Implementation Of The STAD Model And Asmaul Husna Card Media To Improve PAI Learning Outcomes In Class VI, Jombor Temanggung Elementary School

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Abstract:

Learning is dominated by lectures so that the teacher's explanation is boring. Teachers do not motivate students through learning experiences. The teacher explains the material without using media. So that causes low student learning outcomes on Asmaul Husna material. The purpose of this study was to determine the implementation of the STAD model with the Asmaul Husna card as media and to determine the increase in learning outcomes of PAI Asmaul Husna class VI semester 1 SD Negeri Jombor. This research uses a descriptive quantitative PTK type. Quantitative and qualitative data analysis techniques. Observation and test data collection techniques. This research was conducted on class VI students in semester 1 of SD Negeri Jombor Jumo Temanggung in the 2022/2023 academic year. Improvements to the learning carried out by the teacher in the classroom are using the STAD model and Asmaul Husna card media for two cycles. The difference between cycles 1 and 2 lies in the number of students in the group. In cycle 1 each group consisted of 9 students, whereas in cycle 2 each group only contained 3 students.

The results showed that there was an increase in student learning outcomes in each cycle. The pre-cycle class average value was only 65.93. The improvement in cycle I increased to 75.18 and the improvement in cycle II increased to 88.33. Increasing learning outcomes for each cycle of answering the formulation of learning problems using the STAD model and Asmaul Husna card media can improve PAI learning outcomes for Asmaul Husna class VI semester 1 SD Negeri Jombor Jumo Temanggung for the 2022/2023 academic year.

🎯 Introduction (مقدمة)

According to Al Ghazali, Islamic education is education that can produce perfect human beings both in this world and in the hereafter. According to Al Ghazali, humans can achieve perfection if they are willing to strive for knowledge and then practice virtue through the knowledge they learn(Yoke Suryadarma Muhammad Safari, 2018). This virtue can bring him closer to God and ultimately make him happy in this world and in the hereafter. Knowledge is the means to reach God, where no one can reach Him without knowledge(Ibnu Fitrianto, 2018). The noblest level of a human being is eternal happiness(Fitrianto et al., 2023). Among the most excellent forms is the form that gives happiness, but that happiness can only be achieved through knowledge and charity, and love cannot be achieved unless one masters the knowledge of how to charity(Fitrianto & Aimmah, 2023). Therefore, the capital of happiness in this world and here is none other than knowledge. Therefore it can be said that knowledge is the most important charity.

The purpose of Islamic religious education in elementary school includes the formation of the basic personality of students as human beings who have faith and devotion in accordance with their level of development. Basic development and the ins and outs of science and technology as a foundation for learning. The purpose of Islamic education is also in accordance with the implications of QS Ali Imran verses 35-37 which reads:

اِذْ قَالَتِ امْرَاَتُ عِمْرٰنَ رَبِّ اِنِّيْ نَذَرْتُ لَكَ مَا فِيْ بَطْنِيْ

مُحَرَّرًا فَتَقَبَّلْ مِنِّيْ اِنَّكَ اَنْتَ السَّمِيْعُ الْعَلِيْمُ ۝

Meaning: (Remember) when Imran's wife said, "O my Lord, I have vowed to You that the fetus in my womb should be a servant of Your service, so accept my vow. Indeed, You are the All-Hearing, All-Knowing."

فَلَمَّا وَضَعَتْهَا قَالَتْ رَبِّ اِنِّيْ وَضَعْتُهَآ اُنْثٰى ۗ وَاللّٰهُ اَعْلَمُ

بِمَا وَضَعَتْ ۗ وَلَيْسَ الذَّكَرُ كَالْاُنْثٰى ۚ وَاِنِّيْ سَمَّيْتُهَا مَرْيَمَ

وَاِنِّيْۤ اُعِيْذُهَا بِكَ وَذُرِّيَّتَهَا مِنَ الشَّيْطٰنِ الرَّجِيْمِ ۝

Meaning: So when she gave birth, she said, "O my Lord, I have given birth to a daughter." But Allah knows better what she gave birth to, and a man is not like a woman. "And I gave her the name Maryam, and I seek Your protection for her and her children and grandchildren from the accursed devil."

