



Improving Students' Learning Outcomes of Islamic Religious Education Subject Through the Application of Simulation Learning Methods at SMP Negeri 12 Poleang Barat

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Abstract

This study aims to find out how the application of the simulation learning method in Islamic Religious Education lessons for students at SMP Negeri 12 Poleang Barat; What are the learning outcomes of Islamic Religious Education for students at SMP Negeri 12 Poleang Barat; and how to increase the learning outcomes of Islamic religious education through the application of simulation learning methods for students at SMP Negeri 12 Poleang Barat. To answer this question, Classroom Action Research (CAR) was conducted which consisted of two cycles with three meetings and one evaluation. While research procedures include planning, implementing observation and evaluation, and reflection. The results showed that in cycle I only 36 out of 42 students met the Maximum Completeness Criteria (KKM), the average score was 70.00, or was in the low category. whereas in cycle II out of 440 of 42 students have met the Maximum Completeness Criteria (KKM) with an average value of 90.00 or are in the high category.

Keywords: Learning Outcomes, Islamic Religious Education, Simulation Learning

INTRODUCTION

Education is believed to be a strategy to improve human life. Through education, humans can become smart people, get life skills, have a good attitude to life. So that they can get along well, as well as in society and can help themselves, their families and society. In other words, education is an investment that provides social and personal benefits that makes the nation dignified, and can make humans personally become human beings who have a high degree of quality.

The big problem faced by National Education in Indonesia is the issue of quality, relevance, effectiveness and efficiency of education. This problem can cause anxiety in the community. The community may assume that this education is neglected, with evidence that it is still of low quality, lacks relevance to development needs, lacks effectiveness and efficiency in its implementation. This problem must be taken seriously and needs to be solved in a comprehensive and integrated manner for the success of education which also means nation-building.

Basically, the notion of education is a conscious and planned effort to create a learning atmosphere and learning process. With the aim that students can actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society. However, the reality on the ground is that there are still a number of teachers who do not use the recommended method. This is because they do not understand the method or system in education. So that students are seen only as accepting what the educator says (passive). Even though the applicable curriculum principle places students as subjects who must be active in the teaching and learning process.

Education is a joint work that takes place in a certain pattern of human life. Education can be carried out in the context of the household, in the community or at school as an educational unit. The three educational units are not independent, but they should complement each other

As for the problem at the research location, namely Islamic Religious Education teachers at SMP Negeri 12 Poleang Barat, especially class VIII, only use the lecture method. So that the interest of students in the subject of Islamic Religious Education is very low, even these subjects are less interested.

On this basis, the researcher intends to conduct a study entitled Improving Learning Outcomes in Islamic Religious Education Through the Application of Simulation Learning Methods for Students of SMP Negeri 12 Poleang Barat Kab. Bombana.

LITERARY REVIEW

Learning Outcome Concept

The problem of learning is a problem for every human being, by learning humans will gain skills, abilities so that attitudes are formed and knowledge increases. So it can be said that through the learning process, real learning results will be obtained by students in an effort to master physical and spiritual skills at school which are manifested in the form of report cards every semester.

Philosophically, learning is changing. In terms of what is meant by learning can be interpreted as an attempt to change behavior. So learning will bring about a change in the individuals who learn. These changes are not only related to the addition of knowledge, but also in the form of skills, skills, attitudes, understanding, self-esteem, interests, character and self-adjustment. There are several theories that argue that the learning process is principally based on cognitive structure, namely the arrangement of facts, concepts, and principles, so as to form a unit that has meaning from the subject of the student. As in Q.S. Al-Mujjadi verse 11 Translated:

O you who believe, if you are told to make roomy in assemblies, then make room for it, Allah will make room for you, and if you say stand up, then stand up (you) surely Allah will elevate those who believe in it. between you and the people who are given some degree of knowledge. And Allah is All-Seer of what you do.

Islamic Religious Education

Islamic Religious Education is a conscious and planned effort in preparing students to know, understand, live, to believe in, the teachings of Islam, accompanied by guidance to respect adherents of other religions in relation to inter-religious harmony so as to create national unity and integrity.

Islamic Religious Education is an effort to guide and care for students so that later after completing education they can understand what is contained in Islam as a whole, live up to the meaning and aims and objectives and in the end

can practice it and make the teachings of the Islamic religion they adhere to as outlook on life so that it can bring about the salvation of the world and the hereafter.

