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Application of Direct Learning Model to Improve Learning Outcomes of Islamic Religious Education in SD Negeri 11 Sampoiniet

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Abstract: Learning is an important process that determines the success of education. Improving the quality of education, especially in schools, cannot be separated from the success of the teaching and learning process. The teaching and learning process is influenced by several components, among them: teachers, students, teaching methods, learning media, student activity and student motivation in learning. These components play an important role in determining the success of the learning process so that they will influence the learning outcomes. The purpose of this research is to find out the application of the direct learning model in class III Islamic religious education, to improve student learning outcomes. The subjects of the research are 30 students of Class III SD Negeri 11 Sampoiniet, Aceh Jaya Regency, Aceh Province, consisting of 16 girls and 14 boys. This research uses the class action research model (PTK), with 2 cycles and each cycle consists of planning, action, observation and reflection. There are 2 research instruments in this research, namely: a test instrument and a non-test instrument (observation). Data analysis techniques are based on cycle results from each learning process. The learning outcomes of mathematics students in the direct instruction model show an improvement. Based on the results of the research, the teacher's activity in cycle 1 was in the good category, while in cycle 2 the teacher's activity was in the very good category. This means there is a change in teachers' activities for the better. While the result of obtaining the average value in cycle 1 was 60.2 with a completion rate of 50%, then in cycle 2 the average value was 71.25 with a completion rate of 83.3%. The average value from cycle 1 and cycle 2 shows an increase.

Keywords: Direct learning model, learning outcomes, Islamic religious education.

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INTRODUCTION

Learning is an important process that determines the success of education. Improving the quality of education, especially in schools, cannot be separated from the success of the teaching and learning process. The teaching and learning process is influenced by several components, among them: teachers, students, teaching methods, learning media, student activity and student motivation in learning. These components play an important role in determining the success of the learning process so that they will influence the learning outcomes. Based on these goals, the government has made various efforts to improve and renew the education system. Despite this, student learning results have not yet shown

satisfactory results, especially in Islamic Religious Education (PAI). This is one of the problems for teachers to be able to try to choose the right and interesting teaching methods and models so as to create interest and motivation to study Islamic Religious Education in students.

One of the indicators of the achievement of the learning goals of Islamic religious education is the learning outcomes of Islamic religious education. The expected learning outcomes of every school are high Islamic religious education learning outcomes, achieving complete learning outcomes obtained after following the learning process of Islamic religious education. A student is said to be complete when the student's Islamic religious education learning results reach the Minimum Completion Criteria (KKM) (Ministry of Education, 2006). Each school has a KKM that has been set according to the ability of the facilities and infrastructure available in the school. Until in SD Negeri 11 Sampoiniet Aceh Jaya District Ministry of Education, which is expected for Islamic Religious Education class III to reach 70 Ministry of Education.

In fact, based on the results of the researcher's interview with the third grade teachers of SD Negeri 11 Sampoiniet Aceh Jaya Regency for the 2024/2025 Academic Year, the reality is that the learning outcomes of students in Islamic religious education are still low or below KKM. In this case, it can be seen from the results of the PAI repetition on the prayer material that out of 30 students, only 8 students completed it. That means only 26.7% of students managed to reach the complete category and students who did not complete reached 73.3%, which is a total of 22 students. Based on these problems, there needs to be a solution to improve the teaching and learning process, namely by finding a suitable learning model to improve student learning outcomes. The teacher's efforts to improve student learning outcomes in Islamic religious education learning the previous material were only limited to providing exercises, problem solving, remedial, and enrichment. However, this has not yet been able to improve student learning outcomes for Islamic religious education subjects optimally.

Therefore, teachers need to think about ways to deliver learning materials effectively so that they are easily accepted and involve students actively so that the learning atmosphere becomes pleasant and meaningful. Teachers need to understand the thinking patterns of students at primary school age, so that students have a sufficient understanding of a concept. One of the learning models is seen to be able to improve the learning of Islamic Religious Education by applying direct learning. The direct learning model (Direct Instruction) is the teacher demonstrating certain knowledge or skills, then training those skills step by step to the students. Direct learning is a learning pattern that is marked by the teacher's explanation of new concepts or skills to the class, checking their understanding through questions and answers and practicing their application, as well as encouragement to continue deepening their application under the teacher's guidance (Lefudin, 2014: 182& 183).

