IMPLEMENTING ACTIVE LEARNING TO INCREASE STUDENT'S LEARNING INTEREST IN ISLAMIC RELIGIOUS EDUCATION

Ijudin
Universitas Garut
Jl. Raya Samarang, Garut, Jawa Barat, Indonesia, 44151
Email: ijudin09@yahoo.co.id

Yasya Fauzan Wakila
Universitas Garut
Jl. Raya Samarang, Garut, Jawa Barat, Indonesia, 44151
Email: yasyafauzanwakila04@gmail.com

Anton
Universitas Garut
Jl. Raya Samarang, Garut, Jawa Barat, Indonesia, 44151
Email: anton.uniga.ac.id

ABSTRACT

This study aims to investigate the implementation learning model called *Paikem Gembrot* to increase students' learning interest. It is quantitative in nature and applies pre-experiential one group pretest-posttest experiments. The results show that the learning model Paikem Gembrot was tested for its validity and reliability. There were 10 statement items categorized as valid with the score 0.47. The learning interest questionnaire contained 13 statement items categorized as valid with the score 0.78. The results of the normality test for pretest of the experimental class was 72 and the control class was 74. The results of normality test for posttest for the experimental class score was 95 and the control class was 88. The hypothesis testing indicates that the value of tcount is 4.45 and it is greater than ttable, namely 2.70. It means that the learning model Paikem Gembrot can increase students' learning interest in learning Islamic religious education subject.

Keywords: Active Learning, Islamic Religious Education, Learning Interest, Learning Model

ABSTRAK

Penelitian ini bertujuan untuk menganalisis penerapan model pembelajaran Paikem Gembrot dalam meningkatkan minat belajar peserta didik. Penelitian ini menggunakan pendekatan kuantitatif melalui eksperimen pre-experiental one grup pretest-posttest. Hasil penelitian menunjukkan uji validitas kuesioner penerapan model Paikem Gembrot terdapat 10 item pernyataan yang dikategorikan valid dengan uji reliabilitas 0.47. Uji validitas kuesioner minat belajar terdapat 13 item pernyataan yang dikategorikan valid dengan uji reliabilitas 0.78. Hasil normalitas pretest kelas ekperimen skor 72 dan kelas kontrol skor 74. Hasil normalitis posttest kelas eksperimen skor 95 dan kelas kontrol skor 88. Hasil uji hipotesis menunjukkan bahwa hipotesis yang diajukan dapat diterima karena nilai t_{hitung} lebih besar dari t_{tabel} yaitu 4.45 ≥ 2.70. Penerapan model Paikem Gembrot dapat meningkatkan minat belajar peserta didik dalam mata pelajaran pendidikan agama Islam.

Kata Kunci: Model Pembelajaran, Minat Belajar, Islamic Religious Education, Pembelajaran Aktif

INTRODUCTION

Education is very important thing in a person's life. Various efforts are made to get an education because with education someone will get knowledge. Education is an activity and human effort in improving personality (Ahmad & Basri, 2016). Education is a conscious and planned effort to create a learning atmosphere to develop their potential to have spiritual, religious, self-control. It involves two parties namely teacher and students (Hermawan et al., 2018). Teachers should take into consideration students' learning interest. Learning interest is an important aspect to consider (Syarnubi et al., 2021). Delivering material with the wrong model will result in a students' loss of enthusiasm in learning. The basic principles of teaching and learning activities are student-centered learning (student centered approach), student creativity development, and challenging conditions creation (Atriyanti, 2015).

To improve the quality of education in the learning process, it is necessary to use a learning model that can increase student interest in learning (Naz & Murad, 2017). One of the learning models that can be used in the learning process is Paikem Gembrot learning model. It refers to active, innovative, creative, effective, fun, happy and meaningful learning model. Paikem Gembrot is a learning model that makes learning activities relevant and meaningful for students, which includes active inquiry learning to passively absorb knowledge and facts by empowering students' knowledge and experience to understand and understand their world of life (Adnan, 2017).

