The Effect of Islamic Religious Education Learning Models in Increasing Students' Learning Activeness in Class VIII of SMP Muhammadiyah Parepare

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Abstract
The background in this study is the influence of the Islamic religious education learning model in increasing learning activity in class VIII SMP Muhammadiyah Parepare which is based on Law No. 12 of 2012 and Qs Al-Alaq/96:1-5 as well as field facts that occur. The type of research used is quantitative research which is located at SMP Muhammadiyah Parepare. The data sources used are primary data and secondary data. The population is 61 students and the sample is 22 students. The data collection techniques used were observation, interviews, questionnaires and documentation. Data analysis techniques used are validation and reliability tests, descriptive analysis, data requirements test and hypothesis testing. Research results that have been obtained by research based on data analysis, namely. 1) The Islamic Religious Education learning model has an average total score of 75.6061, this indicates that Islamic Religious Education learning is in the medium category. 2) Student activeness has an average score 70.9470 this shows Student Active Learning is in the medium category. 3) there is a relationship between the learning model of Islamic religious education on student learning activeness in class VIII SMP Muhammadiyah Parepare as evidenced by hypothesis testing with a significance value of 0.001 <0.05, with a determinant efficiency of 0.541% which indicates that Ho is accepted.

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Introduction

Education is a system and a way to improve the quality of human life in all aspects of human life. Education has a central role in encouraging individuals and society to improve their quality in all aspects of life in order to achieve progress, and to support their role in the future. The future development of children (the younger generation) will be increasingly complex, where future life tends to foster more directed life values. Therefore, learning Islamic Religious Education as a part of educational material has the responsibility to be able to socialize these national education goals, as part of the subjects in schools. This is explained in Law (UU) No. 12 of 2012 Chapter I article I paragraph 1, which reads as follows:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. "

Islamic education in Indonesia has a strategic position compared to other education. To realize education as stated in the law, an educator must really choose a learning model that is suitable or in accordance with students. as Allah says in QS Al-'Alaq/ 96:1-5.

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ ١ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ ٢ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ ٣ الَّذِيْ عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ ٥

Translated:

Read with (mentioning) the name of your Lord who created.He has created man from a clot of blood. Read, and your Lord is the Most Glorious. Who teaches (man) with a pen. He taught man what he did not know.

The relationship between QS Aa-Alaq/96:1-5 and the title raised by the researcher lies in the word "Read" which orders knowledge, then it is strengthened in verse five which states "teach humans what they do not know", it can be interpreted that everything that was created by Allah SWT. It has an educational element in it and the duty of a servant is to study and apply the knowledge he has acquired. when it is practiced on other people, a plan or pattern is needed as a guide in

1732

planning learning. So that the goals of education can be realized properly, especially Islamic Religious Education.

Based on field facts found at the time of initial observation, that the Islamic Religious Education learning model used in Parepare Muhammadiyah Middle School uses the Direct Learning Model. The direct learning model is a pattern used in the learning process by means of transformation and skills carried out directly. Several facts were found that in carrying out the direct learning process there were still some students who did not pay attention to the material being taught, such as noise in class, telling stories with their bench mates, paying attention to conditions outside the classroom and disturbing their friends during the learning process, resulting in Students are not active in the learning process.

Based on these problems, researchers conducted research that focused on Islamic Religious Education Learning Models and Student Active Learning.

Methodology and key questions

Research type and research location

The research that will be carried out uses a type of quantitative research. Research sites done in Parepare Muhammadiyah Middle School which is located at Jl. Muhammadiyah No. 8 Parepare.

Data source

There are two sources of data used in this study, namely Primary Data Sources, which are data directly obtained by the author from the source of the question, and secondly, Secondary Data Sources are data obtained from sources that do not directly provide data for data collection, for example through other people or documents. 4.

