

Date Received : December 2024
Date Revised : January 2025
Date Accepted : January 2025
Date Published : January 2025

MUHAMMADIYAH LEARNING METHODS AND THEIR IMPACT ON GRADE VII STUDENTS AT SMP MUHAMMADIYAH 5 SURAKARTA

Kayla Azzahra

Universitas Muhammadiyah Surakarta (goooo210087@student.ums.ac.id)

Mahasri Shobahiya

Universitas Muhammadiyah Surakarta (ms208@ums.ac.id)

Keywords:

Metode ceramah;
Kemuhammadiyahan;
Dampak.

ABSTRACT

The learning method is a circle that connects teachers, students and learning materials. Teachers can use methods to deliver learning materials to students. This study aims to analyze the effectiveness of the lecture method in Muhammadiyah learning and its impact on grade VII students at SMP Muhammadiyah 5 Surakarta. The research method used is descriptive qualitative with a phenomenological approach, where data is collected through observation, interviews, and document studies. The results of the study indicate that the lecture method has advantages in delivering material systematically and effectively in reaching all students at one time. However, this method also has weaknesses, such as low student participation, boredom in learning, and lack of in-depth exploration and interaction. The positive impacts found include increased student understanding of the history and principles of Muhammadiyah, while negative impacts include student boredom and minimal motivation to learn independently. Based on these findings, it is recommended to combine the lecture method with other learning methods, such as discussion, use of interactive media, and giving project-based assignments to improve the effectiveness of Muhammadiyah learning in Muhammadiyah schools.

A. INTRODUCTION

Education is the development of students by teachers. A teacher is expected to provide role models, learning aids, guidance, and ethical and moral development of children while increasing the knowledge of each individual. The teachings conveyed to students are not only based on the formal education of the authorities, but in this case the function of family and society is very important and serves as a field of development where knowledge and understanding can rise and develop (Ujud et al., 2023).

Education is also one of the important aspects in shaping the character of students. In the context of an Islamic-based school such as Muhammadiyah 5 Surakarta Junior High School, the Muhammadiyah subject becomes a part of shaping students' understanding. The learning method used in delivering the material determines the effectiveness of understanding and the impact on students.

The learning process is a process of transmitting knowledge from a teacher to a student that requires appropriate methods to ensure that the transmitted knowledge is well received. From here, in addition to the teacher's role in choosing appropriate learning methods in optimizing the benefits of learning methods, Learning Methods, in the KBM process here you can see some important ways to learn. They use their own shortcomings to minimize them. Because you have to admit that every learning method needs advantages and disadvantages (Wirabumi, 2020). A learning method is a circle that connects teachers, learners and learning materials. Teachers can use methods to deliver subject matter to students. However, even if the same books and teaching materials are used, different methods can result in different conclusions and teaching outcomes. (Mufidah & Zainudin, n.d.).

The learning method is the most appropriate or most important method for applying classroom study areas to overcome problems in student learning activities. The selection of learning methods requires many considerations to ensure that learning is effective and learning objectives are achieved. (Rikawati & Sitinjak, 2020)

At SMP Muhammadiyah 5 Surakarta, the learning process only uses the lecture method, while there are several methods that can be used such as the true or false method, card short, the power of two and many others. This Muhammadiyah learning uses the lecture method because there are several things so that it cannot only use the lecture method.

The lecture method is often used by teachers. The lecture method is a method of providing learning materials by prioritizing interaction between teachers and students. Where the teacher releases learning materials through the lighting process and hands over oral stories to students. (Pratiwi, 2019). The use of the lecture method in the learning process can be an interesting method if teachers can pay attention to the limitations of use and include supporting learning media. (Pabesak & Santoso, 2023).

The lecture method begins with the language of specific objectives considered by the students and creates educational materials. The lecture method materials used should be able to distract and attract students. To attract students, the lecture should adapt to the developmental level of the students, the surrounding social and cultural environment. In addition, educators should design the language use, speaking, and expressions used to be used. (Nugroho & Harida, 2020)

Muhammadiyah education as one of the features that must be present in all Muhammadiyah schools, from the curriculum to the level, elementary school, junior high school, high school, to the level of Muhammadiyah university education. The

subject of Kemuhammadiyahan layer is used as a forum to present students with Muhammadiyah in the hope of practicing the principles of Muhammadiyah's own beliefs and community image. (RAHMAH, 2021)

