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Improving Islamic Religious Education Students' Learning Outcomes Through the Active Learning Approach at SLB Negeri 1 Lengayang

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using an active learning approach. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high school students. The data for this study were obtained using 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 by comparing the results obtained with indicators of research success. The results of the study indicate that the active learning approach to students can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 46.71%, the first cycle 67.39% and in the second cycle it increased to 92.66%. Thus, the use of the active learning approach can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Islamic education, learning outcomes, active learning.

INTRODUCTION

Education is a place to form a good image in human beings so that they can develop their full potential. Law number 20 of 2003 concerning the National Education System has also explained that education is a place or a place to develop all the potential of the human being. Education is a very important process to improve intelligence, skills, enhance ethics, strengthen personality, and strengthen the spirit of togetherness in order to build oneself and jointly build the nation. Education is also a conscious effort made by a person or group of people in an effort to mature human beings through teaching and training efforts. In the process of human maturity that lives and develops, it will appear that human beings are always changing and that change is the result of learning. This means that in education there is a process of changing attitudes and behaviors. In the learning process at school, there are two subjects, namely teachers (educators) and students as students. The main task and responsibility of a teacher is to create effective, efficient, creative, dynamic and fun learning for his students. Teachers have a very big role in learning in schools. Indirectly, a teacher is required not only to be able to provide material to students but also to be able to think about how to use the right learning methods and strategies so that the expected learning goals can be achieved. In addition to the role of teachers, the success

factors in the implementation of learning can be reviewed from the situation and conditions of students, learning environments, adequate facilities and infrastructure, therefore teachers are required to have the ability to be able to provide an educational service optimally in accordance with the abilities and needs of the students. Students with disabilities actually experience obstacles and retardation in intellectual mental development far below average so that they experience difficulties in academic, communication and social tasks, so they need special needs education services.

To teach children with disabilities, they need a fun learning model so that they want to learn and interact with the Student Learning Model, making them feel motivated to communicate with each other so that the goals of learning are achieved and can improve the learning outcomes of students. Facing the above problems, the author is interested in conducting classroom action research to find a way or learning technique so that students can be actively involved and can improve their learning outcomes. Islamic Religious Education has many students who have not completed it based on the KKM completeness score (minimum learning completeness criterion), the learning completeness score is 75.

Only 2 students received a completion score, namely with a percentage of 65%, while those whose scores had not reached the completion score, namely 1 student with a percentage of 35%, so it can be seen that the learning outcomes of students in class VIII C Handicapped are still low. Based on the background that has been presented, the researcher conducted a class action research with the title: Improving Islamic Religious Education Learning Outcomes through an Active Student Learning Model in Class VIIIc Tunagrahita Slbn 1 Lengayang, South Pesisir Regency in 2025.

METHODS

The type of research used in this study is Classroom Action Research. The purpose of this study is to improve teachers' learning performance through self-reflection in making changes to improve student learning processes and outcomes in practice and directly. In addition, this research aims to improve the quality, content, input, process and learning outcomes for students in schools so that it is expected to improve the professionalism of educators and education personnel (Fitria et al., 2019). The changes referred to in this study are related to students' understanding of the material of dressing according to Islamic law. In this study, there are two variables used. Variables are a complete set of instructions about what is being researched and measure a variable and concept in testing perfection (Sugiyono, 2015). The variables used in this study are; 1) Variable X is the variable that influences the variable Y.

The implementation of this research which is the variable X is the use of the research implementation method, namely the Active Student Learning Model; 2) Variable Y is a variable that is influenced by variable X. In the implementation of this study, the variable Y is the ability to understand children in class VIIIc for the disabled at SLB Negeri 1 Lengayang as seen from the child's learning outcomes. A research requires an object that is being researched to achieve the purpose of the research, the data from the object being studied is the data needed by the researcher for the data analysis process, the object being studied is still in the form of a population selected by the researcher (Sugiyono, 2015). Population is a generation area consisting of objects or subjects that have certain characteristics and characteristics applied by the researcher, the population used by the author is class VIIc and VIIIc for the disabled Phase D of SLB Negeri 1 Lengayang. What must be condensed into a sample is class VIIIc for the disabled. The subject is the person who is the source in the research. This research was carried out in class VIIIc of SLB Negeri 1 Lengayang which amounted to three children with mild disabilities. Data collection is carried out by researchers through observation, interviews and tests. Observation is carried out by observing the state of children in participating in learning in the classroom. Interviews were conducted with class teachers about progress and what

obstacles were obstacles in the learning process. As for the test, the researcher uses a test technique in the form of deeds, namely assigning children with assignment sheets. In addition to observations, data collection is also documented for documentary evidence. The analysis is guided by the results of observations, tests, with collaboration based on important notes in the field.

