

Teachers' Strategies in Overcoming Misconceptions in Islamic Religious Education Learning for Grade 2 of SDUT Bumi Kartini Jepara

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Abstract

This study aims to identify and analyze the strategies employed by teachers to address misconceptions in Islamic Education (PAI) learning for Grade 2 students at the Integrated Superior Elementary School (SDUT) Bumi Kartini Jepara. Misconceptions in PAI often arise due to students' limited understanding of fundamental topics such as the pillars of Islam, pillars of faith, and core Islamic values, which can hinder the learning process and comprehension of religious concepts. The research adopts a qualitative descriptive methodology, collecting data through document analysis, teacher and student interviews, and classroom observations. This approach aims to gain a comprehensive understanding of how teachers design and implement effective teaching techniques to eliminate students' misunderstandings. The findings reveal that teachers at SDUT Bumi Kartini employs four strategies: contextual learning with educational games, repetitive practice using audiovisual media, storytelling with projector-based digital media, and hands-on activities through creative projects. These strategies have proven effective in correcting misconceptions and improving students' understanding of religious concepts. The study highlights the importance of innovation in PAI teaching, particularly in addressing misconceptions commonly found in primary education. It emphasizes the need for educators to continuously develop adaptive and relevant teaching strategies. In conclusion, effective teacher strategies in overcoming misconceptions in PAI learning for Grade 2 students at SDUT Bumi Kartini Jepara involves interactive methods using digital media and the teacher's active role as a facilitator with a contextual approach to enhance students' understanding.

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Abstrak

Penelitian ini bertujuan untuk mengetahui dan menganalisis strategi yang dilakukan guru dalam mengatasi miskonsepsi dalam pembelajaran Pendidikan Agama Islam (PAI) siswa kelas 2 Sekolah Dasar Unggulan Terpadu (SDUT) Bumi Kartini Jepara. Miskonsepsi dalam PAI seringkali muncul karena terbatasnya pemahaman siswa terhadap topik-topik mendasar seperti rukun Islam, rukun iman, dan nilai-nilai inti Islam, sehingga dapat menghambat proses pembelajaran dan pemahaman konsep agama. Penelitian ini menggunakan metodologi deskriptif kualitatif, pengumpulan data melalui analisis dokumen, wawancara guru dan siswa, dan observasi kelas. Pendekatan ini bertujuan untuk memperoleh pemahaman komprehensif tentang bagaimana guru merancang dan menerapkan teknik pengajaran yang efektif untuk menghilangkan kesalahpahaman siswa. Temuan penelitian menunjukkan bahwa guru di SDUT Bumi Kartini menggunakan empat strategi: pembelajaran kontekstual dengan permainan edukatif, latihan berulang menggunakan media audiovisual, bercerita dengan media digital berbasis proyektor, dan aktivitas langsung melalui proyek kreatif. Strategi-strategi tersebut terbukti efektif dalam mengoreksi miskonsepsi dan meningkatkan pemahaman siswa terhadap konsep-konsep agama. Studi ini menyoroti pentingnya inovasi dalam pengajaran PAI, khususnya dalam mengatasi kesalahpahaman yang umum ditemukan di pendidikan dasar. Hal ini menekankan perlunya pendidik untuk terus mengembangkan strategi pengajaran yang adaptif dan relevan. Kesimpulannya, strategi guru yang efektif dalam mengatasi miskonsepsi pada pembelajaran PAI siswa kelas 2 SDUT Bumi Kartini Jepara melibatkan metode interaktif menggunakan media digital dan peran aktif guru sebagai fasilitator dengan pendekatan kontekstual untuk meningkatkan pemahaman siswa.

Kata Kunci : Miskonsepsi, Pembelajaran PAI, Strategi Guru

A. Introduction

Education at the elementary level plays a fundamental role in the cognitive

and character development of students, particularly in Islamic Education (PAI) learning. A proper understanding of

religious concepts is crucial for shaping students' moral and spiritual foundations. However, misconceptions are often found, especially in early grades like Grade 2, which hinder students' comprehension of PAI materials and impact their character formation. It is essential for teachers to employ appropriate strategies to identify and address these misconceptions, ensuring effective learning and the achievement of educational objectives .