Muhammadiyah education is a means of delivering Muhammadiyah education which aims to always be in touch with Muhammadiyah's own worldview. Krmuhammadiyahan is made into a subject in private schools, especially Muhammadiyah schools with the aim that it can be observed observed and lived by students so that one day students can practice various principles of belief and ideals of the Muhammadiyah association . (Fannani, 2018)

The problem found in interviews and observations with students and teachers of Muhammadiyah subjects is that the use of lecture-based learning methods is not always effective. The use of this method has an impact on students, so students feel bored or bored during the learning process. The research subject was conducted in class VII because students did not know more about Kemuhammadiyahan, the majority of students at SMP Muhammadiyah 5 Surakarta from public schools.

The purpose of this study, first to describe how the effectiveness of the use of the lecture method in the learning process of Kemuhammadiyahan class VII at SMP Muhammadiyah 5 Surakarta, second to describe the impact of the use of the lecture method on class VII students at SMP Muhammadiyah 5 Surakarta.

B. METHOD

This research uses descriptive qualitative. This type of research uses field studies. This field study research is research that goes directly to the field to observe phenomena or events directly to become an accurate data object. This research approach uses phenomenological techniques. Data collection techniques by means of observation, interviews and document studies. In this study, the sources conducted interviews with Muhammadiyah teachers and seventh grade students. The source of data obtained from the source of this research is Muhammadiyah Education teachers and students who are the main source for conducting or carrying out research on learning methods at Muhammadiyah 1 Surakarta Junior High School and the object of research carried out at Muhammadiyah 5 Surakarta Junior High School. While the data analysis technique is using interactive analysis techniques according to Miles and Huberman, namely by data reduction, data presentation and withdrawal or verification. (Rijali, 2019)

C. RESULT AND DISCUSSION

The results of the research aimed to see the lecture method in learning Muhammadiyah in class VII at SMP Muhammadiyah 5 Surakarta and its impact on students. Based on observations, interviews that were late conducted, several findings were found:

1. Effectiveness of Lecture Method in Learning Kemuhammadiyahan

Effectiveness is activity, efficiency, and compatibility with the activities of the person performing the task with the intended goal. Efficacy basically indicates the level of performance of the results. It is often or always related to the understanding of efficient, but in reality there is a difference between the two. Effectiveness emphasizes the results achieved, but by comparing inputs and outputs, efficiency is more important in achieving results. (Lontoh & Sihombing, 2021)

Learning methods are tactics used by educators to transfer knowledge to students learning methods are supported by the Learning Implementation Plan (RPP), curriculum, etc. Using different learning methods will help students understand the study material and enable them to carry out the learning process effectively and efficiently. (Hasriadi, 2022) Based on research at SMP Muhammadiyah 5 Surakarta in the learning process only uses the lecture method. The lecture method is also known as an activity that provides information with words. History education is the process of providing information and material to students, and the results of using this method often do not perform as expected. The meaning and significance of the material or information may be interpreted differently or incorrectly by students. (Tambak, 2014) . The lecture method begins with an explanation of the objectives to be achieved, reveals the lines to be covered, and incorporates the material presented. The lecture is successful when it pays serious attention to the students, is presented systematically, is interesting and provides opportunities for students. At the end of the lecture, you should state a conclusion indicating the students' evaluation and the end. (Dafid Fajar Hidayat, 2022)

The learning process using the lecture method focuses attention on the teacher and students only receive passively. This method is only suitable for delivering information that provides introductions and provides material from an understanding or conceptual perspective. In addition, when dealing with many students, the lecture method is effective and teachers can motivate or encourage students to learn to participate in teaching and learning activities. (M. Aditya Ramadhan, 2019).

The presentation of material using the lecture method provides an overview of how the stages are used when using this method and the interaction process that occurs in the learning activity indicators. Such as learners dare to ask questions, question and answer. (Ta'i et al., 2023)

Based on the above understanding, it states that in Muhammadiyah 5 Surakarta Junior High School, the learning method only uses the lecture method. This lecture method is used in Muhammadiyah learning which has several advantages, such as facilitating the delivery of material systematically. The use of Muhammadiyah learning methods in Muhammadiyah 5 Surakarta Junior High School only uses the lecture method, because Muhammadiyah learning for class VII is only historical material first so that they first know what Muhammadiyah in general is like This method is suitable for materials such as history, therefore this Muhammadiyah learning applied at Muhammadiyah 5 Surakarta Junior High School only uses the lecture method. But the use of this lecture method is also not too frequent, the teacher also prepares various media such as ppt, videos which are to support the learning process.

