Improving Learning Outcomes in Islamic Religious Education Using Direct Instruction Method Based on Interactive Digital Media at Private High School Harapan Bangsa Kuala

Anggi Seprina Putri[1], Alfian Tanjung[2]
[1,2]Institut Syekh Abdul Halim Hasan Binjai, Indonesia
Email: anggiseprinaputri09@gmail.com; alfiantanjung@insan.ac.id

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan hasil belajar peserta didik kelas X pada mata pelajaran pendidikan agama islam di SMA Swasta Harapan Bangsa Kuala melalui penerapan model pembelajaran direct instruction berbasis media digital interaktif. Penelitian ini merupakan Penelitian Tindakan Kelas dalam semi kualitatif dengan dua kali siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan evaluasi serta refleksi. Sumber data yang digunakan yaitu data primer dan data sekunder. Data primer bersumber dari guru dan peserta didik. Data sekunder bersumber dari dokumen yang digunakan dalam penelitian. Teknik pengumpulan data melalui observasi, wawancara, dokumentasi, dan latihan unjuk kerja. Teknik analisis data menggunakan teknik analisis kritis dan teknik statistik deskriptif komparatif. Hasil penelitian ini menunjukkan bahwa hasil belajar peserta didik mengalami peningkatan di setiap siklusnya. Sebelum diterapkan tindakan hasil belajar peserta didik yang tuntas dengan hasil observasi tentang kegiatan mengajar guru dan kegiatan belajar peserta didik pada siklus 2 menunjukkan peningkatan. Ketercapaian kegiatan mengajar guru sebesar 94,45% dengan kriteria sangat baik. Ketercapaian kegiatan pembelajaran peserta didik sebesar 88,89% dengan kriteria baik. Hasil belajar pada siklus 2 menunjukkan bahwa semua peserta didik dapat mencapai KMKTP. Skor tertinggi yang didapat peserta didik yaitu 100 dengan jumlah 6 peserta didik, sedangkan skor terendah yaitu 80 dengan jumlah 8 peserta didik. Rata-rata skor pada siklus 2 ini adalah 89,29.
Keyword: Hasil Belajar; Metode Direct Intruction; Media Digital

ABSTRACT

This research aims to improve the learning outcomes of class X students in Islamic religious education subjects at Harapan Bangsa Kuala Private High School through the application of a direct instruction learning model based on interactive digital media. This research is semi-qualitative Class Action Research with two cycles. Each cycle consists of planning, action, observation, evaluation and reflection. The data sources used are primary data and secondary data. Primary data comes from teachers and students. Secondary data comes from documents used in research. Data collection techniques through observation, interviews, documentation and performance training. Data analysis techniques use critical analysis techniques and comparative descriptive statistical techniques. The results of this research show that student learning outcomes have increased in each cycle. Before implementing the action, student learning outcomes which were completed with the results of observations regarding teacher teaching activities and student learning activities in cycle 2 showed improvement. The achievement of teacher teaching activities was 94.45% with very good criteria. Achievement of student learning activities was 88.89% with good criteria. Learning results in cycle 2 show that all students can achieve KMKTP. The highest score obtained by students was 100 with a total of 6 students, while the lowest score was 80 with a total of 8 students. The average score in cycle 2 was 89.29.
Keyword: Learning Outcomes; Direct Instruction Method; Digital Media

Corresponding Author:
Anggi Seprina Putri,
Institut Syekh Abdul Halim Hasan Binjai,
Jl. Insinyur H. Juanda No.5, Timbang Langkat, Kec. Binjai Tim., Kota
Binjai, Sumatera Utara 20737, Indonesia
Email: anggiseprinaputri09@gmail.com