فَتَقَبَّلَهَا رَبُّهَا بِقَبُوْلٍ حَسَنٍ وَّاَنْبَتَهَا نَبَاتًا حَسَنًا ۙ

وَّكَفَّلَهَا زَكَرِيَّا ۗ كُلَّمَا دَخَلَ عَلَيْهَا زَكَرِيَّا الْمِحْرَابَ ۙ وَجَدَ

عِنْدَهَا رِزْقًا ۚ قَالَ يٰمَرْيَمُ اَنّٰى لَكِ هٰذَا ۗ قَالَتْ هُوَ مِنْ

عِنْدِ اللّٰهِ ۗ اِنَّ اللّٰهَ يَرْزُقُ مَنْ يَّشَآءُ بِغَيْرِ حِسَابٍ ۝

Meaning: So He (Allah) accepted him with good reception, raised him with good growth and entrusted his care to Zacharias. Whenever Zacharias entered to meet her in the mihrab (special room for worship), he found food by her side. He said, "O Maryam! Where did you get this?" She (Maryam) replied, "It is from Allah." Verily, Allah provides sustenance to whom He wills without calculation.

Basic development and the ins and outs of science and technology as a foundation for learning(Fitrianto & Aimmah, 2023). The definition of education is in accordance with the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System stated in article 1 paragraph 1, namely: "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 skills needed by themselves, society, nation and state(Yoke Suryadarma Muhammad Safari, 2018).

In connection with the increase in science and technology, education as a process involves several main elements that are responsible for the implementation of the learning process(Gall., 1983). The learning process of religious education can be said to be successful if it can achieve its goals, namely students understand the lessons conveyed by the teacher and can practice their understanding in everyday life as a form of faith and devotion to Allah SWT.

To realize the objectives of Islamic religious education, it is necessary to carry out Islamic religious learning with the Al Ghazali method, namely teaching that uses exemplary(Robandi et al., 2019), character building, and instilling the characteristics of virtues in students.

According to humanist psychology figures Maslow and Rogers that "meaningful learning is that which involves direct experience". This is reinforced by Jean Piaget's opinion that learning does not have to be teacher-centered, but students must also be active. To realize learning in accordance with the opinions of these experts, then in learning Islamic religious education a teacher is required to choose the right media and learning model, with the hope of providing real experience so that it can be practiced in the daily lives of students. From the results of discussions with collaborators revealed several problems in learning, namely students lack of interest in participating in lessons, students are passive when participating in lessons, students do not understand the teacher's explanation, students have difficulty memorizing Asmaul Husna, students do not want to ask about material that has not been understood, and low student learning outcomes.

Based on the problems that have been identified with collaborators, the causes of these problems are: the teacher's explanation is unclear and boring, the lack of teacher motivation to increase the involvement of students through learning experiences, the teacher explains the material without using media, the lack of questions about the material to provoke students to think critically, learning is dominated by the teacher.

In connection with the description above, based on research in class VI SD Negeri Jombor, Jumo District, Temanggung Regency, students' understanding of Asmaul Husna and how to practice it is still lacking. This is evidenced by the low learning outcomes of students on the subject matter.

Method (منهج)

This research uses the PTK (Classroom Action Research) method. Classroom action research is a research activity carried out on a number of targeted subjects, namely students, aiming to improve the quality of learning in the classroom in order to improve learning outcomes. Classroom action research conducted by teachers in their own classrooms through self-reflection aims to improve their effectiveness as teachers. Therefore, it is expected that the purpose of classroom action research can improve student or student learning outcomes.

Classroom Action Research has an implementation procedure. One PTK cycle consists of four steps, namely: planning, implementation, observation, and reflection.

The data in this study were collected using test and non-test techniques, which are described as follows:

Table 1 Data Collection Techniques and Instruments

Type of Data	Data Source	How to Obtain Data	Instrument
Learning outcomes	Knowledge	Written test (multiple choice and fill-in)	questions
Implementation of the learning process	Teacher and learner activities	Observation and documentation Observation	Document of Observation

The data analysis techniques used in this research are quantitative and qualitative analysis. Quantitative analysis was conducted to analyze the data obtained from the evaluation test results. The assessment is based on predetermined criteria. The results of quantitative analysis of test data are calculated as a percentage with steps (1) calculating the value of each aspect, (2) recapitulating the scores of students, (3) calculating the cumulative value, (4) calculating the percentage value, and (5) comparing the results of the calculation of test scores from cycle I and cycle II.

The results of these calculations provide an overview of the percentage increase in student learning outcomes. Qualitative analysis is carried out to analyze non-test data based on the learning process that has been implemented. Qualitative data is obtained through observation results. The data is analyzed and described in detail. The results of qualitative data analysis are used to determine changes in learner behavior which include five positive characters of learners, namely activeness, discipline, honesty, self-confidence, and the ability to cooperate and share after implementing learning.

Result (نتائج)

In cycle I there were 20 students who scored 75 or more, meaning that only 74% were complete. Whereas in cycle II all students scored more than or equal to 75, meaning 100% were complete. There was an increase in student learning outcomes in cycle I and cycle II by 26%.

