



Analysis of Islamic Education Learning Methods in View of Islamic Educational Philosophy: A Study at Muhammadiyah Junior High School

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Islamic instruction is one of the studies in Islam that examines the subject of Islamic education. Understanding the nature of Islamic teaching is actually contained within the history and logic of Islam itself, as there is no teaching approach that can be separated from Islamic subjects. Islamic education reasoning may be a concept that views teaching based on Islamic teachings and the human capacity that must be supported, developed, and guided to become a Muslim whose identity is fully filled with Islamic teachings. Philosophical research used in Islamic education philosophy shows that Islamic education philosophy is profound, efficient, radical, and universal, considering that it investigates the truth that is at the core of Islamic education. The logic of Islamic teaching is based on revelation and is humanistic in nature, acknowledging the infinite truth that encompasses everything. The principles and objectives of learning from the perspective of Islamic educational philosophy. In addition, there are also many experts who have opinions, particularly regarding the definition or understanding of learning methods, and they also present various types of learning methods that will be discussed here. Muhammadiyah Junior High School 4 Balong Ponorogo. The Junior High School has a very good program, which includes the Tahfidz al-Quran program, public speaking, and other religious activities. This shows that there are still public schools that implement Islamic education that is quite similar to pesantren. The study of Islamic Philosophy at Muhammadiyah Junior High School 4 Balong Ponorogo is not much different from that of other schools in general. There are several philosophical approaches used to address the issues within it, as follows: 1. Speculative and contemplative methods, 2. Normative approach, 3. Concept analysis, also known as language analysis, 4. Historical approach, 5. Scientific approach to current issues. Researchers are interested in conducting a study at Muhammadiyah 4 Junior High School. Balong Ponorogo, due to observing the phenomenon above, the development of Islamic religious education by implementing a system of strong religious formation is the philosophical value of Islamic education philosophy.

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INTRODUCTION

In Islamic instruction, strategies have an awfully important position in endeavors to realize objectives, since they are a means of giving meaning to the subject matter orchestrated within the instructive educational programs, so that it can be caught on or ingested by understudies into a useful understanding of their behavior. In Islamic instruction, a strategy is suitable in the event that it contains inherent and outward values in line with the subject matter and can be practically utilized to realize the perfect values contained within the goals of Islamic education. Between strategies, educational programs and objectives of Islamic instruction, it contains perfect and operational significance within the instructive handle. Subsequently, the method of Islamic instruction contains the meaning of internalization and change of Islamic values into students' identities in an exertion to create Muslim people who are steadfast, devout and learned. Watchwords are a most extreme of 5 words. Investigate foundation is no more than 500 words containing the foundation and issues included. will be investigated, particular destinations, and direness of the investigate. In this section it is essential to supply a depiction of the extraordinary determinations related to the plot. down to earth knowledge refers to devout direction and the requests of social life.

Furthermore, to produce educational output (graduates) who have character, character and morals, education must be processed with a clear and definite plan so that it can be carried out, and the plan contains a package of educational materials so that it can be taught intensively, effectively and efficiently. Then, to teach educational material that can achieve the right targets, the objectives of Islamic education must be clear. Clarity on the objectives of Islamic education is needed to determine the right method. Therefore, this article will describe what methods in Islamic education mean and what are the general principles of methods in Islamic education, considerations for determining methods in Islamic education, several methods in Islamic education, Islamic education methods in implementing the curriculum.

Bout instruction that's based on the lessons of the Islamic religion with respect to the nature of human capacities so that they can be sustained, created and guided to ended up Muslim people whose whole identity is saturated with Islamic lessons. The logic of Islamic instruction is shaped from the words reasoning, education and Islam. The addition of the word Islam at the end is to differentiate Islamic educational philosophy from the general understanding of educational philosophy. Thus, Islamic educational philosophy has a specific meaning that is related to Islamic teachings. The position of Islamic Education Philosophy is as a tool or means for understanding and resolving Islamic education problems based on the interconnectedness of the relationship between educational theory and practice.

