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The Implementation Of The Quantum Teaching Instructional Model In Improving Aqidah Akhlak Learning Outcomes For 8th-Grade Students At Mts Darussalam Pungging District, Mojokerto Regency

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ABSTRACT

The character education model and national education goals encouraged researchers to develop a lesson that could improve the learning outcomes of Aqidah Akhlak in students. The learning conducted by the 8th-grade Islamic Religion Education Teachers was considered unsuccessful, as only 27 out of 40 students or 67,5% reached the KKM (Minimum Completion Criteria), and only 13 students or 32,5% achieved the KKM. This was evident due to the students' lack of active participation and enthusiasm, low response and interest, and difficulty in developing ideas during the learning process. To address these issues, an effective strategy was implemented to improve students' abilities using the Quantum Teaching learning model. This strategy aimed to create an active and enjoyable learning atmosphere, boost students' self-confidence, and increase their learning motivation and outcomes in Aqidah Akhlak lessons at MTs Darussalam in Pungging District, Mojokerto Regency. The study used a qualitative or critical approach through four stages of classroom action research: (1) action plan, (2) implementation of actions, (3) observation, and (4) reflection. The data for this research consists of the Quantum Teaching instructional model. Process data is obtained from student learning activities during the stage of giving motivation, structuring the learning environment, learning styles, and taking notes. Data results are obtained from student essays. The main instruments used in this study are the researcher, assisted by the collaborator teacher, using a guide sheet for observing student activities, and a rubric guideline for assessing essay results. The success criterion for learning Aqidah Akhlak in this study was set at 32,5% of students reaching the KKM, which is 76. However, based on the research findings, it was concluded that the target standardization of at least 92,5% of students achieving proficiency had not been met. Therefore, cycle I was necessary, followed by cycle II to improve learning outcomes until reaching the 92,5% proficiency level. With this achievement, it can be stated that the established learning model was acceptable, specifically the application of the Quantum Teaching learning model in enhancing learning outcomes for 8th-grade students at MTs Darussalam Pungging Mojokerto

Keywords:
Quantum Teaching Learning Style, Improving Learning Outcomes of Aqidah Akhlak Education

INTRODUCTION

The efforts to improve and enhance the quality of education seem never-ending. Various innovative programs participate in enlivening educational reforms. Educational reform involves restructuring the relationship between schools and their environment, empowering teachers, and restructuring models of learning . However, according to Mulyasa, there are four learning conditions that should be developed, including Learning to Know, Learning to Do, Learning to

Live Together, and Learning to Be . Until now, the implementation of religious education in schools has encountered numerous weaknesses and failures. This is mainly because educational practices only focus on the cognitive aspect.

Religious education is one of the three subjects that must be included in every formal educational institution in Indonesia. This is because living a religious life is considered one of the dimensions of life that is expected to be realized in an integrated manner with other dimensions of life in each individual citizen. Only through the integration of various dimensions of life can a complete life, as envisioned by the Indonesian nation, be achieved. This influence highlights the creation of individuals with a sense of purpose, much like individuals living in a country governed by just and fair laws, rules, and systems. This awareness will lead to a transformation of oneself towards a broader and clearer vision of the future.

Education also faces various challenges and issues, including a weak educational system with unclear objectives, an outdated or irrelevant curriculum, and an unappealing learning environment, and others. With that, the methods used in teaching need to be balanced as they are related to the process of teaching. The methods used in schools are perceived to be insufficient in creating a conducive and enjoyable atmosphere for students to learn and understand the subject matter. This results in students being less motivated to engage in the learning process due to the unappealing teaching methods.

Islamic Religious Education, in this context, focuses on Aqidah (faith) and Akhlak (morality) to instill ethical integrity in students from an early age. Therefore, it is essential to articles be original and not plagiarized by other people's work. Goals are written at the end of the background. implement effective teaching methods that can instill these values with an enjoyable learning environment. One such teaching method is Quantum Teaching. Quantum Teaching derives from two words, "Quantum," which signifies interactions that transform energy into light, and "Teaching," which means imparting knowledge. Therefore, Quantum Teaching is an organization of various interactions that occur within and around the learning moment. These interactions encompass effective learning elements that can influence students' success, such as transforming the various interactions within and around the learning moment and creating a vibrant and comprehensive learning experience. Quantum Teiaching also involves all connections, interactions, and differences that maximize learning moments. Quantum Teaching focuses on dynamic relationships in the classroom environment, establishing foundations and opportunities for learning.

Quantum Teaching offers a synthesis of sought-after elements or new ways to maximize the impact of teaching efforts conducted by educators through a balance of relationships, transformative learning, and curriculum delivery. The teaching method in the form of Quantum Teaching appears to be more comprehensive compared to various teaching methods that have been used before. In other words, Quantum Teaching incorporates various teaching methods that are combined into one unified approach, such as lectures, question-and-answer sessions, demonstrations, field trips, assignments, problem-solving, discussions, simulations, experiments, investigations, and projects or units.