1. INTRODUCTION

Education is something that society needs to fulfill, with the educational process a society is formed with diverse skills. Education is considered as planned actions and actions as an effort to develop the abilities or potential that exist within each human being, in this case students through conscious and planned efforts to develop the potential that a student has through activities stated in the learning program at school (UUD RI No. 20 of 2003 article 1); (Khunaifi & Matlani, 2019). Official learning levels which aim to prepare workers with knowledge and skills relevant to their professional training programs (Albab, 2020). The definition of vocational school is contained in government regulation no. 7, 2008, (Article 1 paragraph 21) which explains that secondary schools, hereinafter abbreviated to Senior High Schools (SMA), are a form of official learning unit that organizes general learning at the secondary level as a continuation of SMP, MTs or other or advanced levels. education that is recognized as equivalent or equal to SMP or MTs (Setiadi, 2019).

In the learning process that takes place in the classroom, in order to achieve maximum goals as expected, active communication must occur between the teacher as the transmitter of information and students as recipients of information or knowledge. The communication that will be established by the teacher as an agent in learning must start with good planning, so that the learning flow can run systematically and in a directed manner. As stated by Fakhrurrazi, (2018) and Uno, (2010), the term learning has the essence of planning or designing (design) as an effort to teach students. That is why students do not only interact with the teacher as one learning resource, but may interact with all the learning resources used to achieve the desired learning goals. Therefore, the learning that occurs focuses attention on how students learn and not on what students learn. Jagantara et al. (2014) said that one of the efforts that can be used to improve the quality of education is by developing learning models. Learning models can be adapted to the material and class conditions, so not all learning models can be applied to the same learning material.

A teacher must be able to design a learning model that suits the material and characteristics of students, so that students can be comfortable and easily receive learning well and the learning outcomes obtained by students are also good. The results of a preliminary study conducted by researchers show that the learning model delivered by Islamic religious education teachers is still in conventional form. Teachers still dominate the learning process and are not effective in delivering learning material. The application of conventional learning models by teachers has not been able to achieve student learning outcomes in accordance with predetermined goals, this learning model has not provided broad opportunities for students to develop their abilities (Rehalat, 2014).

Students are not yet active in participating in learning and student learning outcomes are still low. Previous data on Islamic religious education learning outcomes for class The KMKTP determined is if students achieve a score of 80, at least 85% overall. Efforts to improve the quality of education and the success of students in understanding learning material include improving the learning process (Puryadi et al., 2016). One learning model that can improve student learning outcomes is the direct instruction learning model based on digital media. The direct instruction learning model according to Pritandhari (2017) is a direct learning model that consists of certain steps that can guide students in understanding procedural material. Based on research conducted by Dharmayani et al. (2019) shows that the learning outcomes of students using the direct instruction learning model based on digital media are superior to conventional learning models. The direct instruction learning model based on digital media also improves learning outcomes in practical learning. This is in accordance with research conducted by Alia and Supriyono (2013) that direct instruction learning models based on digital media can improve students' affective and psychomotor learning outcomes. The learning model with peers can make student learning outcomes more effective and efficient (Ramadhan et al., 2018). The same research shows that using the peer tutoring learning model can improve student learning outcomes which can be seen from students achieving scores that exceed the Minimum Completeness Criteria set by the school.

The definition of learning according to Lovisia (2018) is an effort made by an individual consciously to change behavior through training and experience according to cognitive, affective and psychomotor aspects in order to achieve a goal. A person must focus on learning activities so that they can obtain good learning results. One way that can be done is by focusing attention when carrying out learning activities, with this, what is learned will be understood well (Charli et al., 2019). Learning outcomes are important in the process of

learning activities. Understanding learning outcomes according to Jagantara et al. (2014) is the level of success achieved by students after carrying out the learning process within a certain period of time regarding aspects of knowledge, skills and attitudes that can be seen in changes in students' behavior and abilities. There are two factors that can influence learning outcomes, namely internal factors and external factors. According to Sulfemi and Supriadi (2018) internal factors consist of intelligence, interests, talents and motivation. Meanwhile, external factors consist of the state of the family environment, the state of the school environment and the state of the community environment. Developing learning models can vary between schools because it depends on the material and students. The learning model used during the learning process is adapted to the students and study time (Pritandhari, 2017).

