
Efforts to Implement Hindu Religious Learning For students at SD Negeri 1 Menteng

Rusdini¹, Mitro², I Gede Dharman Gunawan³
¹²³IAHN Tampung Penyang Palangka Raya
¹rusdinidini42@gmail.com

ABSTRACT

There are still many Hindu students who have bad attitudes and behavior, such as being polite towards teachers and friends at school, so Hindu religious learning is implemented so that Hindu students have good character. The efforts of Hindu religious education teachers to implement Hindu religious learning for students at SD Negeri 1 Menteng Palangka Raya are efforts to provide learning for students to provide the values of Hindu religious teachings such as *tat twam asi*, efforts to provide assignments for Hindu students to familiarize students with having an attitude of responsibility. Efforts to practice Hindu religious events for students to deepen good religious, moral and ethical values.

Keywords: Efforts, Learning of Hinduism

I. Introduction

The implementation of Hindu religious learning education becomes more meaningful and more effective if all components that influence it are of sufficient competency. Therefore, in order for the implementation of Hindu religious learning to run ideally, maximum effort is needed in the form of ideally empowering all school resources, including teachers, students and infrastructure. The aim of Hindu religious learning education is to form personality attitudes, mentality and character in students. So that students are able to understand what is pure, moral and devotional in religious social life.

In implementing Hindu religious learning, teachers give Hindu religious books to students so that they study them and understand their contents. After they study them, they then practice them at school and in the community. In the learning process the teacher can also ask questions to students to find out understanding in the learning. The application of Hindu religious learning is the main capital for learning materials and becoming a successful young generation has human resources that have competitiveness in competitions for implementing

Hindu religious learning. Study materials in the learning process only stimulate the actions of educators or teachers. Teachers must also provide learning encouragement that is aimed at achieving learning goals. Learning and teaching and education are not separate or contradictory. In fact, the learning process is an integrated aspect of the educational process.

It is hoped that in the future students at SD Negeri 1 Menteng Palangka Raya will be more enthusiastic about studying Hinduism. Not only that, other lessons must also be studied because students with Hindu religious education are really needed as the successors of the younger generation, but in reality, on the other hand, students at SD Negeri 1 Many in Menteng Palangka Raya do not yet understand, let alone practice, attitudes and behavior are still not good, for example at school they lack polite attitudes towards teachers and fellow classmates, especially now they are very lacking in forming polite attitudes towards students, especially nowadays when learning is from home, so their level of understanding there is a lack of understanding regarding Hindu religious learning, therefore Hindu religious teachers provide various kinds of learning to their students so that they understand and comprehend the material provided by teachers at school, especially students at SD Negeri 1 Menteng.

The teacher's efforts in implementing Hindu religious learning for students carry out the Hindu religious learning process. There are also tools that implement Hindu religious learning by demonstrating, for example, pictures that have meaning and significance for students so that students are very enthusiastic about participating in Hindu religious learning and encourage them to be enthusiastic about learning even though At first it was difficult to understand and the Hindu religious study books were provided by the government.

This article aims to find out, understand, describe and analyze the efforts made by Hindu religious education teachers to implement Hindu religious learning for students at SD Negeri 1 Menteng Palangka Raya. Apart from that, the general aim of this research is to be used as a reference that is really needed by educational circles related to the application of Hindu religious learning for students at SD Negeri 1 Menteng Palangka Raya. Where in the development of the world of education today, the younger generation is becoming a concern and is even in the

spotlight of the public. This is because the younger generation is the nation's successor. This means that the younger generation must have responsibility and character based on the teachings of the Hindu religion.