According to the sources, the use of the lecture method at SMP Muhammadiyah 5 Surakarta is effective, during the application of the lecture method the teacher and students feel interactive with each other which is not only one-way communication. The teacher still gives students to think and be interactive during learning, at least giving a brief question about Kemuhammadiyah material. This Kemuhammadiyah learning talks about or history, principles that can only be used with the lecture method. Even though the teacher has provided learning media such as watching the movie the enlightener where there are certain moments students will watch the movie in between watching historical films the teacher also explains the purpose of the movie. To try the use of new methods in learning Kemuhammadiyah

is not possible because the lesson time is very short. But the teacher also asks students to usually be told to make clippings about learning material in groups and then present them to the front.

This lecture method also has advantages and disadvantages. The advantages of the lecture method in delivering material systematically and effectively in reaching all students at one time. However, this method also has weaknesses, namely the lack of student participation, lack of exploration of the material being taught, and boredom in learning.

Evaluation of Kemuhammadiyah learning outcomes in the use of lecture methods such as questions that are tested there are some satisfactory scores and some that are less satisfactory. Students feel enthusiastic because they get new learning or new material about Kemuhammadiyah.

2. The Impact of Using the Lecture Method on Learners

The impact of using the lecture method in learning Kemuhammadiyah can be categorized into positive and negative impacts:

The positive impact of using the lecture method is that students can gain clear knowledge about Muhammadiyah history material. From the use of this lecture method, students become more knowledgeable about Muhammadiyah learning material. In class VII students, the most important teaching effort is that students know Muhammadiyah, love Muhammadiyah and they are proud to go to school in Muhammadiyah, teachers do not overemphasize students to be active in Muhammadiyah because most students are from outside Muhammadiyah rather than Muhammadiyah, which is the main goal of teachers in learning outcomes. As for some of the results of learning students in one semester who only use the lecture method. First, the results of Muhammadiyah learning in one semester of students mostly get satisfactory grades even though most are still lacking in understanding what material is taught. Second, the teacher feels a positive impact on students in Muhammadiyah schools, when there is an ipm registration, seventh grade students feel enthusiastic about dying to be part of ipm. Starting from there, students want to know more about Muhammadiyah and students are active in Muhammadiyah through the ipm organization.

The negative impact received by students in using the lecture method continuously without involving the use of supporting media using the lecture method only where the teacher only briefly explains the learning material to be discussed. If the duration of the lecture is too long, this method makes students not conducive to paying attention to the teacher when explaining the material, many students feel bored, some are engrossed in chatting alone or sleepy when being explained, and have the desire to leave the class how the material can be conveyed or stored in the students' brains. Student participation in learning is low. Students are less motivated to seek further information independently. Lack of variety of methods can cause boredom in learning. Lack of critical thinking skills due to lack of discussion and further exploration of the material. Lack of interactive learning experiences that can enhance in-depth understanding. Learners with kinesthetic or visual learning styles may struggle to understand the material through lectures alone.

D.CONCLUSION

Based on the results of the above research, it can be concluded that the lecture method in Muhammadiyah 5 Surakarta Junior High School is effective in delivering material systematically and efficiently. In learning Muhammadiyah material, it only discusses the history of history contained in Muhammadiyah. However, this method also has weaknesses in increasing student interaction and motivation. The positive impact of using the lecture method is First, the results of Muhammadiyah learning in one semester, most students get satisfactory grades, students' understanding of the material becomes better and more structured, Second, the teacher feels a positive impact on students in Muhammadiyah schools, when there is an ipm registration, seventh grade students feel enthusiastic about dying to be part of ipm Meanwhile, the negative impact is low student participation, high levels of boredom, and lack of critical thinking skills.

Suggestions from researchers to improve the effectiveness of learning, it is recommended that the lecture method be combined with other more interactive methods, such as the card short matching method so that students do not feel bored and try other methods. the use of media is also needed not only to watch videos but to be more creative in the use of learning media. Thus, it is hoped that students can be more active, motivated, and have a deeper understanding of Kemuhammadiyah material.