According to Khoerunnisa and Aqwal (2020), learning models are a pattern of choice where teachers can design learning models according to class conditions so that the learning process can run efficiently and educational goals can be achieved. According to Sani et al. (2018) that digital-based direct instruction learning is a learning model where the teacher delivers learning material directly to students by paying attention to the stages. Digital-based direct instruction learning is a learning model that uses demonstrations and explanations carried out by teachers combined with practice and student feedback to help students gain the knowledge and skills needed for learning (Candrawati, 2020). The stages of digital-based direct instruction learning according to Pritandhari (2017) are:

1) convey the learning objectives,
2) convey knowledge and demonstrate skills,
3) provide guided practice,
4) check students' understanding and provide feedback,
5) provide independent training.

Moving on from phenomena in the field, researchers are interested in conducting research with the title "Improving Islamic Religious Education Learning Outcomes Using Direct Instruction Methods Based on Interactive Digital Media at Harapan Bangsa Kuala Private High School" which will be held in the even semester of the 2024-2025 academic year.

2.   RESEARCH METHOD

This research is classroom action research with a qualitative descriptive approach. In accordance with the concept presented by (Pandiangan, 2019), classroom action research is a form of learning study carried out in a classroom context, initiated by teachers to overcome learning challenges, improve the quality and outcomes of learning, and try new approaches to improve the quality and outcomes of learning. In this case, the view of (Mashud, 2022) emphasizes that classroom action research proceeds through four stages, namely planning, action, observing and reflecting. The subject groups in this classroom action research consisting of class X students at Harapan Bangsa Kuala Private High School with a total of 34 students consisting of 24 female students and 10 male students. The research instruments used in this context involve observation sheets, student work results, and documentation. The specifications include observation sheets that monitor teacher activities and student activities. The data analysis implemented in this research is focused on calculating percentages using a predetermined formula. Through this approach, this research is expected to contribute to uncovering the dynamics and effectiveness of learning strategies applied in the classroom context, and also provide broader insight into the role and the effects of changes in learning approaches on student engagement and achievement.

Formula for observation of teacher and student activities

$$\text{Percentage Score} = \frac{\text{Total Score}}{\text{Maximum Score}} x 100\% \tag{1}$$

3.   RESULTS AND DISCUSSION

A.   *Direct Instruction Learning Based on Interactive Digital Media*

The "Direct Instruction" learning approach is a strategy specifically developed to provide optimal support for the student learning process, especially in terms of declarative knowledge and procedural knowledge that has been arranged systematically. This approach refers to a series of steps taken in a gradual and structured manner, with the aim of teaching learning material effectively (Trianto, 2017). The "Direct Instruction" learning concept characterizes an approach in which the teacher's role is central (teacher-centered approach). In this series of strategies, the teacher directs the delivery of learning materials within a well-organized framework. The main focus of this strategy is to increase student academic achievement (Yusnema Zebua & Harefa, 2022).

Two forms of implementing direct learning strategies are through lecture and demonstration methods, both of which act as active learning approaches (Hamzah, 2015). This direct learning approach is specifically designed to facilitate the development of students' understanding of procedural knowledge and declarative knowledge through steps. which are arranged sequentially (Khanifatul, 2013). In practice, students also have responsibility for this learning process, but are still directed and monitored by the role of the teacher (Hariyanto

& Suyono, 2015). According to Kardi and Nur in (Trianto, 2013), there are characteristics of the Direct Instruction teaching model, namely:

1) There are learning objectives and the impact of the model on students in the learning assessment process.
2) Syntax or general structure and flow of learning activities.
3) Management systems and modeling environments are necessary for certain learning activities to be successful.

