

Efforts to Improve Student Learning Outcomes; Identification of Learning Models in Madrasah

Dakir

Institut Agama Islam Negeri Palangka Raya, Central Kalimantan, Indonesia
dakir@iain-palangkaraya.ac.id

Zamroni

Institut Agama Islam Negeri Samarinda, Indonesia
iceisa.iainsmd18@gmail.com

Adi Wibowo

Sekolah Tinggi Agama Islam An-Nawawi Purworejo, Central Java, Indonesia
adiwibowo@stainnawawi.ac.id

FathorRozi, Misroto, Ahmad Muqoddam Anshori, Sukkur

Nurul Jadid University, Probolinggo, East Java, Indonesia
fathorrozi330@gmail.com, misroto.fira@gmail.com; mqdsaja@gmail.com;
aja672244@gmail.com

Abdul Talib Bon

Department of Production and Operations, University Tun Hussein Onn Malaysia, Malaysia
talibon@gmail.com

Abstract

This study aims to identify the learning model used by students of Madrasah Ibtidaiyah Arrahmah, Samarinda Ilir, Samarinda and Madrasah Ibtidaiyah Miftah Hasanah Pakuniran Kotaanyar Probolinggo, East Java. This research uses a qualitative approach to field studies. the population taken in this study were all students of Madrasah Ibtidaiyah Arrahmah, Samarinda Ilir, Samarinda and Madrasah Ibtidaiyah Miftah Hasanah from class IV, V and VI, the sampling technique used purposive sampling while the instruments used in this study were questionnaires. The results showed that the learning model used in Madrasah Ibtidaiyah Arrahmah, Samarinda Ilir, Samarinda and Madrasah Ibtidaiyah Miftah Hasanah uses various learning models, namely: Picture and Picture (PAP), Examples non Examples (ENE) and Contextual Teaching and Learning (CTL). Identification of the learning model used by Madrasah Ibtidaiyah Miftah Hasanah students in class IV is dominated by the Picture and Picture (PAP) learning model with a percentage of 85%, class V is dominated by the Examples non Examples (ENE) learning model with a percentage of 75%, while grade VI is dominated by the model Contextual Teaching and Learning (CTL) learning is 85%.

Keywords:

Learning model, qualitative approach, questionnaires, Contextual Teaching, Learning (CTL).

Introduction

One of the basic principles in the learning process includes the activeness of students. The activeness of students in the learning process is very important because the activeness of students makes learning run according to the learning plan that has been prepared by the educator so that the learning objectives that have been formulated will be achieved (Wicaksana, 2020). Learning is one step to improve knowledge and add insight to students. But the

reality is now (Mitchell and Manzo, 2018), the application of learning to students effectively and actively in school is still difficult to apply because many students are still less active in participating in learning. One of the factors causing the lack of student activity in participating in learning is because in the delivery of learning materials always centred on the teacher (Hikmah, 2020).

Determination of an appropriate learning model is needed by the teacher to achieve the desired goals in the learning process (Muali et al., 2019), so that it makes it easier for students to understand the subject matter delivered by the teacher (Fauziah et al., 2020). The objectives to be achieved include creating an active atmosphere in the classroom during the teaching and learning process (Muali et al., 2018), so that student learning outcomes are as expected (Maghfiroh and Julianto, 2014). In this case, the learning model that provides opportunities for students to be actively involved can develop the overall potential of students (Syarifuddin et al., 2020). It can be interpreted that not only knowledge is increased, but scientific skills and attitudes of students can also develop optimally (Ismatunsarah et al., 2020). It states that the learning outcomes achieved are highly dependent on the learning activities implemented. Furthermore, learning outcomes are influenced by the stimulation of the existing environment. Environmental stimulation can occur naturally or intentionally made by the teacher, for example through the learning model that is applied. Through the application of interesting learning, the model will be able to stimulate students to enjoy learning (Saputri, 2020).