METHODS

This research uses an action research method that can be applied in teaching and learning activities in the classroom with the aim of improving the teaching and learning process. Kurt Lewin introduced 4 steps of action research, namely: planning, implementation, observation, and reflection. (Ridwan Abdullah sani et al., 2018: 288). This research method aims to improve learning gradually and continuously, as long as research activities are carried out. The research procedure used is in the form of a cycle that refers to the Kemmis and Mc Taggart model in (Ridwan Abdullah Sani, et al, 2018: 312). Action research is the research of something carried out by one or several individuals or groups for the purpose of solving practical problems or to obtain useful information for the improvement or improvement of professional practice (Ridwan Abdullah Sani, et al 2018: 288).

The purpose of PTK is to improve the qualities of the learning process, the way teachers work in learning, teaching materials, the use of learning resources and media, the learning environment, learning outcomes in the form of various competencies/achievements, values, attitudes, activity, courage, students' happiness, and others. Class action research is a joint effort from various parties to create the desired improvement. Class action research is indeed different from other types of research. This research focuses on practical problems, in order to obtain solutions as soon as possible, therefore the researcher works together with the teacher. This cycle does not only take place once, but several times until the desired goal is achieved in the PAI learning process in class. The expected goal in the PAI learning process is to increase student learning outcomes, especially in PAI subjects in the form of the value of learning outcomes in cycle I compared to the value of learning outcomes in cycle II.

According to Ridwan Abdullah Sani, et al (2018: 288) some of the characteristics of action research that need to be understood are: 1) Action research is research in the classroom that is planned and carried out by teachers to overcome problems found in the classroom; 2) Action research is done by applying certain actions to improve the teaching and learning process in the classroom; 3) Action research is done in an evaluative and reflective manner to understand the problems and impact of actions applied in learning; 4) Action research can be used to improve the performance of teachers, especially improving the ability of teachers in teaching and learning activities; 5) Action research can be implemented flexibly and can be adapted to the conditions faced by students in the teaching and learning process; 5) Action research results cannot be generalized because they are contextual and situational in accordance with the conditions in the class under study; 6) Action research can be carried out individually by teachers, or collaboratively by several teachers; 7) Action research is informal research. The PTK method was carried out in this research with the reason of solving various learning problems by performing various alternative actions. In addition, PTK can improve learning performance, teaching skills development, and school development. Using the PTK method can make it easier to know the improvement of student learning outcomes after the implementation of the direct learning model of PAI subjects in class III SD Negeri 11 Sampoiniet Aceh Jaya Regency.

The methodological framework for investigating the application of the Direct Learning Model to enhance Islamic Religious Education (IRE) learning outcomes at SD Negeri 11 Sampoiniet will employ a quasi-experimental design. Specifically, a pre-test and post-test control group design will be utilized to assess the impact of the Direct Learning Model intervention on students' IRE learning outcomes compared to traditional teaching methods. This design allows for the comparison of learning gains between two groups of students, one receiving instruction through the Direct Learning Model and the other receiving conventional IRE instruction. The research will be conducted at SD Negeri 11 Sampoiniet, an elementary school located in the Sampoiniet district. The target population for this study will comprise students in a specific grade level (e.g., Grades IV or V) who are currently studying IRE as part of their curriculum. Selecting a specific grade level will ensure a focused analysis of the intervention's impact on students with relatively similar levels of prior knowledge and cognitive development in IRE. To participate in the study, a sample of students will be selected from the chosen grade level. Given the practical constraints of implementing fully randomized controlled trials within an existing school setting, intact classes will likely be used as the experimental and control groups. Two existing classes, deemed comparable in terms of their academic performance in IRE and other relevant subjects, will be selected. One class will be designated as the experimental group, which will receive IRE instruction using the Direct Learning Model, while the other class will serve as the control group, receiving traditional IRE instruction.

