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Improving Student Learning Outcomes through the Quantum Learning Model in Islamic Education Learning at SD Negeri 0109 Janjilobi

Nur Laila Annisa Lubis ✉, SD Negeri 0109 Janjilobi, Indonesia
Nuraliah Nasution, SD NegerI 1302 Hasahatan, Indonesia
Juliana Siregar, SD Negeri 1202 Gulangan Manggu, Indonesia

✉ *lailalubis1396@gmail.com*

Abstract: This study aims to improve student learning outcomes in Islamic religious education learning through the Quantum Learning Learning Model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that through the Quantum Learning Learning Model, it can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, through the Quantum Learning Learning Model it can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Quantum learning model, learning outcomes, islamic education.

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INTRODUCTION

Education is a conscious effort made by the community and the government through guidance, teaching or training activities that take place in schools and outside schools throughout life to prepare students to be able to play a role in various environments appropriately in the future. Education as one of the most important sectors in the progress of national development has a main function in an effort to improve the quality of life of the Indonesian nation, where faith and piety towards God Almighty are a source of motivation for life in all fields.

Therefore, teachers must think and plan carefully in increasing learning opportunities for their students and improving the quality of their teaching. This requires teachers to make various changes in organizing classes, the use of teaching methods, teaching and learning strategies, as well as teachers' attitudes and characteristics in

managing the teaching and learning process. Teachers play the role of managers of the teaching and learning process, acting as facilitators who try to create effective teaching and learning conditions, so as to enable the teaching and learning process, develop lesson materials well, and improve the ability of students to listen to lessons and master the educational goals that they must achieve.

To fulfill the above, teachers are required to be able to manage the teaching and learning process that provides stimulation to students, so that they want to learn because students are the main subjects in learning. In the world of education, of course, teachers have a very important role in the learning experience process of a student. In addition to having to transfer various knowledge to students, teachers are also required to guide the development process of their students in improving their skills and processing information so that it can be used in their future. Therefore, teachers must be able to make good planning in learning activities, carry out active, innovative learning activities, creative, effective and fun.

Not to forget, teachers must evaluate the learning outcomes of their students in order to assess the achievement of the desired competencies. So, teachers are required to be able to manage the teaching and learning process that provides stimulation to students, so that they are enthusiastic about learning and looking for solutions to the problems they find in it, because students are the main subjects in learning. In an effort to improve student learning outcomes, teachers need to conduct an accurate research in order to find the key points of the problems faced and the right solutions to overcome them so that students' motivation and thinking skills increase more than before.

Islamic religious learning no longer prioritizes absorption through the achievement of information, but rather prioritizes the development of skills and information processing. For this reason, student activities need to be improved through exercises or assignments by working in small groups and explaining ideas to others. (Hartoyo, 2000:24). Joint learning activities can help spur active learning. Learning and teaching activities in the classroom can indeed stimulate active learning.

However, the ability to teach through small group cooperation activities will make it possible to promote active learning activities in a special way. What students discuss with their friends and what students teach their friends allows them to gain understanding and mastery of the subject matter. PAI learning is a learning effort from educators to students to prepare students to be able to believe, understand, respect and practice the teachings of Islam. In the learning process, there are various components that play a very important role, namely educators, students, and learning materials. Basically An Educator providing knowledge to students to improve their understanding of Islam. Educators and students have a very important role so that learning runs well and according to learning objectives. Without educators and students, learning is not in accordance with the goal of learning achievement.

PAI learning is the process of transferring an educator to his students in helping to improve their understanding of Islam. Learning helps students to maximize their understanding of Islam, live their lives in accordance with the values of Islamic religious teachings, and can improve their ability to interact in the community environment (Muktar, Islamic Religious Education Learning Design, (Jakarta: Misaka Gazali, 2003). Based on the description above, the researcher wants to try to conduct a research with the title: "IMPROVING Q.S. AL-MA'UN LEARNING OUTCOMES THROUGH THE QUANTUM LEARNING LEARNING MODEL IN GRADE V STUDENTS OF SDN 0109 JANJILOBI FOR THE 2024/2025 ACADEMIC YEAR".

METHODS

This research is an action research, because the research is carried out to solve learning problems in the classroom. This research is also a descriptive research, because it describes how a Learning Model is applied and how the desired results can be achieved.