Islamic educational philosophy is a method for understanding the concept of Islamic education as applied in schools. This educational method is so important that Al-Syaibany (1979: 554-555) said that a teacher's success in teaching can be judged by the method he applies. So it is not uncommon for us to see a teacher who is an expert and master in his subject matter but fails in his teaching. Inaccuracy in choosing a method and applying it will result in imperfect achievement of educational goals. Therefore, there is a need for a philosophical review of this matter. Educational philosophy plays an important role in the successful implementation of a method that is applied in

elementary, middle, high school and even tertiary institutions. All Islamic religious subjects in madrasas and schools are a strong foundation for students. Islamic religious lessons are like the roots of a large tree as a strong foundation to withstand and sustain various obstacles. Religious lessons are no less good because if a student already understands religion. this will strengthen their foundation for work and life in the future.

It is very unfortunate that Islamic education in schools does not yet meet the expectations of the Muslim community, especially in public schools. Considering the conditions and challenges faced, guidelines and references are needed in fostering Islamic education. All of this refers to the strategic efforts within the strategic plan of the General Policy of the Directorate General of Islamic Religious Education at the Ministry of Religious Affairs, specifically aimed at improving the quality of Islamic education in public schools. This quality improvement is related to the learning outcomes of Islamic education for students who are enrolled in schools. Mutuality itself is actually something that is hoped to fulfill the expectations of the Muslim community.

Muhammadiyah 4 Junior High School in Balong District, Ponorogo Regency is a school under the supervision of the Islamic Organization Muhammadiyah, located in Balong Village, Balong District, Ponorogo Regency. Specifically for the subject of Islamic religious education, the aim is to enhance faith in Allah and to nurture a knowledgeable and virtuous character. Noble character, as a manifestation of Islamic religious education, encompasses ethics, morals, and personality. However, Muslims realize that religious education is actually only about imparting knowledge, not about teaching Islamic behavior. Over time, Islamic Religious Education has received less support, especially in public junior high schools.

Therefore, the implementation of the Islamic Education learning process may encounter issues and can lead to a learning process that does not yield comprehensive results. Thus, the author discusses several problems related to Islamic Education in public schools at the junior high school level. Muhammadiyah 4 Junior High School in Balong District, Ponorogo Regency has an excellent program, which includes the Tahfidz al-Quran program, public speaking, and other religious activities. This indicates that there are still public schools that implement Islamic education that closely resembles that of Islamic boarding schools. Researchers are interested in conducting a study at Muhammadiyah 4 Junior High School in Balong Ponorogo due to the phenomenon observed above. The instillation of Islamic education through the implementation of a strong religious guidance system represents the philosophical values of Islamic education philosophy.

METHODS

The research method used in this study is qualitative research. (Sugiono, 2022). By describing the phenomena that occur around us. Considering that the material and research are still insufficient, the author will describe the research results through several sources and draw conclusions from various related articles and journals. (Ridwan, 2021). The research approach undertaken is a qualitative approach with a descriptive type of research. According to Sugiyono (2022), qualitative research methods are based on postpositivist philosophy and are used to study natural object conditions where the researcher acts as the key instrument. (Sugiono, 2022). The approach in this research is taken because the researcher wants to describe and obtain an

overview of Islamic educational philosophy at Muhammadiyah Junior High School 4 Ponorogo.

This research was conducted at Muhammadiyah 4 Balong Junior High School in Ponorogo. The methods of implementation and the results produced for this research are as follows: This study uses a type of field research employing observation, interviews, and documentation methods. The author attempts to reveal the Learning Method from the Perspective of Islamic Educational Philosophy at Muhammadiyah 4 Balong Ponorogo Junior High School. The subject is to obtain relevant information; therefore, the author requires research subjects, namely individuals who are directly and indirectly related to the issues occurring at Muhammadiyah 4 Junior High School in Balong District, Ponorogo Regency. Among the individuals involved and needed in this research are the school principal, teachers, students, staff, and other resources that can assist in this study.