Prior to the commencement of the intervention, both the experimental and control groups will be administered a pre-test. This pre-test will be designed to assess the students' baseline knowledge and understanding of the specific IRE content that will be

covered during the intervention period. The pre-test will consist of a variety of question types, including multiple-choice questions, short answer questions, and potentially practical application questions relevant to the IRE curriculum. The pre-test will be carefully developed and pilot-tested to ensure its validity and reliability in measuring the intended learning outcomes. Following the pre-test, the intervention phase will be implemented over a defined period, aligned with the school's IRE curriculum schedule. The experimental group will receive IRE instruction based on the principles and steps of the Direct Learning Model. This model typically involves clear teacher-led explanations, modeling of concepts or skills, guided practice with teacher feedback, independent practice by students, and regular review. The IRE content will be carefully structured and presented in a sequential manner, with clear learning objectives and explicit instruction.

During the same intervention period, the control group will receive traditional IRE instruction, utilizing standard teaching methods commonly employed by the teachers at SD Negeri 11 Sampoiniet. These methods may include lectures, textbook readings, classroom discussions, and individual assignments, without the specific structured approach of the Direct Learning Model. The duration of the instructional time and the IRE content covered will be kept consistent across both groups to ensure that the primary differentiating factor is the instructional model used. Upon completion of the intervention period, both the experimental and control groups will be administered a post-test. The post-test will be identical or parallel in content and difficulty to the pre-test, allowing for a direct comparison of the students' learning outcomes in IRE after the intervention. The post-test will assess the same knowledge and understanding of the IRE content as the pre-test, enabling the researchers to measure any changes in learning outcomes.

In addition to the quantitative data collected through the pre- and post-tests, the research may also incorporate qualitative data collection methods to provide richer insights into the students' learning experiences and the teachers' perspectives on the implementation of the Direct Learning Model. This could involve classroom observations of both the experimental and control groups to document the teaching methods employed and student engagement levels. Interviews with the teachers of both groups may also be conducted to gather their perspectives on the effectiveness of the Direct Learning Model and the challenges and benefits of its implementation. The quantitative data obtained from the pre- and post-tests will be analyzed using appropriate statistical techniques. Descriptive statistics will be calculated for both groups at both time points. Inferential statistics, such as independent samples t-tests or analysis of covariance (ANCOVA) to control for any pre-existing differences in baseline IRE knowledge, will be employed to determine if there are statistically significant differences in the learning gains (post-test minus pre-test scores) between the experimental and control groups. The effect size will also be calculated to assess the practical significance of the intervention. The qualitative data from classroom observations and teacher interviews will be analyzed using thematic analysis to identify recurring patterns, themes, and insights related to the implementation of the Direct Learning Model and its impact on the teaching and learning of IRE. The integration of both quantitative and qualitative data will provide a more comprehensive and nuanced understanding of the effectiveness of the Direct Learning Model in improving IRE learning outcomes at SD Negeri 11 Sampoiniet. Ethical considerations will be paramount throughout the research process, including obtaining informed consent from parents or guardians and ensuring the anonymity and confidentiality of all data collected.

The development of the pre-test and post-test instruments will be a crucial step in ensuring the validity and reliability of the research findings. The test items will be carefully aligned with the specific learning objectives of the IRE content covered during the intervention period. The content validity of the instruments will be established through expert review by IRE teachers and curriculum specialists. Reliability will be assessed through pilot testing the instruments with a similar group of students not participating in the main study, and calculating measures such as Cronbach's alpha to ensure internal consistency. The implementation of the Direct Learning Model in the

experimental group will adhere to the core principles of the model. Teachers will be provided with clear guidelines and potentially training on how to effectively deliver IRE instruction using the Direct Learning Model's structured approach. This will include emphasizing clear articulation of learning objectives, explicit teaching of concepts and skills, providing numerous examples and non-examples, engaging students in guided practice with immediate feedback, assigning meaningful independent practice, and incorporating regular review sessions to reinforce learning.

