Teaching Faith in Angels for Junior High School Students

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Teaching Faith in Angels for Junior High School Students

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Abstract: The purpose of this study was to analyze students in understanding "faith in angels". Also, the researchers tried to provide handouts with the example and non-example learning model and conventional model. This study employed the mixed-method approach, where the researchers used quantitative and qualitative data in formulating the results. The sample consisted of 68 junior high school students. The sample was determined by a total sampling of students studying Islamic Education at the Bengkulu school. The results showed that the concept of students' understanding of faith in angels was categorized as good. Furthermore, there is no significant difference between the use of the example and non-example model or the conversion model with handouts. The handouts made can make it easier to understand the concept of faith in angels even though they are used using the example and non-example and conventional model. The research with the handout of "faith in angels" makes it easier for students to learn Islamic Education because it includes the picture and example real-life existence of angels.

INTRODUCTION

Islam teaches people to live orderly, peacefully, and to help each other. For a Muslim, Islam does not just understand its teachings (Aswirna & Fahmi, 2016), but it needs to live up to the goal and ultimately be able to practice and make Islam a way of life (Aziz, 2017). However, it is not easy to instill belief in worshiping Allah SWT. Humans are pedagogical creatures, namely Allah's creatures born with the potential to be educated and educate (Dalmeri & Supadi, 2018).

Education and teaching can be developed by humans even though they are born like a white paper, clean yet contain nothing. Furthermore, even though humans are born with traits that can develop on their own (Dalmeri & Supadi, 2018; Maison, Darmaji, Astalini, et al., 2020), they will not develop

forward if they do not go through the educational process (Umam, 2018; Sahin, 2018). Islam teaches its adherents to seek and use their knowledge for the good of their lives, and learning religion is the foundation (Amri et al., 2018; Darmaji et al., 2020).

Islamic religious education is conscious guidance or leadership by educators of students' physical and spiritual development towards their personality (Franken, 2017; Kurniawan et al., 2020). Education lasts a lifetime and is carried out in the household environment (Das et al., 2018), schools, and communities (Febriansyah et al., 2019; Astalini, Darmaji, et al., 2020). learning is necessary for human life. Its application can be started by providing good teaching through education at home (Nurdyansyah & Arifin, 2018). Parents

drive education at home, then continued at school. Education is strived to form character and physical and mental health following religious teachings (Aşlamacı & Kaymakcan, 2017; Amri et al., 2019). Thus, students will know how important it is to learn the teachings of Islam to become Muslim humans who continue to develop in terms of faith and piety (Hamid, 2018; Al Jaddou, 2018).

PAI (Islamic religious education) learning innovations can be pursued with various learning models. One of them can be done with the Example Non-example cooperative learning model (Lufri et al., 2020; Ratnasari & Atmazaki, 2020; Yanuarto, 2016). The Example Non-example cooperative learning model is a model that teaches students to learn to understand and analyze a concept.

Practicing the Non-Example Example cooperative learning model in PAI material development, PAI learning must be fun. Students are motivated to continue learning in developing existing learning to indirectly improve students' understanding of concepts (Guleng et al., 2019). Understanding the concept of students will be easier to capture the material presented by the educator. Students will face any situation they will encounter both when students are still in school and as adults (Astalini, Kurniawan, Darmaji, & Anggraini, 2020; Franken, 2017).

The example and non-example model's success improves student understanding (Zakiyaturriyani & Adib, 2020). Students tend to be active and have the motivation to learn (Amri et al., 2019). This research aims to apply handouts with the example and non-example model in learning faith in the existence of angels. In previous research, this model was used for general learning, but it was used to explain a slightly abstract understanding in this study. Learning that believes in abstract things, do students understand it? This newness will provide an idea that handouts and learning models can be used to understand Islamic teachings.

Angel means firmly that Allah SWT has created an angel from light, always obedient and obedient to Him. Faith in angels is the second pillar of faith after believing in God Almighty (Ritonga, et al. 2019). Human is always obedient and never disobedient to Him, namely angels, who have the main task of praising Allah Almighty.

The Example Non-Example cooperative learning model's practice can be used to convey deep concepts (Karuniasari, 2016; Astalini, Kurniawan, Darmaji, Ikhlas, et al., 2020). The delivery of scientific concepts can be conveyed by providing picture evidence. Meanwhile, the concept of faith in angels requires examples and evidence (Yanuarto, 2016). In this model, handouts are preferable.