Population and Sample

The population in this study was Class VIII SMP Muhammadiyah Parepare which consisted of 3 classes, with a total of 61 students who would be used as the population. The samples used were class VIII.1 SMP Muhammadiyah Parepare as many as 22. As for taking samples using cluster random technique

Research instrument

a. Questionnaire

The questionnaire is a data collection tool that is distributed to respondents containing questions or written statements. The questionnaire is given and filled in directly in the form of question

sheets to students.

b. Observation sheet

The observation sheet is a data collection tool that has specific characteristics by using the five senses of sight as the main tool in observing field conditions so that complete and sharp data can be obtained.

c. interview guidelines

The interview guide is one of the tools used when the researcher wants to find information and problems which are carried out face to face which are personal or specific to the respondent.

d. Documentation guide

Documentation guidelines are data collection tools used by collecting data through written documents and in other systems.

Data Collection Procedures

1. Observation

The researcher made observations by observing the learning process when Islamic religious education educators carried out the learning process in class and observed students when they received subjects.

2. Questionnaire

The technique used by researchers in distributing questionnaires is by distributing them directly to students as respondents in the class. It is intended that the process of collecting data using a questionnaire is more easily controlled.

3. Interview

The interview technique carried out by the research was by interviewing Islamic religious education educators and students who were sampled using unstructured interviews.

4. Documentation

The documentation technique is carried out by the researcher collecting existing data so that the writer can obtain records related to research concerning SMP Muhammadiyah Parepare.

Data analysis technique

In this research, the data analysis technique is divided into 3 namely validation test, descriptive analysis technique and analysis requirements test.

1734

1. Validation and Reliability Test

a. Validation test

The validity test is the degree of accuracy between the data that occurs on the research object and the power that can be reported by the researcher. Criteria for validation testing, namely; Ho is accepted if r statistic > r table (the measuring instrument used is valid or valid) and Ho is rejected if r statistic < r table (the measuring instrument used is invalid or invalid)

b. Reliability test

Reliability is an index that indicates the extent to which a measurement tool can be trusted or relied on.

2. Descriptive statistical analysis technique

Descriptive statistical analysis is statistics that are used to analyze data by describing or describing the data that has been collected

a. Indicator Analysis

The quantitative approach is an approach used in research by measuring the indicators of research variables so that an overview of these variables is obtained

b. Descriptive Analysis Techniques

linearity<0.05, then there is no linear relationship between variable X and variable Y.

3. Simple Linear Regression Test

Simple linear regression test to predict how high the value of the dependent variable is when the value of the independent variable is manipulated. The determinant coefficient to show the magnitude of the influence

Descriptive analysis technique is a data analysis technique that aims to describe both variables. Descriptive analysis done using SPSS25.

4. Test requirements analysis

The requirements analysis test was carried out with the aim of knowing whether the data collected for hypothesis testing could be continued or not. The data analysis that will be carried out by researchers is quantitative data analysis. The data analysis technique used is statistical analysis using IBM SPSS 25 software. There are two the tests carried out on the requirement test are:

a. Normality test

Normality test aims to find out which data obtained normal distribution or not. The basis for decision making is that if the Significance value is > 0.05, then the research data is normally distributed and if the Significance value is < 0.05, then the research data is not normally distributed.

b. Linearity Test

The linearity test aims to determine whether the two variables have a linear relationship. The basis for decision making in the linearity test is that if the value of Sig. Deviation from linearity > 0.05, then there is a linear relationship between variable X and variable Y. If the value of Sig. Deviation from. The simple linear regression equation is as follows.

$$Y = a + b X$$

The basis for making decisions in conducting a hypothesis test is that if the Sig value is <0.05, then there is an effect of variable X on variable Y and if the value of Sig is > 0.05, then there is no effect of variable X on variable Y.