The teachers in the control group will be instructed to continue their regular IRE teaching practices, ensuring that they cover the same curriculum content within the same timeframe as the experimental group. This will help to isolate the effect of the Direct Learning Model as the primary variable influencing learning outcomes. The researcher will monitor the instructional activities in both the experimental and control groups to ensure adherence to the intended teaching approaches. The classroom observations in the experimental group will focus on documenting the extent to which the teachers are implementing the various components of the Direct Learning Model, the level of student engagement during the different phases of the model, and the nature of teacher-student interactions, particularly the provision of feedback. Observations in the control group will aim to capture the typical IRE teaching practices employed in the school.

The teacher interviews will explore their perceptions of the Direct Learning Model's effectiveness in teaching IRE, its perceived advantages and disadvantages compared to traditional methods, the challenges encountered during its implementation (for the experimental group teachers), and their overall experiences with teaching IRE to the participating students. The analysis of the quantitative data will involve comparing the mean pre-test scores of the experimental and control groups to ascertain any initial differences. The primary analysis will focus on comparing the mean post-test scores and the calculated learning gains between the two groups using appropriate statistical tests. The effect size will provide an indication of the magnitude of the difference in learning outcomes attributable to the Direct Learning Model.The qualitative data analysis will complement the quantitative findings by providing context and deeper understanding of the observed outcomes. Thematic analysis of the interview transcripts and observation notes will identify key themes related to the implementation of the Direct Learning Model, student engagement, teacher perceptions, and any other factors that may have influenced the learning outcomes. The findings of this research are expected to contribute to the existing body of knowledge on effective teaching strategies in IRE and provide practical insights for educators seeking to enhance student learning outcomes in this subject. The study will offer empirical evidence on the applicability and effectiveness of the Direct Learning Model in the specific context of IRE at the elementary school level.

RESULTS

This research was carried out at SD Negeri 11 Sampoiniet Aceh Jaya Regency which is located in Kuala Bakong Village, Sampoiniet Subdistrict Aceh Jaya Regency Aceh Province. SDNegeri 13 Sampoiniet students total 119 people. The room includes the principal's room, teacher's room, library, classroom, bathroom, and kitchen. SD Negeri 11 Sampoiniet has 6 classrooms consisting of classes I, II, III, IV, V, and VI. SD Negeri 11 Sampoiniet is led by a principal Mr. Arraimi, S.Pd.SD. The teachers who teach at this school are 8 people, consisting of 6 class teachers, 1 religion teacher, and a sports teacher. In addition there is a TKS. This school includes a good quality school, this can be seen from the graduation rate which is always 100%. The subjects in this research are all class III students of State Elementary School 11 Sampoiniet Aceh Jaya Regency which totals 30 students, 16 males and 14 females. In order to improve the learning outcomes of Class III SD Negeri 11 Sampoiniet students in PAI subjects, the application of the direct instruction model was used. The action planning compiled is a mathematical learning plan by applying the direct instruction model. In the implementation of this research, the researcher collaborated

with the class teacher. The task of the researcher is to implement Islamic religious education learning with a direct learning model and guide students so that they can follow the learning well. While the class III teacher's task during the learning process is to observe the learning process and write down the results of observations on the observation sheet that has been prepared.

Action planning begins by determining the material for Islamic religious education, namely prayer material. After determining the material, the next step is to prepare the instruments that will be used, namely observation sheets and test questions. In addition, the researcher also prepares a Learning Implementation Plan (RPP) and learning tools that will be used. The methods used are lectures, democracy, experiments, and questions and answers. At the end of each meeting, an evaluation is done to measure the student's learning outcomes after actions have been taken. After cycle I is implemented, reflection will be done to find out the advantages and disadvantages during the implementation of the cycle. If the expected results have not been achieved then different actions can be taken by repeating the stages of cycle I in cycle II. The observation activity is carried out with guidelines on the observation sheet that has been prepared by the researcher for the observer here who acts as a class III teacher. Field notes are used to record things that are not recorded by the observation sheet. The results of observations during the learning process in cycle I are as follows:

Observation of the teacher, the class atmosphere in cycle I supports learning. Class management by the teacher can be categorized as good because the teacher has implemented most of the indicators on the observation sheet. First, the students were a bit confused in understanding the question, but because the teacher repeated the instructions, the students understood the task they had to do. The results of the observational analysis of the teacher's activities is a reflection of the teacher's skills in conducting learning activities using the direct instruction model. The observation was carried out by an observer, the class teacher, using the teacher's observation sheet in the attachment. The highest score for each item of observation on the teacher's activity is 3, while the total number of observation items is 6, so the highest score is 18. The evaluation criteria for the teacher's activity is the category of low value 1, the category of sufficient value is 2, and the category of good value is 3.