Paikem Gembrot has several characteristics and features its own learning syntax Marjuki (2020). This learning model has some characteristics including student-centered, providing direct experience, presenting concepts from various subjects, learning outcomes are in accordance with the interests and needs of students, and using the principle of learning while playing and having fun (Sabihi, 2019). There are some steps or phases in implementing the Paikem Gembrot model (Arikunto, 2009). Basically, it follows the steps (syntax) of integrated learning. In general, the syntax in the process of applying the Paikem Gembrot model follows the stages that are passed in each learning model which includes three stages: the planning stage, the implementation stage and the evaluation stage (Ahmadi & Amri, 2011).

Studies investigating paikem gembrot learning model have been conducted by researchers (Utami et al., 2015). Investigates the implementation of Paikem Gembrot in Social science learning concerning students' motivation. Yudha, et al., (2021) reported the implementation of the llearning model in learning math in elementary school. In the same vein, Rahayuningtyas & Istiqlal (2019) examined the use of paikem gembrot in math learning particularly on triangle topic. Ahmadi and Amri (2011) discuss characteristics of Paikem Gembrot learning model. Adnan (2017) investigated the learning model to improve and empower students' knowledge and their experience their world of life. However, studies investigating the application of Paikem Gembrot in learning Islamic religious education are scarce. This study is aimed at investigating the implementation Paikem Gembrot learning model to increase students' learning interest in Islamic religious education.

METHOD

This study applied Quasi-Experimental Design Method (Jakni, 2016). This design has a control group but cannot fully function to control external variables that affect the implementation of the experiment to identify variables that become the main components of the target educational institution. Experiments are carried out on two groups or classes that will receive certain treatments that differ from one group to another (Darmawan, 2019). The experimental procedure intends to compare the effects of independent variation on the dependent variable by controlling the independent variable. While the design carried out in this study is the Nonequivalent Control Group Design (Cresswell, 2014).

The sampling technique in this study is a non-probability sampling technique using saturated sampling. The saturated sampling technique is a sampling technique if all members of the population are used as samples (Sugiyono, 2019). Meanwhile, the population in this study was class IX-A SMP Muhammadiyah Cilawu Garut as many as 22 students and they served as experimental class. On the other hand, class IX-B students at SMP Muhammadiyah Cilawu Garut as many as 23 students served as control class.

Data were collected through questionnaire by referring to the Likert scale. The sample size was determined by using the Slovin's formula with a margin of error of five percent. In the end, a total of 45 students, with details of 22 students from experimental class and 23 students from control class participated in the study. Schools were selected because of several reasons: first, their accreditation namely A accredited for SMP Muhammadiyah Cilawu Garut, second, the level of difficulty of their selection of prospective students, and third, reasonable number of prospective students accepted.

The Principal Component Analysis (PCA) was used to analyze the data. It was used to look at the variables which support the strengths of educational institutions explicitly. This method of analysis was applied to avoid the multi collinearity of independent variables. Finally, the use of this analytic method served to see the variables that contribute significantly to the level of electability educational institutions. The research framework can be described in Figure 1.
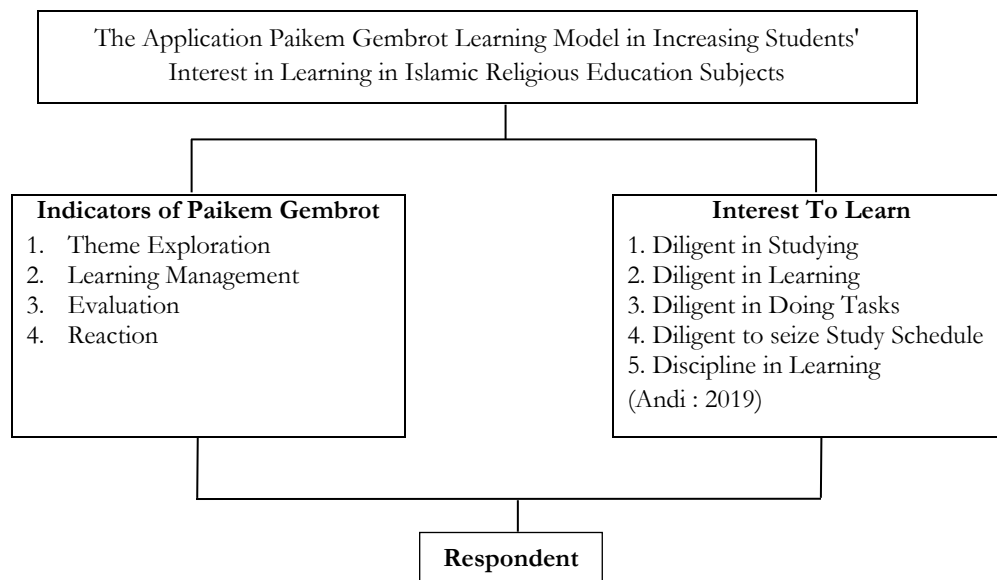

