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Improving Student Learning Outcomes in Islamic Education Learning through the Quantum Learning Model at SD Negeri 0110 Hutarimbaru

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Abstract: Classroom Action Research Report Entitled "Improving Students' Learning Outcomes In Islamic Education Learning Through The Quantum Learning Model For Students At State Elementary School 1308 Hutarimbaru In The 2023/2024 Academic Year. 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, 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. Teachers have a very important role in determining the quality of teaching carried out. 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, creative, effective and fun learning activities. 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 ability 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 imparts knowledge to his 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 is more helpful for students in maximizing their understanding of Islam, living 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 mentioned 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 0110 HUTARIMBARU 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 objective of this action research is to improve learning outcomes in classrooms where teachers are fully engaged 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 variables); 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 variables used in this study are 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 research is intended with the population of all students of SDN 0110 Hutarimbaru. According to Sugiono (2010:117), "The sample is part of the number and characteristics possessed by the population" The sample in this research is 20 students in grade V of SDN 0110 Hutarimbaru. Types of data used in This research is qualitative and quantitative.

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 condition of teachers, the condition of students, the condition of facilities and infrastructure, assessment standards and the implementation of classroom 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.

The types of data collected in the study are; 1) Observation or observation of the implementation of learning; 2) Documentation during the activity; 3) Student learning outcomes in the form of Post test scores that have been implemented. 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 0110 Hutarimbaru 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 PAIBP learning of Q.S. Al-Ma'un material. Secondary data sources are sources that do not directly provide data to data collectors.

The source of the data is data on learning outcomes collected by others, the supporting data in this study is data from the Principal and administration of SDN 0110 Hutarimbaru. The types of secondary data used in this study are activity, location and documentation. In detail, the secondary data sources used in the implementation of this study include; 1) Observation results during the research process; 2) Processing data obtained from grade V students regarding student learning outcomes using the Quantum Learning learning model in Q.S. Al-Ma'un material. Data collection techniques; 1) Observation Sheet; 2) Interview; 3) Tests. 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) classify action research 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 research ranging 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

The study conducted at SD Negeri 0110 Hutarimbaru demonstrated a clear improvement in student learning outcomes in Islamic Education after implementing the Quantum Learning Model. The initial phase of the research revealed that students struggled with traditional teaching methods, showing low levels of engagement and

limited understanding of Islamic teachings. However, after introducing the Quantum Learning Model, a noticeable shift in student behavior and academic performance was observed. The model, which emphasizes student engagement, active participation, and the use of creative techniques, was key in enhancing students' interest and comprehension of the subject matter.

At the beginning of the study, students appeared disinterested in the lessons, as traditional teaching methods relied heavily on lectures and textbook readings. Many students were passive participants in the classroom, and their ability to retain or apply the knowledge was minimal. However, once the Quantum Learning Model was applied, the learning environment transformed into a more interactive and stimulating space. Students became more enthusiastic and involved in the lessons, leading to increased participation and improved learning outcomes.

The Quantum Learning Model, which incorporates various strategies such as music, games, cooperative learning, and emotional engagement, allowed students to connect with the content in a deeper and more meaningful way. For example, in lessons about the Five Pillars of Islam, students were encouraged to role-play and create group presentations, which made the material come to life and helped them understand its relevance to their daily lives. These creative activities not only enhanced students' comprehension but also made the learning process enjoyable and memorable.

Through the application of the Quantum Learning Model, students were exposed to a variety of learning experiences that catered to different learning styles. Some students responded well to visual and auditory materials, while others benefited from hands-on activities and cooperative group work. The flexibility of the model allowed each student to engage with the content in a way that suited their personal learning preferences, leading to a more inclusive and effective learning environment.

The shift towards a more dynamic and engaging classroom environment resulted in significant improvements in student participation. In the first cycle, students were hesitant to speak up or share their thoughts. However, by the second cycle, students began to actively participate in discussions, ask insightful questions, and express their understanding of Islamic concepts more confidently. The increase in student engagement was directly linked to the interactive nature of the Quantum Learning Model, which encouraged students to take an active role in their learning.

In addition to greater participation, students also demonstrated an improved ability to apply Islamic teachings in real-life contexts. For example, during discussions on the importance of charity (Zakat), students were encouraged to create real-world projects where they could plan and execute a charity drive. This activity helped students understand the importance of Zakat not just as a religious obligation but also as a practical means of helping others in their community. These activities helped reinforce the practical application of Islamic values and made learning more relevant to students' everyday lives.