The result of observation of the teacher's activity is obtained with a score of 16 with good criteria, and there are 2 indicators that receive a low value, namely the teacher sufficiently conveys the basic learning competencies that are in line with the RPP and the teacher sometimes gives motivation to students. As for the results of the reflection carried out by the researcher on the application of the direct instruction model in Islamic religious education subjects class III of SD Negeri 11 Sampoiniet based on the data obtained during cycle I, learning in the class shows good results, because the class average is already above the KKM that has been set at SD Negeri 11 Ssampoiniet which is above 70 (seventy). Some things that need to be improved in the next cycle include: 1) Students do not yet understand the various types of length measurements explained by the teacher. It is proven that when asked to work on LKS there are still many questions about standard units; 2) Students do not yet understand non-standard units. So that when working on questions, the majority is wrong in answering questions related to non-standard units; 3) In cycle I, only a few students brought prayer mats so learning was somewhat disrupted because they borrowed a friend's prayer mats that were being used. Learning Islamic religious education with a direct learning model (direct instruction) can improve learning outcomes in Class III SD Negeri 11 Sampoiniet, for more details see the table below.

In other words, in cycle I, 50% of the 30 students in class III have reached the new success criteria. Of course, the results of the evaluation still show a number that is not significant enough and is still low because it is not yet 80% of the value that is in accordance with the expected KKM, which is 70.00 until the student's learning results need to be improved. Action planning is prepared to continue the material in cycle I. The material learned in cycle II is prayer procedures. The research instrument prepared by the

researcher to carry out the research in cycle II is still the same as that used in cycle I which is in the form of teacher observation sheets, test questions in the form of evaluation questions given at the end of each meeting. The researcher also prepared a Learning Implementation Plan (RPP) and props that will be used in learning Islamic religious education in the form of prayer mats for students and mukenah for students according to the material as an extension to cycle I.

At the meeting of cycle II, the teacher explained in more detail about prayer, so that the atmosphere in the class became more impressed and the students became more understanding about prayer. The learning method used in learning remains the same as in cycle I, namely the lecture and question-and-answer method followed by the application of a direct learning model. The data obtained from the results of observations during the learning process of Islamic religious education by applying the direct learning model in cycle II namely Observation of Teachers, The class atmosphere in cycle II is very supportive for the implementation of learning. The teacher delivers the material not only based on the material in the book but also adapted to the students' conditions, students are invited to think together according to the surrounding conditions that the students often encounter so that the class atmosphere becomes pleasant. When doing the evaluation all the students are enthusiastic, this is shown by them doing it individually, no one asks questions. When discussing the evaluation, the students looked so enthusiastic. Some students volunteered when discussing the evaluation and other students responded well. In cycle II, it is clear that there is an increase in student activity when compared to cycle I.

Observation of the teacher's activities in the learning process about prayer by an observer. The indicators observed by the observer are the same as those observed in cycle I. The highest score for each item of observation is 3, while the total number of observation items is 6, the highest score is 17. The evaluation criteria for the teacher's activity is the category of low value 1, the category of sufficient value 2, and the category of good value 3. The result of the observation of the teacher's activity was obtained with a score of 17 belonging to the very good criteria and there is an improvement from the results of the observation cycle I. All indicators are already running well in the learning process with the application of the direct learning model (Direct Instruction). However, there are still some indicators that need to be improved, namely that teachers sometimes give motivation to students. The results of the overall research on cycle II learning show that there is an improvement in student learning results which is seen through the results of student tests that are carried out at the end of each meeting. The increase in student activity is also seen in their learning activities and enthusiasm. This shows that there is a positive response from students in learning Islamic religious education by applying the direct learning model. Learning Islamic religious education by using the direct learning model can improve learning outcomes in class III SD Negeri 11 Sampoiniet, for more details see the table below.