Figure 1. Research Framework for the Application of the Paikem Gembrot Learning Model

RESULTS AND DISCUSSION

This study is aimed at investigating the implementation Paikem Gembrot learning model to increase students' learning interest in Islamic religious education. In this section, the data collected will be described. The test was done twice in experimental class and control class SMP Muhammadiyah Cilawu Garut. The pre-test and post-test scores in two classes are potrayed in the descriptive statistic in Table 1.

Table 1. Result of Experiment

Descriptive Statistic	Treatment in Experimental Class		No Treatment in Control Class	
	Pretest	Posttest	Pretest	Posttest
Number of Sampels (N)	22	22	23	23
Minimum Score	50	70	50	70
Maximum Score	80	100	80	100
Mean	72	95	74	88
Deviation Standard	10.20	9.62	8.91	10.72

Pretest Result

Pretest data analysis was conducted to test the initial ability of the two classes towards understanding the material. Pretest was administered in both the control class with a total of 23 students and in experimental class with a total of 22 students. It was done to find out the results of student mastery before application of Paikem Gembrot learning model in increasing students' interest in learning Islamic religious education subjects. Pretest questions was constructed in the form of multiple-choice questions. There were 10 questions. Each question that was answered correctly was given a score 1 and the wrong answer got a score of 0. The highest score is 10 and the lowest score is 0.

The Results of the Pretests from Experimental class and Control Class can be seen in Table 2.

Table 2. Result of Pretest

Class	Gender		Total Score	Average Score
	Male	Female		
Experimental Class	11	11	1590	72
Control Class	10	13	1700	74

Based on Table 2, the performance of Control Class is higher. They obtained average score 74 which is better than Experimental class obtaining 72 for its average score. The present study found that Control class and experimental class show the normality of data. The information is shown in Table 3.

Table 3. Result of Normality Data in Pretest

Class	Chi-Square Count (X^2 *Count*)	Chi-Square Table (X^2 *Table*)	Meaning
Experimental	8.37	11.34	Distributed Normally
Control	8.91	11.34	Distributed Normally

Based on Table 3., both experimental and control class shared normal distribution. The data can be continued by testing their homogeneity. After testing the homegenity data, the result is shown in Table 4.

Table 4. Result of Homogeneity Data

Class	Standard Deviation	Varian	F *count*	F *table*
Experimental	14	196	1.4	2.81
Control	10	100		

Based on table 4, it is shown the results of the homogeneity test of the two variants are homogeneous. This decision is obtained from the data that shows the results of F *count* < F *table*. F *count* = 1.4 < F *table* = 2.81.

Posttest Result

Posttest data analysis was carried out to test the students' ability from experimental and control class to understand the material after being given treatment or learning treatment in

the control class with a total of 23 students and in experimental class with a total of 22 students. To find out the results of student mastery after applying the Paikem Gembrot learning model in increasing student interest in learning in Islamic religious education subjects, post-test is given. The questions were in the form of multiple choice questions as many as 10 questions, where from each question that was answered correctly got a score of 1 and the wrong answer got a score of 0. The highest score is 10 and the lowest score is 0. The results of the postests is shown in Table 5.