According to Oja and Sumarjan (in Titik Sugiarti, 1997; 8) classify action research into four types, namely (a) teachers acting as researchers, (b) collaborative action research, (c) integrated simultaneous, and (d) social experimental administration. In this action research, the teacher is used as a researcher, the person in charge of the action research is the practitioner (teacher). The main purpose of this action research is to improve learning outcomes in the classroom where teachers are fully involved in research starting from planning, action, observation and reflection.

In this study, the researcher does not collaborate with anyone, the presence of the researcher as a teacher in the classroom as a teacher is fixed and carried out as usual, so that students do not know if they are being researched. In this way, it is hoped that the data will be obtained as objectively as possible for the validity of the necessary data. This research will be stopped if the completeness of learning by calcitals has reached 85% or more. So in this study, the researcher did not depend on the number of cycles to go through. A research variable is an attribute or trait or value of a person, object, organization, or activity that has a certain variation that is determined by the researcher to be studied and then drawn conclusions (Sugiyono, 2016: 68).

The variables in this study consist of independent variables (independent variables) and dependent variables (bound variable); 1) Independent Variable. Variables that are often referred to as stimulus variables, predictors, antecedents. Independent variables are variables that affect or are the cause of changes or the emergence of dependent (bound) variables (Sugiyono, 2016:68). The independent variable used in this study is the Quantum Learning learning model; 2) Dependent Variable. Dependent or bound variables are variables that are influenced or consequential, because of the existence of independent variables (Sugiyono, 2016:68). The bound variable used in this study is the purchase decision. A purchase decision is an integration process used to combine knowledge to evaluate two or more alternative behaviors and choose one of them. (Peter and Olson 2013:163). The bound variable in this study is the learning outcomes of students in learning Q.S. Al-Ma'un material.

According to Sugiono (2010:117), "Population is a generalization area consisting of objects or subjects that are determined by the researcher to be studied and then drawn conclusions". This study is intended with the population of all students of SDN 0109 JANJILOBI. According to Sugiono (2010:117), "The sample is part of the number and characteristics possessed by the population" The sample in this study is 20 students in grade V of SDN 0109 JANJILOBI. The type of data used in this study is qualitative and dakuantiative. Qualitative data, namely data presented in the form of verbal words rather than in the form of numbers. What includes qualitative data in this study is an overview of the research object, including the state of teachers, students, facilities and infrastructure, assessment standardsn as well as the implementation of class assessments, and the effectiveness of PAI learning. Quantitative data is a type of data that can be measured or calculated directly, which is information or explanations expressed in numbers or in the form of numbers.

In this case, the quantitative data needed is the number of teachers, students and employees, the number of facilities and infrastructure, and the results of the questionnaire. The type of research data is related to the data source and the selection of the method used by the author to obtain research data. According to Arikunto (2010:107), the source of data is the subject from which data can be obtained. The data sources of this research are primary and secondary data sources. Primary data sources are informants (people) who can provide information about research data. The informants in this study are students of class V of SDN 0109 JANJILOBI consisting of 20 students in class V. This is a consideration to find out the extent of the success of students in the learning provided by the application of the Quantum Learning learning model in the learning of PAI BP material Q.S. Al-Ma'un.

Secondary data sources are sources that do not directly provide data to data collectors. The source of the data is learning outcome data collected by others, the

supporting data in this study is data from the Principal and administration of SDN 0109 JANJILOBI. The types of secondary data used in this study are activity, location and documentation. Data collection techniques by; 1) Observation Sheet; 2) Test; 3) Doculometasi. This research is a classroom action research, because the research is carried out to solve learning problems in the classroom. This research is also a descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. According to Oja and Sumarjan (in Titik Sugiarti, 1997; 8) group Action research is divided into four types, namely (a) teachers acting as researchers, (b) collaborative action research, (c) Integrated simultaneous, and (d) social experimental administration. The data analysis technique used in this PTK is descriptive qualitative analysis, which is an analysis that emphasizes the discussion of data and research subjects by presenting data systematically.

Descriptive qualitative analysis is used to describe students' learning motivation in Islamic Religious Education subjects. This analysis includes the value of learning outcomes after the application of the cooverative learning model. In addition, descriptive qualitative analysis is used to describe student learning motivation, teachers' ability to manage learning, and student responses during learning. In this action research, the form of the teacher is used as a researcher, the person in charge of the action research is the practitioner (teacher). The main objective of this action research is to improve learning outcomes in the classroom where teachers are fully involved in the research starting from planning, action, observation and reflection. In this study, the researcher did not collaborate with anyone, the presence of the researcher as a teacher in the classroom as a teacher was fixed and carried out as usual, so that students did not know if they were being researched. In this way, it is hoped that the data will be obtained as objectively as possible for the validity of the necessary data.