Jannah (2023) explains that education is a deliberate and planned effort to create an environment and learning processes that empower students to actively realize their potential. Learning should be structured in a way that facilitates students in developing their abilities optimally. Islamic Education (PAI) in elementary schools is especially important because it not only teaches religious knowledge but also shapes students' character and their understanding of moral values, which form the foundation of their attitudes and behaviors in daily life. However, misconceptions about PAI material often arise, and if not addressed efficiently,

these can hinder the overall development of students.

A consistent and well-planned learning process is essential to support the development of the education sector, including religious education. As Kamila, (2023) explains, Islamic education in elementary schools provides students with a solid foundation to understand Islamic moral principles and the ethical standards that apply. During this phase, children begin learning about monotheism, morality, and religious duties, which play a crucial role in shaping their character .

The teaching of Islamic Religious Education (PAI) is crucial for fostering morals and character development from an early age. At the elementary school level, PAI introduces fundamental concepts of Islam that lay the foundation for further religious education. This age is a critical stage in a child's development, during which they are highly receptive to various beliefs and behaviors from their environment, making it an essential time for shaping their understanding of religion and ethics. Research has shown that early education in religious values can have a

lasting impact on a child's character development and moral orientation (Jumiati & Noor, 2021) .

Therefore, religious and moral education serves as a strong foundation for building a solid character base for the future (Romlah & Rusdi, 2023) . However, misconceptions or misunderstandings among students regarding the material taught at this level are frequently encountered. These false beliefs have the potential to hinder comprehensive understanding and impact students' attitudes and behaviors in daily life, highlighting the importance of addressing these misconceptions early on to ensure an appropriate foundation for their moral and religious development

Misconception is a misunderstanding or incorrect interpretation of a concept (Mutiah et al., 2023) . In the educational context, misconceptions arise when students hold views or understanding that differ from the scientific concept or material that should be understood (Mukhlisa, 2021) . A misconception in subject matter refers to an inaccurate understanding of a concept or topic within a subject, which

deviates from the correct understanding intended by the teacher and curriculum (Mariyadi & WA, 2023) .

The factors causing misconceptions in Islamic Religious Education (PAI) learning include incorrect initial understanding by students, where students fail to grasp material that has already been explained by the teacher. This can happen because each student has different learning abilities, styles, and paces, or because the teacher does not explain concepts in sufficient depth, leading students to develop incorrect understandings (Rohmah et al., 2023) . The lack of real-world examples and applications can contribute to misconceptions in learning. Without practical examples, students may only understand the theory without being able to connect it to real-life situations, as noted by (Istikomayanti & Mashuri, 2020) . Furthermore, the influence of mass media or the internet can also play a role, as inaccurate information spread through these platforms may lead students to develop incorrect understandings, as found in the study by (Mutiah et al., 2023) .

Misconceptions in Islamic Education (PAI) teaching require special attention because if not addressed properly, they can negatively impact both the intellectual and spiritual development of students. To improve teaching standards and student learning outcomes, teachers must employ strategies to eliminate common misunderstandings about the subject (Astuti, 2018). These strategies should be applied effectively to ensure that students gain a deeper understanding of the Islamic Education curriculum (Dewi & Ibrahim, 2019).

In addressing misconceptions in Islamic Education (PAI) at SDUT Bumi Kartini Jepara, the second-grade teacher employs the "Story Telling" method with digital media based on a projector. "Story telling" is a teaching strategy that uses narrative to convey educational content verbally (Agustina & PS Kurnia, 2019). This method not only engages students through storytelling but also supports character development (Mubarak et al., 2022). The use of a projector for digital media involves displaying content such as images, videos, presentations, and animations on

larger surfaces like screens or walls (Yusra & Yunisari, 2019). The use of a projector for digital media involves displaying content such as images, videos, presentations, and animations on larger surfaces like screens or walls (Sobiruddin et al., 2019). By incorporating these effective teaching methods, educators can enhance their approach, tailor the material to students' understanding levels, and improve learning effectiveness, ensuring that students gain a correct understanding of PAI content.