At present, the implementation of learning activities still does not activate students. That should be avoided because it can hamper students' creativity in finding their knowledge. Knowledge obtained by students will not be meaningful and quickly disappear (Subekti, 2017). The condition of the implementation of learning that is dominated by teachers also occurs in Madrasah Ibtidaiyah Arrahmah, Samarinda Ilir, Samarinda and Madrasah Ibtidaiyah Miftah Hasanah Pakuniran Kotaanyar Probolinggo East Java in learning. Of course, such conditions are very contrary to the characteristics of learning in developing potential in students. Seeing this it appears that in learning activities teachers must stimulate students to actively carry out activities for example through the application of learning models that can activate students through experiments in solving problems (Siregar and Khayroiyah, 2019). This is following the stages of students' cognitive development Madrasah Ibtidaiyah Arrahmah, Samarinda Ilir, Samarinda and Madrasah Ibtidaiyah Miftah Hasanah Pakuniran Kotaanyar Probolinggo East Java. Experiments in solving problems made by students will make students motivated to participate in learning activities (Islam et al., 2018). Students will become active so that learning activities are not boring (Bali, 2020). Besides, students will more easily understand the learning material.

These findings explain that learning activities, in general, are still monotonous. Passive learning activities affect the atmosphere of learning, motivation and student interest (Syakroni et al., 2019), so that learning objectives are difficult to achieve (Bali et al., 2019). This phenomenon is also found in Islamic Madrasah Ibtidaiyah fiqh learning activities that are still monotonous Madrasah Ibtidaiyah Arrahmah, Samarinda Ilir, Samarinda and Madrasah Ibtidaiyah Miftah Hasanah Pakuniran Kotaanyar Probolinggo, East Java. In fiqh learning activities in Madrasah Ibtidaiyah Arrahmah, Samarinda Ilir, Samarinda and Madrasah Ibtidaiyah Miftah Hasanah Pakuniran Kotaanyar Probolinggo, East Java still gives lectures and questions the implementation of learning that is less interesting because teachers who do not apply the learning model following the topic of discussion. As a result, this causes student learning outcomes below.

Given the importance of this learning model, the researchers aimed to find out and analyze the use of learning models in improving student learning outcomes in the Madrasah Ibtidaiyah Arrahmah, Samarinda Ilir, Samarinda and Madrasah Ibtidaiyah Miftah Hasanah Pakuniran Kotaanyar Probolinggo East Java. The researchers sought to provide concrete solutions with several learning models in improving student learning outcomes. However, in practice in the field, there are many obstacles faced by students in these problems, so they need to get serious attention to the use of learning models in madrasah.

Learning Models and Student Learning Outcomes

The learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve learning goals (Ulusoy and Onen, 2014). Furthermore, the Learning Model is a plan or a pattern that is used as a guide in planning learning in class or learning in tutorials and to determine learning tools including books, films, computers, curriculum and others (Okumuş, 2019). The term learning model has a broader meaning than strategy, method or procedure Supriyadi et al., 2019). The teaching model has four special characteristics that are not owned by the strategy, method, or procedure. These characteristics are a) Logical theoretical rationales compiled by the creators or their bearers. b) The foundation of thought about what and how

students learn, learning objectives to be achieved. c) The teaching behaviour needed for the model to be implemented successfully. c) The learning environment is needed so that learning objectives can be achieved (Ramdiah et al., 2020). Based on the above opinions, it can be concluded that the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve learning goals.

Learning outcomes are the results achieved by students after following the learning process (Candra and Retnawati, 2020). Changes in behaviour without effort are not learning outcomes. Activities and efforts to achieve behavioural change are learning processes, whereas behaviour change itself is the result of learning (Sugiharti, 2019). Improved learning outcomes are determined by the level of willingness of students to learn meaningfully and continuously. Less student interest and willingness to learn will give fewer results (Mayer et al., 2019). To obtain learning outcomes, one of the indicators used is evaluation. Evaluation of learning outcomes is an activity carried out to provide continuous and comprehensive information about the process of learning outcomes that have been obtained by students (Vereijken et al., 2018).