II. Discussion

Efforts to Implement Hindu Religion Learning for Students at SD Negeri 1 Menteng Palangka Raya

Hindu religious teachers in implementing Hindu religious learning for students at SD Negeri 1 Menteng Palangka Raya are reviewed using role theory to make several efforts and roles, that the role is directed at Hindu religious teachers how to make efforts to implement Hindu religious learning for Hindu students because students need to be guided by the teacher Hinduism to be more focused in learning. This role theory is very suitable to be applied to Hindu religious teachers to facilitate the learning process which helps Hindu students to develop both their personality, conscience, changes in attitude, role theory provides opportunities for Hindu religious teachers as motivators and teachers. Based on the theory used in this case, Hindu religious teachers in implementing Hindu religious learning for Hindu students at SD Negeri 1 Menteng Palangka Raya have three efforts to implement Hindu religious learning carried out by Hindu religious teachers, namely: Efforts to provide learning, Efforts to provide assignments and Efforts Hindu religious practices can be explained below.

Efforts to provide learning are viewed from the role theory that Hindu religious teachers play an important role in providing Hindu religious learning as education, teaching Hindu students with the aim of humanizing humans, namely learning self-actualization and self-understanding. Hindu religious teachers strive to provide Hindu religious learning regarding religious teachings such as *Tat Twam Asi* which contains moral and ethical values to Hindu students. According to Arifin (2010) Learning is a systematic and systemic process or activity that is interactive and communicative between educators (teachers) and students, learning resources and the environment to create conditions that allow student learning actions to occur. Furthermore, according to Sanjaya (2011), Sanjaya's definition of learning is a complex system whose success can be seen from two

aspects, namely the product aspect and the process aspect. The success of learning seen from the product side is the success of students regarding the results obtained by ignoring the learning process. In this description, learning is a two-way interaction between Hindu religious teachers and Hindu students, between the two of them there is directed communication towards the targets that have been set.

The application of Hindu religious learning begins the learning process, saying greetings, praying, preparing learning tools. As for learning about Hindu religion that is difficult to understand and understanding, ask the Hindu teacher so that the knowledge given can be absorbed well. The efforts of Hindu religious teachers to provide lessons about the application of Hindu religious learning related to the teachings of *Tat Twam Asi* to Hindu students with the aim of strengthening good behavior in Hindu students when interacting with people around them, such as animals, growing-plants or all of God's creation. Furthermore, Hindu religious education teacher regarding the efforts of Hindu religious teachers to provide lessons about the teachings of *Tat Twam Asi* to each other.

Efforts to provide learning are given by Hindu religious teachers to Hindu students through stories in *Itihasa* which are related to the teachings of *Tat Twam Asi* values, namely the *Mahabarata* story about the journey of the Goddess Kunti and the Pandavas out of the cave. The story reflects attitudes about the teachings. *Tat Twam Asi*, this attitude was carried out by one of the Pandavas, children of the Goddess Kunti, namely Bima, who had helped the people from the giant Baka. This teaching strengthens the moral values of Hindu students so that the story can become a lesson that can be taken as a guide for living life in the world. In the teachings of Hinduism, Hindu students can learn to have a social spirit and have the desire to help other people.

Efforts to provide assignments are an obligation for Hindu students to be able to complete them well. Of the various types of methods in the learning process carried out by Hindu religious teachers, the assignment method is a method given by Hindu religious teachers to maintain Hindu students' participation in learning. The way of teaching by giving assignments is an agreement between Hindu

religious teachers and Hindu students where the teacher gives students an order related to the lesson material that has been given.

By giving assignments, it is hoped that it can develop the character of Hindu students who are ready and willing to complete the responsibilities that have been given. According to Djamarah and Zain (1996:53) states that the assignment method is a method of presenting material where the teacher gives certain tasks so that students carry out learning activities. From several opinions that have been expressed above, a conclusion can be drawn that the assignment method is a way of presenting learning material where the teacher gives certain tasks to students to do so that students carry out learning activities with a predetermined time allocation so that students can be responsible for these tasks. to the teacher.

Efforts to provide assignments are given by Hindu religious teachers to Hindu students during the learning process. Hindu religious teachers also provide learning materials such as Hindu religious learning package books. After that, Hindu religious teachers also give assignments in the form of multiple choice questions and essays, etc. so that Hindu students have study materials at school and at home to hone their understanding and understanding of Hindu religious learning. With the aim that Hindu students can get used to being responsible and independent, completing their assignments so they don't get neglected, as well as practicing good behavior.