In the case of misconceptions experienced by second-grade students at SDUT Bumi Kartini, examples can be found in their understanding of the concepts of *Rukun Islam* (the Five Pillars of Islam) and *Rukun Iman* (the Six Articles of Faith). According to the teacher, students were initially only familiar with one of the two concepts and mistakenly believed they were the same, leading to misconceptions. To address this, the teacher employed strategies to clarify these concepts by connecting *Rukun Islam* and *Rukun Iman* to real-life examples. For example, the teacher explained the belief in angels

(*iman kepada malaikat*) by linking it to good behavior, helping students understand the concept in a tangible way. Additionally, the teacher created educational games, such as puzzles and quizzes about *Rukun Iman* and *Rukun Islam*, making the learning process both enjoyable and reinforcing their understanding of these fundamental concepts.

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educational games, such as puzzles and quizzes about *the Rukun Iman* and *Rukun Islam*, making the learning process both enjoyable and reinforcing their understanding of these fundamental concepts.

Several previous studies have revealed the importance of learning strategies in overcoming student misconceptions, as found by Umi and Kuroti (2023) they revealed that misconceptions in Islamic Religious Education learning are generally caused by factors such as lack of understanding of basic concepts and the influence of the social environment. This study is also supported by the opinion of Mariyadi and Idham (2023) who explained that the use of interactive learning media is very important to avoid misconceptions in teaching materials. Based on the results of interviews and observations conducted, it was found that many teachers still use conventional methods in teaching and media that are limited to PowerPoint and material books only. This hinders students' deeper understanding of concepts.

Hakiki (2023) in his research also emphasized the importance of communication strategies in learning to overcome misconceptions. According to him, clear and effective communication between teachers and students plays a very important role in avoiding misconceptions, especially in learning involving abstract or complex concepts. Hakiki stated that interactive communication strategies, such as the use of open-ended questions and discussions, can help students clarify their understanding and correct existing errors. Hakiki's research highlights the importance of interactive communication strategies in reducing misconceptions, but the implementation of this strategy in Islamic Religious Education learning is still limited. This is in line with research by Mariyadi and Idham (2023), which also highlights the importance of media that supports effective communication in avoiding misconceptions. However, overall this study emphasizes the need for an interactive media-based learning model to overcome misconceptions, but its focus is more general without detailing its application to Islamic

Religious Education learning in lower grades.

Based on previous studies, such as those conducted by Umi and Kuroti (2022), Hakiki (2023), and Idham (2020), it can be seen that misconceptions in Islamic Religious Education (PAI) learning often occur due to the use of ineffective learning media, suboptimal communication strategies, and minimal application of interactive learning models. However, these studies have not specifically discussed the application of creative methods such as digital media-based Story Telling to overcome misconceptions in PAI learning, especially in lower grade students.

Therefore, the researcher is interested in finding out more about teacher strategies in overcoming misconceptions of Islamic Religious Education learning in grade 2 of SDUT Bumi Kartini Jepara, with a focus on the methods and media used, including innovations in learning strategies that can help students understand concepts in depth. This study aims to analyze concrete strategies used by teachers in overcoming misconceptions, including

innovations in learning methods and media that are relevant to lower grade students. This study is also expected to be an applicable model for the development of Islamic Religious Education learning at the elementary school level, especially in Grade 2 of SDUT Bumi Kartini Jepara.