The syntax of the direct learning model, as described by Bruce and Weil in (Hunaepi & Samsuri, 2019), follows the following steps:

1) Introduction

Before entering new material, the teacher builds a foundation by providing a comprehensive overview of the lesson that will be delivered. This section includes several aspects: 1) preliminary activities to explore students' initial knowledge, 2) outlining learning objectives, 3) directions regarding the steps to be taken, 4) exposure of the content and concepts to be explained as well as learning activities to be carried out, and 5) presentation of the overall framework of the lesson.

2) Presentation

Material The teacher systematically presents learning material, both in the form of concepts and skills. Introduction to material involves certain steps: 1) dividing the material into small components to make understanding easier, 2) providing concrete examples to understand the concept, 3) modeling or demonstrating the steps in the skill clearly, 4) maintaining focus on the main material and avoid deviations, and 5) provide additional explanations for things that are difficult to understand.

3) Structured Training

The teacher directs students to carry out structured exercises. This phase focuses on feedback on student responses, reinforcing appropriate responses, and correcting student errors. The teacher's role is very important in this stage to ensure proper understanding.

4) Guided Practice

Teachers provide opportunities for students to practice concepts or skills with guidance. This exercise is useful for measuring students' abilities and the teacher's role focuses more on monitoring and providing direction if necessary.

5) Independent Practice

At this stage, students carry out exercises independently, showing mastery of the material around 80-90% after going through the practice and guidance stages.

B. *Description of Results in the Field*

Student learning outcomes based on assessments before implementing the direct instruction learning model with peer tutors show that there are still 28 out of 34 or 82.35% of students who have not reached the Minimum Criteria for Achieving Learning Objectives (KMKTP) with an average score of 71.47. The highest score obtained by students was 80 with a total of 6 students, while the lowest score obtained by students was 60 with a total of 4 students. The KMKTP set by the school is 80 with classical completion of 85%. This shows that student learning outcomes have not reached the KMKTP set by the school and also the performance indicators of this research, so it is necessary to implement actions that can improve student learning outcomes.

Based on observations made, cycle 1 showed that the teacher's teaching activities were in accordance with the learning steps that had been previously planned. The achievement of the teacher's teaching activities was 83.34% with good criteria. Student learning activities in cycle 1 were also observed based on the observation sheet. Achievement of student learning activities with learning steps is only 66.67%. The learning activities carried out by students in their groups are not optimal. There are several students who have not implemented the direct instruction learning model with peer tutors well. Students are passive in group learning activities and do not want to interact with other members. Implementation of actions in cycle 1 shows that student learning outcomes have increased, namely with an increase in the number of students who achieve KMKTP. The number of students who achieved KMKTP was 24 or 70.59% of the total number of students with the average score achieved being 78.24.

The highest score obtained by students was 90 with a total of 2 students. This shows that the percentage of students who get the highest score is only 6% of all students. The achievement of classical student learning outcomes has not met the research performance indicators, so action needs to be taken again. The results of observations regarding teacher teaching activities and student learning activities in cycle 2 showed improvement. The achievement of teacher teaching activities was 94.45% with very good criteria. Achievement of student learning activities was 88.89% with good criteria. Learning results in cycle 2 show that all students can achieve KMKTP. The highest score obtained by students was 100 with a total of 6 students, while the lowest score was 80 with a total of 8 students. The average score in cycle 2 was 89.29. In cycle 2,

students can follow the learning well. So you can see that all group members complete the exercises given by the teacher regularly.