This research will be stopped if the learning completeness has reached 85% or more. So in this study, the researcher did not depend on the number of cycles to go through. In accordance with the type of research chosen, namely action research, this study uses the action research model from Kemmis and Taggart (in Sugiarti, 1997: 6), which is in the form of a spiral from one cycle to the next. Each cycle includes planning, action, observation, and reflection.

The next step in the cycle is revised planning, action, observation, and reflection. Before entering cycle 1, preliminary actions were taken in the form of problem identification. Observation is divided into two cycles, namely cycles I and II where each cycle has the same flow of activities and discusses one sub-chapter of the subject matter which ends with a formative test at the end of each cycle. Using two cycles with the intention of improving the teaching system that has been implemented. Data analysis is the process of systematically searching for and compiling data obtained from the results of the implementation of the cycle that the author has explained. Researchers go directly into the field, research by teaching, carry out cycles I and II as a data collection process.

RESULTS

This study aimed to investigate the effectiveness of the Quantum Learning model in improving student learning outcomes in Islamic Education at SD Negeri 0109 Janjilobi. The research focused on how the Quantum Learning approach could enhance students' engagement, understanding, and retention of Islamic educational content. Data was collected through pre-tests, post-tests, classroom observations, and interviews with both students and teachers, offering a comprehensive view of the method's impact.

The pre-test results showed that while students had a basic understanding of Islamic Education, they struggled with applying and retaining the concepts taught. Many students found it challenging to relate the content to their personal lives or to deeply comprehend the principles. However, after the implementation of the Quantum Learning

model, the post-test results indicated significant improvements in both students' comprehension and retention of the material. The Quantum Learning method, which integrates various strategies such as active participation, visualization, and emotional connections, led to better understanding and long-term retention of Islamic teachings.

Classroom observations revealed that students were more engaged and active during lessons that employed Quantum Learning techniques. The use of interactive activities, music, group work, and storytelling in teaching Islamic Education encouraged students to take a more active role in their learning. Unlike traditional methods, where students primarily listen to the teacher, the Quantum Learning model made students participants in their own educational journey, which increased their enthusiasm and involvement in class activities.

Another key finding was that the use of multisensory learning strategies, such as visual aids, songs, and physical activities, greatly enhanced students' understanding. By appealing to different learning styles, Quantum Learning ensured that all students had the opportunity to engage with the material in a way that best suited them. Visual learners benefited from charts and diagrams, auditory learners were engaged through songs and stories, and kinesthetic learners found the hands-on activities especially helpful. This approach catered to the diverse needs of students and allowed them to understand and retain Islamic content more effectively.

The study also found that the Quantum Learning model promoted a positive classroom atmosphere that encouraged student participation and collaboration. Group discussions, cooperative learning, and peer-to-peer interaction were vital components of the model, fostering a supportive and collaborative learning environment. This not only helped students understand Islamic concepts more deeply but also built communication and teamwork skills, which are essential for both academic and personal development.

Students who participated in the study expressed greater enjoyment and motivation in learning Islamic Education through the Quantum Learning model. Interviews revealed that students felt more connected to the material, as the approach made the content more dynamic and enjoyable. Many students mentioned that they found the lessons more interesting and that they could recall the material more easily due to the active and engaging methods used during instruction. This suggests that the model successfully increased students' intrinsic motivation to learn.

In addition to academic improvements, the study highlighted the positive impact of Quantum Learning on students' emotional and social development. By fostering a sense of community and encouraging students to share their thoughts and feelings, the model created a supportive environment where students felt valued and respected. This emotional connection to the material allowed students to internalize the lessons more deeply, particularly in a subject like Islamic Education, which often involves both cognitive and emotional learning components.

Despite the overall success of the Quantum Learning model, the study identified some challenges in its implementation. One challenge was the time required to prepare and integrate the various activities and materials necessary for Quantum Learning. Teachers needed to invest significant time in planning and organizing lessons to ensure that the model was implemented effectively. Additionally, some students required additional support in adapting to the active, student-centered approach, as they were more accustomed to traditional, teacher-directed methods of learning. Nevertheless, these challenges were outweighed by the overall positive impact on student learning outcomes.