B. Method

The research methodology used is a descriptive qualitative approach model, namely collecting data methodically, factually and exactly according to the characteristics of the field which is collected using a case study research design at the elementary school level. (Luthfiyani & Fadlan, 2023) . This study was conducted for two months, between June and July. Data collection was carried out by interviewing grade 2 teachers and students of SDUT Bumi Kartini Jepara. In addition, direct observation of learning activities in the classroom was carried out and related documents such as teaching modules, syllabuses, and activity pictures were collected. The selection of research subjects was carried out using the Purposive Sampling technique, namely

by selecting informants from certain criteria that were in accordance with the research objectives (Affida & Zainiyati, 2022) . In addition, to complete the existing data, the author took references that were in accordance with this study. The author processed the data using a qualitative analytical descriptive approach, namely an effort to explain the data in more depth, analyze it, and then interpret it clearly in order to answer existing problems (Rusandi & Rusli, 2014) .

C. Results and Discussion

Teachers' Strategies in Overcoming Misconceptions in Islamic Religious Education Learning for Grade 2 of SDUT Bumi Kartini Jepara

An element that significantly influences students' success in learning in class is their learning method. In order for learning to be effective, the right approach must be used to prevent misunderstanding of information or concepts (Prasetya et al., 2024) . The use of various learning models can increase the activeness and involvement of students in understanding the material (Panjaitan et al., 2024) . An approach that involves various creative strategies

can be a solution in helping students reconstruct the correct concept.

In an effort to overcome the misconceptions that arise, the 2nd grade PAI teacher at SDUT Bumi Kartini uses several strategies that are integrated with media and interesting learning methods as stated by Mr. MA. Izzuddin Jazuli as a 2nd grade PAI teacher at SDUT Bumi Kartini in his interview as follows:

"Regarding the learning strategies that I apply in overcoming misconceptions in learning Islamic Religious Education for grade 2, there are 4 strategies, bro. First, I use Contextual Learning with Educational Games, the second is the Repeated Practice Method with the use of Audio Visual Media, the third is the Story Telling Method with Projector-Based Digital Media, the fourth is Direct Practice Activities with Creative Projects. I use all the strategies above according to the form of misconception of the material".

From the explanation above, it can be understood that the teacher's strategy in overcoming misconceptions in Islamic Religious Education learning for class 2 of SDUT Bumi Kartini Jepara, there are 4 strategies used, namely:

1. Contextual Learning With Educational Games

The teacher relates the pillars of Islam and the pillars of faith with

concrete examples from everyday life. Teachers also create educational games such as puzzle games and quizzes. This is as stated by Mr. MA. Izzuddin Jazuli as a 2nd grade PAI teacher at SDUT Bumi Kartini in his interview as follows:

"In overcoming misconceptions such as students considering the pillars of Islam and the pillars of faith to be the same, they also often memorize without really understanding the meaning of each point, the strategy I use is to link the pillars of Islam and the pillars of faith with concrete examples from everyday life such as explaining about faith in angels by connecting it with behavior to maintain goodness, sis. I also create educational games such as making puzzle games and quizzes about the pillars of faith and the pillars of Islam to strengthen their understanding in a fun way."

From the explanation above, it can be understood that the teacher links the pillars of Islam and the pillars of faith with concrete examples from everyday life, such as explaining about faith in angels by connecting it with behavior that maintains goodness. The teacher also creates educational games such as making puzzle games and quizzes about the pillars of faith and the pillars of Islam to strengthen their understanding in a fun way. This strategy is used by the teacher to overcome the form of student

misconceptions that have difficulty understanding abstract concepts such as the pillars of Islam and the pillars of faith, and they often memorize without really understanding the meaning of each point.

The Contextual Learning Approach emphasizes the relationship between the information taught and the real-world conditions and experiences of students (Agustika et al., 2021). In the context of teaching the pillars of Islam and the pillars of faith for grade 2 elementary school students, teachers have an important role in building a bridge between these abstract concepts and students' daily lives. For example, when explaining faith in angels, teachers can relate it to positive behaviors that students often do, such as helping friends in trouble or sharing toys. In this way, students can see how important these values are and how they are applied in their daily lives.