METHODS

The investigative approach used was the Classroom Action Research (Penelitian Tindakan Kelas) approach. Types of investigative approaches could be classified based on objectives and the level of the natural setting of the observed subjects. Based on research objectives, they can be categorized as basic research, applied research, and developmental research. Furthermore, based on the level of natural setting, research methods include experimental, survey, and naturalistic methods. The subject of this Classroom Action Research (Penelitian Tindakan Kelas) was the 8th-grade students in the academic year 2022-2023, comprising 40 students with 20 female and 20 male participants. Data sources in this Action Research include the students themselves and the teacher.

The data collection technique was carried out in several ways, including: 1. Observation, 2. Testing method, and 3. Documentation. The data analysis technique began with: 1. Data collection, 2. Data reduction, 3. Data presentation, and 4. Drawing conclusions.

RESULTS AND DISCUSSION

First Cycle

In this first cycle, it consisted of four stages, namely:

a. Planning
   The researchers and teachers on the subject of Aqidah Akhlak made a lesson plan (RPP), developed observation sheets, and developed learning evaluation tools.
b. Implementation
   1) Introductory Activity
      In this introductory activity, the teacher greeted the students and prayed together, creating a conducive environment for the students, and then continued with rolled calls and motivating the students about the importance of the competencies that would be studied.
   2) Core Activity
      During this activity, the teacher systematically delivers the subject matter and explains the teaching process using the Quantum Teaching method. The teacher then divides the students into five groups, and each group discusses a predetermined topic or issue. For example, they may discuss the concept of good manners towards others and how to avoid bad manners in their daily interactions.
   3) Closing Activity
      The teacher conducted an evaluation in the form of a final cycle test to assess the extent of the learning success using the quantum teaching instructional model. Afterward, the teacher assigned tasks for the next meeting. The learning session concluded with the recitation of Surah Al-'Asr and the recitation of the praise phrase "Alhamdulillah,", followed by giving salutations to the students.
c. Observation
   Observation or monitoring was conducted during the learning and implementation process. The researchers observed and recorded all relevant occurrences and incidents that took place during the action. The observation results indicated that the students were not accustomed to learning using the Quantum Teaching instructional model. Some students showed a lack of interest and enthusiasm in participating in the learning process.
d. Reflections
   After completing the entire learning process in the first cycle by applying the quantum teaching instructional model and conducting the test, the researchers and subject teachers discussed the observation results to identify any shortcomings in the first cycle. The outcomes of the discussion were as follows:
   1) The students were not accustomed to learning using the quantum teaching instructional model because, up until now, the teaching methods employed were mainly lecture-based and discussion-oriented.
   2) The teacher should guide the students to be more active in expressing their opinions.
   3) Some of the students had achieved the minimum passing grade (KKM), but they didn't appear to be actively engaged. This was evident when the teacher provided opportunities for the students to solve problems, as they seemed disinterested and lacked enthusiasm in participating in the lessons.

To address the shortcomings identified in the first cycle, the research would be continued into the second cycle.

Second Cycle

a. Planning

The researchers and subject matter teachers discussed the actions that were to be taken in the second cycle, reviewed the reflections from the first cycle, and used them as input for the actions in the second cycle.

b. Implementation

1) Introductory Activity

In this introductory activity, the teacher begins the learning session by greeting the students with salam and praying together with the students, creating a conducive atmosphere for learning. The teacher then continued by motivating and encouraging the students to understand the importance of the competencies they would be learning. Afterward, the teacher reviewed the material that had been covered in the previous week.

2) Core Activityi

In this activity, the teacher delivered the material systematically. Then, the students sat in their respective groups, as assigned in the previous week. Each group discussed the problem topics that had been assigned by the teacher last week, which were to find solutions and gather data or information to resolve those issues. The problems discussed in this session involved examples of commendable moral behavior towards others and what kinds of immoral conduct should not be emulated. Next, the students were guided to formulate hypotheses, where they came up with various possible solutions based on their knowledge, and they drew conclusions from the discussions. After that, each group representative presented the conclusions that had been discussed and allowed other groups to respond to each group's opinions. After that, the teacher reinforced the material related to the newly solved problems discussed in the group activities.

Evaluation, Reflection, and Follow-up.

The teacher conducted an evaluation, namely the final test of the second cycle, to determine the extent of the learning success using the quantum teaching instructional model. Then, the learning session concluded with the expression of gratitude (Hamdalah) and giving salutations to the students.

a. Observation

The observation results of the second cycle indicated that the majority of students were already actively engaged in responding to a given problem being solved. Additionally, an effective and enjoyable learning atmosphere was established during this second cycle.

b. Reflections

After the learning process was completed, the researchers and subject teacher engaged in a discussion to reflect on the second cycle. The reflection results of the second cycle showed a significant improvement in the students' learning outcomes. Many students were able to reach the school's minimum passing grade (KKM), which was a positive sign of progress. Furthermore, the students exhibited more enthusiasm and active participation in the learning process, indicating their preference for the quantum teaching instructional model

With that, the researcher concluded that this particular research would not be continued in further actions.

