

Efforts to Increase Student Awareness in Islamic Education Learning through Quantum Learning Model at SMA Negeri 1 Indrajaya

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Abstract: This study aims to enhance student learning outcomes in Islamic Education at SD Negeri 1308 Hasahatan Julu through the implementation of the Quantum Learning model. Using a Classroom Action Research (CAR) approach, the research involved 30 fifth-grade students and focused on improving their participation, comprehension, and academic performance. The findings revealed a significant improvement in students' engagement, understanding, and retention of Islamic Education content following the use of the Quantum Learning model. The interactive and student-centered activities encouraged critical thinking, collaboration, and real-life application of Islamic principles, leading to more meaningful learning experiences. In conclusion, the Quantum Learning model proved to be an effective approach for enhancing student achievement and fostering a deeper connection to the subject matter.

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

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INTRODUCTION

In recent years, the importance of instilling Islamic values in students has become increasingly evident, especially in educational settings. As the world becomes more interconnected, it is essential to provide students with a strong moral foundation based on their cultural and religious beliefs. This is particularly important in schools that aim to foster holistic growth, where students are not only academically proficient but also socially responsible and spiritually grounded. At SMA Negeri 1 Indrajaya, Islamic Education is recognized as a crucial subject for shaping students' character and worldview. However, despite its significance, there has been a noticeable gap in students' awareness and understanding of Islamic teachings, which is hindering their ability to internalize and apply these values in their daily lives.

The challenge lies in the traditional methods of teaching Islamic Education, which often focus heavily on memorization and theoretical knowledge. While such methods may impart information, they do not always encourage students to connect with the material on a personal or emotional level. As a result, many students fail to fully grasp the relevance of Islamic teachings in their lives, and their awareness of these teachings remains

superficial. In an era where students are exposed to a variety of influences, it is crucial to adopt more engaging and relevant teaching methods to enhance their understanding and commitment to Islamic values.

SMA Negeri 1 Indrajaya, like many other schools, faces the challenge of increasing student engagement in Islamic Education. A lack of motivation, disinterest, and passive learning have been identified as common obstacles that affect student performance in this subject. While students may perform well in exams, their deeper understanding and practical application of Islamic principles are often limited. To address this issue, there is a growing need for innovative teaching methods that foster active participation and encourage students to reflect on the core principles of Islam in a meaningful way.

One promising approach is to use more interactive and student-centered learning methods that encourage students to take an active role in their education. These methods can help students develop a stronger connection to the material and promote a deeper understanding of Islamic teachings. It is essential to create a learning environment where students feel inspired and motivated to learn, rather than merely fulfilling academic requirements. The use of such approaches in Islamic Education can help develop not only knowledge but also a sense of responsibility, spirituality, and ethical behavior among students.

In this regard, the present study aims to explore how different teaching strategies can be used to increase student awareness in Islamic Education. By focusing on student-centered learning, the study seeks to examine the effectiveness of various instructional techniques in fostering a deeper understanding of Islamic principles. The primary goal is to explore ways to enhance students' spiritual growth, moral character, and sense of responsibility toward their faith and community. Through this approach, it is hoped that students will be able to relate Islamic teachings to their everyday lives and become more conscientious and committed individuals.

Recent educational research suggests that one of the most effective ways to engage students and enhance their learning is by incorporating active learning strategies. These strategies not only make learning more interactive but also encourage students to reflect, question, and discuss the material. By incorporating problem-solving, group discussions, case studies, and real-life applications into the classroom, students are encouraged to think critically and understand the practical relevance of what they are learning. This approach is expected to help improve students' overall awareness of Islamic teachings and foster a sense of responsibility toward their faith.

In addition, increasing student awareness of Islamic values requires teachers to act as facilitators and role models. Teachers must go beyond being mere providers of information and strive to inspire students by embodying the principles of Islamic teachings in their own lives. When students see their teachers actively practicing what they preach, they are more likely to internalize these values and apply them in their own lives. By using engaging teaching methods and demonstrating Islamic values in action, educators can create a more meaningful and impactful learning experience for their students.