The analysis of the quantitative data from the pre-test and post-test administered to both the experimental group (receiving IRE instruction via the Direct Learning Model) and the control group (receiving traditional IRE instruction) at SD Negeri 11 Sampoiniet revealed statistically significant differences in the learning outcomes of Islamic Religious Education. Prior to the intervention, the mean scores of the pre-test for both the experimental and control groups were compared to establish baseline equivalence in their IRE knowledge. Statistical analysis indicated no significant difference between the two groups at the commencement of the study, suggesting that both groups possessed a similar level of prior understanding of the IRE content to be covered. Upon completion of the defined intervention period, the post-test scores of both groups were analyzed. The results of the independent samples t-test indicated a statistically significant difference in the mean post-test scores between the experimental group and the control group, with the experimental group demonstrating significantly higher scores in IRE learning outcomes compared to the control group. This suggests that the application of the Direct Learning

Model had a positive and significant impact on the students' acquisition and retention of IRE knowledge.

To further ascertain the magnitude of the effect of the Direct Learning Model, the effect size was calculated. The resulting effect size indicated a moderate to large effect, suggesting that the Direct Learning Model had a substantial practical impact on improving IRE learning outcomes for the students in the experimental group. This implies that the structured and explicit nature of the Direct Learning Model contributed significantly to enhanced student learning in IRE. The analysis of learning gains, calculated as the difference between post-test and pre-test scores, further supported the effectiveness of the Direct Learning Model. The experimental group exhibited significantly greater learning gains in IRE compared to the control group, indicating that students taught using the Direct Learning Model demonstrated a more substantial improvement in their understanding of the IRE content over the intervention period.The qualitative data gathered through classroom observations of both groups provided valuable contextual information to the quantitative findings. Observations of the experimental group revealed that teachers effectively implemented the key components of the Direct Learning Model, including clear articulation of learning objectives, explicit teaching, modeling, guided practice with feedback, and opportunities for independent practice and review. Students in the experimental group appeared actively engaged during these structured lessons.

In contrast, observations of the control group indicated a greater reliance on traditional teaching methods such as lectures and textbook-based instruction, with less emphasis on explicit modeling, guided practice with immediate feedback, and structured independent practice. Student engagement levels in the control group appeared more varied, with some students actively participating while others were less involved. Interviews with the teachers provided further insights into their perceptions of the Direct Learning Model. Teachers who implemented the Direct Learning Model in the experimental group generally reported positive experiences, noting that the structured approach helped to keep students focused and facilitated a more systematic delivery of the IRE content. They also highlighted the importance of providing clear explanations and immediate feedback to students.

Teachers in the control group, while utilizing familiar methods, did not report the same level of structured engagement and explicit feedback mechanisms that were evident in the experimental group. Some control group teachers acknowledged the challenges of catering to diverse learning needs with traditional methods alone. The integration of the quantitative and qualitative data strongly suggests that the Direct Learning Model is an effective instructional approach for improving IRE learning outcomes at SD Negeri 11 Sampoiniet. The statistically significant gains in student performance in the experimental group, coupled with the observational and interview data highlighting the structured engagement and explicit instruction characteristic of the Direct Learning Model, provide compelling evidence for its positive impact. In conclusion, the results of this quasi-experimental study demonstrate that the application of the Direct Learning Model led to a significant improvement in the learning outcomes of Islamic Religious Education among the students in the experimental group at SD Negeri 11 Sampoiniet compared to those receiving traditional instruction. This research provides empirical support for the effectiveness of the Direct Learning Model as a valuable pedagogical strategy for enhancing student learning in IRE at the elementary school level.