Can be said A learning process will end with learning outcomes. Learning outcomes will never be produced if someone does not do something. For that, a person must study seriously to get the maximum learning results (Li et al., 2019). Understanding learning outcomes are abilities students have after receiving their learning experience (Prayekti, 2018). In other words learning outcomes are patterns of actions, values, understanding, attitudes, appreciation and skills. In line with the above learning outcomes is a change in behaviour as a whole is not just one aspect of humanity's potential. That is, learning outcomes categorized by education experts as mentioned above are not seen pragmatically or separately, but comprehensively (Teixeira and Gomes, 2016).

From some of the notions of learning outcomes that have been put forward, it can be concluded that learning outcomes are changes in a person's attitude after following the learning process, with other cognitive domain indicators: knowledge, understanding, application. The affective domain is honest, responsible, polite, and caring. And the psychomotor domain is conveying ideas or opinions, communicating between students and teachers, finding out in finding answers to questions given, interacting with friends when discussing, asking the teacher.

Research Methods

This study uses a descriptive qualitative approach with the type of field study to identify learning models used in improving student learning outcomes in Madrasah Ibtidaiyah Arrahmah, Samarinda Ilir, Samarinda and Madrasah Ibtidaiyah Miftah Hasanah, the population taken in this study are all students of Madrasah Ibtidaiyah Arrahmah, Samarinda Ilir, Samarinda and Madrasah Ibtidaiyah Miftah Hasanah from grades IV, V and VI, The sampling technique uses purposive sampling technique, while the instruments used in this study are questionnaires. This study aims to identify the learning model used by students in Madrasah Ibtidaiyah Miftah Hasanah.

Results and Discussion

Learning that has been carried out by Madrasah Ibtidaiyah Arrahmah, Samarinda Ilir, Samarinda and Madrasah Ibtidaiyah Miftah Hasanah generally aims to see student learning outcomes after gaining knowledge through his teacher, while the process of transferring knowledge can run optimally if the learning model applied in class matches the student's ability to understand the subject matter, from each student classes are given the same subject matter but different discussion topics by adjusting the grade level, namely class IV, class V and class VI, this indicates the learning model used also adjusts to the topic of discussion in each class used as a sample of research objects. Thus, the learning outcomes of students in Madrasah Ibtidaiyah Arrahmah, Samarinda Ilir, Samarinda and Madrasah Ibtidaiyah Miftah will be seen when the learning model is following the topic of discussion on each subject matter in each class that is used as a sample of research objects. although all are treated the same it must be remembered that student learning outcomes of individuals in each class who do learning will not get the same results, because the tendency of the application of learning models can affect the learning outcomes of students in each class.

Madrasah Ibtidaiyah Arrahmah, Samarinda Ilir, Samarinda and Madrasah Ibtidaiyah Miftah Hasanah consists of six classes, classes I, II, III, IV, V, and VI. Whereas the sample of this research is only three classes, namely class IV, V, and VI. Class IV consists of 20 students, class V has 18 students and class VI has 19 students, with a total of three classes totalling 57 people. From the total of these students, they have different trends in the use of learning models.

From the tendency of using the learning model in the same subject matter but differing in the topic of development in each class, Grade IV students tend to use the Picture and Picture (PAP) learning model with a percentage of 85% of the total of 20 students. Class V tend to use the Examples non-Examples (ENE) learning model with a percentage of 75% of a total of 18 students. While class VI tends to use the Contextual Teaching and Learning (CTL) learning model with a percentage of 85% of a total of 19 students.

Based on the questionnaire that was distributed to Madrasah Ibtidaiyah Arrahmah, Samarinda Ilir, Samarinda and Madrasah Ibtidaiyah Miftah Hasanah students, identification of learning models that were liked by students in each class and used in class learning was presented in the bar diagram as follows:

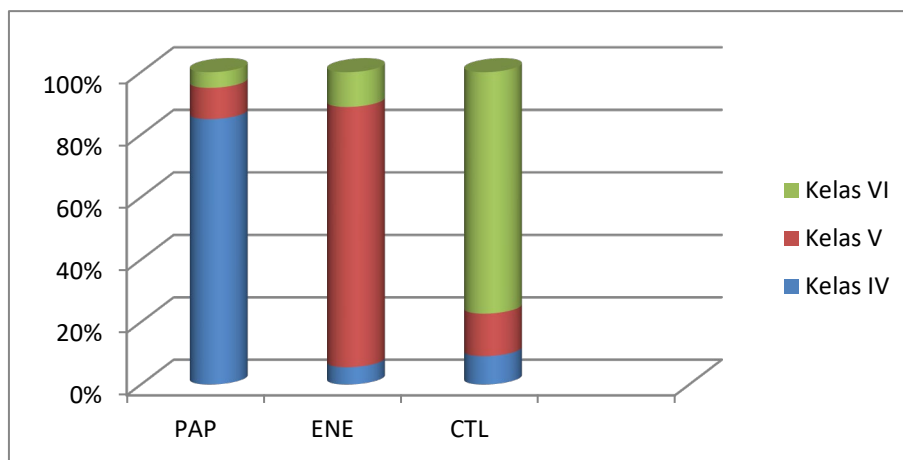


Figure 1: Learning Model in Madrasah

From the chart shows the tendency of using the learning model to students in each class. Class IV students tend to use the Picture and Picture (PAP) learning model, Class V tends to use the Examples non Examples (ENE) learning model, while Class VI tends to use the Contextual Teaching and Learning (CTL), learning model.

Conclusions

Based on the results of the study above, it can be concluded that the learning model used Madrasah Ibtidaiyah Arrahmah, Samarinda Ilir, Samarinda and in Madrasah Ibtidaiyah Miftah Hasanah uses a variety of learning models, namely: Picture and Picture (PAP), Examples non Examples (ENE) and Contextual Teaching and Learning (CTL). Identification of the learning model used by students of Madrasah Ibtidaiyah Arrahmah, Samarinda Ilir, Samarinda and Madrasah Ibtidaiyah Miftah Hasanah class IV is dominated by the Picture and Picture (PAP) learning model with a percentage of 85%, class V is dominated by the Examples non Examples (ENE) learning model with a percentage of 75%, while grade VI is dominated by the model Contextual Teaching and Learning (CTL) learning is 85%.

References

- Bali, M.M.E.I., Zuhri, R.A.A., and Agustini, F. *Ragam Media Pembelajaran: Desain Produksi dan Implementasinya di Madrasah Ibtidaiyah*. Probolinggo: Pustaka Nurja, 2019.
- Bali, M.M.E.I. Penerapan Model Pembelajaran Two Stay Two Stray dalam Meningkatkan Keaktifan Belajar Matematika. *Murobbi J. Ilmu Pendidik.*, vol. 4, no. 1, pp. 29–42, 2020.
- Candra and Retnawati, H. A Meta-Analysis of Constructivism Learning Implementation towards the Learning Outcomes on Civic Education Lesson. *Int. J. Instr.*, vol. 13, no. 2, pp. 835–846, 2020.
- Fauziah, M., Marmoah, S., Murwaningsih, T., and Saddhono, K. The Effect of Thinking Actively in a Social Context and Creative Problem-Solving Learning Models on Divergent-Thinking Skills Viewed from Adversity Quotient. *Eur. J. Educ. Res.*, vol. 9, no. 2, pp. 537–568, 2020, doi: 10.12973/eu-jer.9.2.537.
- Hikmah, M. “Penerapan Model Project Based Learning untuk Meningkatkan Partisipasi dan Hasil Belajar Pemograman Dasar Siswa Implementation of Project Based Learning Model to Improve Programming Lessons,” *Teknodik*, vol. 24, no. 1, pp. 25–36, 2020.
- Ismatunsarah, I. Ridha, and I. Hadiya, “Penerapan Model Contextual Teaching and Learning pada Pembelajaran Materi Elastisitas untuk Meningkatkan Hasil Belajar Siswa SMA,” *J. IPA dan Pembelajaran IPA*, vol. 4, no. 1, pp. 70–80, 2020, doi: 10.24815/jipi.v4i1.14567.

