THE EFFECT OF ISLAMIC RELIGIOUS EDUCATION LEARNING MODEL IN INCREASING LEARNING ACTIVITY OF STUDENTS IN CLASS VIII SMP OF MUHAMMADIYAH PAREPARE

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Abstract: *This paper aims to determine the learning model of Islamic religious education, to know the learning activities of students, to find out whether there is an influence of the Islamic religious education learning model in increasing the learning activities of students in class VIII SMP Muhammadiyah Parepare. The type of research used is quantitative research which is located at SMP Muhammadiyah Parepare. Nature of research Descriptive analysis between two variables. Sources of data used are primary data and secondary data. The population is 61 students and the sample is 22 students. The research instruments used were questionnaires, observation sheets, interview guidelines, and documentation guidelines. The data collection techniques used were observation, interviews, questionnaires and documentation. The data analysis techniques used are validation and reliability tests, descriptive analysis, data requirements testing and hypothesis testing.*
The results of the research that have been obtained by the researcher are based on data analysis, namely. 1) The Islamic Religious Education learning model has an average score of 75.6061, this shows that Islamic Religious Education learning is in the medium category meaning that the Islamic Religious Education learning model is good but needs to be improved in implementing the learning model so that the learning process goes well. 2) The learning activity of students has an average score of 70.9470, this shows that the learning activities of students are in the medium category, meaning that it still needs to be improved. 3) there is a relationship between the Islamic Religious Education learning model on the learning activities of students in class VIII SMP Muahammadiya Parepare as evidenced by hypothesis testing with a significance value of 0.001 < 0.05, with a determinant efficiency of 0.541% which indicates that Ho is accepted.

INTRODUCTION

Education is a system and a way to improve the quality of human life in all aspects of human life. Education has a central role in encouraging individuals and society to improve their quality in all aspects of life in order to achieve progress, and to support their role in the future. The future development of children (the younger generation) will be increasingly complex, where future life tends to foster more directed life values. Therefore learning Islamic Religious Education as a part of educational material has the responsibility to be able to socialize these national education goals, as part of the subjects

at school. (Arylien Ludji Bire, et al 2014) This is explained in the Law (Arylien Ludji Bire, et al 2014) Law) No.12 of 2012 Chapter I article I paragraph 1, which reads as follows:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. (2010 National Education System Law)"

Islamic education in Indonesia has a strategic position compared to other education. To realize education as stated in the law, an educator must really choose a learning model that is suitable or in accordance with students. as Allah says in Q.S. Al-'Alaq/ 96:1-5.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِيْ عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَ لَمْ يَعْلَمْ ٥

Translated:

Read with (mentioning) the name of your Lord who created. He has created man from a clot of blood. Read, and your Lord is the Most Glorious. Who teaches (man) with a pen. He taught man what he did not know. (Religious Ministry of the Republic of Indonesia 2015).

Relations Q.S. Aa-Alaq/96:1-5 with the title raised by the research which is located on the word "Read" which orders to seek knowledge, Then it is strengthened in verse five which states "teach people what they do not know", it can be interpreted that everything created by Allah SWT. It has an educational element in it and the duty of a servant is to study and apply the knowledge he has acquired. when it is practiced on other people, a plan or pattern is needed as a guide in planning learning. So that the goals of education can be realized properly, especially Islamic Religious Education.

Based on field facts found at the time of initial observation, that the Islamic Religious Education learning model used at SMP Muhammadiyah Parepare use the Direct Learning Model. (Salmiati et al 2021) The direct learning model is a pattern used in the learning process by means of transformation and skills carried out directly. Several facts were found that in carrying out the direct learning process there were still some students who did not pay attention to the material being taught, such as noise in class, telling stories with their

bench mates, paying attention to conditions outside the classroom and disturbing their friends during the learning process, resulting in Students are not active in the learning process.

Based on these problems, researchers conducted research that focused on Islamic Religious Education Learning Models and Student Active Learning.

THEORITICAL REVIEW

1. Islamic Religious Education Learning Model

The term model is often encountered when discussing a field of science. According to the Big Indonesian Dictionary, a model is defined as a simple description that can explain an object, system or a concept of a thing to be made or produced. (Em Zul Fajri 2008) While learning is identified with the word "teaching" comes from the basic word "ajar" which means instructions given to people so that they are known (followed) added. (Ahdar Djamaluddin and Wardanah 2019). According to Weil, the learning model is a plan or pattern that we can use to design face-to-face learning in class, or additional learning outside the classroom to sharpen teaching material. (Abdul Majid 2017). So it can be concluded that the learning model is a plan or a pattern that is used as a guide in planning learning in the classroom.