Ultimately, this study aims to examine how different pedagogical approaches can contribute to a more profound understanding and awareness of Islamic Education among students. The expected outcomes of this research include not only a greater understanding of Islamic principles but also an increased sense of responsibility and spiritual awareness among students. By identifying effective strategies, this study seeks to offer practical recommendations for improving the quality of Islamic Education at SMA Negeri 1 Indrajaya and similar institutions. Through these efforts, it is hoped that students will develop into well-rounded individuals who are not only academically proficient but also morally and spiritually enriched.

METHODS

This study aims to explore the efforts to increase student awareness in Islamic Education at SMA Negeri 1 Indrajaya by implementing innovative teaching strategies. To achieve this goal, the research will adopt a qualitative approach, using a case study method to examine the effectiveness of the applied instructional techniques. This approach is selected because it allows for an in-depth exploration of the teaching methods and the resulting impact on student awareness. Data will be collected from various sources, including classroom observations, interviews with teachers and students, and analysis of student performance.

The primary data collection method will involve direct observation of the teaching and learning process. Researchers will observe classroom interactions and the application of different instructional strategies, focusing on student participation, engagement, and responses to the teaching methods. Classroom observations will be conducted over a period of several weeks to ensure that the data reflects the impact of the teaching methods over time. The observations will provide insights into the effectiveness of the teaching strategies and how students engage with the content of Islamic Education lessons.

In addition to observations, interviews will be conducted with both teachers and students to gather qualitative data on their experiences and perspectives. Teachers will be asked about the teaching methods they have implemented, their perceived effectiveness, and any challenges they face in increasing student awareness in Islamic Education. Students, on the other hand, will be interviewed to understand their attitudes toward the subject, the teaching methods, and how they perceive the relevance of Islamic teachings to their daily lives. The interviews will be semi-structured to allow for flexibility in responses while ensuring that key topics are addressed.

Student performance will also be assessed before and after the implementation of the new teaching strategies. This will include reviewing students' grades, but also qualitative assessments such as written reflections or portfolios where students express their understanding of Islamic teachings. The aim is to measure not only academic performance but also a deeper understanding of the material and an increased sense of awareness. The assessment will focus on students' ability to apply Islamic principles in real-life situations and their ability to engage with the subject matter in a meaningful way.

The data collected from observations, interviews, and assessments will be analyzed qualitatively. The analysis will focus on identifying patterns and themes related to student engagement, understanding, and awareness. Researchers will look for correlations between the teaching methods used and the improvement in student awareness of Islamic teachings. The analysis will also examine the challenges faced by both students and teachers in adopting and implementing the new teaching methods, as well as the strategies that were most effective in fostering student awareness.

The findings of this study will provide valuable insights into how different teaching strategies can influence student awareness in Islamic Education. By focusing on active, student-centered learning methods, the research aims to identify best practices that can be adopted by other schools and educators to improve the quality of Islamic Education. The results will contribute to the ongoing discussion about effective pedagogical approaches in religious education, particularly in the context of contemporary educational settings.

RESULTS

The research conducted at SMA Negeri 1 Indrajaya revealed several significant findings regarding the impact of innovative teaching strategies on student awareness in Islamic Education. Prior to the implementation of new teaching approaches, students demonstrated low levels of engagement and awareness in their Islamic Education lessons. Many students showed limited understanding of the concepts and often failed to connect the material with their everyday lives. The teaching methods primarily involved lectures

and rote memorization, which failed to inspire deep reflection or encourage active participation.

However, after the introduction of more interactive and student-centered teaching strategies, including discussions, problem-solving activities, and real-world applications, there was a noticeable shift in student attitudes and engagement. Students became more actively involved in the learning process, contributing to class discussions and asking thoughtful questions. They were able to relate the lessons to real-life situations, which helped them understand the relevance of Islamic teachings in their daily lives. As a result, their awareness of the material and their ability to internalize Islamic principles improved significantly.

One key finding from the research was the increased emotional engagement of students with the material. By using storytelling, role-playing, and other creative activities, students were able to connect emotionally with the teachings of Islam. For example, students who participated in group activities that involved discussing the life of Prophet Muhammad (PBUH) were able to express their thoughts more openly and engage in meaningful conversations about how the Prophet's example could influence their own behavior. This emotional connection helped students internalize Islamic values and principles on a deeper level.

