



## **PATTERNS OF PUBLIC SPEAKING IN PAI TEACHING AT ARRIYADH INSAN CENDEKIA ISLAMIC ELEMENTARY SCHOOL, BEKASI CITY**

**Dini Roihani\***

Universitas Islam 45 Bekasi  
e-mail: droihani@gmail.com

**Yayat Suharyat**

Universitas Islam 45 Bekasi  
e-mail: yayatsuharyat@unismabekasi.ac.id

**Baharuddin**

Universitas Islam 45 Bekasi  
e-mail: Baharuddin@unismabekasi.ac.id

\*Correspondence e-mail: droihani@gmail.com

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### **Abstracts**

PAI teaching is the foundation of an education, in order to produce students who have noble character. Whatever the method, as long as the teacher's speech can inspire and influence the thoughts, feelings and actions of students. This study aims to design the use of public speaking in teaching Islamic Religious Education, designing stages of teaching Islamic Religious Education with systematic communication, overcoming obstacles encountered in public speaking in teaching Religious Education. The research method used is qualitative by collecting data through interviews and observation. The subject of this study was the Islamic Islamic Elementary School teacher Arriyadh Insan Cendekia Bekasi City. The results of the study explain that teaching PAI with speaking techniques using Public Speaking can affect the morals and implementation of student worship. PAI teaching is the foundation of an education, in order to produce students who have noble character. Whatever the method, as long as the teacher's speech can inspire and influence the thoughts, feelings and actions of students. This study aims to design the use of public speaking in teaching Islamic Religious Education, designing stages of teaching Islamic Religious Education with systematic communication, overcoming obstacles encountered in public speaking in teaching Religious Education. The research method used is qualitative by collecting data through interviews and observation. The subject of this study was the Islamic Islamic Elementary School teacher Arriyadh Insan Cendekia Bekasi City. The results of the study explain that teaching PAI with speaking techniques using Public Speaking can affect the morals and implementation of student worship

#### **Keyword:**

Public Speaking, Teaching Religion

### **Introduction**

Education can be conveyed by speaking, knowledge can be spread widely with words. And teachers are a strategic component in the educational process where communication as a medium means of conveying information to students from not knowing to knowing, and increasing from not doing to wanting to do, from understanding theory to implementing. A

teacher who can change from the theory conveyed can be implemented requires evocative words. In the Quran the word means *Qaulun*, in the Arabic dictionary it means to say and means to speak. Allah Almighty in His Word conveys the word *Qaulan* there are eight. One of them is *Qaulan Sadida* – true words or not lies. It is found in the word of Allah Almighty in the Qur'an Sura An- Nisa:9. From the verse about *Qaulan* it can be concluded that in every word must adjust to the material delivered and the object or interlocutor. Islam teaches when we should speak firmly, when to speak straightforwardly, with courtesy, and to whom we speak respectfully, with gentleness. This is in line with the pattern of *public speaking*.

The world of education is different from the world of work, like an employee who works with objects that are objects. For example, automotive employees whose all work is to deal with inanimate objects, then he does not need to talk, they work like robots with their hands without communication. Unlike customer *service*, they work against humans, but every time they meet other people they say the same thing, this is also like a robot that has set its words.

Because speaking to improve existence is not just talking, but talking that is interesting, informational, entertaining and influential. On that basis, public speaking skills need to be possessed by everyone. *Public Speaking* plays a role in the delivery of information and communication techniques that are needed by everyone in various fields of activity (Muzakki, 2021).

Furthermore, in the world of education, especially in this disruptive era, communication between teachers and students must be smooth and without obstacles. In order for students to pay attention to the material, teachers should not only speak with their mouths, but also with a positive heart and affect. Because in the world of education what he faces is human, then in conveying messages or knowledge must be presented all body and soul, present in the discussion of the material taught by communicating, greeting, giving appreciation, listening, listening, and responding to every reaction of students. So that an educator can influence his students, like an entertainer who is able to entertain his audience.

In this case, the researcher had experience in January 2011, when carrying out PPL activities at the At-Taqwa IT Junior High School located at Perum Pondok Ungu Permai, Happy Village, Babelan District, Bekasi Regency. Within one month, researchers followed the learning of PAI teachers at the grade VIII C level. And witnessing monotonous teaching patterns, starting from greetings, conveying titles, conveying learning objectives, conveying material theory, then assigning assignments, as if the teacher conveyed the same thing in every class and every year.