After knowing about the learning model, it is necessary to know about Islamic Religious Education. The word "education" comes from the word "educate". In English we get the word "to educate" and the word "education". The word to educate in the form of a verb or verbs, in a narrow sense is to teach or the help someone learn, which means "to teach or help someone who is learning" (Septiani Dwi Nugroho 2017) According to Zakiah Daradjat through a book of Islamic education science defines that Religious Education Islam is understood as a conscious effort and activity carried out by the Prophet in conveying teachings, giving examples, practicing acting skills, providing motivation, and creating a social environment that supports the implementation of the idea of forming a Muslim person. (Andi Fitriani Djollong and Ainul Triani Rasyid 2018) Based on the above understanding it can be concluded that Islamic Religious Education is a conscious and planned effort to prepare students to believe, understand, live, and practice Islamic teachings through guidance, teaching and training activities. Islamic Religious Education as a scientific discipline, has characteristics and goals that are different from other

disciplines, may even be very different according to the orientation of each institution that organizes it.

It is concluded that, the Islamic Religious Education learning model is a framework, or a pattern that is used as a guide in planning learning and determining learning tools that are carried out to prepare students to believe, understand, live, and practice Islamic teachings through guidance, teaching and training activities. .

The Islamic Religious Education Learning Model that is implemented in SMP Muhammadiyah Parepare is the Direct Learning Model. The direct learning model is a teacher's teaching style that carries the content of the lesson to the contents of the journey to students and teaches them directly. According to Akhmad Suderajat the direct learning model is a type of learning model that emphasizes mastery of concepts or changes in behavior by prioritizing a deductive approach with direct transformation characteristics and skills, goal-oriented learning, structured learning materials, structured learning environment and structured by Educator. (Muhammad Ishak 2020).

Based on the notion of direct learning, the researcher concludes that, the direct learning model is a teaching style of educators that carries lesson content specifically designed to support the learning process of students related to procedural knowledge and teaches directly to students. The characteristics of the Direct learning model are as follows:

a. There are learning objectives and the influence of models on students including learning assessment procedures. In the direct learning model, the emphasis on learning objectives must be student-oriented and specific, and contain a clear description of the assessment situation and contains the level of achievement of the expected performance

b. Syntax or overall pattern and flow of learning activities.

c. Management systems and model learning environments needed for certain learning activities to take place successfully. (Muhammad Ishak 2020).

2. Active Learning

According to the Big Indonesian Dictionary, liveliness comes from the active root word which means active (working or trying). (Sinar 2018) So, it can be concluded that student learning activity is a process of teaching and learning activities that requires students to be actively involved in the learning process and make student behavior better. The active learning of students can be seen from the involvement of students in various teaching and learning processes. Diedrich in Spiritual, divides student learning activity into 6 group aspects, namely:

a. Physical activity

b. Oral activity.

c. Listening activity

d. Writing activity

e. Group activity

f. Mental activity. (Suarni 2017)

3. Framework of Mind

The framework is a systematic basis for thinking and describes the discussion in the research
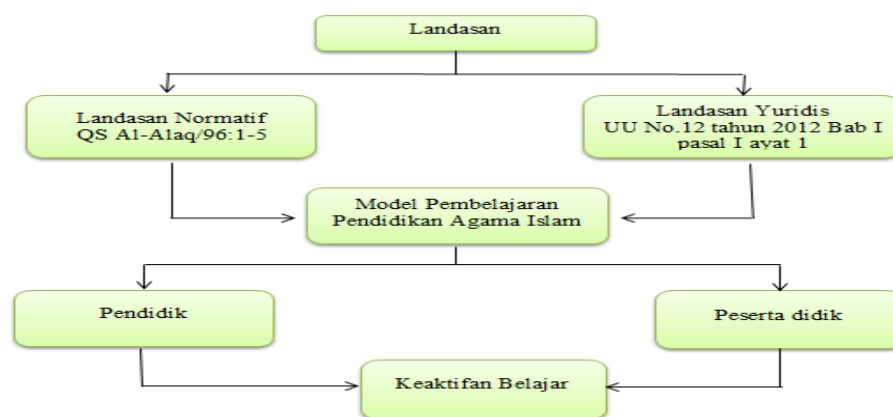
METHOD

1. Research type and research location

The research to be carried out uses a quantitative research type. (Lexy J. Moleong 2012) The research location was carried out at Parepare Muhammadiyah Middle School which is addressed at Jl. Muhammadiyah No. 8 Parepare

2. Data Source

There are two data sources used in this study, namely Primary Data Sources, which are data directly obtained by the author from the source of the question, and secondly, Secondary Data Sources, which are data obtained from sources that do not directly provide data for data collection, for example through other people. or documents. (Sumadi Suryabrata 2014).

