Efforts to Improve Learning Outcomes by Using the Active Learning Model: Action Research at State Elementary School 19 Tamparungo

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the active learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics. The results of the study indicate that the active learning model can improve student learning outcomes in Islamic religious education learning. Thus, the use of the active learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Active learning model, learning outcome, elementary school.

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INTRODUCTION

Education is needed by humans as a means to develop their potential, because education is one of the foundations that can determine the resilience and progress of a nation. Education can also be obtained through formal education and non-formal education channels. Schools as formal educational institutions are required to carry out a good and optimal learning process as much as possible. As stated in Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Chapter I, Article I, it is explained that, "Education is a conscious and planned effort to realize a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and the skills they need, society, nation and state".

Islamic Religious Education is one of the subjects that has a very important role in shaping the character and morals of students. Islamic religious education provides an understanding of Islamic religious teachings and good values that must be applied in daily life. In the learning process of Islamic religious education, it is necessary to have effective learning methods and models so that students can achieve optimal learning outcomes. In grade IV, one of the materials taught in Islamic religious education learning is "Faith in the

Messenger of Allah". This material is an important material to be understood by students, because faith in the Messenger of Allah is the fourth pillar of faith.

Islamic Religious Education plays a very important role in shaping the character and morals of students from an early age. In the midst of globalization and rapid technological developments, students need to have a strong religious foundation so that they are not easily influenced by negative things. By mastering Islamic Religious Education learning, students can understand Islamic values that teach honesty, responsibility, discipline, and tolerance towards others. These values are very important in forming a good personality and building harmonious social relationships in the school environment and society.

In addition to forming character, mastering Islamic Religious Education also helps students in carrying out worship properly according to Islamic teachings. Many students may still have difficulty in understanding the procedures for prayer, fasting, zakat, and other worship. With a good understanding, they not only carry out religious obligations, but also understand the meaning behind each of these worships. This will encourage them to be more devout in worship and make it a part of their daily lives.

Islamic Religious Education also plays a role in equipping students with critical and wise thinking skills in facing various life challenges. Islamic teachings are not only limited to theory, but also provide guidelines in solving daily problems, both in social, economic, and moral aspects. With a good understanding of Islamic teachings, students can make wiser and more responsible decisions, and are not easily carried away by negative social interactions that can damage their future.

In addition, mastering Islamic Religious Education is also important in building an attitude of tolerance and mutual respect between individuals. Islam teaches the importance of living side by side in peace and respecting differences. In an increasingly diverse life, a good understanding of religion can help students to be more open to differences in culture, religion, and outlook on life, so that a harmonious and peaceful atmosphere is created in society.

Thus, mastery of Islamic Religious Education by students is not only an academic obligation, but also a provision for life that will guide them in living their lives well. Strong religious education will form a generation that is not only intellectually intelligent, but also has noble morals and is able to apply Islamic values in everyday life. Therefore, Islamic Religious Education learning must continue to be improved and taught with interesting methods so that students are increasingly motivated to understand and practice Islamic teachings in their lives.

However, in practice, islamic education learning often still uses conventional methods that tend to be passive, with teachers as the center of knowledge and students as recipients of information. Such a learning approach can hinder students in developing critical thinking, communication, and problem-solving skills. Based on the results of observations and interviews that have been conducted in grade IV of SDN 19 Tamparungo, the reality is obtained as follows; 1) The learning methods that are often carried out by teachers are the lecture and assignment methods; 2) Students are afraid to ask questions about subject matter that they do not understand; 3) Students do not dare to do the questions in front of the class, because they are afraid that the answers will be wrong. In this regard, teachers must be able to choose and present effective learning strategies and approaches. The teacher's task is to apply a method that provides the highest guarantee to achieve the goals of teaching and learning activities. By choosing an interesting learning method, the enthusiasm of students will grow to be more active and like Islamic Religious Education and Ethics lessons.