*Public Speaking, or in the spelling of Indonesian "Pablik Spiking" consists of two syllables, namely Public which means crowd and speaking which means speaking. So the nutshell can be interpreted as "speaking in front of a crowd". Public speaking is not a word we just heard. The history of the emergence of public speaking itself is often associated with the success of the early days of industrial civilization, but some communication experts claim, that public speaking already existed in prehistoric times or long before industrial civilization. Before the term public speaking appeared, the ancient Greeks had known the term Rhetoric. Rhetoric at that time had a meaning similar to public speaking, namely the skill of speaking or oratory. Public speaking according to Aristotle must be able to say something clearly, concisely, and convincingly (Kampunginggrisla, 2021).*

Barnawi said that teaching is a long process and many aspects, the object is students with teachers. The essence of teaching is to provide information with a series of activities are asking questions, explaining, listening, encouraging, discussing, observing, seeing, where all these activities are related in communication.

Understanding Islamic education can be traced through the entire history of the emergence of Islam itself. Of course, to understand it, it is not understood as an established and systematic education system, but the educational process occurs more incidentally and maybe even more answers to various problems that developed at that time.

## Methods

This research uses qualitative methods. The data collected in this study included interviews, observations, and documents. These data can be described as follows:

- a. Observation is used for the educational process.
- b. Interview. The interview results were used to obtain a deeper picture of the implementation of PAI teaching. This interview method is used in collecting data through conversations with a grid of research instruments.
- c. Documentation is collecting archives in the form of documents.

## Results and Discussion

The findings related to *public speaking* regarding teacher speech patterns when teaching PAI at SD Islam Arriyadh Insan Cendekia Bekasi City were obtained from extracting information through interviews, observations and documents.

1. The use of *public speaking* in teaching Islamic Education at SD Arriyadh Insan Cendekia Bekasi City The use of *public speaking* during the teaching process is related to the following:

- The position of the teacher in teaching
- Teacher gestures
- Facial expressions that appear while teaching
- Non-verbal communication used
- Voice intonation
- The language of love used in students
- Interactions that occur during the teaching process
- Student and teacher responses (Fauzi, 2023)

Based on the findings of an interview conducted with an educational consultant institution SD Arriyadh Insan Cendekia Bekasi City, related to communication patterns when teaching PAI subjects is very interesting. This can be described as follows:

- a. Unveiling

The teacher's position when starting the opening is to stand with a smile while saying hello, ask for news enthusiastically, practice yelling that has been agreed in the PAI lesson with students, then open the lesson with basmalah (Muhklis, 2023).

- b. Content (core activities)

In the core activity, the teacher asked the previous material. When the teacher delivers new material, it begins by inviting students to sing according to the theme to be taught, then there is interaction about things students know about the new material. Students answer the teacher's questions together enthusiastically, and the teacher provides the opportunity to answer individually at random. The teacher responds to students answers with appreciation. Next give an explanation. And make sure students understand what the teacher is saying by asking questions, and questions.

- c. Cover

Before praying and greetings, the teacher conveys reflection in the form of questions; What are the interesting things about the learning that has just been carried out, what things do you want to do after getting the material, and when will you do it. Furthermore, the teacher gives advice in the form of one short sentence taken from the hadith or aphorisms in Arabic which is interpreted (mahfudzhot). For example "your smile to your brother is alms" (Azhar, 2023).

From the results of interviews with teachers, that the pattern of delivering PAI material taught by teachers of SD Arriyadh Insan Cendekia Kota Bekasi to their students, namely there is a pattern of *public speaking* that appears starting from the beginning of the teacher teaching from the opening, core and closing activities.

In the opening process of teaching PAI, the teacher always smiles while looking at new students then gives greetings and asks for news. When asking how the student is doing, he answers with a typical answer. In addition to the typical answer to the question of news, the teacher also invites his students to sound jargon or yel yel to learn PAI. In addition, before entering the material, the teacher invites his students to sing first so that they are more relaxed.