Discussion

The Quality of the Implementation Process of Quantum Teaching Instructional Model in Improving Aqidah Akhlak Learning Outcomes for 8th-grade Students at MTs Darussalam Pungging, Mojokerto

After the Quantum Teaching instructional model was implemented in teaching narrative writing based on personal experiences, it was proven to have improved the quality of the writing process. The improvement in the process included the students' engagement during the pre-test and quiz stages. During the pre-test, the students showed great enthusiasm in responding to the

material provided by the teacher, and their participation in the learning process was active. While writing, some students demonstrated a high level of enthusiasm, asking many questions, and showing happy and cheerful expressions during the Aqidah Akhlak class. The students showed an eager attitude and willingly completed every task assigned by the teacher during the learning session. They actively expressed their opinions and contributed ideas during discussions and remained engaged during observation activities. The students demonstrated excellent teamwork within their groups during the Aqidah Akhlak class. Furthermore, their behavior and manners reflected good moral conduct, exemplifying commendable ethics and respectful behavior towards both the teacher and fellow students in the school environment.

The Quality of the Learning Outcomes from Implementing the Quantum Teaching Instructional Model in Improving Aqidah Akhlak Learning for 8th-grade Students at MTs Darussalam Pungging, Mojokerto

This research was a cognitive assessment conducted during the implementation of the Classroom Action Research (PTK). The cognitive assessment was carried out at the end of each cycle through a test, which served as a tool to measure the students' understanding of the material presented during the learning activities. The individual test was administered at the end of each learning session in every cycle.

The data that had been obtained was then analyzed to determine the level of learning mastery in the classroom. The analyzed learning outcomes data was subsequently used for reflection and to address any deficiencies or obstacles found in the previous cycle.

In the first cycle, some of the students had already achieved the minimum passing grade (KKM), but they didn't appear to be actively engaged. This was evident when the teacher gave the students an opportunity to solve problems. The students seemed less interested and lacked enthusiasm for participating in the learning process.

The following is the data showing the students' learning mastery in the first cycle, presented in the table below.

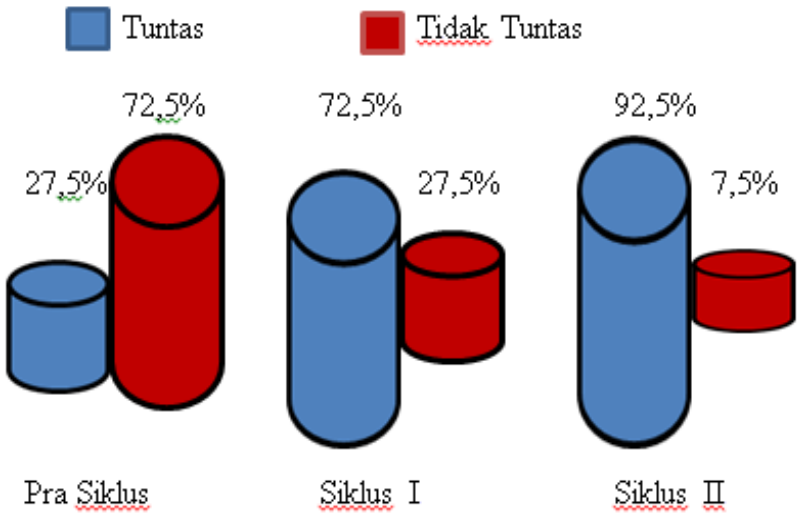

Figure 1. Learning Outcomes Curve

The research results showed that the average learning outcomes of the students increased from 79,25 with a completion percentage of 72,5% in the first cycle to 88,425 with a completion percentage of 92,5% in the second cycle. The highest score achieved was 90 in the first cycle and 100 in the second cycle. Thus, it can be stated that the application of the quantum teaching instructional model has improved the students' learning outcomes in understanding how to determine commendable and reprehensible moral conduct toward others. The learning process

using the quantum teaching instructional model engaged the students actively in solving problems, leading them to have a better grasp of the material presented by the teacher. The learning atmosphere became more effective and enjoyable. From the data above, it can be concluded that the implementation of the quantum teaching instructional model has been successful in enhancing the students' learning outcomes in the subject of understanding commendable and reprehensible moral conduct towards others:

1) From cycles I to III, the students' learning outcomes experienced a significant improvement.
2) At the end of the research, the learning outcomes of Aqidah Akhlak for the 8th-grade students at MTs Darussalam Pungging showed a score of 88,425%.

CONCLUSION

From the thesis writing that the author has created, it can be concluded that the implementation of the Quantum Teaching learning model improved the learning outcomes of Aqidah Akhlak (Islamic creed and morality) as it was tested through two cycles of application. In the first cycle, the completed learning outcomes of Aqidah Akhlak reached 72,5% of the passing grade of 76. However, this did not reach the standardized target that had been set, which was a minimum of 92,5% of students who achieve proficiency. Therefore, it was necessary to implement Cycle II to address the shortcomings found in Cycle I. Then, in Cycle II, there was a process of improving learning outcomes until reaching a 92,5% proficiency level. With this achievement, it can be said that the established learning model was acceptable, namely, the implementation of the Quantum Teaching instructional model in improving The Learning Outcomes of Aqidah Akhlak For 8th-Grade Students at MTs Darussalam Pungging Mojokerto.

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