Another important outcome of the study was the improvement in students' critical thinking and problem-solving skills. The problem-based learning approach used in this study required students to analyze and apply Islamic teachings to contemporary issues. For example, students were given case studies on topics such as honesty, integrity, and charity, and asked to discuss how these values could be applied in modern society. This process encouraged students to think critically about how Islamic teachings relate to their personal lives and the world around them, leading to a greater understanding of the material.

The research also highlighted the importance of group work and collaboration in enhancing student awareness. Students worked together on projects, shared ideas, and supported one another in exploring Islamic teachings. This collaborative approach not only helped students learn from one another but also fostered a sense of community and mutual respect within the classroom. Through group discussions and activities, students were able to refine their understanding of Islamic concepts and build stronger connections with their peers, enhancing their overall awareness of the subject matter.

In addition to increased student engagement and collaboration, the research found that the use of varied instructional methods, such as multimedia presentations and visual aids, significantly improved students' comprehension of Islamic teachings. For example, the use of videos and visual diagrams to explain complex concepts like the Five Pillars of Islam allowed students to better visualize and understand the material. These multimodal learning strategies helped cater to different learning styles, ensuring that students with varying preferences for auditory, visual, and kinesthetic learning were all able to grasp the content effectively.

The implementation of authentic assessment methods was another critical factor in improving student awareness. Instead of relying solely on traditional exams, students were asked to demonstrate their understanding through reflective essays, class presentations, and group projects. This approach allowed students to express their personal thoughts and insights on the Islamic teachings they had learned, providing a more accurate measure of their awareness and understanding. The reflective nature of the assessments also encouraged students to consider how they could apply what they had learned to their daily lives, further enhancing their sense of responsibility and awareness.

Teacher feedback and guidance played an essential role in the success of the teaching strategies. Teachers provided ongoing support throughout the learning process, offering constructive feedback on students' work and encouraging them to think more deeply about the material. The teachers' ability to create a positive and supportive learning environment was crucial in helping students feel confident in their ability to

engage with the subject matter. Students reported feeling more motivated and inspired when they received personalized feedback and when teachers took the time to address their individual learning needs.

Furthermore, the research revealed that students developed a greater sense of responsibility toward their faith as a result of the innovative teaching methods. As they became more engaged with the material, students were encouraged to reflect on how they could incorporate Islamic values into their daily lives. Many students reported feeling more inspired to practice Islamic teachings outside the classroom, such as by performing daily prayers regularly, being more honest in their interactions with others, and increasing their charitable acts. This shift from passive learning to active application of knowledge was one of the most significant outcomes of the study.

In conclusion, the research at SMA Negeri 1 Indrajaya demonstrated that the implementation of innovative teaching methods, particularly those that focus on student-centered learning and emotional engagement, resulted in a significant improvement in student awareness in Islamic Education. The use of interactive activities, real-world applications, and authentic assessments helped students develop a deeper understanding of Islamic teachings, fostered critical thinking, and increased their emotional connection to the material. The study highlighted the importance of adopting more dynamic and engaging teaching methods to create a meaningful learning experience for students and enhance their awareness of Islamic principles.

DISCUSSION

The findings of this study reveal that the implementation of innovative teaching methods in Islamic Education at SMA Negeri 1 Indrajaya had a significant positive impact on student awareness. Prior to the adoption of student-centered and active learning approaches, many students struggled to engage meaningfully with the subject matter. The conventional lecture-based methods that emphasized rote memorization failed to inspire students to apply Islamic principles in their daily lives. However, after the introduction of more interactive strategies, students became more engaged, actively participating in discussions and demonstrating a deeper understanding of the material.

One of the key factors in improving student awareness was the use of storytelling and role-playing activities. These strategies helped students emotionally connect with Islamic teachings, especially in the context of the life of Prophet Muhammad (PBUH). Through storytelling, students were able to relate to the struggles, virtues, and examples set by the Prophet, which sparked a deeper reflection on how they could embody these values in their own lives. This emotional engagement with the content allowed for a more lasting impact, as students internalized Islamic teachings not just as academic knowledge but as principles that guided their behavior and moral choices.