METHOD

This study uses a mixed-method approach by exploratory research design. Qualitative data is analyzed, then quantitative data to complement the finding (Creswell et al., 2017). The use of this method will describe "how students understand faith in the existence of angels" in a comprehensive manner. To describe how this research took place, the researcher presented a picture of the research procedure in Figure 1.
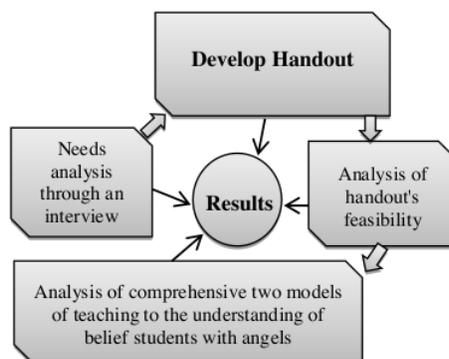

Figure 1. Collecting and Analysis Data

The research sample was determined based on total sampling. The samples were taken from two homogeneous classes consisted of 68 students of State Junior High School 08 Kota Bengkulu. This study's instruments were the student interview protocol and the teacher by the researcher, the handout by researcher feasibility questionnaire, and multiple-choice questions to test the understanding of faith in student angels.
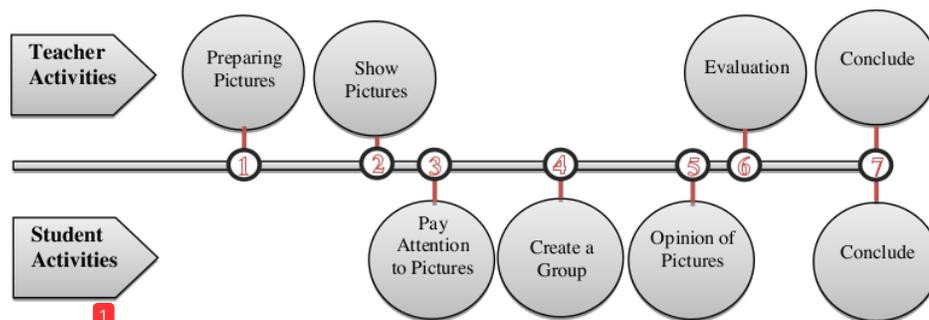

Figure 2. The Example and Non-example Learning Model

The research results were analyzed using in-depth qualitative descriptive analysis, qualitative descriptive analysis, and an independent sample t-test. Qualitative analysis was used to describe the teacher and students' handout needs from the interview results. In contrast, the quantitative analysis was used to categorize handouts' feasibility and understanding of faith in student angels (the categories are shown in Table 1). An independent sample t-test is used to see the difference between handouts using the example and non-example model (the models follow as Figure 2) and the conventional model.

Table 1. Category in Research Results

Categories	Handout's Feasibility	Understanding Belief in Angels
Very Poor	1.00-1.60	0.000-20.00
Poor	1.61-2.20	20.01-40.00
Fair	2.21-2.80	40.01-60.00
Good	2.81-3.40	60.01-80.00
Very Good	3.41-4.00	80.01-100.00

The best handout eligibility category is outstanding, and the damned are very poor. The categories of students' understanding of faith in angels are categorized into five categories. The best understanding of students is categorized as very good, and the worst is very poor.

The best understanding of students means that students understand and interpret faith in angels and practice life behaviors with full faith. The worst understanding of students cannot understand and apply faith to angels.

RESULT AND DISCUSSION

The results of each topic will be analyzed based on the research findings. The research finding is that the analysis of needs is discussed and ends with understanding students in understanding faith in angels.

Needs Analysis of the Handouts

The interviews between teachers and students show that teachers need handouts that can describe faith in angels. In summary, the findings of the needs analysis are shown in Tables 2 and 3.

Table 2. Resume of Teachers' Interview

Resume of Teachers Answer	
Point 1	... have used books, but they do not fit the context and environment here ... "... we need books that can make students independent ... "
Point 2	"... the language used must be communicative ..."
Point 3	"... I still have not found a specific book discussing faith in angels which is specifically for students ..."

In the snippets of open interviews, the researcher found three keyword points. The first point is that the teacher has not found a book that fits the conditions, environment, and society in Bengkulu. The second point, the teacher expects handouts that use simple language, easy for students to understand. The last point, the teacher is still having trouble finding references to faith in angels that specify students.

These findings guide the researchers to determine handouts that can help the learning program. The findings of open interviews with students found results.

Table 3. Resume of Students' Interview

Resume of Students Answer	
Point 1	"... I want books that are easy to read and interesting ..." .. I do not like thick books .. "
Point 2	"... there is a picture ... the language is short ... there is an example ..."

There are two points of summary for students' answers; interesting book; in the book, there are pictures, the language used is easy to understand, and there are examples. Students will understand faith in angels if they have learning references that are easy to understand.

Handouts Feasibility Analysis

The findings of the handout's eligibility are discussed in the findings Table 4.