Table 5. Resul of Posttest

| Class | Gender | | Amount Value | Average |
	Male	Female		
Experimental	11	11	2089	95
Control	10	13	2030	88

Based on Table 5., Experimental class performed better. They achieved 95 for average score. On the other hand, Control class achieved 88 for its average score. After knowing the results of posttest, the data of normal distribution can be seen in Table 6.

Table 6. Result of Data Normality Posttest

Class	Chi-Square Count (X^2 *Count*)	Chi-Square Table (X^2 *Table*)	Meaning
Experimental	8.06	11.34	Distributed Normally
Control	10.99	11.34	Distributed Normally

Based on Table 6., both experimental and control class shared normal distribution. The data can be continued by testing their homogeneity. After knowing that the distribution of the experimental class and control class data is normally distributed, then the F test is then carried out to test the homogeneity of the two variances. From the calculation results, the result is shown in Table 7.

Table 7. Result of Homogeneity of Two Variants Posttest

Class	Standard Deviation	Varian	F *count*	F *table*
Experimental	34	1156	1.5	2.81
Control	22	484		

Based on Table 7 above, it shows that the results of the homogeneity test of the two variants of the post-test data are homogeneous. This decision is obtained from the data that shows the results of F arithmetic, F $_{table}$ = 1.5 < F $_{table}$ = 2.81.

Reflection of Paikem Gembrot Learning Model to Increase Learning Interest

Given the student's response to the learning model, student attitudes are classified into five aspects: diligent in studying, learning, doing assignments, having a study schedule and being disciplined in learning about the model and students' interest in learning in Islamic religious education subjects. Table 8. shows the results of student responses to interest in learning.

Table 8. Student's Reflection on Their Interest to Learn

No.	Student's Expression	Aspects
1	Every time there is homework or assignments for Islamic religious education subjects, I always want to do it quickly	Diligent in Study
2	I don't study Islamic religious education well because I don't have a target value	
3	I feel happy about Islamic religious education lessons	
4	When the teacher of Islamic religious education subjects explains the learning of Islamic religious education, I always take notes on important things	Persistent in Study

No.	Student's Expression	Aspects
5	I can reiterate the material presented by the Islamic religious education teacher	Persistent in Study
6	I am diligent in studying Islamic religious education subjects because I don't want my report cards to be bad	Diligent in Doing Tasks
7	I get used to studying Islamic religious education at home to add insight so that parents always give praise if I study hard at home	
8	I don't feel the need to master Islamic religious education materials given by Islamic religious education teachers	
9	I always study Islamic religious education every night at home	Have a Study Schedule
10	My parents always accompany me when I study Islamic religious education at home	
11	I rarely study or repeat Islamic religious education subjects when I am at home	
12	I get praise from my parents if I get the value of Islamic religious education well	Discipline in Learning
13	I am satisfied if my Islamic religious education coursework is good because I really do the assignments given by the Islamic religious education subject teacher	

Based on Table 9., it can be concluded that all respondents gave positive responses to the Paikem Gembrot model in relation to students' interest in learning. All students think Paikem Gembrot's learning model is good for them for various reasons. As a result, all respondents suggested the Paikem Gembrot leraning model to be applied in Islamic religious education learning.

Table 9. Learning Interest Questionnaire Test
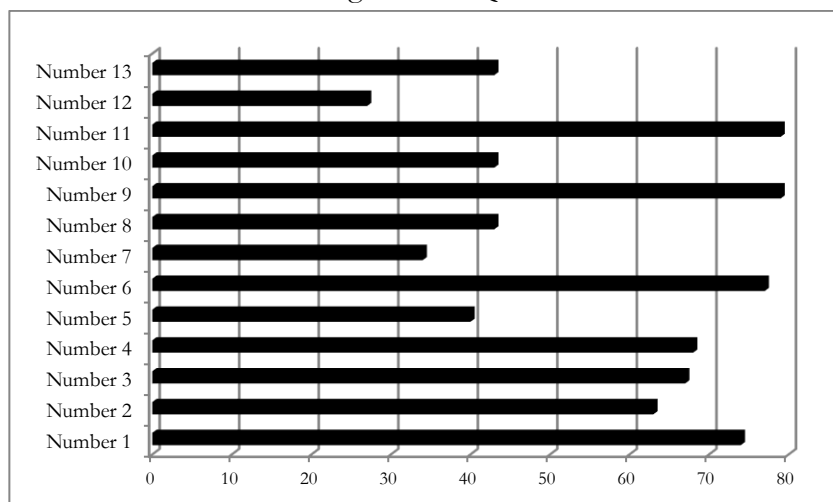
Research in the context of applying the Paikem Gembrot learning model in increasing student interest in Islamic religious education subjects was carried out in three stages, namely the planning stage, the implementation stage, and the evaluation stage.