RESULTS AND DISCUSSION

Islamic education philosophy based on revelation does not solely rest on humanistic grounds; it does not recognize limited truths, but rather universal ones. Striving to develop an integral perspective that integrates views of both the world and the hereafter simultaneously. Islamic educational philosophy develops all aspects of personality, including intellect, intuition, reason, and sensory perception. The ideas of Islamic educational philosophy are not only theoretical but also realistic, capable of being manifested in behavior, and easily transformed into life. In this case, there will be an explanation regarding the definition, various methods, principles, and objectives of learning from the perspective of Islamic educational philosophy. Additionally, many experts have opinions, particularly about the definition or understanding of learning methods, and they also present various learning methods that will be discussed here.

[Table. 1 about here.]

This table explains the principles and objectives of learning from the perspective of Islamic education philosophy at Muhammadiyah Junior High School 4 Balong Ponorogo. In addition, there are also many experts who have opinions, particularly regarding the definition or understanding of learning methods, and they also present various types of learning methods that will be discussed here. Muhammadiyah Junior High School 4 Balong Ponorogo. The Junior High School has a very good program, which is 1. Ethics, Morals, and Personality Development at Muhammadiyah Junior High School Muhammadiyah 4 Balong. 2. Learning Muhadhoroh at Muhammadiyah 4 Balong Junior High School, 3. The Quran Memorization Activities at Muhammadiyah 4 Balong Junior High School, 4. Lecture Method at Muhammadiyah Junior High School 4 Balong, 5. Discussion Method at Muhammadiyah Junior High School 4 Balong. Meanwhile, the study of Islamic Philosophy at Muhammadiyah Junior High School 4 Balong Ponorogo is not much different from schools in general. There are several philosophical approaches used to address the issues within it, as follows: 1. Speculative and contemplative methods, 2. Normative approach, 3. Concept analysis, also known as language analysis, 4. Historical approach, 5. A scientific approach to current issues. Researchers are interested in conducting studies at SMP Muhammadiyah 4 Balong Ponorogo because they observe

the phenomenon mentioned above; instilling Islamic education by implementing a strong religious formation system is a philosophical value of Islamic education philosophy.

1. Learning Methods at Muhammadiyah 4 Junior High School in Balong District, Ponorogo Regency

Based on the results of interviews and documentation conducted by the author, Muhammadiyah Junior High School 4 Balong Ponorogo is a school under the supervision of the Islamic organization Muhammadiyah, located in Balong village, Balong district, Ponorogo regency. Specifically for the subject of Islamic religious education, the aim is to enhance faith in Allah and to nurture a knowledgeable and virtuous character. Noble character, as a manifestation of Islamic religious education, encompasses ethics, morals, and personality. However, Muslims realize that religious education is actually only about imparting knowledge, not about teaching Islamic behavior. Over time, Islamic Religious Education has received less support, especially in public junior high schools. Therefore, the implementation of the Islamic Education learning process can encounter issues and may result in a learning process that does not yield comprehensive outcomes. Thus, the author discusses several problems related to Islamic Education in public schools at the junior high school level. Muhammadiyah 4 Balong Ponorogo Junior High School has a very good program, which includes the Tahfidz Quran program, public speaking, and other religious activities. This indicates that there are still public schools that implement Islamic education that closely resembles that of Islamic boarding schools.

In conducting learning at Muhammadiyah Junior High School 4 Balong, various teaching methods are certainly required. The learning methods are as follows:

a) Ethics, Morals and Personality Development at Muhammadiyah 4 Balong Middle School

Ethics is something that every human being must know in social life, but when ethics becomes the principle of right and wrong in the behavior of each individual, then between individuals it is clearly different, depending on lifestyle. Individual ethics are sometimes considered wrong by other individuals, and sometimes these ethics are considered right by other individuals. Other individuals, which results in imitation of behavior from one individual to another. (Bakah, 2020) Ethics education has become a mandatory part for students, something similar is also done by Muhammadiyah 4 Balong Ponorogo Junior High School by providing lessons that can help students understand ethics. (Karyoto, 2024) It is hoped that the ethics that students have learned will influence their behavior in society and towards teachers at school.