When teachers of other subjects sing the national anthem, PAI teachers sing according to the theme of the PAI material to be delivered that day (Muhklis, 2023). This picture is also contained in the RPP document, opening points, greetings, questions, news, and prayers. In line with the document of the results of teaching supervision. As for the teacher's smile, the relaxed condition of the students, then the expressions of the teacher and students appear during observation in class.

Furthermore, in the core activities in teacher learning, SD Islam Arriyadh Insan Cendekia Kota Bekasi teaches PAI by delivering material directly and there is interaction between teachers and students as a process of exploring student interest in learning. During the learning process in the core activity, namely the delivery of material, the teacher's position is always standing, walking and always communicating non-verbally in the form of expressions when telling stories, varied voice intonation, hand movements as an emphasis on events in the story or message conveyed, eye contact with all students in the class, and occasionally there is a touch for students whose focus is divided when delivering material. Of course, non-verbal communication through touch adjusts gender to students, if male teachers touch male students and vice versa applies to female ones.

In the RPP in the core activities, it is only stated how the teacher's method in the PAI material. The communication technique with *public speaking* patterns is seen during observation in class. Eye contact, teacher posture, voice intonation, hand movements and touch in students, movements that are not still in one place are seen during observation in class. Then at the close of the lesson the teacher gives a reflection on the lesson, interacting about the day's lesson with quality questions (Ummah, 2023).

Based on direct observation during PAI learning, teachers deliver material with great enthusiasm, with interesting gestures with hand movements adjusting what is delivered. In this case between verbal communication and non-verbal communication are aligned. If observed, seen, and heard from the intonation of the voice when delivering the material is very varied, there are low, medium and high voice intonations. Especially if the material is delivered with a story.

The intonation of the voice is medium when greeting, asking, greeting and pointing at students, low when some students are not focused and when telling stories with a tense plot makes students curious about the continuation of the story, high when asking for news, yelling yelling and when delivering material on things that need emphasis and when telling stories on things that contain joy and happiness with occasional cheering. Judging from the expression on the teacher's face when teaching, it looks expressive in the sense that it is not flat. Expressive here is passionate, enthusiastic, sometimes funny, friendly expressions, far from spooky or scary experiencing.

The position of the teacher when delivering the material is to stand and occasionally walk back and forth. The sitting position is only when giving assignments to students. Furthermore, always smiling on the sidelines delivering the material. Eye contact was evenly distributed throughout the students. And occasionally there is a touch to focus the attention of students. This touch is done for male teachers with male learners. Female teachers with female learners (Yaqin, 2023).

If reviewed from the RPP document in the section where there are activities to communicate the results of the supervision assessment on the language points used by the teacher, giving praise, and the position of the teacher, this gets a good score.

2. Stages of teaching Islamic Education with *public speaking* at SD Arriyadh Insan Cendekia, Bekasi City.

Based on the results of interviews with PAI teachers and direct observations in class, information can be obtained about the stages of teaching PAI at SD Arriyadh Insan Cendekia Bekasi City with *public speaking* patterns as follows:

- The teacher entered the classroom, with a standing position, smiling face, greeting, then asked how he was doing this morning prayer and prayer?" then the students replied, "Alhamdulillah is extraordinary, the spirit is loved by Allah and the prophet Muhammad, Allahu Akbar."
- The teacher demonstrated the PAI lesson, "Learning PAI?," the student replied, "Easy, Fun, Touching". Or with a PAI pat.
- The teacher asks the material beforehand with a quiz, for example, "who knows the meaning of ablution?"
- When a student answers, the teacher responds with the answer "That's right, you are amazing," or "thank you for the answer (say name) you are brave," or "really extraordinary Ananda (say name)."
- Entering new material begins with singing in one's own tone.
- The teacher explains the subject matter enthusiastically or occasionally with stories accompanied by varied intonation of voice, expressive facial expressions, gestures, eye contact to all students, walking front and back.
- The teacher inserts questions from the teacher or students so that there is two-way interaction or communication.
- The teacher reflects by asking, "what was the most interesting thing about today's activity or material?" "What are you going to do after getting these materials?"
- The teacher conveyed the Arabic proverb Indonesian, "He who means it must be capable."
- The teacher closes the lesson with a hamdalah and then a greeting.