There are at least three kinds of sources for islamic religious education. They are Al-qur'an, Hadits, and others sources.

Muslims are given by God a holy book Al-Qur'an which is equipped with all instructions which cover all aspects of all life and are universal, the basics of their education are sourced from a philosophy of life based on the Al-Qur'an. The Koran is recognized by Muslims as the word of Allah and because it is the basis for their laws. The Al-Qur'an is a collection of God's revelations that reached the Prophet Muhammad through the intermediary of the angel Gabriel, the Al-Qur'an was not revealed as a whole but came down in parts according to the emergence of needs in a period of about 23 years. The revelation of the Qur'an gradually aims to solve every problem that arises in society. As well as this shows the fact that total revelation at one time is impossible, because the Al-Qur'an reveals instructions for Muslims from time to time that are in harmony and in line with the needs that occur. The Qur'an is a book of education and teaching in general, it is also a book of education in particular social, moral and spiritual education. There is no doubt that the existence of the Qur'an has influenced the approach of the Prophet and his companions

The second basis is the Sunnah of the Prophet. Everything that the Prophet Muhammad did in the process of daily life became the main source of Islamic education. This is because Allah made Muhammad as a role model for his people. Assunah is the words, deeds or acknowledgments of the apostle which is meant by acknowledgment that is the event or action of a person known to the apostle and he gives the course of events or actions that are running, sunnah which contains aqidah and shari'ah, sunnah contains guidelines (instructions) for problems human life in all its aspects, to foster the whole human race or pious Muslims, for this reason the Messenger of Allah became the main teacher and educator, he himself, educated all that is educators in the context of forming Muslim humans and Islamic society.

Islamic Religious Education is taught with the aim of growing and increasing faith through the provision and fertilization of knowledge, appreciation, practice and experiences of students about Islam. So that Muslims who continue to develop in terms of faith, piety, nation and state and to be able to continue at a higher level of education.

Before discussing further about the method of Islamic Religious Education, the researcher explains in advance about the meaning of the Islamic Religious Education method, etymologically the method comes from the Greek "Methodos" and in English it is written as "Method". In terminology, the method is defined as a procedure for doing something more than that, the method is defined as a way of working or an orderly and systematic way of carrying out something.

The story method (story) is a series of events that are conveyed either from real or unreal events. Stories are events that are cognitively important, because they summarize, in a compact package, information, knowledge, context and emotion. From some of these explanations it can be understood that stories are able to change traditional mindsets into professional ones. Stories or stories have 2 meanings, namely:

- ✓ a) Following in the footsteps of something, step by step,
- ✓ b) Convey the news, tell something with someone.

By connecting the two meanings, it can be obtained the understanding that telling a story is conveying news with a detailed story step by step. The story

method is a method of explaining by telling good stories about past stories, behavior and life so that Muslims can take lessons, about which ones to emulate and which ones to leave behind..

Learning by Simulation

Simulation is a lesson similar to a training model, but not in actual reality, but as if in a shadow that describes the actual situation in a limited sense, and does not cover all aspects. Through the simulation, there is an encounter that is similar to a mature adult-style encounter. In this way the participants will get the essence of the situation, going through the procedure without worrying about wrong actions or judgments.

Between simulation and skills development there is a close relationship, Jemieton has tried to examine this relationship. He succeeded in defining the components of basic skills which include: timing, keys, feedback, anticipation, decision making, and transfer of learning. .

These components are important in order to design and use the simulation. Playing (role playing), is an action outside of a predetermined role, because the goal is to re-create historical images of the past, these events may occur in the future, meaningful present events, or imagined situations in a place and certain time. Students act to describe the actions of others, so that they gain a better understanding of the person and the motivations that drive their behavior.

Simulation games, in which students receive specific roles as decision makers, act as if they are actually involved in the situation, for example the monopoly game which describes activities in a residential area. The development of simulation strategies can be redrawn in at least three ancestors, namely simulator training, players, and role playing. Simulator trainers were developed by the aerospace industry with the intention of teaching pilots. Games have become part of the culture and are usually considered fun and stimulating. Among individuals there are usually encounters and competitions and use a certain level of skill. Role playing is a natural part of children's play activities. Because they like to play various roles that have been seen and played by other people.