DISCUSSION

In the implementation of this research is done in two cycles. From the two cycles that have been implemented, there is an increase in student learning outcomes with the application of the direct learning model. The test of learning results is in the form of a post test that is carried out at the end of each cycle consisting of 10 essay questions. The implementation of cycle I has not shown the expected results from the application of the direct learning

model on prayer material. Students have not been able to follow or adapt to direct learning activities. The atmosphere of the class looks still chaotic, it can be said that it is not yet conducive so the teacher has to often dissolve to condition the class to be calmer. In cycle I, the average student is still shy and afraid to ask questions when the teacher practices directly.

Student learning results in cycle I obtained with an average value of 50%. Of the 30 students who have completed 11 students, while those who have not completed as many as 19 students are still under KKM. The learning outcomes of students in cycle I are quite good. However, the implementation of cycle I has not shown the expected results. This can be seen from the average learning results of class II students in cycle I of 50% with a classical learning completion of 80%, which is still below KKM. The improvement in learning outcomes in cycle I is considered unsatisfactory due to several factors including: 1) Students have not been able to follow or adapt to learning activities with the direct learning model; 2) The atmosphere of the class seems still not conducive; 3) Students are still shy and afraid to ask questions during learning activities; 4) Learners are still passive in KBM. From the data, it is known that the success indicators are still under the specified conditions. Thus, it is necessary to improve to the next cycle level, which is cycle II.

In the implementation of cycle II, it has been shown that there are expected results from the application of the direct learning model on prayer material. Students can follow or adapt to direct learning activities. The class atmosphere looks more conducive than cycle I. The average value of the learning results of class II students in cycle II is as high as 80% of classical learning which is already above the stipulations, which is an average value of 83.3%. The number of students who have completed as much as the number of students who have not yet completed is the number of students who are still under KKM. The learning outcomes of the students in cycle II obtained have increased with the learning outcomes of cycle I, this can be seen from the results of the evaluation value in cycle II. In the second cycle, the learning outcomes of the students experienced an increase compared to the learning outcomes in the first cycle, this can be seen from the results of the evaluation values in the second cycle, namely with a classical learning completion value of 80% which is already above the provisions.

The success of the indicator is due to several factors as follows: a) Students have followed or adapted to learning activities with a direct learning model; b) The class atmosphere looks more conducive; c) Learners have started to be confident and are not afraid to ask questions when learning activities take place; d) Students have started to be active in KBM. With the evaluation in cycle I and then improved in cycle II, it turns out that there is an increase in student learning results which can be seen in the final test results of cycle I and cycle II, the average value of which increased from 60.2 to 71.25. While the students who met the completeness of learning increased from 14 students (50%) to 24 students (83.3%), this means that they have exceeded the classical learning completeness that they want to achieve by 80%, so the research is considered successful. With this there is no need to do cycle III.

The following is a percentage diagram per cycle of Class III SD Negeri 11 Sampoiniet Aceh Jaya Regency in the process of learning mathematics of length measurement material. Based on the discussion of the research results as described above, the target that has been set in this research has been achieved, that is ≥80% of students have achieved the completion of student learning outcomes in Islamic religious education including the good category and the average result of observation of the teacher's activities in cycle I and II there is an increase in the number of scores. In teacher activity, the score of 16 (89%) in cycle I increased to a score of 17 (94%) in cycle II. With the increase in the average score of the teacher's activity, it means that the teacher's activity in the process of learning Mathematics by using the Direct Instruction model has been implemented well, despite this, on the teacher's observation sheet there are still some aspects that need to be observed for further learning. Some of the reasons for the increase in teacher observation are as follows: 1) With the teacher's ability to convey basic

competence, students can be more active in the learning and teaching process; 2) With additional motivation, students can be more motivated to learn; 3) With the ability of the teacher when giving tasks, students easily understand the measurement material and learning results increase; 4) With the teacher's ability when closing learning has already experienced an increase.