- Islam, S., Muali, C., and Ghufron, I.M., Idil, M. To Boost Students Motivation and Achievement through Blended Learning. *J. Phys. Conf. Ser.*, vol. 1114, pp. 1–11, 2018.
- Li, J., Han, S.H., and Fu, S. Exploring the Relationship Between Students' Learning Styles and Learning Outcome in Engineering Laboratory Education. *J. Furth. High. Educ.*, vol. 43, no. 8, pp. 1064–1078, 2019, doi: 10.1080/0309877X.2018.1449818.
- Mitchell, K.M.W. and Manzo, W.R. The Purpose and Perception of Learning Objectives, *J. Polit. Sci. Educ.*, vol. 14, no. 4, pp. 456–472, 2018. doi: 10.1080/15512169.2018.1433542.
- Muali, C., Minarti, S., Qurohman, M.T., and Haimah. Analysis of Metacognitive Capability and Student Learning Achievement Through Edmodo Social Network. *J. Phys. Conf. Ser.*, vol. 1175, no. 1, 2019, doi: 10.1088/1742-6596/1175/1/012150.
- Muali, C. *et al.* Free Online Learning Based on Rich Internet Applications; The Experimentation of Critical Thinking about Student Learning Style. *J. Phys. Conf. Ser.*, vol. 1114, no. 1, 2018, doi: 10.1088/1742-6596/1114/1/012024.
- Maghfiroh, L., and Julianto. Penerapan Model Pembelajaran CTL untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran IPA Kelas V Sekolah Dasar. *JPGSD*, vol. 2, no. 2, pp. 1–11, 2014.
- Mayer, B., Blume, A., Black, C., and Stevens, S. Improving Student Learning Outcomes through Community-based Research: The Poverty Workshop. *Teach. Sociol.*, vol. 47, no. 2, pp. 135–147, 2019, doi: 10.1177/0092055X18818251.
- Okumuş, S., Koç, Y., and Doymuş, K. Determining the Effect of Cooperative Learning and Models on the Conceptual Understanding of the Chemical Reactions. *Educ. Policy Anal. Strateg. Res.*, vol. 14, no. 3, pp. 154–177, 2019, doi: 10.29329/epasr.2019.208.8.
- Prayekti. The Influence of Cognitive Learning Style and Learning Independence on the Students' Learning Outcomes. *High. Educ. Stud.*, vol. 8, no. 2, p. 37, 2018, doi: 10.5539/hes.v8n2p37.
- Ramdiah, S., Abidinsyah, A., Royani, M., Husamah, H., and Fauzi, A. South Kalimantan local wisdom-based biology learning model. *Eur. J. Educ. Res.*, vol. 9, no. 2, pp. 639–653, 2020, doi: 10.12973/eu-jer.9.2.639.
- Sugiharti, G. Application of PBL Using Laboratory and Mathematical Thinking Ability to Learning Outcomes of General Chemistry Course. *Int. Educ. Stud.*, vol. 12, no. 6, pp. 33–38, 2019, doi: 10.5539/ies.v12n6p33.
- Syarifuddin, Setyosari, P., Sulton, Kuswandi, D., and Sartika, D. The Effect of the Community of Inquiry (COI) Learning Model and Learning Style Towards Social Skills. *Eur. J. Educ. Res.*, vol. 9, no. 2, pp. 569–578, 2020, doi: 10.12973/eu-jer.9.2.569.
- Saputri, M.A. Penerapan Model Pembelajaran Problem Based Learning untuk Meningkatkan Kemampuan Berfikir Kritis Siswa Kelas V Sekolah Dasar. *J. Pendidik. dan Konseling*, vol. 1, no. 2, 2020.
- Subekti, P. Penerapan Model Pembelajaran Problem Solving untuk Meningkatkan Hasil Belajar IPA Siswa Kelas V. *Briliant J. Ris. dan Konseptual*, vol. 2, no. 2, p. 130, 2017, doi: 10.28926/briliant.v2i2.46.
- Siregar, T.J. and Khayroiyah, S. Pengaruh Model Pembelajaran Kooperatif Tipe Jigsaw terhadap Kemampuan Pemecahan Masalah Matematis Mahasiswa. *J. MathEducation Nusant.*, vol. 2, no. 2, pp. 150–154, 2019.
- Syakroni, A., Muali, C., and Baharun, H. Motivation And Learning Outcomes Through The Internet Of Things ; Learning In Pesantren. *J. Phys. Conf. Ser.*, vol. 1363, pp. 1–5, 2019, doi: 10.1088/1742-6596/1363/1/012084.
- Supriyadi, A., Mayuni, I., and Lustyantje, N. The Effects of Learning Model and Cognitive Style on Students' English Listening Skill. *Int. Online J. Educ. Teach.*, vol. 6, no. 3, p. 18, 2019.
- Teixeira, C. and Gomes, D. Insights Into Learning Profiles and learning Outcomes Within Introductory Accounting. *Account. Educ.*, vol. 0, no. 0, pp. 1–31, 2016, doi: 10.1080/09639284.2016.1221767.
- Ulusoy, F.M., and Onen, A.S. A Research on the Generative Learning Model Supported by Context-Based Learning. *Eurasia J. Math. Sci. Technol. Educ.*, vol. 10, no. 6, pp. 537–546, 2014, doi: 10.12973/eurasia.2014.1215a.
- Vereijken, M.W.C., van der Rijst, R.M., van Driel, J.H., and Dekker, F.W. Student learning outcomes, perceptions and beliefs in the context of strengthening research integration into the first year of medical school. *Adv. Heal. Sci. Educ.*, vol. 23, no. 2, pp. 371–385, 2018, doi: 10.1007/s10459-017-9803-0.
- Wicaksana, A.P.E.J., “Efektifitas Pembelajaran Menggunakan Moodle Terhadap Motivasi Dan Minat Bakat Peserta Didik di Tengah Pandemi Covid 19,” *EduTeach*, vol. 1, no. 2, pp. 117–124, 2020, doi: <https://doi.org/10.37859/eduteach>.