Islamic Religious Education Learning Model

The term model is often encountered when discussing a field of science. According to the Big Indonesian Dictionary, a model is defined as a simple description that can explain an object, system or a concept of a thing to be made or produced. While learning is identified with the word "teaching" comes from the basic word "ajar" which means instructions given to people so that they are known (followed) plus. According to Weil, the learning model is a plan or pattern that we can use to design face-to-face learning in class, or additional learning outside the classroom to sharpen teaching material. So, it can be concluded that the learning model is a plan or a pattern that is used as a guide in planning learning in the classroom.

After knowing about the learning model, it is necessary to know about Islamic Religious Education. The word "education" comes from the word "education". In English we get the word "to educate" and the word "education". The word to educate in the form of a verb, in a narrow sense is to teach or help someone learn, which means "to teach or help someone who is learning". According to Zakiah Daradjat through books on Islamic education, it defines that Islamic Religious Education is understood as a conscious effort and activities carried out by the Prophet in conveying teachings, giving examples, practicing acting skills, providing motivation, and creating a social environment that supports the implementation of the idea of forming a Muslim person. Based on the above understanding, it can be concluded that

Islamic Religious Education is a conscious and planned effort to prepare students to believe, understand, live, and practice Islamic teachings through guidance, teaching and training activities. Islamic Religious Education as a scientific discipline has characteristics and objectives that are different from other disciplines. It may even be very different according to the orientation of each institution that organizes it.

It is concluded that, the Islamic Religious Education learning model is a framework, or a pattern that is used as a guide in planning learning and determining learning tools that are carried out to prepare students to believe, understand, live, and practice Islamic teachings through guidance, teaching and training activities.

The Islamic Religious Education Learning Model that is implemented in SMP Muhammadiyah Parepare is the Direct Learning Model. The direct learning model is a teacher's teaching style that carries the content of the lesson to the contents of the journey to students and teaches them directly. According to Akhmad Suderajat the direct learning model is a type of learning model that emphasizes mastery of concepts or changes in behavior by prioritizing a deductive approach with direct transformation characteristics and skills, learning oriented towards specific goals, structured learning materials, structured learning environment and structured by Educator.

Based on the notion of direct learning, the researcher concludes that, the direct learning model is a teaching style of educators that carries lesson content specifically designed to support the learning process of students related to procedural knowledge and teaches directly to students. The characteristics of the Direct learning model are as follows:

a. There are learning objectives and the influence of models on students including learning assessment procedures. In the direct learning model, the emphasis on learning objectives must be student oriented and specific, and contain a clear description of the assessment situation and contain the expected level of performance achievement.

b. Syntax or overall pattern and flow of learning activities.

c. Management systems and model learning environments needed for certain learning activities to take place successfully.

Learning Activeness

According to the Big Indonesian Dictionary, liveliness comes from the active root word which means active (working or trying). Thus, it can be concluded that student learning activeness is a process of teaching and learning activities that requires students to be actively involved in

the learning process and make student behavior better. The active learning of students can be seen from the involvement of students in various teaching and learning processes. Diedrich in Spiritual, divides student learning activity into 6 group aspects, namely:

a. Physical activity

b. Oral activity.