REFERENCES

Dafid Fajar Hidayat. (2022). Desain Metode Ceramah Dalam Pembelajaran Pendidikan Agama Islam. *INOVATIF: Jurnal Penelitian Pendidikan, Agama, Dan Kebudayaan*, 8(2), 141–156. <https://doi.org/10.55148/inovatif.v8i2.300>

Fannani, T. (2018). Pengembangan Media Pembelajaran Multimedia Berbasis Project-Based Learning Pada Pelajaran Pendidikan Kemuhammadiyahan Siswa Kelas X Sma Muhammadiyah 1 Gresik. *Tamaddun*, 19(2), 157. <https://doi.org/10.30587/tamaddun.v0i0.705>

Hasriadi, H. (2022). Metode Pembelajaran Inovatif di Era Digitalisasi. *Jurnal Sinestesia*, 12(1), 136–151. <https://sinestesia.pustaka.my.id/journal/article/view/161>

Lontoh, F., & Sihombing, M. (2021). Efektivitas Penggunaan Metode Ceramah dalam Pembelajaran terhadap Minat Belajar Mahasiswa. 1–16. <https://www.gurusukses.com/metode-ceramah-sebagai-metode-pembelajaran-paling-populer>.

M. Aditya Ramadhan. (2019). Metode Ceramah Untuk Pembelajaran. *Jurnal Pendidikan*.

Mufidah, N., & Zainudin, I. (n.d.). Metode Pembelajaran Al-Ashwat. 4(2), 199–218.

Nugroho, R. M., & Harida, R. (2020). Apersepsi Pembelajaran Melalui Stand-Up Comedy Untuk Meningkatkan Motivasi Belajar Mahasiswa Dengan Metode Ceramah Di Stkip Pgri Ponorogo. *Jurnal Pendidikan*, 21(2), 111–121. <https://doi.org/10.33830/jp.v21i2.960.2020>

Pabesak, R. R., & Santoso, M. P. (2023). Penerapan Metode Ceramah Dan Tanya Jawab Dalam Proses Pembelajaran Daring Di Sd Kristen Di Medan. *Aletheia Christian Educators Journal*, 4(1), 1–8. <https://doi.org/10.9744/aletheia.4.1.1-8>

Pratiwi, R. A. (2019). Penerapan metode ceramah dan diskusi selama pembelajaran online. *Universitas Riau*, 1–8.

RAHMAH, I. (2021). Implementasi Metode Ceramah Dan Tanya Jawab Terhadap Efektivitas Pembelajaran Pendidikan Kemuhammadiyahan Di Sd Muhammadiyah Condongcatur. *Skripsi*, 22.

Rijali, A. (2019). Analisis Data Kualitatif. *Alhadharah: Jurnal Ilmu Dakwah*, 17(33), 81. <https://doi.org/10.18592/alhadharah.v17i33.2374>

Rikawati, K., & Sitinjak, D. (2020). Peningkatan Keaktifan Belajar Siswa dengan Penggunaan Metode Ceramah Interaktif. *Journal of Educational Chemistry (JEC)*, 2(2), 40. <https://doi.org/10.21580/jec.2020.2.2.6059>

Ta'i, Y., Manggus, M. Y., Inggo, M. S., Bhena, M. M. O., Weo, M. S., Baka, M. Y., Lawe, Y. U., & Kaka, P. W. (2023). Implementasi Metode Ceramah Dalam Pembelajaran Bahasa Indonesia Untuk Meningkatkan Keaktifan Belajar Siswa Kelas 1 Sekolah Dasar. *Jurnal Citra Pendidikan Anak*, 2(1), 82–88. <https://doi.org/10.38048/jcpa.v2i1.1545>

Tambak, S. (2014). Metode Ceramah: Konsep Dan Aplikasi Dalam Pembelajaran Pendidikan

Agama Islam. *Jurnal Tarbiyah*, 21(2), 375–401.

Ujud, S., Nur, T. D., Yusuf, Y., Saibi, N., & Ramli, M. R. (2023). Penerapan Model Pembelajaran Discovery Learning Untuk Meningkatkan Hasil Belajar Siswa Sma Negeri 10 Kota Ternate Kelas X Pada Materi Pencemaran Lingkungan. *Jurnal Bioedukasi*, 6(2), 337–347. <https://doi.org/10.33387/bioedu.v6i2.7305>

Wirabumi, R. (2020). Metode Pembelajaran Ceramah. *Annual Conference on Islamic Education and Thought*, I(I), 105–113. <https://pkm.uika-bogor.ac.id/index.php/aciet/article/view/660/569>