



The Importance Place of Worship as Support Islamic Education in Senior High School

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Introduction

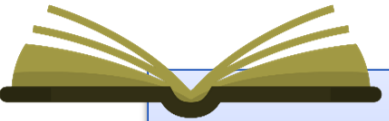
Mosques can be used to foster the education of Muslims. Because in its history the mosque has long been used as a place of education since the early centuries of the development of Islamic da'wah. The results of research conducted by Trisnawati are that mosques are used as learning media so that teachers and students can learn optimally.

The researcher chose the research location in SMA Muhammadiyah 2 Sidoarjo because the school is a school that is in great demand by the community and its surroundings, because it is located in a strategic area. SMA Muhammadiyah 2 Sidoarjo has a large concrete building consisting of two floors, the physical condition of the school is very healthy, clean, beautiful, comfortable, beautiful and has a fairly wide school environment. Then it was also obtained from the results of interviews with Islamic religious education teachers in SMA Muhammadiyah 2 Sidoarjo explained that in the religious development activities at the school mosque, it was seen in terms of its implementation. The school makes a schedule for each class in terms of religious development activities, but from each class that is scheduled to carry out religious guidance only a few of the students take part in one of the activities of religious development and in the implementation process. Religious development activities require time management in which there is the implementation of religious development activities.

Researchers want to research and study it further. Because we know that the existence of a proper place of worship in the school environment is very important for the comfort of all residents in the school when praying, in addition to being a place to pray, worship facilities are also very useful to complete the learning process in Education subjects Islam in school. The means of worship can also be used as a place to celebrate major Islamic holidays such as celebrating the Prophet's Birthday and others.



Research Questions (Problem Formulation)



Why is the importance of worship facilities as a support for Islamic religious education at Muhammadiyah 2 Sidoarjo High School, East Java?



Method

Research design

Qualitative research is descriptive in nature and tends to use analysis with an inductive approach.

Research subject

The selection of students as subjects in this study was based on certain considerations by Islamic Religious Education teachers, namely these students were considered capable of being interviewed and able to provide answers and information or opinions that the researcher wanted to know.

Research Instruments

Researchers used semi-structured interviews and cameras or mobile phones to be used as tools to retrieve documents.

Research sites

This research has been carried out at SMA Muhammadiyah 2 Sidoarjo, which is located at Jalan Mojopahit No.666B, Sidowayah, Celep, Kec. Sidoarjo, Sidoarjo Regency, East Java 61215.



Results and Discussion



Baitun Nur Mosque (An-Nur) is one of the campus mosques at Muhammadiyah University Sidoarjo campus I. This campus mosque is managed by the Muhammadiyah Regional Leadership (PDM) Sidoarjo, this campus mosque is also used by students at SMA Muhammadiyah 2 Sidoarjo, through good management. better than the mosques in general. This is easy to understand, because the activities in it are residents of the University of Muhammadiyah Sidoarjo camapus I and residents of SMA Muhammadiyah 2 Sidoarjo with a high concentration of activities. Only in the mosque the congregation, who are generally students and students, can participate in activities that are really needed. They not only prayed and recited the Koran, but also discussed various difficulties encountered in learning.

The means of worship are necessary in schools, in addition to teaching and learning Islamic religious education subjects, they are also used to perform prayer rituals such as the Duha for teachers to perform, because in the school has two trains in the morning and afternoons, so for those teachers who have a schedule for that morning, they go home when midday prayer is done, they pray at home and afternoon admissions arrive after noon prayer time.

The teacher's plan to use the mosque at SMAMDA as a place for PAI learning has also received permission from the principal. The researcher has proved this through interviews with the principal, he said that:
"Yes, actually the principal allows it, but ideally in the classroom. Mr. Mulyadi and Mr. Khoirudin as PAI teachers prefer to teach at the mosque. So there is freedom for PAI teachers to want to teach in the mosque or in the classroom, for the principal himself has allowed it, if it is not allowed, there will be no PAI learning carried out in the mosque". 1