c. Listening activity

d. Writing activity

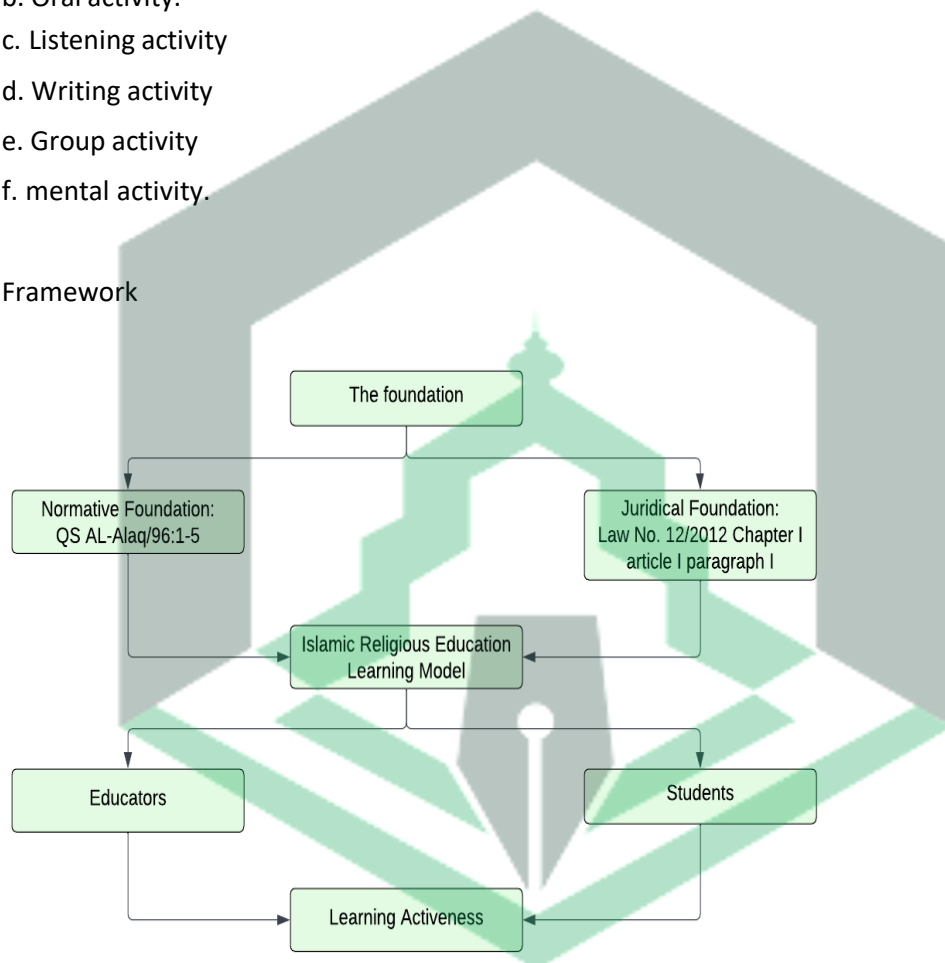e. Group activity

f. mental activity.

Framework

Figure 1: Conceptual Framework

The framework serves as a comprehensive and structured foundation for thinking and provides a systematic approach to organizing and analyzing information within the context of research. It acts as a roadmap that guides researchers through the complex terrain of their study, ensuring clarity, coherence, and rigor in their investigation.

At its core, the framework outlines the key concepts, theories, and principles that underpin the research topic. It establishes the theoretical foundation upon which the study is built, allowing researchers to situate their work within the existing body of knowledge and understand the broader context in which their research question arises.

1738

By providing a framework, researchers can structure their discussions and deliberations, ensuring that their arguments are logical, well-supported, and grounded in established theories and empirical evidence. The framework acts as a scaffold, organizing ideas and enabling researchers to identify gaps, inconsistencies, or areas of controversy within the literature.

Furthermore, the framework helps researchers define the boundaries and scope of their study. It assists in determining which variables or factors are relevant to the research question, facilitating the identification of potential relationships, patterns, or causal mechanisms that may exist within the data.

A well-developed framework also aids in the identification and selection of appropriate research methods and data analysis techniques. It ensures that the chosen methods align with the research objectives, allowing researchers to collect and analyze data in a manner that generates meaningful insights and valid conclusions.

Additionally, the framework provides a platform for researchers to critically evaluate and interpret their findings. It allows them to compare their results with existing theories, concepts, or models, facilitating the identification of agreements, discrepancies, or areas requiring further investigation. This reflective process promotes a deeper understanding of the research topic and encourages the refinement and advancement of knowledge within the field.