Advantages and Disadvantages of Simulation Learning

Advantages

- ✓ asimulation activities naturally motivate students to participate,
- ✓ this strategy encourages teachers to develop their own simulation activities with or without the help of students,
- ✓ this strategy allows various types of experiments that are not possible in a real environment,
- ✓ this strategy reduces the level of abstraction, because students are directly involved in activities,
- ✓ this strategy does not require students' communication skills. They only need to deploy a simple one,
- ✓ this strategy requires interaction between students which will create familiarity in the class unit.
- ✓ this strategy generates a positive response from students who are slow, unlucky, or less motivated,
- ✓ simulation activities promote and teach critical thinking activities, because they actively analyze various actions/movements and their various consequences,

- ✓ This strategy allows teachers to work extensively with students according to their abilities at that time.

Disadvantage of simulation

- ✓ strategic effectiveness in improving learning not based on research,
- ✓ this strategy is very expensive if the simulation is commercial with reasons to increase motivation,
- ✓ there are still many people who question the validity of the simulation technique due to the fact that the simulation is not carried out in a real situation, but only in a shadow that is still vague,
- ✓ This strategy requires broad grouping of students so that there are frequent movements of movement, both in class and in the room, so it is very troublesome for teachers and students.
- ✓ simulation activities suggest a more informal relationship between teachers and students. This situation can cause teachers and students to feel happy, because it causes changes in the relationship between teachers and students who have been seen as normal at school.
- ✓ this strategy sometimes invites criticism from parents regarding the activities carried out in a playful way.

METODLOGY

Type of the research

This type of research is Classroom Action Research (CAR). Classroom Action Research is a research carried out by teachers who are also researchers in their class or together with other people by designing, implementing and reflecting on collaborative and participatory actions that aim to improve or increase the quality of the learning process in the classroom through certain actions.

Research design

Classroom Action Research Design (CAR) is planned for two cycles. Each action research cycle was carried out in three meetings and one evaluation. The working procedure of this class action research is as follows:

Cycle I

Observation

Observation activities are carried out continuously every time learning takes place in the implementation of actions by observing the teacher's actions and student activities.

Planning

In this stage, the things that researchers do are: Activities carried out at the planning stage, include:

- ✓ ☐ Develop a lesson plan (RPP)
- ✓ ☐ Designing learning by formulating specific goals that must be mastered by students.
- ✓ ☐ Prepare student worksheets and answer keys.

Implementation of actions

The activities carried out at this stage are teaching and learning activities to implement the material that has been prepared. The details of the implementation

of these activities are:

- ✓ ☐ Researchers convey the competencies to be achieved
- ✓ ☐ Researchers present the material

Conclusion

Evaluation and Reflection

Reflection

At the reflection stage, the researcher together with other Islamic religion subject teachers acted as observers, examining the deficiencies and actions that had been given. If reflection shows that the actions of cycle I obtained results that were not optimal, that is, they did not reach the minimum completeness criterion (obtaining a score of 75), then the next cycle was carried out to prepare student worksheets and answer keys.

Cycle II

This is the next step after the reflection stage of cycle I where the stages of observation and planning are the same as cycle I. The same goes for the stages of action and reflection.

Sources of Data

To obtain then neede data needed, there are two kinds data called primary and secondary data. Primary data according to Sugiono is a direct data source to obtain primary data from respondents through questionnaires. Based on the above understanding, it can be concluded that primary data is the main data obtained directly from what is studied.

As for the primary data in this study, namely conducting test questions with the aim of obtaining data from respondents, namely students. Secondary Data Secondary data according to Sugiono is data that does not directly provide data to researchers, for example, having to go through other people or search through documents. The data was obtained using literature which was carried out on many books and obtained based on records related to research. The secondary data in this study is research that results from the object results that support the primary data statement, namely the teacher.

Research instrument

The research instrument is one that is very important in research because it functions as a tool or means of collecting data thus, the research instrument must be in accordance with the problems and aspects to be studied, in order to obtain accurate data.

To obtain a score for each variable, the researcher will use the following instruments:

- ✓ Instrumnet test questions, are used to measure the ability of students to the material that has been suggested so that the learning outcomes obtained by each student can be determined.
- ✓ Interview Guidelinesby conducting question and answer directly to respondents and carried out on all components.
- ✓ Observation guidelines, namely data collection techniques by observing directly or indirectly about the things observed and recording them on observation tools.