Practical efforts to implement Hindu religious learning for Hindu students related to the teaching of moral and ethical values are very necessary because Hindu students can often forget environmental factors, therefore Hindu religious teachers play an important role in educating and guiding Hindu students if viewed from role theory, which is that a person has an important role according to the tasks played or given. According to Sudjana (2005: 157-158) states that learning methods are used with the aim of training and improving students' abilities in applying the knowledge and skills they have acquired to carry out in real life or the field, work or actual tasks. According to Roestiyah (2001: 88), the technique of presenting field work/field practice is a way of teaching by inviting students to a place outside the school, with the aim of not only making observations and inspections, but more than that, students are directly active. participate in the

workforce, so that students are able to understand for themselves and carry out investigations and work independently in jobs that exist in society.

The efforts of Hindu religious teachers to give assignments to Hindu students to practice Hindu religious events, namely carrying out Hindu religious *basarah* worship events such as: *kandayu*, *manggaru sangku tambak raja* and mentioning the names of *basarah* facilities such as: place for rice (*sangku*), rice (*behas*), leaves betel, cigarettes, areca nut (*sipa rukun tarahan giling pinang*), chicken eggs (*tanteluh manuk*), tinggang bird's tail (*dangang tinggang*), coconut oil (*undus tanak*), for sprinkling on the head (*tampung tawar*), flowers (*kambang bunge*), place for burning incense (*parapen*) and incense (*Gaharu mayan*). The names of the *basarah* tools aim to familiarize Hindu students with religious values, increase their belief in God Almighty, every creation has a specific purpose and meaning, so Hindu students learn from a young age to always control themselves from bad things, for example small things. rarely practice Hindu religious events, many forget the *basarah* tools, they can't chant *kandayu* because they are still shy, they lack self-confidence and courage and this is the only way Hindu religious education teachers apply it in schools, if they are hampered by doing it in the *basarah* hall, it can be done, but There can be little hope because teachers and students have their own obstacles, such as being far away or busy.

According to Hamzah, (2008: 200), practical learning is learning skills that require motor movements, the implementation of learning is carried out in the workplace or field. Based on Hamzah's opinion, practical learning is a learning process that involves motor skills or movement in the workplace or field. Meanwhile, according to Sudjana (2005: 157-158), it is a learning method that is used with the aim of training and improving students' abilities in applying the knowledge and skills they have acquired to carry out in real life or the field, work or actual tasks.

Practical efforts to learn Hinduism for Hindu students are very important because they aim to train Hindu students with the aim of increasing Hindu students' ability to apply the knowledge and skills they have learned. The efforts of Hindu religious education teachers are very good because it is impossible to just teach Hindu religion without any practice, so students will absorb Hindu religious

learning more if we demonstrate or practice it to students so that one day they can remember what they have learned at school.

III. Closing

There are three efforts to implement Hindu religious learning for students at SD Negeri 1 Menteng Palangka Raya, namely: Efforts to provide learning to educate, teaching Hindu students with the aim of providing Hindu religious learning that contains moral and ethical values to Hindu students regarding religious teachings such as *Tat Twam Asi*. Efforts to provide assignments are a responsibility and obligation for Hindu students to be able to complete them well and get used to independent learning. As well as the effort to practice Hindu religious events is to provide Hindu students with the opportunity to hone their skills not only in learning but also deepening religious, moral and ethical values with the aim of Hindu students studying seriously so that it can be beneficial for the students.

Bibliography

- Hamzah B. Uno. (2008). *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*. Jakarta: Bumi Aksara.
- Istarani. (2011). *Model Pembelajaran Inovatif*. Medan: Media Persada.
- Mulyasa, E. (2006). *Menjadi Guru Profesional*. Bandung: PT. Remaja Rosdakarya.
- Roestiyah NK. (2001). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Sagala, Syaiful. (2011). *Konsep dan Makna Pembelajaran*. Bandung : Alfabet.
- Soekanto. (2002). *Teori Peranan*. Jakarta: Bumi Aksara.
- Sudjana. (2005). *Metode dan Teknik Pembelajaran Partisipatif*. Bandung: Falah Production.