It is undeniable that ethics cannot replace religion. Religion is the right thing to provide moral orientation for humanity. A religious person finds the basic orientation of life in the religion he believes. However, religion requires ethical skills to provide orientation, not just indoctrination. Ethics is based solely on rational argumentation, while religion is based on its own revelation. Therefore, religious teachings are only

accessible to those who acknowledge them, while ethics are open to everyone, regardless of their religion or perspective. Islamic ethics is an effort to guide and direct humans towards noble morals and to correct human actions under the light of Allah SWT's guidance. (Anton, 2020) In order to attain His pleasure, the learning that has been implemented at Muhammadiyah Junior High School 4 Balong Ponorogo has adopted an ethical philosophy that can shape their character and personality. The presence of Islamic educational philosophy in the school will make ethics, morals, and values the main foundation at Muhammadiyah Junior High School 4 Balong Ponorogo.

b) Muhadharoh Learning at Muhammadiyah 4 Balong Middle School

The name muhadharah itself is taken from Arabic, meaning delivery of material or speech. In the muhadharah, students will be required to present material on a predetermined theme. Muhadharah is an activity of speaking in public or giving a speech to express one's opinion, or provide an overview of something. (Siregar, 2023) So it can be concluded that the purpose of muhadharah guidance is so that individuals can manage their own lives, can assume responsibility and use their own potential. so that they get appreciation for what the individual has achieved. Muhadharah is an activity implemented at Muhammadiyah 4 Balong Middle School in a simple way involving all students under the guidance of a muhadharah training instructor. Muhadharah activities can also be called extracurricular activities which aim to shape students' mental attitudes. (Karyoto, 2024)

According to Karyoto, muhadharah is a series of activities or processes aimed at achieving a goal to provide direction or guidance for the movement of da'wah activities. In its implementation, the muhadharah learning at Muhammadiyah Junior High School 4 Balong Ponorogo includes several types of activities, such as training to become event announcers, reciting the Quran with melody and correct tajwid rules, delivering speeches with words of advice, and providing entertainment by singing Islamic songs. (Karyoto, 2024)

The purpose of training in public speaking at Muhammadiyah 4 Junior High School in Balong Ponorogo is as follows: 1.To train students' mental strength and courage, 2.To foster students' self-confidence, 3.To improve students' fluency in speaking, 4.To train the language used during public speaking, 5.To accustom students to speaking in front of an audience, 6.To train students to communicate effectively in front of many people, 7.To equip future preachers and orators who are ready to become leaders in the future, 8.To enhance students' understanding of culture, 9.To prepare students for a global future, 10.The term "muhadharah" itself comes from Arabic. The philosophy that can be derived from the method of muhadharah is aimed at strengthening the mental resilience of students to present themselves in front of the community with good public speaking skills. Thus, students will acquire sufficient preparation when they graduate from school.

c) Tahfidz al-Quran activity at Muhammadiyah 4 Balong Middle School

Tahfidz implies memorizing and can be deciphered

as the act of rehashing a lesson by perusing or tuning in. The definition of tafiz or tafiz Quran is the method of memorizing the Quran by perusing or tuning in to it over and over until it is memorized so that each verse can be perused without looking at the mushaf. Writing tahfidz Koran in Indonesian is the same as tahfizh Quran or even now it is written tahfiz Koran. (Azis, 2019) According to Karyoto, the aim of carrying out tahfidz Al-Quran for students at Muhammadiyah Middle School 4 Balong Ponorogo is so that students can maintain and remember the Koran. Apart from that, at Muhammadiyah 4 Balong Ponorogo Middle School, children who live in the dormitory will be taught tahfiz every day by memorizing the Koran accompanied by ustad and ustazah.