3. Obstacles faced in *public speaking* in teaching Islamic Education at SD Arriyadh Insan Cendekia Bekasi City.

From the results of interviews with three PAI subject teaching teachers, the obstacle in using *public speaking* in teaching PAI is consistency, in the sense of continuous implementation, this is because the skills of each teacher have not been presented by experts. To always implement requires more preparation time. For example, stories according to the material, be it stories taken from history, fairy tales or facts that happen around, make songs that are changed to adjust the material taught. This is certainly not easy, it just needs habituation and more skill. Looking for words in the form of quotes, or Arabic proverbs, or aphorisms, or words of wisdom at the end of the closing, the sentences delivered at the end of the lesson are certainly short and full of meaning. So that the meeting and material delivered on that day are able to arouse and move students to implement.<sup>10</sup> From the obstacles mentioned above, all the stages mentioned earlier cannot be applied to all grade levels, especially in small classes, namely grade one to grade 3. Small classes can only be applied singing and with applause. While telling stories, small class children are less able to focus for too long. So it needs an additional formula to apply *public speaking* in grade one to grade three, and also additional media such as dolls, tools and certain materials that attract the attention of students at the lower level, so that the material is more evocative for students.



## Analysis

1. The use of *public speaking* in teaching Islamic Education at SD Arriyadh Insan Cendekia Bekasi City.

Interesting and prominent issues regarding the use of *public speaking* in the teaching of Islamic Religious Education are as follows:

- a) Use of Non-Verbal Communication. As stated in research journals and elaborated that nonverbal communication represents the creation and exchange of messages without using words. Nonverbal communication speaks using gestures, gestures, non-verbal vowels, eye contact, facial expressions, distance, and touch. Or it could be said that all events surrounding a communication situation have nothing to do with the words spoken or written (Husnul, 2019). Part of the signs of nonverbal communication cannot be fully identified and research shows that sitting, standing, walking, dressing all have their own meaning and significance in conveying information to others. With nonverbal themajority of people will trust nonverbal communication more (Meiriza, 2019). An educator must learnto be more sensitive and responsive to nonverbal signals from his students because it can show the student's response to the message he sends (Husnul, 2019).
- b) Varied voice intonation. This is stated in a research journal that states voice variation is when using elevated voice intonation in giving advice to students, not making students afraid of the teacher. The volume of the teacher's voice when explaining aloud, but not dengear to the next class, which makes the next class undisturbed. In addition, the teacher's slow voice speed does not make students look sleepy. Voice emphasis in giving lesson descriptions is also quite clear, and in giving voice emphasis teachers usually slow down the speed of sound and clarify pronunciation (Fitriani, 2016). In different literacy states regarding voice intonation that voice variations are used to bind students' attention.
- c) Facial expressions and gestures. This was reported in a research journal, which found that teachers' use of facial variations was made possible by showing serious and enthusiastic facial expressions when explaining. The teacher also showed various happy facial expressions accompanied by smiles when students got good grades. When the teacher gave advice, the teacher showed a serious facial expression, after which the teacher smiled at all the students. Students receive motion variants that support the teaching of the material more clearly. Hand gestures such as thumbs up or nods are a form of appreciation (Fitriani, 2016).

2. Stages of teaching Islamic Education with *public speaking* at SD Arriyadh Insan Cendekia Bekasi City.

The interesting and prominent things about this stage of teaching PAI are:

- a) There is a special yel for PAI lessons. This is stated in a research journal that states sounding or voicing yelling in a loud voice full of enthusiasm and enthusiasm or applause with motivational sentences is believed to increase children's ability to concentrate, so that later children are ready to accept the taskgiven by the teacher. "I can, I'm great, I did it, huh..." With this motivational sentence, children will feel able to overcome all existing activities, so that the boring time for children will be very short because it is fun to guess. Participatein all activities organized by the teacher (Suasaningdyah, 2017). In different studies stated, In principle, the use of motivational yelling is used when the teacher feels the need to use it,for example to open an event that requires a fluid atmosphere or when students have begun to decline their enthusiasm for learning due to time and weather factors (hot air) that are not supportive, or at the end of the lesson as a closing lesson. Furthermore, Suparlan explained that motivational shouts canmotivate students to increase enthusiasm for learning so that it will be able to improve their learning outcomes. Teachers are also expected to be able to expressthe chants in rhythmic and aesthetic movements. Students may also developcreativity to create their own (Watini, 2022).
- b) Singing adjusts the material. This is stated in a journal research that states that audio media

in this case sound and can also be in the form of singing from the teacher will directly make teaching taugthy attention, so as to foster learning motivation, teaching materials will be clearer in meaning and easier to understand (Ramadhani, 2022).