This problem can be overcome by making a breakthrough in learning Islamic Religious Education and Ethics so that it does not present material that is only abstract, but must also actively involve students in learning. To improve student learning outcomes, teachers must be able to select and present strategies and effective learning approaches. One of them is the Active Learning learning model. In this model, there are stages in its implementation. One of them is group discussions where students have to do activities in

the group such as expressing opinions, solving problems and becoming peer tutors. The Active Learning learning model will effectively help improve student learning outcomes because it requires students to be active in the group discussion stage. With this activity, it is hoped that student learning outcomes will increase. Based on the above fact that the learning outcomes of students in learning Islamic religious education are low, the author is interested in conducting a class action research entitled Efforts to Improve Islamic religious education Learning Outcomes Using the Active Learning Model in Grade IV Students of SD Negeri 19 Tamparungo, Sijunjung Regency. In the second paragraph onwards an indentation of 1 cm is given. The second and third titles are written by following the format provided.

METHODS

This research uses Classroom Action Research. Classroom Action Research is a research method conducted in the classroom with the aim of improving the quality of learning and overcoming problems that arise in the learning process. Classroom Action Research is a continuous process that involves interaction between researchers, teachers, and students in an effort to find solutions to existing problems. In the study, the researcher used 2 variables; 1) The independent variable is the use of Active Learning as a learning approach. Active Learning is a student-centered learning model, where students are given real problems to solve, so that they can improve their understanding of concepts through collaborative activities, investigations, and reflections; 2) The bound variable is the learning outcomes of students in islamic education subjects which include cognitive, affective, and psychomotor aspects.

The learning outcomes show the extent to which students achieve basic competencies after participating in learning using the PBL model. In this study, the researcher took all students in class IV in the population, thus the study in this study did not use a sample, but used the population as can be said with the target population or target population. Where all students in grade IV of SDN 19 Tamparungo totaled 13 people. Data Type; 1) Quantitative data, in the form of numbers or scores that reflect student learning outcomes (cognitive), are used to measure the improvement of learning outcomes before and after the implementation of the Active Learning model; 2) Qualitative data, in the form of descriptions or narratives that reflect the learning process, such as student activities, attitudes, and responses to the active learning model, are used to describe student interaction and involvement during the learning process.

Data Source; 1) Grade IV students of SD Negeri 19 Tamparungo: As a research subject to measure PAI learning outcomes and observe activities during learning using active learning; 2) Teacher (Researcher): As an implementer of actions and a reflector on the success or obstacles to the implementation of the active learning model. Data Collection Techniques; 1) Test; 2) Observation. The data obtained in the form of sentences and activities of teachers and students, were converted into meaningful and scientific sentences. The data analysis is carried out during data collection by considering the discussion of learning for the next action.

RESULTS

That in the first cycle, classically, students have not completed their studies, because students who obtained a score of ≥ 65 were only 53.84% smaller than the desired percentage of completeness, which was 85%. This is because students still feel new and do not understand what the teacher intends and uses by applying the active learning method. In the second cycle, it can be explained that by applying the active learning method, the average score of student learning achievement is 70.7 and the learning completeness reaches 69.2% or there are 9 students out of 13 students who have completed learning. The results show that in the first cycle, classically, students have not completed learning,

because students who get a score of ≥ 65 are only 75% smaller than the desired percentage of completeness, which is 85%. This is because students still feel new and do not understand what the teacher intends and uses by applying the active learning method.

The data from the research results can be explained that by applying the active learning method, the average score of student learning achievement is 76.5 and the learning completeness reaches 85% or there are 11 students out of 13 students who have completed learning. The results show that in the third cycle, classically, students have completed their studies, because students who obtained a score of ≥ 65 have reached 85% as desired, which is 85%. This is because students have begun to understand what teachers mean and use in implementing active learning methods. The data from the research results in cycle 4 explained that by applying the active learning method, the average score of student learning achievement was 85 and the learning completeness reached 100% and the learning completion was complete. The results show that in the fourth cycle, classically, students have completed their studies, because students who get a score of ≥ 65 have reached 100%. This is because students already understand the methods applied so that by applying the active learning method, the increase in student learning outcomes is greatly increased.