The benefits gained from learning tahfidz include improving the reading of the Qur'an; previously, it was just about reading, but now the children can read it with proper tajwid and understand how to elongate and shorten letters. Additionally, another benefit is the increase in memorization. And for students who are diligent in their memorization studies, they achieve high scores in Islamic Education, as they are able to earnestly engage in the learning process, such as practicing memorization of verses and prayer recitations. The hope desired by Muhammadiyah Junior High School 4 Balong Ponorogo is for students to be earnest in their tahfidz learning, feeling the value of their efforts and the abundance of their memorized verses. They also aspire for students to possess strong character, as those with character are better at managing their time. Students who excel in tahfidz are often involved in various competitions in the religious field, and they have previously participated in tahfidz competitions.

d) Muhammadiyah 4 Balong Middle School Lecture Method

The teaching and learning process conducted by Muhammadiyah Junior High School 4 Balong Ponorogo uses the lecture method. This method is a way of presenting lessons through oral narration or direct explanation to a group of students. Teaching through lectures can also be referred to as a lecture technique, which involves delivering information or explanations about a particular issue or problem verbally. Thus, it can be understood that the lecture method is a way of presenting lessons that teachers conduct by narrating or providing direct oral explanations to students. Teachers are required to effectively convey the material through lectures so that it can be easily understood by the students. (Karyoto, 2024)

e) Discussion Method at Muhammadiyah 4 Balong Middle School

The discussion method at Muhammadiyah 4 Balong Middle School has been applied for a long time, this method is called the unit teaching method. In its implementation, students are presented with various kinds of problems and students work together to face these problems by following certain steps scientifically, logically and systematically. According to Karyoto, the aim of this method is to train students to think scientifically, logically and systematically. General steps that must be carried out by students in collaboration. (Karyoto, 2024)

According to Karyoto, a teacher at Muhammadiyah 4 Junior High School in Balong Ponorogo, the discussion method can provide many benefits for students, including: 1. Expanding horizons: Discussions offer the opportunity to receive different responses from each discussion member, allowing students to discover new ideas and concepts; 2. Deepening knowledge: Discussions can help students deepen their understanding of what they have already mastered; 3. Training thinking skills: Discussions can assist students in thinking collaboratively to solve problems; 4. Practicing the ability to express opinions: Discussions can help students practice articulating their views; 5. Increasing learning motivation: Discussions can encourage student interaction during learning, thereby enhancing motivation; 6. Boosting self-confidence: Discussions can foster courage and self-confidence in students; 7. Helping to understand issues from various perspectives: Discussions can aid students in understanding problems from the viewpoints of their peers; 8. Identifying strengths and weaknesses: Discussions can help students recognize their strengths and weaknesses in various subjects and studies.

2. Learning Methods for Islamic Education Viewed from the Philosophy of Islamic Education at Muhammadiyah Junior High School 4 Balong Ponorogo

The basics of Islamic education methods are the Koran and hadith. Basically, if you examine it carefully, in the Koran and hadith you can find many methods that can be used to teach students to achieve the goals of Islamic education. Specifically, this educational method is relevant to the Islamic conception of humans as two-dimensional creatures, consisting of *jism* and *spirit* and the Islamic conception of how knowledge comes into human beings. (Hasbi, 2024) Islamic educational philosophy plays an important role in the development of Islamic education namely providing alternative solutions to various problems being faced by Islamic education. Islamic educational philosophy provides a certain view of humans (as educational objects). A view of human nature that is closely related to the goals of human life and is also the goal of Islamic education. The philosophy of Islamic education aims to describe the general objectives of Islamic education in the form of specific operational objectives. (Dodi, 2020)