The importance of concrete experiences in contextual learning cannot be ignored (Sulastris, 2016). Students become more interested and better able to understand abstract ideas when they are given the opportunity to

observe directly how religious principles are applied in everyday life (Musyafak & Subhi, 2023). For example, by telling stories about relevant real experiences, teachers can help students realize that faith is not just words, but also an attitude and action that must be taken.

In addition, fun learning methods are essential to increase students' interest and motivation (Nasution, 2017). For this purpose, educational games such as puzzles and quizzes about the pillars of Islam and religion may be a useful aid. By involving students in games, they can learn actively and collaborate with their classmates, which in turn can strengthen their understanding. Incorporating games into religious education can increase student engagement and facilitate understanding and retention of the curriculum (Nasution, 2017).

Overall, the implementation of contextual learning when teaching the pillars of Islam and the pillars of faith in grade 2 elementary school can overcome difficulties in students' understanding of these abstract concepts. The aim is for students to gain deeper knowledge and be able to put these ideals into practice in daily actions by using interesting

learning techniques and connecting religious teachings with real experiences.

2. Repetitive Practice Method Using Audio Visual Media

It has been proven that the use of audio-visual materials to teach prayer movements can significantly increase students' understanding and proficiency. This is as stated by Mr. MA. Izzuddin Jazuli as a 2nd grade PAI teacher at SDUT Bumi Kartini in his interview as follows:

"In overcoming misconceptions such as students assuming that the words for the rukuk and sujud readings are the same, the strategy I use is to show a video of the correct prayer movements and demonstrate them directly, because with the video display, children are more enthusiastic in listening to the learning so that they understand quickly. I also make prayer movements an interesting activity with a role-playing approach. In addition, I also ask students to practice repeatedly. Repeating the reading and movements using the singing method helps remember the reading."

From the explanation, it can be understood that the teacher shows a video of the correct prayer movements and demonstrates them directly. The teacher also makes prayer movements an interesting activity with a role-playing approach. In addition, the teacher also asks students to practice repeatedly.

Repeating the readings and movements using the singing method to help remember the readings. This strategy is used by teachers to overcome misconceptions such as students assuming that the words for the rukuk and sujud readings are the same.

By showing videos of correct prayer movements, students can visually see and understand each step in performing the prayer, while the teacher's live demonstration provides clear and concrete examples. Another interesting tactic is the role-playing method, which allows students to be actively involved in prayer simulations and thus increase their interest and involvement in the subject matter (Karnia et al., 2023).

Another important component of this learning process is repetition. Students can more easily remember and perform prayer movements accurately by repeating the readings and movements (Yarisma & Suci, 2023). The use of multimedia in religious education can increase students' interest and understanding of teaching material. In addition, the use of multimedia as an alternative can reduce misunderstandings

about religion and increase conceptual understanding in children (Wahyudi et al., 2023) . Therefore , the application of audio-visual media and creative learning strategies needs to continue to be developed to overcome misconceptions and increase the effectiveness of prayer learning among students.

3. Story Telling Method With Projector-Based Digital Media

story telling method with digital media based on projectors is an innovative approach that can improve the understanding of grade 2 elementary school students about the story of the prophet. This is as conveyed by Mr. MA. Izzuddin Jazuli as a PAI teacher for grade 2 SDUT Bumi Kartini in his interview as follows:

"In overcoming misconceptions such as students having difficulty distinguishing the stories of one prophet from another, I... retelling the stories of the prophets using simplified stories and relating them to students' daily lives. I also use pictures and show animated videos that help students visualize the stories more clearly."

From the explanation above, it can be understood that teachers in overcoming students' misconceptions that they cannot yet distinguish between one prophet's story and another, use

strategies that not only tell the story of the prophet in a simplified way, but also relate it to the students' daily lives. This is very important, considering that students at this age tend to more easily understand material that is relevant to their own experiences and contexts. In this way, students can absorb the meaning and values contained in each story, such as honesty, courage, and steadfastness of faith.