Panning the mosque as a place for PAI learning is inseparable from the role of PAI teachers who intervene in it. From the explanation above, it can be seen that the mosque facilities owned by SMAMDA may be used by PAI teachers as a place for PAI learning, because the principal himself has given permission and PAI teachers are free to choose to teach in the mosque or in the classroom. Because the teacher wants to maximize PAI learning. So the mosque facility owned by SMAMDA is the goal of PAI teachers to apply PAI learning. As stated by Mr. Mulyadi, regarding the role of PAI teachers, he said: *“The role of PAI teachers is not only to teach about PAI learning in theory, but also to provide good examples to students and also teach practice, moral values and good character towards God, fellow human beings and the environment. As a PAI teacher, you must also teach habits to practice worship.”*²

Religious practice in Islamic religious education subjects, starting from ten to twelfth grade. In the first grade, the practice is not direct because the material does not include prayer material, so it is adjusted to the material. For the practice of ablution, first grade is taught, usually in class, only the movements. For the practice of orderly prayer, the third grade already exists and the third grade is in the afternoon, so the practice is when entering the midday prayer, for those who enter the morning, the dhuha prayer is taught. Islamic religious learning for now is running smoothly, there are only a few obstacles, such as each character of each child is different and the lack of cooperation between teachers and parents, especially the lower class.



Figure 1. SMA Muhammadiyah 2 Sidoarjo

Next...

SMA Muhammadiyah 2 Sidoarjo or called SMAMDA Sidoarjo is a private high school located in Sidoarjo district. SMA Muhammadiyah 2 Sidoarjo or called SMAMDA Sidoarjo is a private high school located in Sidoarjo district. SMA Muhammadiyah 2 Sidoarjo was founded in 1976 by the Elementary and Secondary Education Section of the Muhammadiyah Sidoarjo Branch Manager.



Figure 3. Female students perform congregational prayers in the An Nur mosque



Figure 4. Male students perform congregational prayers in the An-Nur mosque



Figure 2. Baitun Nur Mosque (An-Nur Mosque)



Figure 5. Place of Mukena



Figure 6. Place of the Qur'an



Figure 7. Place of Wudhu

Next...

Before learning takes place, before entering the mosque, students are accustomed to having to purify themselves first, by practicing ablution, then proceed with carrying out sunnah prayers, both tahiyatul mosque prayers and dhuha prayers. Religious education is very important in the formation of character and morals in children, it must be formed from an early age (Musya'Adah, 2018). Islamic religious education helps parents to educate their children's morals at home, but learning morals does not have to be at school at home also moral lessons parents must play an important role (Qomariah, 2020). The materials delivered in strengthening Islamic Religious Education in the form of Routine and Incidental studies are in accordance with the main materials of Islamic Religious Education such as Aqidah, morality, Shari'a, sources of Islamic law and Dates (history).

Important Research Findings



The importance of worship facilities in supporting Islamic religious education. SMAMDA Sidoarjo uses the same mosque as Sidoarjo Muhammadiyah University as a place of worship. This is in accordance with research conducted by (Ans & Haryanto, 2021) that "the mosque as a center for Islamic religious education", the mosque does not only function as a place to perform prayers but also has another function, namely a place of education. The results of this study are also in accordance with research conducted by (Wardana & Haryanto, 2021), namely the mosque as a center for moral education (Study of the Role of the Fatimatuzzahra Grendeng Puwokerto Mosque), that the role of the mosque as a center for moral education is as a place or tool to instill commendable morals, a place for deepen religious and general knowledge, to form commendable morals and as a driving force for the spread of commendable morals. Similar research by Ahmad (Shunhaji, 2019) "Religion in Islamic Religious Education in Elementary Schools", that the material for Islamic Religion education is moderate, so students can be polite or have good and open moral ethics. Students can position themselves as religious individuals and can respect local customs and culture in the school environment.



Benefits of Research

This research is very useful because it can examine the importance of places of worship which have a very important role in creating quality knowledge for students at SMAMDA Sidoarjo. Religious facilities in schools are implemented to facilitate or expedite the implementation of teaching in the context of achieving school education goals. To be able to achieve these educational goals, this cannot be separated from learning resources. Without adequate learning resources, it will be difficult to realize a learning process whose output focuses on achieving optimal learning outcomes.

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