Thus it can be said that students have understood Asmaul Husna, the meaning and how to imitate it can be seen from as many as 27 students reaching the completeness value of 75.0. The following are the learning outcomes of students in pre-cycle, cycle 1 and cycle 2.

Tabel 2. Learning outcomes for each cycle

Cycle PTK	Treatment	Learning Outcomes
Pre-cycle	Lecture without media	65,93
Cycle 1	STAD Model, Asmaul Husna Card Media, Large Group	75.18
Cycle 2	STAD Model, Asmaul Husna Card Media, Small Group	88,33

The research conducted by the author experienced success, as seen by the increase in the average score in each cycle. The following is a graph of the average score on the improvement

of Islamic Religious Education learning of Asmaul Husna material using the STAD (Student Teams-Achievement Divisions) model and Asmaul Husna card media.

Graph 4.1 Increase in average score for each cycle
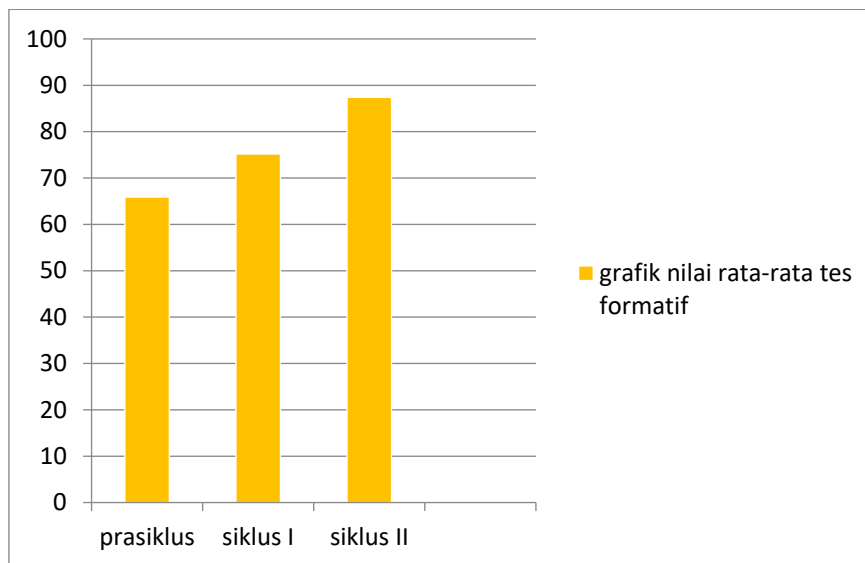
Discussion (مناقشة)

Classroom action research on Islamic Religious Education class VI semester 1 at SD Negeri Jombor, Jumo District, Temanggung Regency with the title "The Use of the STAD (Student Teams-Achievement Divisions) Model and Asmaul Husna Card Media to Improve Islamic Religious Education Learning Outcomes on Asmaul Husna Material Class VI Semester 1 SD Negeri Jombor, Jumo District, Temanggung Regency in 2022/2023" resulted in the following conclusions: The implementation of the STAD (Student Teams-Achievement Divisions) model and Asmaul Husna card media can improve Islamic Religious Education learning outcomes in Asmaul Husna material in class VI semester 1 SD Negeri Jombor Jumo District Temanggung Regency in 2022/2023 with the following steps: The teacher presents the subject matter, the teacher forms small groups, each group consisting of 3 students heterogeneously (mixed according to achievement, gender, etc.), the teacher gives assignments to each group. Members who know explain to other members until all members in the group understand, the teacher gives quizzes/questions to all learners. At the time of answering should not help each other, the teacher gives an evaluation.

Learning by using the STAD (Student Teams-Achievement Divisions) model and Asmaul Husna card media can improve Islamic Religious Education learning outcomes on Asmaul Husna material in class VI semester 1 SD Negeri Jombor, Jumo District, Temanggung Regency in 2022/2023. Pre-cycle results 65.93, cycle I average 75.18 and cycle II 88.33.

Conclusion (خاتمة)

Based on the conclusions of the classroom action research activities that have been carried out, there are several that should be input to improve the quality of Islamic Religious Education learning, namely: 1) Choosing the appropriate learning model in learning, 2) Apply the use of appropriate learning models in learning, 3) Manage the class as well as possible so that students

can concentrate on learning, 4) Generate motivation for students to be more interested in participating in learning, 5) Provide services to students patiently and painstakingly, especially to students with low abilities.

All parties who care about education should participate in creating a conducive learning climate so that students concentrate more on learning, school principals can provide positive support for Islamic Religious Education learning with appropriate learning media, the implementation of Islamic Religious Education learning using media is further enhanced, in order to train the creativity and courage of students in expressing their opinions.

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