In summary, the framework plays a vital role in research by serving as a systematic basis for thinking. It provides structure, coherence, and rigor to the research process, ensuring that discussions and analyses are well-grounded, comprehensive, and aligned with established theories and empirical evidence. By utilizing a framework, researchers can navigate the complexities of their study, generate meaningful insights, and contribute to the broader body of knowledge in their respective fields.

Discussion

The findings of this study will be thoroughly presented, focusing on the research variables, specifically the Islamic Religious Education Learning Model (X) and its impact on Student Active Learning (Y). The research results will be elucidated based on Figure 2, which is outlined below:
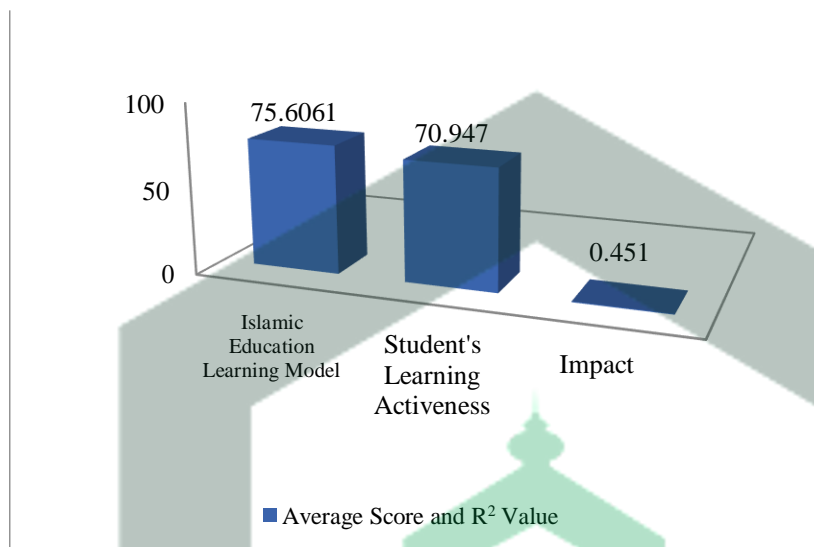
Figure 2. the presentation gain from the average score ofthe Islamic

Religious Education learning model and the average score of students' learning engagement, while the influence comes from the R^2 value in the data hypothesis test. The following is an explanation of the three research results:

Islamic Religious Education Learning Model in Class VIII SMP Muhammadiyah Parepare.

The Islamic Religious Education learning model is a framework, or pattern that is used as a guide in planning learning and determining learning tools that are carried out to prepare students to believe, understand, live, and practice Islamic teachings through guidance, teaching and training activities. Based on the results of observations and interviews, the researchers found that in opening the subject with greetings and praying to start learning, checking the presence of students as a discipline attitude. Linking the material to the previous learning activities Then the next activity is informing the subject matter to be discussed and informing about core competencies, basic competencies, and indicators at the ongoing meeting, then the teacher explains the material in detail and provides opportunities for students to ask questions about things that are not understood and evaluates students by asking questions about the material they have received. Then the next activity Carry out assessments and reflections by asking questions or student responses from the activities that have been carried out as input material for improvement in the next steps and Delivering lesson plans at the next meeting. Close the lesson by praying and greeting. The learning model used by educators in the learning process in Class VIII SMP Muhammadiyah Parepare uses the Direct Learning model.

The results of the questionnaire analysis regarding the Islamic Religious Education Learning Model obtained the fact that the average score of statements for Educator Mastery in the PAI learning process using the (Direct) learning model starting from the Planning, Implementation and Evaluating (PPE) stage has an average positive score of 82, 27% and a negative statement score of 66.96%. The statement scores on mastery of the material, self-discipline and skills have an average score of 84.24% positive statements, while the average score of negative statements is 72.12%. Then the average score of statements about giving attention and motivation to students has a positive statement score of 84.24% and a negative statement of 65.75%. The average score of the total number of statements in the questionnaire regarding the direct learning model is 75.6061 this shows that the average score of the Islamic religious education learning model is generally in the medium category.