- c) Concluding with an Arabic proverb. In this case, what is meant is to convey *mahfudzhot* as reinforcement in the material already explained. The meaning of *mahfudzot* aphorisms is full of wisdom and meaning in it. Delivered as a provision of ethics and the foundation of students as superior characters, because it contains short pieces of advice full of meaning so that it can be practiced in everyday life (Gmbh, 2016).

### 3. Obstacles faced in *public speaking* in teaching Islamic Education at SD Arriyadh Insan Cendekia Bekasi City.

What stands out from the obstacles raised by teachers regarding teaching with *public speaking* is as follows:

- a) Create scenarios. This is stated in a research journal that says that designing learning scenarios is still difficult for students, so they have not shown good ability in designing learning scenarios. The teacher simply writes there are initial activities, core activities and closing activities without understanding how a learning scenario fits the desired learning model and learning objectives. In addition to giving priority to mastering concepts and developing the ability to design learning scenarios, communication skills are also needed both in writing and verbally. Because through communication, a person will be able to express ideas, findings or even his feelings towards others. In essence, communication skills are part of the requirements that play an important role in helping the thought process, connecting ideas with other ideas, so that they can fill in the things that are lacking in the entire network of ideas.<sup>21</sup> Increased mastery of concepts, communication skills both oral and written, and the ability to design learning scenarios. Designing learning scenarios is still difficult for teachers, so they do not show good skills in designing learning scenarios. The teacher only writes down the opening activities, core activities and closing activities without understanding how the learning scenario fits the desired learning model and learning objectives. In addition to mastering concepts and developing the ability to design learning scenarios, communication skills are also needed, both written and oral. Because through communication a person is able to express his thoughts, discoveries or even feelings to others. Basically, the ability to communicate is one of the requirements that plays an important role in supporting the thought process and connecting ideas with other ideas, so that it can fill in the missing things in the network of general ideas. Increased mastery of concepts, communication skills both oral and written, and the ability to plan learning scenarios (including students' ability to communicate in writing). Designing learning scenarios is still difficult for students, so they do not show good skills in designing learning scenarios. Students simply write down the opening activities, core activities and closing activities without understanding how the learning scenario fits into the desired learning model and learning objectives. In addition to mastering concepts and developing the ability to design learning scenarios, communication skills are also needed, both written and oral. Because through communication a person is able to express his thoughts, discoveries or even feelings to others. Increased mastery of concepts, communication skills both oral and written, and the ability to plan learning scenarios (including students' ability to communicate in writing). Through learning that involves the mind and hands, it is expected to build one's understanding. As Beaumont explains, the intellectual process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, or evaluating information gathered through observation, experience, reflection, reasoning, or communication can lead a person to choose persuasive actions (Yuni Gayatri, Amiq Fiqriyati, Kamaliyah Rahmayati, Lina Listiana, 2015).

- b) Design a stunning *closing statement*. This is contained in the results of research in a journal,

the results of the discussion are adapted to events in the media, namely *talk shows* and what is described in the study is, The existence of a closing statement in an event can give an impression to participants by adding a touch of art. A summary of the content of the news can be used as a closing statement in a news talk show (Sari, 2022). The use of language in the closing section needs to be considered so that viewers can easily remember the content of the news. The closing part can also be used as an invitation to viewers to watch the show tomorrow (Sari, 2022).

## Conclusion

After conducting various stages of research, then in this closing chapter researchers can provide some conclusions as follows:

1. Teaching with the eyes of Islamic Religious Education students at the elementary school level, can apply patterns with *public speaking techniques*.
2. The stages in teaching are in accordance with the standards set by the government curriculum and in this case contained in the RPP can be combined between the methods used, be it discussion, question and answer, or lectures with stages in speaking using *public speaking*.
3. Speaking with a *public speaking* pattern certainly requires a hard effort in implementing it and mastering the skills, and with continuous implementation, it becomes easier.

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