Table 4. The Feasibility of the Handout

| Categories	f	n	Min	Max	%
Very Poor	4				13,33
Poor	14				46,67
Fair	18	3.23	1	4	60,00
Good	24				80,00
Very Good	8				26,67

Table 4 shows the handout eligibility categories. This category shows that most students like the handout (The Handout image in Figure 3). This finding is in line with the desires of students and teachers (Tables 2 and 3).

Figure 3. Explaining the Names and Duties of Angels
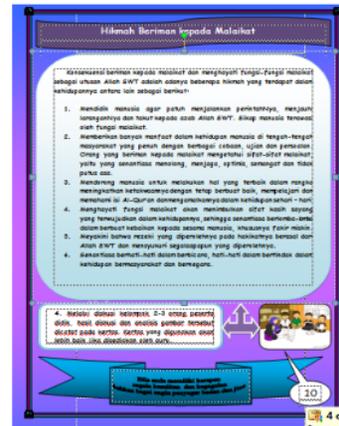
Figure 4. The Benefits of Having Faith in Angels
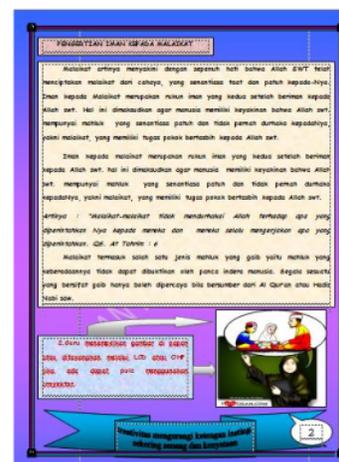
Figure 5. Sample Images and Descriptions

The Analysis of Understanding of Belief in Angels

Students' understanding of faith in angels uses handouts with examples and non-examples. The findings are presented in Table 5.

Table 5. Students' Understanding in Faith in Angels Using Handouts with Examples and Non-examples Learning Model

Categories	f	n	Min	Max	%
Very Poor	0				0,00
Poor	4				13,33
Fair	9	79.3	25	100	30,00
Good	16				53,33
Very Good	1				3,33

Students' understanding of faith in angels uses handouts with examples and non-example on the excellent category. From the total sample, 53 % of students understand the faith in angels by using the handout and the example and non-example model (M = 79.3). Students' understanding of faith in angels uses handouts with the conventional model. The findings are shown in Table 6.

Table 6. Students' Understanding in Faith in Angels in Conventional Model

Categories	f	n	Min	Max	%
Very Poor	0				0,00
Poor	5				16,67
Fair	10	78.3	25	100	33,33
Good	21				70,00
Very Good	2				6,67

Students' understanding of faith in angels used a handout with the good category's conventional model (M = 78.3). It means that most students have good knowledge of faith in angels with handouts and use conventional learning models.

Independent Sample T-Test

The difference in understanding of learning outcomes using the example and non-example and conventional model is shown in Table 7.

Table 7. Differences in Understanding of Learning Outcomes Using Example and Non-example and Conventional Model

	Teaching Models	Mean	Std. Deviation	T	Df	Sig.	95% Confidence Interval	
							Lower	Upper
Understanding of Faith in Angels	Example and non-example	79.334	.1725	1.011	2;65	0.101	54.330	98.625
	Conventional	78.323	.1810				51.335	98.712

Table 7 results show if that there are no significance differences between students' understanding of faith in angels based on learning models of example and non-example and conventional (t (2; 65) = 1.101, p > 0.05). it students who are learning with model example and non-model (M = 79.334, SD = 0.1725) tent to not differences than students who are learning with conventional model (M = 78.323, SD = 0.1810).

In groups of students who use the example and non-example model, students tend to be active in clarifying. Teacher and student activities in the classroom presented in Table 8.

Table 8. Teacher and Student Activities in the Classroom

No	Teacher Activities	Student Activities
1	The teacher provides sample pictures and not examples of faith in angels that have been prepared in the PowerPoint slides that refer to the handout.	Students prepare themselves by opening the handout.
2	The teacher shows the pictures that are prepared in front of the class. After a while, the teacher-directed students to form groups.	Students randomly make groups of 3 and 4.
3	The teacher shows more specific pictures to show	Occasionally students are involved in group

No	Teacher Activities	Student Activities
	believing in angels and not believing in angels. Occasionally the teacher provides descriptions, especially on some of the pictures asked by students.	discussions. The students write down some points and explain the teacher or friends.
4	The teacher guides the course of the discussion, and group representatives present their observations on the picture.	In the middle of the lesson, several students represent the group to present the results. At the end of the presentation, each group asked two questions to be answered by the presenting group. Students look creative in dividing assignments
5	Based on the results of presentations and discussions, the teacher guides to evaluate learning.	Not only teachers but students also provide evaluations to other groups when the teacher provides opportunities.
6	Together with the students, the teacher concludes.	Together with the teacher, students make learning conclusions.