The Results Paikem Gembrot Model Application in Increasing Students' Interest in Learning

This study aims to determine the application of the Paikem Gembrot model in increasing student interest in learning, especially in class IX of SMP Muhammadiyah Cilawu. This research is motivated by the need to increase student interest in learning. In this case, pretest and posttest were carried out to determine the results before being given treatment and after being given treatment. In addition to other techniques, namely observation, questionnaires, interviews and documentation.

The experiment was carried out twice, in class IX-A (experimental class) and in class IX-B (control class) SMP Muhammadiyah Cilawu Garut. The pre-test and post-test scores in the two classes are depicted in descriptive statistics in the Figure 2.
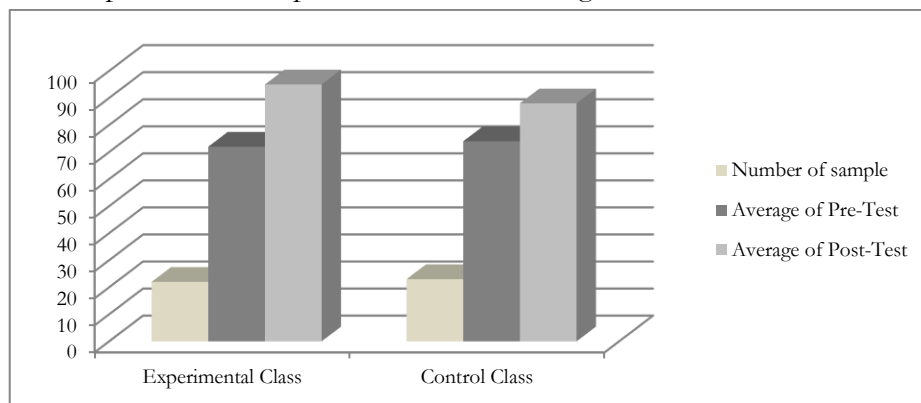

Figure 2. The pre-test and post-test Scores in the Two Classes

In the previous section, the data have been presented. In this section, the findings of the present study will be discussed with relevant literature. This study aims to determine the application of the Paikem Gembrot learning model in increasing student interest in learning, especially in class IX of SMP Muhammadiyah Cilawu. The background of this research is the need to increase students' interest in learning. In this case, a pretest and posttest were carried out to determine the results before being given treatment and after being given treatment. In addition to other techniques, namely observation, questionnaires, interviews, and documentation.

Islamic Religious Education Learning

In the previous section, the results of the study have been presented. In this section, those findings are discussed with relevant previous studies and literature. This study investigates the implementation of Paikem Gembrot learning model in learning Islamic religious education learning. In Ahmadi and Amri (2011) Paikem Gembrot-based learning helps students develop high-level thinking skills, critical thinking, and critical and creative thinking. Thinking is an orderly reasoning skill, systematic skill in assessing, solving problems, drawing decisions, giving beliefs, analyzing assumptions, and scientific searches. Creative thinking is a mental activity for mental to increase purity (originality), and sharpness of understanding (insight) in developing something (generating). The ability to solve problems is a higher-order thinking ability; Flores & Derrington, 2018).

