an important role in processing information presented in visual form and in understanding the relationship between elements in a picture or illustration. (2) Listening (Auditive) Skills: Listening skills focus on the student's ability to understand information conveyed through hearing. This includes the ability to listen carefully when a teacher or other source gives an oral explanation, lecture, presentation, or class discussion. Good listening skills help students recognize important details, identify key information, and recognize concepts expressed orally. (3) Sensing (Kinesthetic) Skills: Sensing skills relate to a student's ability to understand or process information through physical experience or the use of the sense of touch. This means that students can understand or comprehend information better through direct experience, such as conducting experiments, practices, simulations, or physical exercises that involve movement. Sensing skills help students learn through direct experience and physical interaction with the surrounding world (Sayuti et al, 2023).

CONCLUSION

From the description above, it can be concluded that PAI (Pendidikan Agama Islam) teachers have strategies to develop students' seeing, hearing, and feeling skills. These strategies include the use of lecture methods, hands-on practice, group discussions, the use of media such as posters and videos, and giving awards or rewards to students who show progress. Evaluation of skill development is done through hands-on practice and grading or appreciation. However, there are some obstacles in developing these skills, such as students' different abilities in reading and understanding Arabic writing, as well as the negative influence of gadgets that reduce learning motivation. Nevertheless, with the right learning methods and application in daily life, PAI teachers can develop students' seeing, hearing, and feeling skills well.

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