In the Islamic world, philosophy gives rise to two philosophical systems (schools of philosophy), namely (1) the traditional school, which in its philosophical system adheres strictly to the texts of the Quran and the Sunnah of the Prophet. They are also called *Ahlu al-Sunnah*, *ahlu al-naql*. They use reason only for things for which there is no confirmation (text) in the Quran or in the Sunnah. (2) the rational school of thought, which uses a lot of reason in its philosophy – *ijtihad*. They are also called *ahlu al-ra'yi* or *ahlu al-aql*. *Ijtihad* methods such as *Ijma'*, *Qiyas*, *Istihsan*, *Istishab*, *maslahah murlahah*, *al-'adh muhakkamah*, are all based on the use of reason. (Havis and Hoirul, 2019).

Implementing philosophy in the basic education curriculum is not easy, but rather provides a solid foundation for students' intellectual, emotional and social development. Education will be perfect if the

learning process is linked to philosophy. Because philosophy can stimulate critical questions regarding theories or methods, goals and values to be achieved in education. After applying philosophy in education, we become aware that education is not just a place to transfer knowledge from teachers to students, but philosophy also sharpens the way of thinking, stimulates curiosity, and provides a deeper view of many aspects of life. Philosophy is not just a theory, but rather a view of life that can enrich the meaning and direction of life's future journey. (Agustinus, 2020)

According to Karyoto, the education that has been carried out by Muhammadiyah Junior High School 4 Balong Ponorogo is: Integrating philosophy into the elementary school curriculum also provides opportunities to stimulate children's imagination and creativity. By questioning and considering complex concepts. Children can train their minds to think beyond the limits that have been set. By applying philosophy in education, a holistic approach can be implemented that recognizes children as individuals with unique potential. (Karyoto, 2024) This allows teachers to better understand children's individual needs and encourage learning that is more developmentally appropriate. In dealing with the problems of Islamic education today, especially at Muhammadiyah Junior High School 4 Balong Ponorogo which is not much different from schools in general, there are several philosophical approaches in solving these problems:

a) Speculative and Contemplative Methods

This method is the main method in every branch of philosophy. In the system of Islamic philosophy, it is called *tafakkur*; both contemplative and *tafakkur* refer to deep thinking in a calm and quiet situation to attain the truth about the essence of something that exists in the mind. Students at Muhammadiyah Junior High School 4 Balong Ponorogo are invited to reflect together to appreciate the phenomena present in Islamic education. They are taught how to see the true truth, think critically, analyze, and be accountable. The contemplation activity at Muhammadiyah 4 Balong Ponorogo Junior High School involves religious activities where students are encouraged to think and reflect on events that occur, using their reasoning to carry out Allah's commands. With the establishment of the contemplation activities in this school, students should gain an understanding of religion and practice it in their daily lives. However, there are still some students who lack enthusiasm in participating in the contemplation activities. Some students, when at school, do not behave as expected, are less disciplined, still speak disrespectfully to teachers and their peers, and there are children who arrive late.

b) Normative Approach

Norm means value, and it also refers to rules or laws. According to Islamic philosophy, the source of values is God, and all forms of norms will guide humanity towards Islam. The normative approach is intended to seek and establish rules in real life; in Islamic philosophy, it can be referred to as the *syar'iyah* approach, which involves seeking and establishing provisions regarding what is permissible and what is not according to Islamic law. Students at Muhammadiyah 4 Junior High School in Balong Ponorogo are taught how to understand norms

and ethics in learning. This concept is emphasized to students so that they can apply a respectful attitude towards teachers and parents, allowing the principles of Islamic education to be implemented in daily life. This normative philosophy is often used by teachers as an effective method for educating students' character.

