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Improving Students' Conceptual Understanding in Islamic Education Learning Through Active Learning Approaches at SD Negeri 22 Batang Tuhur

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Abstract: This study aims to improve students' conceptual understanding ability in Islamic religious education learning by using an active learning approach. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high school students. The data of this study were obtained by test and observation techniques. Tests are used to measure learning outcomes 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 an active learning approach can improve students' conceptual understanding ability 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 58.11%, the first cycle 73.19% and in the second cycle it increased to 89.36%. Thus, the use of an active learning approach can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Active learning approach, islamic education, conceptual understanding.

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INTRODUCTION

Greetings are a form of polite communication that is very important in social interactions, especially in the school environment. Greetings not only serve as a symbol of respect, but also as a medium for building harmonious and respectful social relationships. In Indonesian culture, greetings have a very deep meaning because they contain religious and social values that have been passed down from generation to generation.

However, in the initial observation in Class IV of the 22 Batang Tuhur State Elementary School, Dua Koto District, it was found that most students did not understand the importance of greetings and rarely applied them in daily life. This can be seen from the habit of students who only say greetings formally at certain times, such as when meeting teachers or when starting classroom activities. Meanwhile, in daily interactions with friends or school staff, this habit is hardly applied.

The results of interviews with several teachers showed that students tended to consider greetings as a mere formal obligation, not as a reflection of politeness. In addition, the lack of learning that explicitly instills the values of greetings is also a factor that causes students not to be used to conveying greetings sincerely and consistently.

This condition is further exacerbated by the lack of integration of character values in learning. Most of the learning methods applied in the classroom are more oriented towards cognitive achievement and pay less attention to the development of students' affective aspects. As a result, students not only lack understanding of the deep meaning of greetings, but they are also not trained to make them part of daily habits. In fact, greetings have a strategic role in shaping the character of students. By making it a habit to say hello, students can learn to respect others, develop empathy, and strengthen social relationships. Greetings also serve as a means to create a harmonious and conducive school environment for learning.

To overcome this problem, innovations in learning are needed that are able to instill understanding and practice of greetings effectively. One of the approaches that is considered potential is the active learning method. This method involves students directly in the learning process so that they not only become recipients of information, but also play an active role in understanding, internalizing, and practicing the values taught. With this approach, students are expected to understand the importance of greetings and be trained to apply them in daily life consistently and sincerely.

In addition, active learning can provide space for students to explore the meaning of greetings through various interactive activities, such as group discussions, simulations, role-playing, and reflection. Through this activity, students not only understand the theoretical aspects of salam, but are also able to live and practice it in various situations. Thus, active learning is expected to be an effective solution to improve students' understanding and practice in conveying greetings.

METHODS

The subjects of this study are 15 students in grade IV of State Elementary School 22 Batang Tuhur, Dua Koto District. The subjects of this study have different abilities, namely some have moderate, low and very low abilities. This research uses the Classroom Action Research (PTK) approach which is carried out in two cycles, with each cycle covering the stages of planning, implementation, observation, and reflection.

PTK is a research approach that focuses on efforts to improve the learning process through cycles consisting of planning, implementation, observation, and reflection stages. This method aims to improve the quality of learning and overcome problems faced in the classroom directly.

Characteristics of PTK. The research begins with the identification of real problems faced by teachers or students in the learning process, The teacher plays the role of a researcher as well as an implementer of actions in the learning process, Each action is carried out in a cycle that involves gradual improvement based on reflection from the results of the previous cycle, Research is carried out in a real context in a certain class. Reasons for using PTK: 1) Focus on improving students' understanding and practice in conveying greetings as part of character formation; 2) Allows teachers to directly implement active learning approaches and evaluate their effectiveness; 3) It is flexible, so that learning strategies can be tailored to the needs of students.