Understanding Islamic religious education is a conscious and planned effort in preparing students to recognize, understand, live up to faith, piety and noble character in practicing Islamic teachings from the main source, namely the Quran and Hadith through guidance, teaching activities, practice accompanied by interreligious harmony in society (Daradjat, 2018). IRE requires model and method to deliver best learning material in the classroom (Darmadi, 2017). A suitable learning method has the chance to improve students' interest in learning a particular subject (Sjöblom et al., 2021). In this study, the teachers tried to deliver the learning material using Paikem Gembrot learning model.

Islamic education learning can be defined in several ways. Ijudin and Munawaroh (2018) views Islamic education as guidance on spiritual and physical growth according to Islamic teachings with the wisdom of directing, teaching, training, nurturing and supervising the application of all Islamic teachings. It requires an effective method to apply in Islamic Religious education learning (Aidah, 2020; Hasbiyallah & Sulhan, 2015). In this present study, Paikem gembrot learning model can be considerd effective to increase students' motivation in

learning Islamic religious education learning. Effort must be made to ensure the successful learning of Islamic religious education (Stern & Smith, 2016; Mutmainnah, 2020).

Islamic religious education subjects as a whole are covered in the scope of the Quran and Hadith, faith or monotheism, morals, *fiqh* or worship, and history as well as describing the scope of Islamic religious education (Alfiah & Zalyana, 2011). The scope includes the realization of harmony and balance of human relations with Allah SWT (ḥabl min Allâh), oneself, fellow human beings (ḥabl min an-nâs), other creatures or the environment. Islamic religious education is a conscious effort that is always carried out by educators in preparing students to believe, understand and practice the teachings of Islam through guidance, teaching, learning or training activities that have been planned to achieve the goals that have been set. In other words, the scope should be in line with the curriculum to achieve educational objectives (Rapanta, 2021).

The purpose of Islamic religious education includes three aspects, namely cognitive aspects (development of the mind, such as intelligence intelligence, reasoning power), affective aspects (heart development, such as developing taste, heart and spirit), and psychomotor aspect (physical development, such as a healthy body, having skills (Ijudin & Munawaroh 2018; Jaelani, 2019; Prahara, 2015; Correia et al., 2020). Islamic religious education is aimed at growing and increasing faith through the provision and fertilization of knowledge, appreciation and experience of students about the teachings of Islam. It is hoped that they become Muslim human beings who continue to develop in terms of their faith and piety (McKenna & Francis, 2019).

Islamic religious education is seen as an effort to guide and nurture students so that later after completing their education they can understand and practice Islamic teachings and make them a way of life. It is an overview of humans by way of guidance and leadership to help and direct the religious nature of students towards the formation of the main personality in accordance with Islamic teachings. When it comes to aspects of Islamic religious education, Habi As-Shidiqi elaborates as follows: (1) tarbiyah jasmiyah, namely all matters of education whose form nourishes the body and enforces it, so that it can hinder the difficulties faced in its practice, (2) tarbiyah aqliyah, namely all matters of education and lessons which consequently educate the mind and sharpen the brain, and (3) tarbiyah adabiyah, namely all practical matters as well as in the form of theory whose form is to increase the mind and improve temperament which must always be possessed and implemented (Prahara, 2015; Wu et al., 2021; Fallah et al., 2015). Islamic religious education is designed to grow and increase the faith of students through giving and cultivating knowledge, appreciation, experience, and experiences of students about the religion of Islam. It is expected that they become Muslim human beings who continue to develop in terms of faith and piety to Allah SWT and have noble character in life. Teachers are in the frontline to deliver Islamic religious education (Hanafi, Adu, & Muzakkir, 2019).

Paikem Gembrot learning model refers to active, innovative, creative, effective, fun, joyful and meaningful learning. By active, it is meant in the learning process where the teacher must be able to create an atmosphere in such a way that students actively ask, question, and express ideas and emphasize the development of children's abilities through "learning by doing". This can be categorized as effective learning (Hakim, T, 2020). It should be done in the learning process (Hamalik. (2018)

By innovative, it means that the teachers always package heterogeneous learning activities so that they have added value in providing learning services to students. It allows the teachers to manage learning in the classroom to be able to guide students to create new things, or innovative things. New or innovative things is not meant to be really new. Creative requires

the teachers to be able to create diverse learning activities so that they fulfill and are able to provide service at various levels of student abilities.