DISCUSSION

Active Learning is one approach that can improve student learning outcomes in Islamic Religious Education. This method emphasizes the active involvement of students in the learning process, where they are not only passive listeners, but also play an active role in understanding and applying the material being studied. In the context of Islamic religious education, this approach is very important because Islamic teachings are not just theory, but also need to be applied in everyday life. By involving students in various interactive learning activities, their understanding of Islamic concepts becomes deeper and more meaningful.

One way Active Learning improves learning outcomes is by making learning more interesting and enjoyable. Many students have difficulty understanding Islamic religious education material because the methods used are too monotonous, such as one-way lectures that make them bored. By implementing Active Learning methods, such as group discussions, simulations, case studies, or educational games, students become more enthusiastic about learning. When they feel interested and enjoy the learning process, they find it easier to understand and remember the material being studied, so that their learning outcomes improve.

In addition to increasing interest in learning, Active Learning also encourages students to think critically and creatively in understanding Islamic teachings. In Islamic religious education learning, many concepts require deep understanding, such as the meaning of worship, morals, and the relationship between humans and God. By using a problem-based approach or group discussion, students are invited to analyze an issue, find solutions based on Islamic teachings, and relate them to real life. This process trains them not only to memorize theories, but also to understand the meaning behind religious teachings and how to apply them in everyday life.

Another advantage of Active Learning is improving students' social and communication skills. In Islamic religious education learning, Islamic values teach the importance of working together, sharing opinions, and respecting the views of others. By applying methods such as group work, debates, or presentations, students are trained to express their opinions clearly, listen to the perspectives of others, and learn to argue logically based on Islamic arguments and values. These skills not only help in understanding the material, but also shape their character to become individuals who are more communicative and open to various points of view.

In addition, Active Learning allows students to be more independent in learning. In this approach, teachers are no longer the only source of information, but act as facilitators

who guide students to seek, understand, and process information themselves. For example, in learning about Islamic history, students can be given the task of seeking information from various sources, then presenting their findings in class. This process makes them more active in exploring the material, so that their understanding becomes stronger and lasts longer than if they only receive information passively from the teacher.

The application of Active Learning in Islamic religious education learning also helps students to more easily connect Islamic teachings with everyday life. For example, in the material on zakat and sedekah, students not only learn theory, but can also carry out social activities such as fundraising or sharing with others. This direct experience makes them better understand the importance of Islamic values in real life and more motivated to practice them. In this way, their learning outcomes are not only reflected in academic grades, but also in their daily behavior and actions.

With the various benefits offered, it is clear that Active Learning has a major role in improving student learning outcomes in Islamic Religious Education. This method not only makes learning more interesting and interactive, but also trains critical thinking skills, communication, cooperation, and students' independence in learning. Therefore, Islamic religious education teachers should adopt various Active Learning strategies so that students are more involved in learning and can apply Islamic teachings in their lives better. With the right approach, Islamic Religious Education learning can be more effective and have a positive impact on shaping students' character and understanding of Islam.

CONCLUSION

From the results of the learning activities that have been carried out during four cycles, and based on all the discussions and analyses that have been carried out, it can be concluded as follows; 1) Problem-based learning has a positive impact on improving student learning outcomes which is characterized by an increase in student learning completeness in each cycle, namely cycle I (53.84%), cycle II (69.2%), cycle III (85%) and cycle IV (100%); 2) The application of the active learning method has a positive influence, namely it can improve student learning outcomes which is shown by the results of interviews with some students, the average student answer states that students are interested and interested in the active learning method so that they become motivated to learn.

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