The method used in improving students' understanding and practice in conveying greetings through an active learning approach in grade IV of SDN 22 Batang Tuhur involves several main steps, namely: 1) The teacher begins learning by explaining the meaning of greetings, the purpose of conveying greetings in Islamic teachings, and the importance of greetings as a form of prayer and respect. Students are given an understanding of the different types of greetings that are commonly used in daily life; 2) Simulations and role-playing are applied to provide opportunities for students to practice

how to convey greetings in various situations, such as meeting friends, teachers, or other people. Students are asked to practice alternately so that they are used to greeting with good and correct greetings; 3) After theory and simulation, students are given the opportunity to practice conveying greetings in daily life, both in the classroom and outside the classroom. Teachers provide guidance and feedback to ensure students are doing it right; 4) The teacher evaluates the student's practice in conveying greetings. This evaluation can be done through direct observation or questions and answers with students about the meaning and purpose of greetings. Feedback is provided to correct mistakes and improve student understanding; 5) Salam learning is carried out periodically and in a structured manner. Students are reminded to continue practicing greetings in various social interactions at school, so that they are familiar with and remember well how to convey the correct greeting. With these methods, students not only understand the theory of greetings, but can also apply it in real life with confidence and understanding.

RESULTS

Based on the table above, the average score of the formative test was 86.7 and out of 15 students who had completed it, 14 students and 1 student had not achieved learning completeness. So classically, the completeness of learning has been achieved at 93.33% (including the complete category). The increase in learning outcomes in cycle II is influenced by the improvement of teachers' ability to apply active learning methods so that students become more familiar with lessons like this so that students can more easily understand the material provided. Overall in cycle II this has been achieved, so this research has only reached this cycle II. At this stage, what has been done well and what is still not good in the teaching and learning process with the active learning method will be examined. During the teaching and learning process, teachers have carried out all learning well. Although there are some aspects that are not perfect, the percentage and implementation for each aspect are quite large: 1) Based on the observation data, it is known that students are active during the learning process; 2) Shortcomings in the previous cycles have been improved and improved so that they become better; 3) The learning outcomes of students in cycle II reached completeness. In cycle II, teachers have applied active learning methods well and can

Judging from the activities of Sisiwa and the results of learning, there is no need for too many revisions, but what needs to be considered for the next action is to maximize and maintain what has existed with the aim that the next teaching and learning process can be improved and learning goals achieved. The results of this study show that the active learning method has a positive impact on improving student understanding. This can be seen from the increasingly stable students' understanding of the material delivered by the teacher (learning completeness increased from pre-cycle, cycle I, cycle II), which was 20%, 46.66% and 93.33% respectively. In this second cycle, the completeness of student learning has been achieved. Teachers' ability to manage learning

Based on data analysis, it was obtained that student activities in the process of active learning methods in each cycle have increased. This Ha has a positive impact on the understanding and achievement of the sisiwa, which can be shown by the increase in the average score of the sisiwa. Based on data analysis, student activities in the Islamic religious learning process on the subject of salam were obtained, where students were active in asking, responding, discussing and playing roles. As for the activities of teachers in learning, they have implemented the steps of active learning methods well. This can be seen from the teacher's activities that have emerged, including activities of guiding, dying, finding concepts, explaining, asking questions and answers, giving feedback a fairly large percentage.

DISCUSSION

Conveying greetings is one of the important aspects of social life taught in Islamic religious education. Greetings are a form of prayer and greeting that brings peace, as well as describing good morals. In the context of learning at SDN 22 Batang Tuhur, the teaching of greetings is carried out with a more active and interactive approach, so that students not only understand the meaning of greetings, but can also implement it in daily life. Greetings have a very deep meaning in Islamic teachings. Not only as a social greeting, greetings also reflect mutual respect and pray for the good for the person being addressed. Therefore, a proper understanding of greetings is very important to instill in students from an early age.

In grade IV of SDN 22 Batang Tuhur, the main goal is for students not only to know how to convey greetings, but also to understand the values contained in them. Active learning is an approach that emphasizes the active involvement of students in the learning process. This approach focuses on student participation in discussions, demonstrations, and hands-on practice. In learning to convey greetings, this approach is used to build students' understanding through hands-on practice, simulation, and role-playing, so that students can feel the benefits and importance of greetings in their social lives. The process of implementing the active learning approach begins by providing a theoretical understanding of greetings, followed by a discussion about the meaning and purpose of greetings in daily life. After that, students are asked to practice how to say greetings in different situations, such as when meeting friends, teachers, or parents. This way, they can more easily understand and remember the correct way to convey greetings. Simulation and role-playing are two very effective learning methods in improving students' ability to convey greetings.