The data obtained is described by the ability of children to obtain conclusions accompanied by the presentation of results in the form of percentages. The initial ability, cycle I and cycle II will be a source of data acquisition that is analyzed and processed to obtain results in determining the improvement of children's learning outcomes by using the Problem Based Learning, VIIIc learning model for the disabled at SLB Negeri 1 Lengayang. Support with quantitative data.

RESULTS AND DISCUSSION

The implementation of this research was carried out at SLBN 1 Lengayang. This research consists of Pre-cycle and 3 cycles with each cycle being carried out 1 meeting with an allocation of 2 hours of lesson time to improve the learning outcomes of students in class VIII.C (Disabled). In the shahada material to improve the learning outcomes of students, the researcher uses the Student Activist learning model, the researcher uses pre-cycle 1, cycle 1, cycle 2, and cycle 3. In each cycle, it will be seen whether the learning process of Activist Students can improve the learning outcomes of students by using several observation instruments and tests in each cycle. The Pre-cycle I meeting will be held on Saturday, December 21, 2024 with an allocation of 2 hours of lessons or (2 x 35 minutes of learning). In Pre-Cycle I, the researcher achieved 43 scores with a percentage of 71.66%, while from the 8 aspects of student activities observed, students achieved 20 scores with a percentage of 62.50%.

Thus, it can be concluded that in pre-cycle 1 it can be seen that the research activities of students are classified as good, but in terms of performance indicators, the results are still categorized as unsuccessful because they have not reached the performance indicator criteria (85%). For this reason, the researcher carried out improvements in the next cycle by emphasizing the parts that are difficulties for students and also the lack of researchers in coordinating the learning process, so that there is an improvement in student learning outcomes, as expected through the Student Activate model. The first cycle meeting was held on Monday, January 6, 2025 with an allocation of 2 hours of lesson time or (2 x 35 minutes of learning), the researcher achieved 51 scores with a percentage of 79.68%, while from the 8 aspects of student activities observed, students achieved 21 scores with a percentage of 63.00%. Thus, it can be concluded that in cycle 1 it can be seen that the research activities of students are already good, but in terms of performance indicators, the results are still categorized as unsuccessful because they have not reached the performance indicator criteria (85%). For this reason, the researcher carried out improvements in the next cycle by emphasizing the parts that are difficult for students and also the lack of researchers in coordinating the learning process, so that there is an improvement in student learning outcomes, as expected through the Active Student Learning model.

In cycle 1, it is learning with Friday prayer materials using the Active Student Learning Model. Cycle 2 was carried out 1 meeting for 2 hours of lessons in class VIIIc Tuna grahita SLBN 1 Lengayang, the researcher achieved 52 scores with a percentage of 80%, while from the 8 aspects of student activities observed, students achieved 22 scores with a percentage of 64.00%. Thus, it can be concluded that in cycle 2 it can be seen that the research activities of students are classified as good, but in terms of performance indicators, the results are still categorized as unsuccessful because they have not reached the performance indicator criteria (85%). For this reason, the researcher carried out improvements in the next cycle by emphasizing the parts that are difficulties for students and also the lack of researchers in coordinating the learning process, so that there is an

improvement in student learning outcomes, as expected through the Active Student Learning model. In cycle 1 is learning with fasting material using the Active Student Learning Model. Cycle 3 was carried out 1 meeting for 2 hours of lessons in class VIIIc Tuna grahita SLBN 1 Lengayang, the researcher achieved 55 scores with a percentage of 86%, while from the 8 aspects of student activities observed, students reached 24 scores with a percentage of 70.00%. Thus, it can be concluded that in cycle 3 it can be seen that the research activities of students are good, but in terms of performance indicators, the results are still categorized as successful because they have reached the performance indicator criteria (85%).

This research aims to improve the learning outcomes of Islamic Religious Education (PAI) through learning that involves active students in class VIII C Tunagrahita SLBN 1 Lengayang. Based on the results of observation and data analysis obtained during the study, the application of active learning has been proven to have a positive impact on improving student learning outcomes. This can be seen from the increasing participation of students in every learning activity, especially in group discussions, questions and answers, and practical activities related to the material taught. In the early stages of the study, most students had difficulty understanding the conventionally taught PAI material, which tended to focus more on lectures from teachers. However, with the implementation of active learning involving students more in the learning process, students began to show significant changes. They become more interested and enthusiastic in participating in learning because they are given the opportunity to actively ask questions, discuss, and do assignments that require critical thinking. This active learning has been proven to reduce anxiety and increase students' confidence, especially students with disabilities who previously found it difficult to follow learning in general.