Technique of Data Analysis

In data analysis, the researcher compared the results of the notes made by the researcher himself with the calculator's notes. With this comparison, the element of subjectivity can be reduced. The results of the study were carried out in a qualitative and quantitative descriptive manner.

For this purpose, distribution tables are used and to determine the categories of student learning outcomes in Islamic Religious Education are based on the organization that has been set by the educators concerned.

Tabel 3.1 Tabel Learning Outcome Category

No	Mastery Level	Category
1	0-54	Veri low
2	55-64	Low
3	65-79	Moderate
4	80-89	High
5	90-100	Very High

RESULT AND DISCUSSIO

Research Result

In learning Islamic Religious Education for students at SMP Negeri 12 Poleang Barat, the authors took data from the learning outcomes of students before applying the simulation method. Where the data shows that the value of the learning outcomes of class VIII students at SMP Negeri 12 Poleang Barat before the implementation of the action, that classically students only get an average score of 60. This shows that there are still many students who have not shown initial knowledge about the subject at Islamic religious education lessons for students at SMP Negeri 12 Poleang Barat, this requires special action in the implementation of learning in class.

After seeing this initial data, the special action that was applied by researchers in Islamic Religious Education learning was to apply the simulation learning method with PTK 2 cycles.

The results of applying this method are quite satisfactory when compared with the following table of learning outcomes categories.

Tabel 4.1 Learning Outcomes Category

No	Mastery Level	Freq.	Category
1	0-54	0	Veri low
2	55-64	0	Low
3	65-79	6	Moderate
4	80-89	15	High
5	90-100	11	Very High

The learning outcomes of students after applying the simulation method, there were no students who obtained scores in the mastery level range of 0 – 54 and 55 – 64 in the very low and low categories. However, it can be seen that the students' abilities are in the range of 65 – 100. Based on the table above it can be concluded that the learning outcomes of Islamic Religious Education through the application of the Simulation Method are in the high category where there are 15 students who have an average of 80-89 and are categorized very high where there are 11 students have an average of 90-100.

Discussion of Learning Outcomes of Islamic Religious Education Through Simulation Methods

Cycle I

The stages of implementing Islamic Religious Education learning at SMP Negeri 12 Poleang Barat are as follows:

Preparation phase

- ✓ Make an observation sheet to see the activity of students when implementing simulation learning.
- ✓ Create test questions.
- ✓ Make daily questions.
- ✓ This stage is the beginning for educators in carrying out simulated learning for students at SMP Negeri 12 Poleang Barat, with this stage helping educators in the learning process to achieve learning objectives. The following is the application of the implementation of learning using a simulation learning model for students at SMP Negeri 12 Poleang Barat.

Initial activity

- ✓ Providing motivation
- ✓ Provide an explanation of the material to be presented.
- ✓ Divide students into several groups
- ✓ Give students the opportunity to read the material for 15 minutes
- ✓ Solved a problem with overlay cards
- ✓ Students can complete the task correctly

Core activities

- ✓ Can solve questions on question cards
- ✓ Linking the concept to the results achieved
- ✓ results Draw conclusions from the results of the game

End activities

- ✓ Students record the concepts read by the educator

Action Implementation

- 1) At the implementation stage of the educational action divide into three meetings. The first meeting and the second meeting carried out the learning process, and the third meeting carried out the test. In simulis learning, students are more activated by dividing students into several groups in a random way so that the members vary (collaborating between women and men) then giving motivation and explaining again in detail the procedure for carrying out the simulation. For groups that successfully solve the problems to be studied, awards are given in the form of praise.
- 2) The steps used for the implementation of the action in the simulation learning are as follows:

First meeting

- ✓ (a) The researcher opens the lesson
- ✓ (b) The researcher explains the previous material to connect to the material to be discussed
- ✓ (c) The researcher divides the students into several groups of boys and girls in one group
- ✓ (d) The researcher closes the lesson
- ✓ (e) Researchers give assignments to students

Second meeting

- ✓ (a) The researcher discussed the task and then opened the lesson
- ✓ (b) The researcher carries out lessons as usual by using the simulation learning method and explaining on the whiteboard things that are considered important and difficult by students
- ✓ (c) Improving the implementation of the game by doing more questions
- ✓ (d) The researcher closes the lesson by guiding students to make their own conclusions which are finally conveyed by the educator which becomes student record material

Third meeting

At the third meeting the researcher gave exam questions to students to answer correctly according to the material that had been taught, then students were asked to read and write them in front of the class which was observed by students and researchers and in the end were discussed together, this activity controlled during the learning process about student learning activities in cycle I.