Table 1. Learning Outcome

Criteria	Pre action		Cycle I		Cycle II	
	Amount	%	Amount	%	Amount	%
Complete	6	18,20	24	72,55	34	100
Uncomplete	28	85,34	10	29,41	0	0
Class average		71,40		78,24		89,66

Based on table 1, it shows that the learning outcomes for office technology elements for class This indicates that before action is taken, student learning outcomes are still far from KMKTP. Cycle 1 experienced an increase in the number of students who achieved KMKTP scores, namely 24 students with a percentage of 72.55%. The percentage of students who get a score above the KMKTP is still below 85%, so more action still needs to be taken so that student learning outcomes can reach the research achievement indicators. Cycle 2 actions show that all students have achieved KMKTP with a class average of 88.66. Teachers' teaching activities during the learning process have increased based on the results of observations made by researchers. In the learning process the teacher has implemented it according to the steps. The percentage of observations of the implementation of the learning process by teachers in cycle 1 reached 83.34% in the good category. The implementation of learning by teachers in cycle 2 increased with a percentage achievement of 94.45% in the very good category. The improvement in teacher teaching activities is presented in the table above in the category Using Direct Instruction Methods Based on Interactive Digital Media which runs optimally and without any obstacles in the field.

4. CONCLUSION

"Based on the analysis expressed in this research entitled Improving Islamic Religious Education Learning Outcomes Using Direct Instruction Methods Based on Interactive Digital Media at Harapan Bangsa Kuala Private High School." The highest score obtained by students was 90 with a total of 2 students. This shows that the percentage of students who get the highest score is only 6% of all students. The achievement of classical student learning outcomes has not met the research performance indicators, so action needs to be taken again. The results of observations regarding teacher teaching activities and student learning activities in cycle 2 showed improvement. The achievement of teacher teaching activities was 94.45% with very good criteria. Achievement of student learning activities was 88.89% with good criteria. Learning results in cycle 2 show that all students can achieve KMKTP. The highest score obtained by students was 100 with a total of 6 students, while the lowest score was 80 with a total of 8 students. The average score in cycle 2 was 89.29.

REFERENCES

Arikunto, S., Suhardjono, & Supardi. (2019). *Penelitian tindakan kelas (3)*. Bumi Aksara.

Am, Z. (2018). Teknik penilaian hasil pembelajaran. *Rausyan Fikr: Jurnal Pemikiran dan Pencerahan, 14*(2), 53–62. https://doi.org/10.31000/rf.v14i02.901

Bakare, J., & Orji, C. T. (2019). Effects of reciprocal peer tutoring and direct learning environment on sophomores' academic achievement in electronic and computer fundamentals. *Education and Information Technologies, 24*(2), 1035–1055. https://doi.org/10.1007/s10639-018-9808-1

Cahyo, E. D. (2019). Penggunaan model pembelajaran direct instruction untuk meningkatkan hasil belajar siswa. *Tapis: Jurnal Penelitian Ilmiah, 3*(1), 39–59.

Candrawati. (2020). Penerapan model direct instruction untuk meningkatkan hasil belajar biologi. *Journal Education FKIP UNMA, 6*(1), 140–146. https://doi.org/10.31949/educatio.v6i1.28

Dwi Utami, P., Mulyanti, S., Insanuddin, I., & Supriyanto, I. (2021). The effectiveness of flip chart media and learning videos in improving understanding about dental care. *Jurnal Kesehatan Siliwangi, 2*(2), 678–683.

Lastuti, F. F. B., Harlin, H., & Darlius, D. (2018). Perbandingan hasil belajar model problem-based instruction dengan direct instruction di SMKN 2 Palembang. *Jurnal Pendidikan Teknik Mesin.* https://core.ac.uk/download/pdf/267824504.pdf

Negeri, S., & Agung, K. (2022). Application of direct instruction model to improve students' independence and learning achievement. *DIADIK: Jurnal Ilmiah Teknologi Pendidikan, 12*(1).

Pandiangan, A. P. B. (2019). *Penelitian tindakan kelas sebagai upaya peningkatan kualitas pembelajaran, profesionalisme guru, dan kompetensi belajar siswa.* Deepublish.

Prasetyo, F. W., Wulandari, R., & Putri, D. Y. (2023). Identifikasi gaya belajar (visual, auditori, kinestetik) siswa kelas X IPS 2 SMAN 2 Taruna Bhayangkara. *Bimbingan dan Konseling Banyuwangi, 2*(1), 15–18.