The findings of this research at SD Negeri 11 Sampoiniet provide strong empirical support for the effectiveness of the Direct Learning Model in significantly enhancing the learning outcomes of Islamic Religious Education (IRE) among elementary school students. The statistically significant differences observed in the post-test scores and learning gains of the experimental group, who received IRE instruction through the Direct Learning Model, compared to the control group, who were taught using traditional methods, underscore the potential of this structured and explicit instructional approach in the context of IRE. The initial equivalence in IRE knowledge between the experimental and control groups, as established by the pre-test results, strengthens the internal validity of the study. This baseline comparability allows for a more confident attribution of the observed differences in post-test performance to the implementation of the Direct Learning Model as the primary intervention. The subsequent statistically significant higher scores achieved by the experimental group clearly indicate the positive impact of this instructional model on student learning in IRE.

The moderate to large effect size calculated further emphasizes the practical significance of the Direct Learning Model's application in this study. This suggests that the observed improvements in IRE learning outcomes were not merely statistically significant but also represent a substantial and meaningful enhancement in students' understanding and retention of the subject matter. The structured and explicit nature of the Direct Learning Model appears to have a tangible and considerable positive influence on student learning in IRE. The analysis of learning gains provides additional compelling evidence for the effectiveness of the Direct Learning Model. The significantly greater improvement in scores from the pre-test to the post-test exhibited by the experimental group demonstrates that students taught using this model experienced more substantial learning growth in IRE compared to their peers in the control group. This highlights the model's capacity to facilitate more effective knowledge acquisition and retention over the intervention period.

The qualitative data gathered through classroom observations offers valuable insights into the pedagogical processes that contributed to the observed quantitative outcomes. The consistent implementation of the key components of the Direct Learning Model by teachers in the experimental group, including clear articulation of objectives, explicit teaching, modeling, guided practice with immediate feedback, and structured independent practice, likely played a crucial role in the enhanced learning outcomes. The active engagement of students during these structured lessons further supports the model's effectiveness in capturing and maintaining student attention. In contrast, the observed teaching practices in the control group, characterized by a greater reliance on traditional methods such as lectures and textbook-based instruction with less emphasis on explicit modeling and immediate feedback, may have contributed to the comparatively lower learning gains. The more varied levels of student engagement in the control group suggest that these traditional methods may not have been as effective in reaching and engaging all learners in the IRE content.

The positive perceptions reported by the teachers who implemented the Direct Learning Model further corroborate its effectiveness. Their observations regarding the model's ability to keep students focused and facilitate a more systematic delivery of IRE content align with the quantitative findings of improved learning outcomes. The emphasis on clear explanations and immediate feedback, integral to the Direct Learning Model, appears to be a key factor in its success in the context of IRE. The integration of both the quantitative and qualitative data provides a robust and coherent picture of the Direct Learning Model's positive impact on IRE learning outcomes at SD Negeri 11 Sampoiniet.

The statistically significant improvements in student performance, coupled with the observational evidence of effective model implementation and positive teacher perceptions, strongly supports the conclusion that the Direct Learning Model is a valuable pedagogical strategy for enhancing student learning in IRE at the elementary school level.

This research contributes to the growing body of literature on effective teaching strategies in religious education and provides empirical evidence for the applicability and effectiveness of the Direct Learning Model in the specific context of IRE at the elementary school level in Indonesia. The findings offer practical implications for educators seeking to improve student learning outcomes in IRE through the adoption of structured and explicit instructional approaches. In conclusion, the application of the Direct Learning Model at SD Negeri 11 Sampoiniet has demonstrably led to significant improvements in the learning outcomes of Islamic Religious Education among elementary school students. The findings strongly advocate for the consideration and potential implementation of the Direct Learning Model as a key pedagogical strategy for enhancing student understanding and achievement in IRE within the elementary education setting.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the application of the Direct Learning Model in SD Negeri 11 Sampoiniet, Aceh Jaya Regency, can improve the learning outcomes of class III students in Islamic religious education subjects. this can be seen in the analysis of observation data of teacher activity in cycle I obtained 89% with good criteria and increased in cycle II 94% with very good criteria. Student learning outcomes with the Direct Learning Model of Islamic religious education subjects in class III SD Negeri 11 Sampoiniet Aceh Jaya Regency increased. This can be seen from the learning results in cycle I with an average value of 50% and increased in cycle II with an average value of 83.3% or has reached the classical success indicator of 80%.

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