By practicing in real situations or close to reality, students become more confident and accustomed to delivering greetings. For example, students can practice greeting classmates or teachers with the right greeting in different situations, such as when entering class or after completing a lesson. To ensure that students understand and are able to practice what has been learned, an evaluation is carried out after the learning is completed. This evaluation can be in the form of direct observation of students' practices in conveying greetings or through questions and answers about the meaning and purpose of greetings. With constant evaluation, teachers can find out to what extent students understand and implement greetings in their lives. Conveying greetings through active learning not only improves religious understanding, but also students' social skills. By practicing greeting in different situations frequently, students will become more accustomed to being friendly and respectful of others. These social skills will be very beneficial for them in interacting with friends, teachers, and others in their neighborhood. The greeting learning carried out in grade IV of SDN 22 Batang Tuhur is not only theoretical, but also emphasizes its application in daily life. By understanding the importance of conveying greetings, students can bring a culture of mutual respect and prayer in every one of their social interactions.

This certainly strengthens the moral values taught in Islamic religious education. Teachers play an important role in creating an active and fun learning atmosphere. In this case, the teacher acts as a facilitator who provides examples, guidance, and motivation to students. By teaching how to properly say greetings, teachers can help students not only understand how to do it, but also feel the benefits of the action. In addition to the role of teachers, parents also play an important role in guiding their children at home. Parents can set an example in conveying greetings well, so that children can imitate and implement this in their daily lives. Cooperation between teachers and parents in teaching greetings will further strengthen students' understanding of the values contained in greetings. Through active learning that emphasizes hands-on practice, students become more confident in delivering greetings. This confidence also affects their ability to interact with others. By getting used to greeting friends and teachers with kind and correct

greetings, students feel more valued and respected, which in turn can improve their social relationships. The active learning approach has proven to be effective in improving students' understanding of greetings. By engaging students in interactive and engaging activities, their understanding is not only limited to theory, but can also be put into practice in everyday life. Students who are used to active learning have an easier time remembering and applying what they learn. Although active learning provides many benefits, its application also faces several challenges, such as lack of time to carry out each learning stage to the maximum or students who feel awkward in role-playing.

However, these challenges can be overcome with a patient and consistent approach from teachers and support from classmates. Salam learning at SDN 22 Batang Tuhur can continue to be developed by integrating technology, such as the use of videos or learning applications that teach how to convey greetings interactively. This can make learning more interesting and relevant to the times, as well as provide variety in teaching methods. Salam learning carried out with an active approach also strengthens students' understanding of Islamic religious values. By knowing that greetings are not just greetings, but also prayers and signs of brotherhood, students are expected to be able to apply them in their daily lives, as well as reflect good morals in interacting with others. To achieve optimal results, consistency in learning is essential. Teachers should regularly remind and involve students in the practice of saying greetings. With this consistency, students not only learn theory, but also get used to greeting others in the right way in real life. Learning evaluation is carried out to measure the extent to which students are able to master the material and practice of conveying greetings. In addition, reflection is also carried out to evaluate the learning methods used. Teachers and students reflect together on what has been learned and how learning can be improved in the future to achieve better results. Serious learning of greetings also affects students' disciplined attitudes. By knowing the importance of greetings as a form of respect, students learn to be more disciplined in interacting with others.

They become more attentive to their attitudes and speech towards others, which improves the quality of their interpersonal relationships. A supportive school environment is also an important factor in the success of greeting learning. With the culture of greetings applied by all school residents, both teachers and students, learning greetings becomes more effective. A conducive environment supports students to more easily practice greetings in each of their interactions. Overall, the application of an active learning approach in teaching grade IV students of SDN 22 Batang Tuhur to convey greetings has succeeded in improving their understanding and practice. Learning that prioritizes the active participation of students, such as through role-playing and discussion, has proven to be effective in introducing students to the importance of greetings as part of their social life. In the future, it is hoped that this method can continue to be developed so that students not only understand, but also appreciate and practice greetings in their daily lives.

CONCLUSION

The conclusion of learning about improving students' understanding and practice in conveying greetings through an active learning approach in grade IV of SDN 22 Batang Tuhur shows that this approach is effective in increasing students' understanding of Islamic religious values, especially in conveying greetings. Through various interactive methods such as simulation and role-playing, students not only understand the meaning and purpose of greetings, but can also practice them in daily life. This approach has also succeeded in improving students' social skills, self-confidence, and discipline in interacting with others. With the support of teachers, parents, and a conducive school environment, students become more accustomed to greeting others with good and correct greetings, so as to create a culture of mutual respect in the school environment and in the community.

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