3. Population and Sample

The population in this study was Class VIII SMP Muhammadiyah Parepare which consisted of 3 classes, with a total of 61 students who would be used as the population. The samples used were class VIII.1 SMP Muhammadiyah Parepare as many as 22. The sample was taken using a cluster random technique.

4. Research instruments

a. Questionnaire

The questionnaire is a data collection tool that is distributed to respondents containing questions or written statements. The questionnaire is given and filled in directly in the form of question sheets to students.

b. Observation sheet

The observation sheet is a data collection tool that has specific characteristics by using the five senses of sight as the main tool in observing field conditions so that complete and sharp data can be obtained.

c. interview guidelines

The interview guide is one of the tools used when the researcher wants to find information and problems which are carried out face to face which are personal or specific to the respondent.

d. Documentation guide

Documentation guidelines are data collection tools used by collecting data through written documents and in other systems.

1. Data Collection Procedures

1. Observation

The researcher made observations by observing the learning process when Islamic religious education educators carried out the learning process in class and observed students when they received subjects.

2. Questionnaire

The technique used by researchers in distributing questionnaires is by distributing them directly to students as respondents in the class. It is intended that the process of collecting data using a questionnaire is more easily controlled.

3. Interview

The interview technique carried out by the research was by interviewing Islamic religious education educators and students who were sampled using unstructured interviews.

4. Documentation

The documentation technique is carried out by the researcher collecting existing data so that the writer can obtain records related to research concerning SMP Muhammadiyah Parepare.

2. Data analysis techniques

In this research, the data analysis technique is divided into 3 namely validation test, descriptive analysis technique and analysis requirements test.

1. Validation and Reliability Test

a. Validation test

The validity test is the degree of accuracy between the data that occurs in the research object and the power that can be reported by researchers (Sugiyono 2013). The criteria for validation testing are; Ho is accepted if r count > r table (the measuring instrument used is valid or valid) and Ho is rejected if r count < r table (the measuring instrument used is invalid or invalid)

b. Reliability test

Reliability is an index that shows the extent to which a measurement tool can be trusted or relied upon. (Nilda Miftahul Jannah 2018).

2. Descriptive statistical analysis techniques

Descriptive statistical analysis is statistics that are used to analyze data by describing or describing the data that has been collected. (Sugiyono 2016)

a. Indicator Analysis

The quantitative approach is the approach used in research by measuring the indicators of research variables so that an overview of these variables is obtained

b. Descriptive Analysis Techniques

linearity < 0.05, so there is no linear relationship between variable X and variable Y.

3. Simple Linear Regression Test

Simple linear regression test to predict how high the value of the dependent variable is when the value of the independent variable is manipulated. The determinant coefficient to show the magnitude of the influence

Descriptive analysis technique is a data analysis technique that aims to describe both variables. Descriptive analysis

done using SPSS 25 .

4. Test requirements analysis

Requirements analysis test is carried out with the aim of knowing whether the data collected for hypothesis testing can be continued or not. The data analysis that will be carried out by researchers is quantitative data analysis. The data analysis technique used is statistical analysis using IBM SPSS 25 software. There are two

the tests carried out on the requirement test are:

a. Normality test

Normality test aims to find out which data

obtained normal distribution or not. The basis for decision making is that if the Significance value is > 0.05, then the research data is normally distributed and if the Significance value is <

0.05, then the research data is not normally distributed. (Syofian Siregar 2010)

b. Linearity Test

The linearity test aims to determine whether the two variables have a linear relationship. The basis for decision making in the linearity test is that if the value of Sig. Deviation from linearity > 0.05, then there is a linear relationship between variable X and variable Y. If the value of Sig. Deviation from. The simple linear regression equation is as follows. (Sugirono 20112)

$Y = a + b X$

The basis for making decisions in conducting a hypothesis test is that if the Sig value is <0.05, then there is an effect of variable X on variable Y and if the value of Sig is > 0.05, then there is no effect of variable X on variable Y.

DISCUSSION AND DISCUSSION

5. Types of research and research locations

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