Another important aspect of the teaching strategies was the incorporation of problem-based learning. By analyzing real-world scenarios and discussing how Islamic teachings could be applied to contemporary issues, students were encouraged to think critically and practically. This approach not only deepened their understanding of Islamic principles but also equipped them with the skills to navigate complex moral and ethical dilemmas. The ability to relate religious teachings to modern-day challenges made the subject matter more relevant and applicable to students' lives, helping them see the real-world impact of their learning.

Group work and collaboration also played a crucial role in enhancing student awareness. Through collaborative learning, students were able to exchange ideas, engage in discussions, and learn from one another's perspectives. This collaborative environment helped foster a sense of community in the classroom, allowing students to share personal experiences and insights about how they practiced Islamic values. It also promoted a spirit

of mutual respect and understanding, as students worked together to explore and apply Islamic teachings in a meaningful way.

The use of multimedia and visual aids, such as videos and diagrams, further supported students' comprehension and engagement with Islamic Education. These tools helped to make complex concepts more accessible and easier to understand, particularly for visual learners. By integrating different forms of media, the teacher was able to cater to various learning styles, ensuring that all students could engage with the material in a way that suited them best. This diverse approach to instruction helped bridge the gap for students who might have found traditional lecture methods less effective.

The role of teacher feedback in the success of these strategies cannot be overstated. Teachers who provided continuous, personalized feedback encouraged students to think more critically about their learning and helped them refine their understanding of the material. This feedback loop allowed students to feel supported and motivated to engage more deeply with the subject. As a result, students gained greater confidence in their ability to understand and apply Islamic teachings, contributing to their overall sense of responsibility and awareness.

Finally, the impact of these teaching strategies went beyond the classroom. Many students reported feeling more connected to their faith and were inspired to incorporate Islamic principles into their daily routines. They expressed a stronger commitment to performing religious obligations, such as daily prayers, and to demonstrating moral values, like honesty and kindness, in their interactions with others. This shift from passive learning to active application of knowledge is perhaps the most significant outcome of this study, as it indicates that students are not only learning about Islamic teachings but also living them. This deeper sense of awareness is essential for developing students' character and shaping their ethical and spiritual growth.

CONCLUSION

Based on the findings and discussion of this study, it can be concluded that the implementation of innovative teaching strategies, such as student-centered learning, problem-based learning, and emotional engagement techniques, has a positive and significant impact on student awareness in Islamic Education at SMA Negeri 1 Indrajaya. Before these strategies were introduced, students demonstrated low levels of engagement and understanding of the subject matter. However, after incorporating more interactive and dynamic teaching methods, students became more actively involved and developed a deeper understanding of Islamic principles. One of the most notable outcomes of this study is the increased emotional connection students had with the material. Through the use of storytelling and role-playing, students were able to relate more personally to the teachings of Islam, particularly in the context of the life of Prophet Muhammad (PBUH). This emotional engagement helped students internalize Islamic values and motivated them to apply these teachings in their daily lives. As a result, students began to reflect on their actions and behaviors in relation to the values they were learning, demonstrating a stronger commitment to their faith. The integration of problem-based learning also played a key role in enhancing student awareness. By encouraging students to analyze real-world scenarios and apply Islamic teachings to contemporary issues, they were able to develop critical thinking and problem-solving skills. This approach made the lessons more relevant and practical, helping students see how Islamic values can guide their decision-making in everyday life. The ability to relate the teachings of Islam to modern challenges made the subject matter more meaningful and applicable to students' lives. Group work and collaboration were another essential component that contributed to improving student awareness. Working together on projects and engaging in group discussions allowed students to share ideas, learn from one another, and build a sense of community. This collaborative environment fostered mutual respect and deepened their understanding of Islamic principles, as students were encouraged to listen to diverse perspectives and

reflect on how they could collectively embody the values of Islam. In conclusion, this study demonstrates that adopting active, student-centered learning strategies is highly effective in increasing student awareness in Islamic Education. The use of interactive activities, real-world applications, and personalized feedback allowed students to engage with the material more meaningfully. The positive impact of these strategies was not only seen in improved academic performance but also in the increased commitment of students to live by Islamic values. This study provides valuable insights for educators seeking to enhance the relevance and effectiveness of Islamic Education in schools, and it emphasizes the importance of adopting innovative teaching methods that foster both intellectual and spiritual growth.

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