Biographies

Dakir is an lecturer at the Faculty of Tarbiyah and Teacher Training, Institut Agama Islam Negeri Palangka Raya, Central Kalimantan, Indonesia.

Zamroni is an lecturer at the Faculty of Tarbiyah and Teacher Training, IAIN Samarinda, Indonesia. He is a lecturer and practitioner of education in his area. In this study, he was the leader of the research team on the theme raised

Adi Wibowo is an lecturer at Sekolah Tinggi Agama Islam An-Nawawi Purworejo, Central Java, Indonesia.

FathorRozi is a lecturer at the Faculty of Islamic Studies, Nurul Jadid University, Indonesia. He is the Secretary of the Islamic Religious Education Study Program and Syariah Economics at the Faculty and an academic in his field. In this study, he was the leader of the research team on the theme raised.

Misroto is the final student of Madrasah Ibtidaiyah Teacher Education Faculty of Islam, Nurul Jadid University, Indonesia.

Ahmad Muqoddam Anshori is the final student of Madrasah Ibtidaiyah Teacher Education Faculty of Islam, Nurul Jadid University, Indonesia.

Sukkur is the final student of Madrasah Ibtidaiyah Teacher Education Faculty of Islam, Nurul Jadid University, Indonesia.

Abdul Talib Bon is a professor of Production and Operations Management in the Faculty of Technology Management and Business at the Universiti Tun Hussein Onn Malaysia since 1999. He has a PhD in Computer Science, which he obtained from the Universite de La Rochelle, France in the year 2008. His doctoral thesis was on topic Process Quality Improvement on Beltline Moulding Manufacturing. He studied Business Administration in the Universiti Kebangsaan Malaysia for which he was awarded the MBA in the year 1998. He's bachelor degree and diploma in Mechanical Engineering which his obtained from the Universiti Teknologi Malaysia. He received his postgraduate certificate in Mechatronics and Robotics from Carlisle, United Kingdom in 1997. He had published more 150 International Proceedings and International Journals and 8 books. He is a member of MSORSM, IIF, IEOM, IIE, INFORMS, TAM and MIM.