The use of animated images and videos in the presentation of the prophet's story is a key element in this method. This graphic aid not only attracts students' interest but also helps improve their ability to visualize narratives (Sari et al., 2024) . Good learning media can facilitate the learning process and increase student motivation. By presenting interesting visual elements, students become more involved in the learning process, thereby increasing information retention.

Misunderstanding of the prophet's story can also be overcome by providing additional explanations and interactive discussions in class. Teachers can help students overcome misunderstandings and improve their

understanding by giving them the opportunity to ask questions and discuss. (Nissa & Putri, 2021) . Overall, the integration of storytelling methods with projector-based digital media in teaching the story of the prophet has great potential to improve students' understanding. However, to overcome the challenge of misconceptions, it is important for teachers to provide clear explanations and involve students in the active learning process. With the right teaching strategy, students will gain a deeper understanding of the story of the prophet and be able to apply the wisdom gained in everyday life.

4. Hands-on Practice With Creative Projects

Direct practice activities in Islamic religious learning are an effective method to improve students' understanding, especially for 2nd grade elementary school students who are still in the cognitive and social development stage (Dhobith et al., 2024) . At this age, children find it easier to understand concepts through real experiences, and involvement in activities related to Islamic holidays, such as Eid al-Fitr and Eid al-Adha, gives them the opportunity

to feel and reflect on the meaning of the celebration directly. This is as conveyed by Mr. MA. Izzuddin Jazuli as a 2nd grade Islamic Religious Education teacher at SDUT Bumi Kartini in his interview as follows:

"In overcoming the misconception that some students still cannot distinguish the meaning behind Islamic holidays, such as Eid al-Fitr and Eid al-Adha, the strategy I use involves students in activities related to the holidays, such as performing Eid prayers and sharing activities on Eid al-Fitr so that they feel the meaning of the celebration directly. I also invite students to make crafts or posters related to the holidays to strengthen their understanding."

From the explanation above, it can be understood that the teacher's strategy in overcoming misconceptions such as some students not being able to distinguish between Eid al-Fitr and Eid al-Adha is to involve students in big day activities, such as performing Eid prayers and sharing activities on Eid al-Fitr so that they feel the meaning of the celebration directly. The teacher also invites students to make crafts or posters related to the big day to strengthen their understanding.

The activity of inviting students to perform Eid prayers together in the school environment not only teaches

students about the procedures for prayer, but also gives them a collective experience that strengthens the sense of togetherness. Students learn the value of prayer in everyday life as well as the social values it contains, including sharing and compassion for others, through this process.

In addition to performing Eid prayers, sharing activities, such as giving donations to those in need, are part of the Eid celebration. This activity teaches students about the meaning of sharing and caring for others, which is the essence of Islamic teachings. Through this direct experience, students can feel the satisfaction and happiness of giving, as well as understand the values of solidarity and humanity (Hajjah et al., 2022).

Making crafts or posters related to big days, for example, students can draw or make posters that explain the meaning of Eid al-Fitr, the traditions carried out, and the values contained therein, this is what can strengthen students' understanding. This imaginative and expressive exercise supports students' deep conceptual understanding while encouraging

creativity (Lestari & Zakiah, 2019). Empirical studies show that a pedagogical approach that combines creativity and practical application can facilitate students' understanding of the subject matter and minimize misunderstandings.