c) Concept analysis which is also known as language analysis

The concept means a person's understanding or perception of an object. The understanding of a person is always related to language, as a tool to express that understanding. The understanding of an object is formulated in the form of a definition that uses specific language or sentences. Muhammadiyah 4 Balong Ponorogo Junior High School teaches proper and correct language, which can be applied to facilitate communication between teachers and students in the learning process at school. Language is a part of Philosophy that serves as a tool to express someone's feelings in social interactions. The languages used at Muhammadiyah Junior High School 4 Balong Ponorogo are Indonesian, Arabic, and proper Javanese.

d) Historical approach

Historis means history, which is learning lessons from past events and occurrences. An event or occurrence in the historical perspective happens due to cause and effect relationships, and takes place within its own specific situational context and time. In the system of philosophical thought, the repetition of history (historical events) is truly impossible. Muhammadiyah 4 Balong Ponorogo Junior High School applies a historical approach to explain how history has unfolded. This history learning is very important because to understand something, one must know its history. History cannot be separated from a series of events that are defined by the space and time in which those events were formed and occurred. Many circles say that history is something static that cannot be recycled based on the context of its time. Along with the development of human knowledge and a great potential for curiosity, perspectives on history have changed. What was once viewed as static and rigid events that contributed nothing to the advancement of scientific study has gradually faded away, influenced by the ongoing discourse in Islamic studies. Here, history is always dynamic, in tune with the pulse of human civilization's development.

e) Scientific approach to actual problems

This approach is essentially a development and refinement of the rational, empirical, and experimental thinking patterns that flourished during the golden age of philosophy in Islam. Muhammadiyah 4 Balong Ponorogo Junior High School's implementation of a scientific approach in learning aims to familiarize students with thinking, behaving, and creating using scientific principles and steps. The learning process is more important than the learning outcome. Students experience more meaning compared to just understanding. The scientific approach in learning is designed for students to actively construct their own knowledge. This learning process can be carried out using learning modules, one of which is discovery-based learning at Muhammadiyah Junior High School 4

Balong Ponorogo.

According to Karyoto, a teacher at Muhammadiyah 4 Balong Ponorogo Junior High School, studying philosophy as part of education means learning the best ways people have learned, the foundations of thought in our society, and in the societies that came before us. By studying the way people and societies thought in the past, we can see how our society, norms, and the structure of our world were formed and function. Some people believe that the philosophy of education is the most important part of teacher training, while others think it is outdated and has no significant role in educational practice. (Karyoto, 2024)

Meanwhile, according to Muhammad Rizal Hazam as a teacher at Muhammadiyah 4 Balong Middle School, educational philosophy is an important source of knowledge for teachers to improve and develop their competence. Educational philosophy allows teachers to understand their job and know what they will do in the classroom. Becoming a teacher is not an easy task. Teachers are also aware that assignments in class will not always run smoothly as expected. Sometimes, students bring something new, new knowledge, new ideas, new questions or even "challenge" their teacher's established knowledge. Or even, there are students who are not able to properly digest what the teacher says in front of the class, while others understand it very easily. Or conversely, teachers are unable to understand what their students' learning needs are so that not all students understand the teacher's intentions. In such cases, teachers must know the philosophical aspects of how learning takes place so that they can understand how children think, interact and react, and also teachers can know students' needs in learning. (Rizal, 2020).

[Figure 1 about here.]

CONCLUSION

In conducting learning at Muhammadiyah 4 Junior High School in Balong Ponorogo, various teaching methods are certainly required. The learning methods are as follows: 1. Development of ethics, morals, and personality, 2. Muhadhoroh method, 3. Al-Quran memorization method, 4. Lecture method, 5. Discussion method.

In facing the issues of Islamic education today, particularly at Muhammadiyah Junior High School 4 Balong Ponorogo, it is not much different from schools in general. The teachers at Muhammadiyah Junior High School 4 Balong Ponorogo, in carrying out their duties as educators, certainly also practice the philosophy of Islamic education. The role of Islamic philosophy is very important as it serves as a good source of knowledge for teachers to enhance and develop their competencies.