Observation and evaluation*Observation*

At this stage the things that are observed in the learning process are the attitudes of students while participating in the learning process including, the activity of all students during learning, attitudes in receiving lessons, the ability to complete assignments as a result of observations of students are the following things :

- ✓ a) At the first meeting students have not been able to fully capture the intent of the learning instructions
- ✓ b) Some students still have difficulty understanding the meaning and applying it
- ✓ c) Some students still ask their friends if they find vocabulary that they cannot understand clearly.
- ✓ d) Observation results of students' learning activities with instruments that have been prepared (observation guidelines).

Evaluation

After two (2) meetings, the third meeting held an evaluation of the learning activities carried out by students in the first cycle of action to see how far students understood the lesson given. The following is the result of the acquisition of observation values regarding the learning activities of class VIII students. From the results of the research it was found that the results of the learning tests for class VIII students when receiving subjects using the simulation learning method were from a total of 32 students, who had an average value of 0-54 – 55-64 (Very Low, Low) not Yes, while students who have an average score of 80-89 (High) are 15 people, while those who have an average score of 90-100 (Very High) are 14 people.

Refleksi

In the implementation of the first cycle of action, learning has not gone well/perfectly. The reflection stage which was carried out between researchers collaboratively concluded that there were several things that needed to be improved, namely:

For students, the observed weakness is that some students have not been able to fully grasp the intent of the instructional material instructions.

Based on the results of the observations, evaluations and reflections above, this

research was continued with the second cycle of action because the indicators of the success of this classroom action research had not been achieved.

Cycle II

Planning

Based on the results of observations, evaluation of reflection on cycle I actions, the researchers planned cycle II. Weaknesses during the implementation of cycle I actions will be corrected in cycle II with the hope that the learning outcomes of students in receiving subject matter can be improved.

Implementation of actions

At this stage the learning process is simulated, carried out again as a series of implementation of this research by paying attention to the results of reflection on the actions of cycle I. in cycle II educators carry out learning in class by following the lessons that have been made at the first meeting, the material taught in cycle II is a continuation of the subject matter previously. While in cycle II, learning activities are carried out the same as the implementation of cycle I actions. During the learning process, colleagues observe the course of learning activities using observation sheets.

Observation and evaluation

Observation

The learning process in the second cycle of action has increased from the first cycle, from the observations the students have jointly carried out the learning process properly and the observations of students show the following:

- ✓ Students are able to understand well and realize the nature and superiority of learning with the methods that have been applied
- ✓ The students concentrate more fully in doing learning exercises, and actively ask questions.
- ✓ When doing the exercises given, the teacher sometimes tests by asking questions and students spontaneously answer.

Evaluation

The next activity is to carry out individual cycle II action tests to see the level of mastery of students on the subject matter that has been given. At this stage it shows that the results of the learning tests for class VIII students when receiving subjects using the simulation learning method are from a total of 32 students, who have an average value of 0-54 - 55-64 (Very Low, Low) not yes, while students who have an average score of 80-89 (High) are 15 people, while those who have an average score of 90-100 (Very High) are 14 people, That Has Experienced an Increase from Cycle I to Cycle II.

Reflection

In the implementation of the second cycle of action, it has shown a high desire and activeness of students in the learning process. Students also show awareness in understanding the nature of learning with this method and high enthusiasm for each individual in carrying out the exercises and assignments given. Thus in learning simulation is very effective to use because it can help students find identity in the social world and solve problems in groups.

CONCLUSION AND SUGGESTION

Conclusion

Students are able to understand well and are aware of the nature, excellence in learning with the simulation method that has been applied, and through the application of the simulation learning method, students are more fully concentrated in carrying out learning exercises and actively ask questions, when doing the exercises. the exercises given are sometimes tested by asking questions and students spontaneously answering these questions.

Suggestion

In connection with the conclusions above, the authors can provide suggestions as follows:

- ✓ To improve student learning outcomes, especially Islamic Religious Education learning outcomes, educators are expected to be able to apply a simulation learning model and student motivation in the learning process.
- ✓ With the findings of researchers for educators and students of SMP Negeri 12 Poleang Barat to serve as additional material for the following years
- ✓ With the results of this research, it is hoped that it can be developed by the next researcher.

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