Factors Causing Misconceptions in Islamic Religious Education Learning for Grade 2 of SDUT Bumi Kartini Jepara

The process of understanding scientific concepts among students is often influenced by various factors. Students not only interact with learning material, but are also influenced by their background knowledge, cognitive abilities and motivation. These factors have an important role in determining how effectively students can absorb and understand the material. Misconceptions can be caused by several factors. According to Mr. MA. Izzuddin Jazuli as a 2nd grade PAI teacher at SDUT Bumi Kartini There are 5 factors that cause misconceptions in Islamic Religious Education learning for grade 2 of SDUT Bumi Kartini:

a. Limitations of Students' Prior Knowledge

Many students have insufficient prior knowledge to understand more complex scientific concepts. As conveyed by Mr. MA. Izzuddin Jazuli as a PAI teacher for grade 2 of SDUT Bumi Kartini:

“ Many students have insufficient prior knowledge to understand more complex scientific concepts. For example, they may not understand basic principles before being taught more advanced concepts. This can lead to misconceptions because students are unable to relate new information to existing knowledge, making it difficult to build a coherent understanding. ”

From the explanation above, it can be understood that the limited initial knowledge of students is a factor that causes students to have difficulty in understanding more complex scientific concepts. This problem often arises because students do not have sufficient understanding of the basic principles before being given more in-depth material. As a result, students cannot connect new knowledge with what they already know, leading to misconceptions and difficulty in building understanding. Correct.

When students' basic knowledge is inadequate, the assimilation and accommodation processes are hampered, causing students to fail to understand

new concepts correctly. Students often have false beliefs about what they already know, which prevents them from learning more complex scientific ideas in depth (Rahmadani et al., 2022) . Therefore, strengthening students' basic knowledge before teaching advanced material is very important to minimize misconceptions. Limited student prior knowledge is a challenge often faced in the learning process, especially in subjects that require an understanding of scientific concepts (Elmi et al., 2022) . Students who have limited prior knowledge often have difficulty understanding new material, because they do not have enough foundation to link the information to previous experiences or knowledge (Z. & Muthi, 2024) .

These limitations can lead to misconceptions, namely errors in understanding new information that is taught. As a result, they have difficulty in constructing a complete and coherent understanding of the material being studied. When students' prior knowledge is inadequate, the learning process involving the construction of new concepts is hampered, so that their

understanding of the material is less than optimal (Simanjuntak, 2023) . By providing adequate prior knowledge and gradual learning, teachers can help students build a stronger scientific understanding.

b. Use of Complex and Inappropriate Language

The use of complex and inappropriate language can cause various problems in communication, especially in academic contexts (Siagian, 2016) . Language that is too complex or excessive often makes it difficult for students to understand the material. As conveyed by Mr. MA. Izzuddin Jazuli:

“Materials delivered in complex and overly technical or complicated language can actually make it difficult for students to grasp the essence of the scientific concepts being taught, sis. Simple and clear language is more effective in helping students grasp the essence of the learning material.”

The above presentation can be concluded that students may experience confusion or misinterpretation of the material being taught which causes obstacles to students' ability to associate concepts with correct understanding. The use of complex and inappropriate language in academic communication can be a significant obstacle to student

understanding. The use of simple and clear language is more effective in helping students grasp the essence of the learning material.

The use of appropriate and moderate language is very important in the context of education (Elmi et al., 2022) . Teachers can help students focus more on learning the concepts taught to them by making the messages they convey easier to understand by using simpler language. Simplifying language in academic communication can be the key to success in creating deep and comprehensive understanding for students (Pohan Nur Aqilah et al., 2023) . Therefore, the role of teachers is very important in modifying the language used according to the level of student understanding.

c. Limitations of Students' Memory

Students' memory limitations are a phenomenon in which students have difficulty storing, remembering, and accessing information that has been learned (Borut, 2023) . Memory, which includes short-term and long-term memory, is influenced by various factors such as the learning environment, teaching methods, and psychological

conditions of students. This is as conveyed by Mr. MA. Izzuddin Jazuli:

“Every student has a different memory capacity, sis. Students who have weak memory may have difficulty remembering the information that has been taught.”

The most important cognitive component in learning is students' memory (Anisah et al., 2022). Students' ability to store, remember, and access information affects their overall learning outcomes. However, this memory is not a fixed ability and can be influenced by various sources, such as the learning environment, teaching strategies, and psychological conditions (Samsudin, 2020).