The study of Islamic Philosophy at SMP Muhammadiyah 4 Balong Ponorogo is not much different from schools in general. There are several philosophical approaches used to address issues within it, as follows: 1. Speculative and contemplative methods, 2. Normative approaches, 3. Concept analysis, also known as language analysis, 4. Historical approaches, 5. Scientific approaches to current issues. The philosophy of education helps teachers understand their work and know what they will do in the classroom. Being a teacher is not an easy task. The teachers are also aware that tasks in the classroom will not always go

as smoothly as expected. Sometimes, students bring something new, new knowledge, new ideas, new questions, or even "challenge" their teacher's established knowledge.

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Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a conflict of interest.

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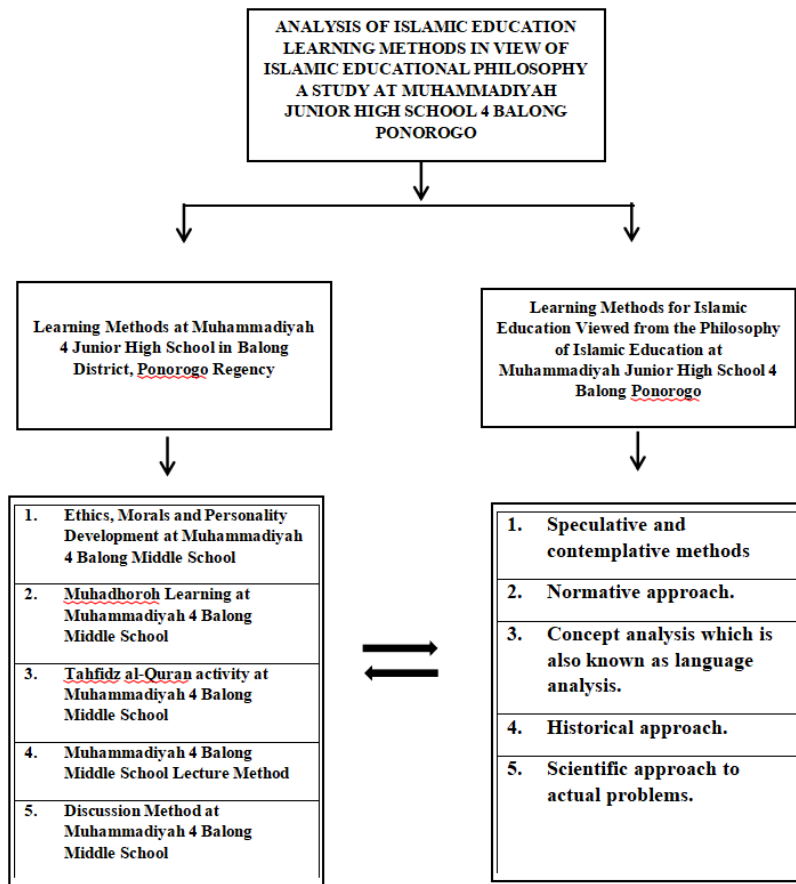


Figure 1 / Research Results

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Tabel 1 / Table of Islamic Education Methods and the Implementation of Islamic Education Philosophy at Muhammadiyah 4 Balong Ponorogo Junior High School.

No	Learning Methods at Muhammadiyah 4 Junior High School in Balong District, Ponorogo Regency	Learning Methods for Islamic Education Viewed from the Philosophy of Islamic Education at Muhammadiyah Junior High School 4 Balong Ponorogo
1.	Ethics, Morals and Personality Development at Muhammadiyah 4 Balong Middle School	Speculative and contemplative methods
2.	Muhadhoroh Learning at Muhammadiyah 4 Balong Middle School	Normative approach.
3.	Tahfidz al-Quran activity at Muhammadiyah 4 Balong Middle School	Concept analysis which is also known as language analysis.
4.	Muhammadiyah 4 Balong Middle School Lecture Method	Historical approach.
5.	Discussion Method at Muhammadiyah 4 Balong Middle School	Scientific approach to actual problems.