There are several factors that influence students' learning process. Teachers should take into consideration those factors (Slameto, 2015). Learning involves several aspect that teachers should fulfill. In other words teaching and learning need to be fulfilled (Suardi, 2018). At the end of learning process, students' achievement should be assessed (Sudjana, 2020). Teachers should try to give students opportunities to develop creativity in learning so that students are able to produce something that benefits themselves and others. Creativity is also intended so that teachers create diverse learning activities so that they meet various levels of student abilities. Other technique like home visit can contribute to students cognitive (Munawaroh, et al., 2021).

The learning model contains effective. This means that the teacher is able to use the time to achieve the expected goals, so that the learning process is able to produce what students must master, namely successfully in achieving the learning objectives that have been previously applied. Learning produces new experiences that tend to be permanent. The learning model contains fun. It is expected that the teachers are able to create a pleasant learning atmosphere so that students focus fully on the learning process. The learning model contains Happy. It means that teachers create a fun learning atmosphere so that students are able to learn with enjoyment. In turn, students are able to absorb lessons in a meaningful way. It is intended that teachers provide learning to students so that they can master the material as expected correctly and have good quality so that learning objectives are achieved. Soekamto in Ahmadi and Sofan (2011) suggests the purpose of the learning model that has a conceptual framework. It describes a systematic procedure in organizing learning experiences to achieve certain learning goals, and serves as a guide for learning designers and teachers in planning teaching and learning activities. Thus, learning activities are really activities that aim at learning in a systematic way (Magdalena, et al., 2020).

Paikem Gembrot offers a learning model that makes learning activities relevant and meaningful for students, both formal and informal activities, which include active inquiry learning to passive absorption of knowledge and facts by empowering knowledge and experience of students to understand and understand the world of their lives (Ahmadi & Sofan, 2011; Noor, 2010; Prayitno, & Kusumaharti, 2013). Lesson plan should be designed to facilitate integrative learning (Prastowo, 2017). At the end of learning process, students' mastery can be assessed (Purwanto, 2020). By packaging the learning experience designed by the teacher, it will greatly affect the meaningfulness of the student experience and make the learning process more effective and interesting, so that the integrity and unanimity of knowledge will be obtained (Syah, 2014).

The acquisition of learning integrity, knowledge, and a unanimous view of life and the real world can only be reflected through Paikem Gembrot's learning model. Ahmadi and Amri (2011) views Paikem Gembrot as a learning model in schools that has characteristics, including student-centered, providing direct experience, separation of subjects is not very clear, presents concepts from various subjects, is flexible, learning outcomes are appropriate.

To improve the practice of Islamic religious education learning, some suggestions can be taken into consideration. Islamic education requires the development of concept curriculum that redesign the new paradigm (Ijudin, 2013). This is important to keep the subject on the right track and respond to the currebt situation in education. In addition, learning material need also to be developed for its relevance with the global change and the latest current in education (Jailani, 2021). It goes without saying that learning any subject should be contextualized with the world change and situation to make it relevant and meaningful for their learning. The teachers can also promote pluralism in Islamic religious

education learning (Saihu, 2020). Pluralism is a global issue to take into consideration. Islamic religious education learning should plays its role and contribute to the government program to promote pluralism. By promoting all the suggestions, the teachers can be leader in learning process (Samsul & Zainal, 2019).

CONCLUSION

Based on the purpose of this study, namely to determine the effect of the application of the Paikem Gembrot model in increasing student interest in learning, then after the researchers carried out data analysis processing, it was obtained that the Paikem Gembrot learning model was able to give an effect on increasing students' interest in learning in the learning process. This research is also very supportive of students to understand more deeply related to the material presented. Students' interest in learning can also affect learning outcomes so that the learning process that occurs will not be monotonous and boring, where students will more easily understand the material to be studied with various activities implemented through the Paikem Gembrot learning model. Then, this research has limitations, namely the subject only includes grade IX students at SMP Muhammadiyah Cilawu Garut.

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