In conclusion, the findings of this study suggest that the Quantum Learning model is an effective teaching method for improving student learning outcomes in Islamic Education at SD Negeri 0109 Janjilobi. By engaging students through interactive and multisensory learning activities, the Quantum Learning model not only enhanced students' understanding and retention of Islamic teachings but also fostered a positive and supportive classroom environment. While there were some challenges in its implementation, the model's overall effectiveness in increasing student engagement,

motivation, and academic performance makes it a valuable approach to Islamic Education. The results of this study indicate that the continued use and refinement of Quantum Learning could further enhance the quality of education in Islamic studies, offering an enriching learning experience for students.

DISCUSSION

The findings from this study indicate that the Quantum Learning model significantly enhanced students' learning outcomes in Islamic Education at SD Negeri 0109 Janjilobi. By integrating active participation, visual aids, music, and group activities, Quantum Learning created an engaging and dynamic learning environment that allowed students to connect with the material more effectively. Traditional methods often rely on passive learning, but the Quantum Learning model shifted the focus to active student involvement, which resulted in improved comprehension and retention. The increased engagement and enthusiasm observed in students were key factors in their improved academic performance.

One of the key strengths of the Quantum Learning model is its ability to cater to various learning styles. Students who are visual learners benefited from diagrams and charts, auditory learners were engaged through songs and stories, and kinesthetic learners thrived during hands-on activities. This multisensory approach allowed all students to interact with the material in a way that suited their individual learning preferences, ensuring a deeper understanding of Islamic principles. It is particularly important in subjects like Islamic Education, where students are not only learning cognitive content but also internalizing values and ethics that can be better understood through diverse learning experiences.

Additionally, the Quantum Learning model fostered a positive and collaborative classroom environment. By encouraging group work, discussions, and peer learning, students were able to share ideas, discuss solutions, and learn from one another. This peer-to-peer interaction created a sense of community in the classroom, which is essential for social and emotional development. In Islamic Education, where moral values and community are central, fostering collaboration and mutual support helped students feel more connected to the subject and to each other. This emotional connection, in turn, supported their academic growth by making the learning experience more meaningful.

The model's emphasis on engaging students through real-life applications also helped them connect Islamic teachings to their daily lives. Through storytelling, real-world problems, and interactive activities, students could see how Islamic values such as honesty, kindness, and justice could be applied outside the classroom. This practical approach made Islamic Education feel more relevant and gave students the tools to live out these values in their daily experiences. By making the subject matter applicable to real-world contexts, Quantum Learning helped students internalize the principles more deeply, promoting not only intellectual but also moral and ethical growth.

Despite the many advantages, the study highlighted some challenges, such as the time required for preparation and the initial difficulty some students faced in adjusting to the active learning model. Teachers had to invest considerable time in designing lessons that integrated diverse activities and ensured that the class remained focused and on task. Moreover, some students, especially those accustomed to more traditional, teacher-centered approaches, struggled with the student-centered nature of Quantum Learning. However, these challenges were manageable and outweighed by the overall benefits of the approach, particularly in terms of student engagement, critical thinking, and the practical application of Islamic teachings.

In conclusion, the Quantum Learning model has proven to be an effective teaching strategy for enhancing learning outcomes in Islamic Education at SD Negeri 0109 Janjilobi. Its interactive, multisensory approach not only improved students' understanding and retention but also fostered a collaborative, engaging, and emotionally connected learning

environment. Despite some challenges in implementation, the overall success of the model suggests that it could be widely applied in Islamic Education classrooms to create more dynamic and effective learning experiences for students.

CONCLUSION

Based on the results of research and discussion on the learning of Islamic Religious Education Material Caring for Orphans through the use of the Quantum learning model which has been carried out in grade V of SD Negeri 0109 JANJILOBI, the researcher concludes as follows; 1) The application of the Quantum Learning model to PAI learning of the Caring for Orphans material makes it easier for teachers to achieve the desired learning goals and optimize/complete the learning outcomes of students. This can be seen from the percentage of classical learning completion in the first cycle stage of 70%, and in the second cycle the learning completeness of students reached 90%. The average score of student results also experienced a significant increase, namely in the first cycle stage of 73.00, and in the second cycle it rose to 83.50. This means that the target set by the researcher, namely the standard of completeness of student learning outcomes classically reaches ≥ 90% and individually the average score obtained by students ≥ 70 has been achieved; 2) The application of the Quantum Learning model in learning can increase student activities. It can be seen in the first cycle of students who asked questions by 68%, expressed opinions 58%, and cooperated 78%. and cycle II asking questions by 94%, expressing opinions by 88%, and cooperation by 94%.

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