In addition, the learning methods used, such as group discussions, demonstrations, and questions and answers, provide opportunities for students to better understand the material in a practical and contextual way. In this way, students not only memorize information but can also relate the material to their personal experiences, which is crucial in Islamic Religious Education learning. For example, in learning about religious values, students are invited to reflect and discuss how they can apply these values in their daily lives. This makes the material more meaningful and relevant to them. Active learning also improves students' social skills, especially in terms of communication and cooperation. In group discussion-based learning, students learn to share opinions, listen to their peers, and work together in solving problems. This skill is very important in learning for children with disabilities, Because they need to be trained to interact with peers and teachers in a variety of situations. Active learning helps them to be more confident in communicating and more involved in social activities at school. However, despite significant improvements in the first and second cycles, the biggest challenge in this study was the diversity of students' abilities. Students with disabilities have different learning speeds and styles, so there needs to be adjustments in learning methods. Some students need more time to understand the instructions or material being taught, while others can follow along more quickly.

Therefore, teachers need to provide a more personalized approach, such as providing individual or small group guidance, so that all students can follow the learning well and gain maximum understanding. During the learning cycle, teachers also observe student involvement in each learning activity. The results showed that by providing greater opportunities to be active, students became more engaged in learning, although there were some students who needed more intensive help in participating in class activities. Teachers act as facilitators who help students to understand the material and provide support individually or in groups. The success of active learning is highly dependent on the teacher's ability to manage the classroom and identify the learning needs of each student. A significant increase in learning outcomes was also recorded in the final evaluation of each learning cycle. For example, students' average grades improved with each cycle, indicating that students were able to better understand and remember the

material being taught. The application of active learning allows students to process information in more depth, as they are directly involved in various learning activities. This shows that learning methods that place students as the main subject in the learning process are very effective in improving their learning outcomes.

Overall, learning that prioritizes active student involvement has proven to be effective in improving the learning outcomes of Islamic Religious Education for students with disabilities in class VIII C SLBN 1 Lengayang. Active learning not only improves students' academic understanding, but also develops their social, cognitive, and communication skills. Therefore, it is recommended that this learning model be applied more widely to other classes, especially for students with special needs, with more flexible and personalized learning strategy adjustments.

CONCLUSION

Based on the results of the study, classroom actions carried out in improving learning outcomes through the active learning model in grade VIII students (Disabled) there was an increase in learning outcomes which was shown by the number of students who initially got 5 students with scores below the KKM. After using the Active Learning Model, students whose scores below KKM became 0. Thus, it can be concluded that the active learning model can improve student learning outcomes. Based on the results of the research that has been carried out, it can be concluded that the application of active learning in Islamic Religious Education (PAI) in class VIII C Tunagrahita SLBN 1 Lengayang can significantly improve student learning outcomes. Active learning that involves students in group discussions, questions and answers, and practical activities has been proven to have a positive impact on material understanding and increase student involvement in each learning activity. During the implementation of the research, there was an increase in student motivation and enthusiasm in following the learning process. With an approach that provides opportunities for students to actively participate, they become more interested in learning and more confident in expressing their opinions. This shows that active learning can overcome anxiety and increase students' confidence, especially for students with disabilities who have different learning difficulties. In addition, active learning also helps improve students' social skills, such as the ability to communicate, work together in groups, and develop critical thinking skills. In the context of PAI, students are invited to understand and apply religious values in daily life, which makes the material more meaningful and relevant.

Developing social skills are also an important provision for students in interacting in the school environment and outside of school. However, the challenge faced in this study is the difference in learning ability between students. Some students with disabilities need more time and guidance in understanding the material. Therefore, teachers need to adapt learning methods with a more personalized approach, such as providing individual or small group guidance to ensure that all students can follow the learning well. However, the results of the evaluation that showed an increase in the average score of students in each cycle proved that active learning can be effective in improving the learning outcomes of students with disabilities. Learning that involves students directly in the learning process allows them to remember and understand the material better, as well as help They develop important social skills. Overall, the application of active learning in PAI to students with disabilities can have a positive impact in improving their learning outcomes. Therefore, it is recommended that this method be applied more widely to other classes, especially for students with special needs. More flexible and personalized learning will greatly help them in reaching their best potential. For further development, further research is needed on other learning strategies that can improve the learning outcomes of students with disabilities, as well as how to optimize teacher involvement in accompanying students who need more attention in the learning

process. With the right approach, learning can be more effective and meaningful for students with special needs.

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