The teacher also guides learning activities. Occasionally the teacher responds to student questions, but most questions are discussed with his friends. Although the study of faith in angels' existence is abstract, the handout can lead students to understand it. Believing in angels is one of Islam's central teachings, which is one of the pillars of faith. The angels referred to here are one of the unseen (unavoidable) types created by Allah SWT (Attilah, 2017). Angels do not need anything physical or physical. They spend day and night only to serve Allah (Zakiyaturriyani & Adib, 2020). The cultivation of faith in angels that is often taught and applied is, of course, not only limited to knowing and believing in their existence; what is far more critical is knowing, understanding, and imitating their attributes where these angels of Allah are creatures who are always obedient and prostrate to Allah SWT. (Sudaryono, 2019). who have never sinned at all, as Allah SWT. said in QS. An-Nahl (16): 49.

Besides, in classes using the conventional model. Students are not much different from the previous class. Students used the handout with great joy. This is because the handout has many pictures and examples of how Muslims believe in angels. The teacher explains conventional learning and is accompanied by a handout as a guide. Occasionally the teacher explains some Hadiths. The hadith confirms that the angel, in this case, the angel Jibril (as), was when Rasulullah saw. Expect Jibril to visit him more often, the angel Gabriel (as). They replied that he (the angel) would visit the prophet only on Allah SWT's orders. This is a form of an angel's obedience to Allah as his Rabb (Syahrir, 2020). This is where Muslims must always be able to make such angels' characteristics as examples and role models in their daily life, including in carrying out various forms of worship to Allah Almighty (Zulkipli et al, 2017; Syahrir, 2020).

Both classes have similarities and differences during learning. The similarity that occurs during learning is the interest of students to read each sheet. Students are active in asking several sentences and examples that the students cannot understand. Researchers understand that there are still difficulties in students because believing in angels' existence is not easy and requires high faith. Angels are unseen creatures (cannot be sensed by human senses), but their existence can be believed by heart (Sudan, 2017; Maison, Darmaji, Aatalini, et al., 2020). There are several statements both in the Koran and the hadith that describe the form of angels when they "appear" in front of humans, which Allah wills. To be able to see it, like the Apostles of Allah. In the QS. Al-Faathir (35): 1, as quoted in the previous section, describes the manifestation of an angel as a winged figure, but of course, it

is not like a bird that we know so far (Nahar, 2020; Darmaji et al., 2019) (Azhary et al., 2020). The manifestation of an angel as a winged figure is also revealed in a hadith narrated by Bukhari (hadith no. 2993).

The difference between the two classes is on students' critical attitudes. Students in class using the conventional model criticize several hadiths that explain the existence of angels. The student questions a topic outside the handout, namely how angels are created. This material is explained using several hadiths in the handout. This makes students question it. It is revealed that the angelic form sometimes appears as a man.

Meanwhile, the solid form is only described as "closing the horizon of the sky," as narrated by Muslims (hadith no. 260): The explanation regarding the creation of this angel is revealed in a hadith which confirms that the angel was created by Allah SWT. from light as narrated by Muslims (hadith no. 5314). The Koran explains that angels are glorious servants of Allah, never disobedient, never immoral, and never against Allah SWT. as stated by Allah in QS. Al-Anbiyaa (21): 26-27.

At the end of the lesson, the teacher invites students to take lessons from having faith in angels. The teacher refers to the end of the handout. The teacher explains carefully, and the students listen attentively. Faith in the existence of angels is one of the foundations of Muslims. This obedience and discipline attitude should serve as a role model (qudwah) to be emulated by humans. A person who believes in angels, with his spiritual approach, will always imitate the positive attitudes exemplified by angels (Harfiani, 2019). Al-Andalusi (T.th., p. 312) presents his analysis of the good values in angels. Angels generally have character formulations of all the virtues (fadhail), namely: Angels have the perfection of knowledge (al-ilm al-Kamil). Angels are beings who have

perfection in terms of self-care (fifth) from lust. Therefore they are used as a symbol of self-control from the temptation of lust. Angels are creatures who always and forever avoid sinning against Allah. Besides, the nature of the angel's obedience to what Allah SWT commanded—also shown when Allah commanded the angels to prostrate to Prophet Adam. Which was when it was the first time Allah SWT. Creating humans, as revealed in QS. Al-A'raaf (7): 11.

CONCLUSION

The conclusion in this study is that the understanding of faith in angels is categorized as useful. This ability is obtained from learning using an example and non-example and conventional, both of which are categorized as useful (t (2; 65) = 1.011, p > 0.05). This learning is supported by useful handouts that make it easier for students to understand. This research implies that the handouts are feasible to use by using any teaching model. The teacher can use handouts to teach the faith to angels to complement the example and non-example learning models or the conventional model.

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