Learning Activeness of Students in Class VIII Class SMP Muhammadiyah Parepare

Student learning activeness is a learning activity that requires students to be actively involved in the learning process and make student behavior better. Based on the results of observations made by researchers then obtain the results that in the learning process students can respond well during the learning process but there are still some students who are less active in the learning process. The results of the questionnaire analysis obtained an average score for statements. Students actively think, communicate, seek and process data, obtaining an average positive score of 77.63% and a negative score of 61.81%, the average score of statements in terms of knowledge has a positive score 82% and a negative score of 61.81%. The average score for the statement of carrying out the task is to get an average positive score of 72.27% and a negative score of 70.90%. The average score of the total number of statements in the questionnaire regarding Student Learning Activeness, namely 70.9470 this shows that the average score of Student Active Learning is generally in the medium category.

The influence of the Islamic Religious Education Learning Model in increasing the active learning of students in class VIII SMP Muhammadiyah Parepare.

The results showed that there was an influence of the Islamic Religious Education learning model (X) on the active learning of students (Y), based on the efficiency of the determinant (R^2) used to show how large the percentage of independent variables (Islamic Religious Education Learning Model) simultaneously raised applying the variance of the dependent variable (Student Learning Activeness). The

results of the determinant coefficient test using SPSS 25. The summary table shows that R^2 is 0.451. This shows that the Islamic Religious Education Learning Model influences the learning activity of students in class VIII.I SMP Muhammadiyah Parepare by 0.451%. The results of the hypothesis test showed that the sig value (p) was 0.001. This value is smaller than the significance level of the hypothesis a = 0.05 (0.001 <0.

Conclusion

The conclusions from the results of the discussion are as follows:

1. The Islamic Religious Education learning model used in SMP Muhammadiyah Parepare is using a direct learning model. The average score of statements about planning, implementation and evaluation has an average positive score of 82.27% and a negative statement score of 66.96%. Statement scores on mastery of material, self-discipline and skills have an average positive score of 84.24%, while the average score of negative statements is 72.12%. Then the average score of giving attention and motivation to students has a positive statement score of 84.24% and a negative statement of 65.75%. The average score of the total number of statements in the questionnaire regarding the direct learning model is 75.6061.

2. The learning activity of students can be seen from the questionnaire that was given to 22 students. The average score for statements Students actively thinks, communicate, seek and process data to obtain an average positive score of 77.63% and a negative score of 61.81%, the average score of statements in terms of Knowledge has a positivescore of 82% and a score negative 61.81%. The average score for the statement of carrying out the task is to get an average positive score of 72.27% and a negative score of 70.90%. The average score of the total number of statements in the questionnaire regarding Student Learning Activeness, namely 70.9470this shows that the average score of Student Active Learning is generally in the category while it means that students' active learning is good but still needs to be improved.

3. Based on the results of the research that has been done, the influence of the Islamic Religious Education learning model in increasing the learning activity of students in class VIII SMP Muhammadiyah Parepare with the results of inferential statistical analysis obtained a significance value of 0.001 <0.05, meaning that Ho is accepted and the efficiency of the determinant is 0.451%. So that it can be said that the hypothesis put forward by the researcher is that there is an influence between the Islamic Religious Education learning model in increasing student learning activity.

1742

SUGGESTION

Based on the results obtained in this study, several suggestions are proposed

To improve the Islamic Religious Education learning model educators must master the learning model that is applied during the learning process and know which learning model is suitable for use in the learning process so that the learning process goes well

To increase the activeness of learning, educators need to pay attention to the active learning of students in the learning process so that learning objectives can be achieved properly, such as mastering the class and controlling students in learning so that they are truly active in learning. Then for students to be more active, improve quality, and be able to adapt to the learning model used by educators.

Educators must know various kinds of learning models, so that educators can use learning models that are suitable for use according to the material being taught and can improve students' active learning.

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