Each student has a different memory capacity. Teachers must be able to identify these differences and adjust teaching methods to be more effective for each student. To give students a greater opportunity to remember and process the material they have learned, one tactic that can be used is to include periods of reflection or repetition into the learning process. This limitation can make it difficult to connect new knowledge to existing information, increasing the possibility of misunderstandings.

d. Concentration

Ability participant educate For still focus during learning is a key in reach results optimal academic . According to interview from Mr. MA. Izzuddin Jazuli :

“ Students’ ability to stay focused during learning is critical. Factors such as the learning environment, fatigue, and distractions can affect their concentration. If students are unable to concentrate well, they are less likely to absorb the material effectively, potentially resulting in a misguided or shallow understanding of scientific concepts.”

Students who are able to actively participate in their education are better able to assimilate, evaluate, and apply knowledge. (Rahmawati & Sunardi, 2024). Overall, students' ability to focus depends not only on individual factors such as motivation and interest, but also on how learning is structured, how interactions in the classroom take place, and how the learning environment is organized. Given the importance of focus in learning, teachers and educators need to implement strategies that support student concentration and reduce distractions that can hinder their learning process. (Aeni et al., 2022).

e. Student Learning Motivation

Student learning motivation is an important aspect that affects their academic achievement and self-development. Motivation can be interpreted as a drive from within a person to achieve certain goals, in this case learning goals (Emda, 2017). Many elements, including the home environment, teaching quality, individual interests, and psychological aspects, can affect students' motivation to learn. (Febrita & Ulfah, 2019). Motivation is a key factor in the learning process. This is as conveyed by Mr. MA. Izzuddin Jazuli as a PAI teacher for class 2 SDUT Bumi Kartini:

“ Motivation is a key factor in the learning process. Students who are not motivated to learn tend not to try to understand the material. Lack of motivation causes students to be inactive in learning, so they do not interact with the material in depth, well this has the potential to result in misconceptions or incorrect understanding”.

The explanation can be understood that student learning motivation provides an in-depth view of how motivation plays a key role in the learning process. He emphasized that students who do not have learning motivation tend to be passive and do not try to really understand the material presented. The

impact of this lack of motivation is the low level of student interaction with the learning material, which in turn can lead to misconceptions or wrong understanding (Moslem et al., 2019). So, the interview with Mr. Izzuddin Jazuli shows the conclusion that motivation is very important in the learning process. Without motivation, students will not only be less involved in the material presented, but may also fail to understand the material properly, which ultimately leads to less than satisfactory academic results.

Several factors that have been explained above can be understood that these factors contribute to students' understanding of scientific concepts. Thus, a holistic approach that considers these aspects will contribute to the development of a deeper and more accurate scientific understanding among students, which in turn can reduce misconceptions and improve learning outcomes (Sholihah, 2024). Teachers act as facilitators who help students bridge the gap between prior knowledge and correct scientific concepts (Sulistriani et al., 2021).

D. Conclusion

The main focus of this study is to explore the strategies used by teachers to overcome misconceptions in Islamic Religious Education learning for grade 2 of SDUT Bumi Kartini Jepara, as well as to identify the factors causing these misconceptions. The findings show that educators actively use various learning approaches that do not only rely on traditional methods, but also utilize technology and interactive methods to ensure deeper and more accurate understanding of students. In addition, the role of teachers as facilitators in gradually re-explaining religious concepts has also been shown to help overcome common misconceptions. Factors causing misconceptions include students' limited basic understanding of religious concepts and their tendency to generalize concepts from previous experiences and the lack of variation in teaching methods. It is important for educators, especially Islamic Religious Education teachers, to pay more attention to differences in student understanding and design more adaptive learning strategies and develop a more proactive approach to

detecting and overcoming misconceptions early on. This study can be a basis for schools in designing programs in training and developing educator competencies related to Islamic Religious Education learning methods that are more innovative and in accordance with student characteristics.

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