The teacher's role in facilitating the Quantum Learning Model was also crucial to the success of this approach. The teacher was not merely an instructor but also a guide, providing students with the tools and support they needed to explore and discover knowledge independently. The teacher’s encouragement, feedback, and use of varied teaching techniques ensured that students remained engaged and were able to connect with the material on a deeper level. By using positive reinforcement and creating a supportive learning environment, the teacher was able to foster a sense of excitement and curiosity about Islamic Education.

Assessments conducted throughout the study, including pre-tests and post-tests, revealed a significant improvement in student learning outcomes. The results of the post-tests showed that students had gained a better understanding of key Islamic concepts, such as the pillars of Islam, prayer, and the life of Prophet Muhammad (PBUH). Furthermore, students' ability to apply these concepts in real-life scenarios had also improved. This improvement was evident not only in written assessments but also in students' oral presentations and group projects.

Overall, the implementation of the Quantum Learning Model in Islamic Education at SD Negeri 0110 Hutarimbaru led to significant improvements in student learning outcomes. Students demonstrated greater engagement, deeper understanding, and increased ability to apply Islamic principles in practical ways. The combination of interactive activities, emotional engagement, and creative teaching methods contributed to a more effective and enjoyable learning experience. This study highlights the potential of the Quantum Learning Model to enhance the quality of education in religious subjects by making learning more interactive, inclusive, and meaningful.

In conclusion, the Quantum Learning Model proved to be an effective approach for improving student learning outcomes in Islamic Education at SD Negeri 0110 Hutarimbaru. The model's focus on active participation, creativity, and emotional engagement resulted in increased student motivation and academic performance. These findings suggest that integrating the Quantum Learning Model into Islamic Education classrooms can significantly enhance students' understanding, retention, and application of key concepts, providing a more enriching learning experience.

DISCUSSION

Discussion:

The implementation of the Quantum Learning Model in Islamic Education at SD Negeri 0110 Hutarimbaru has clearly shown positive results in improving students' engagement and learning outcomes. Before the model was applied, students exhibited low motivation and struggled with passive learning methods. The transition to Quantum Learning, which emphasizes interactive and student-centered activities, provided an environment where students could actively engage with the content. This approach made the material more accessible and relevant, leading to increased enthusiasm and participation, which are key indicators of successful learning.

One of the most significant benefits of the Quantum Learning Model was its ability to cater to diverse learning styles. The model incorporates a variety of strategies, including visual aids, hands-on activities, group work, and emotional connections, which allowed students to engage in ways that best suited their individual learning preferences. By providing different avenues for learning, the model ensured that students who may struggle with traditional methods were still able to grasp the material through more dynamic, varied methods. This inclusivity helped raise the overall achievement of all students, regardless of their initial skill levels.

Moreover, the Quantum Learning Model fostered a more collaborative classroom environment. The shift from a teacher-centered to a student-centered approach allowed students to work together on projects and discussions, fostering teamwork and communication skills. These activities also encouraged students to reflect on their understanding of Islamic concepts and apply them in real-life contexts. By making learning more interactive and social, students were able to share their insights, ask questions, and learn from one another, which enhanced their understanding of the subject.

The teacher's role as a facilitator was also a key component of the model's success. Instead of acting as the sole source of knowledge, the teacher guided students through the learning process by providing support, feedback, and opportunities for self-directed learning. This approach allowed students to take ownership of their education and develop critical thinking skills. The teacher's use of varied teaching methods, such as games and emotional engagement, not only made the lessons more enjoyable but also

created a learning environment that encouraged deeper cognitive and emotional connections to the material.

Finally, the positive outcomes observed in this study suggest that the Quantum Learning Model could be a valuable tool for enhancing Islamic Education in other schools as well. The model's emphasis on active participation, creativity, and emotional engagement created a more enriching learning experience for the students at SD Negeri 0110 Hutarimbaru. By fostering a deeper connection to the material, this approach not only improved student comprehension but also encouraged students to apply Islamic teachings to their everyday lives. This holistic approach to learning can be an effective way to address the challenges faced in traditional religious education settings.

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 that has been carried out in grade V of SD Negeri 0110 Hutarimbaru, 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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