



LIST OF CONTENTS

- 108-116 PROPHEPIC MISSION AND ISLAMIC EDUCATION IN SURAH SABA': 28 AND AL-ANBIYA': 107
- 117-124 ANALYSIS OF ISLAMIC SUBJECT TEST QUALITY USING THE ITEM RESPONSE THEORY OF RASCH MODEL
- 125-131 EVALUATION OF STUDENT CHARACTER EDUCATION PROGRAM KATOLIK WIDYA MANDIRA UNIVERSITY
- 132-139 PROJECT BASED LEARNING IMPLEMENTATION TRAINING FOR TEACHERS OF SMPN 44 SURABAYA
- 140-147 IBN SINA'S THOUGHTS RELATED TO ISLAMIC EDUCATION
- 148-157 STUDENT SATISFACTION ON BOARDING SCHOOL (PESANTREN) FACILITIES AND INFRASTRUCTURE FOR EDUCATION
- 158-165 EVALUATION OF REACTION OF VILLAGE PLANNING AND BUDGETING ONLINE TRAINING PARTICIPANTS AT THE FINANCE TRAINING CENTER OF MALANG
- 166-176 THE EFFECT OF TREFFINGER, LAPS-HEURISTIC MODELS, AND MOTIVATION ON STUDENTS' WRITING ACHIEVEMENT
- 177-189 THE CONCEPT OF EDUCATION ACCORDING TO IBNU KHALDUN AND ITS PARALELISM TO INDONESIAN EDUCATION
- 190-198 THE EFFECT OF ONLINE LEARNING ON STUDENTS' UNDERSTANDING IN VOCATIONAL HIGH SCHOOLS
- 199-210 IMPLEMENTATION OF THE ARIAS MODEL IN ICT SUBJECTS IN INCREASING THE QUALITY OF STUDENT LEARNING

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List of Contents

<i>PROPHETIC MISSION AND ISLAMIC EDUCATION IN SURAH SABA': 28 AND AL-ANBIYA': 107</i> Abid Nurhuda, Postgraduate NU University of Surakarta, Indonesia	108-116
<i>ANALYSIS OF ISLAMIC SUBJECT TEST QUALITY USING THE ITEM RESPONSE THEORY OF RASCH MODEL</i> Alfi Faroh Kamaliya, UIN Sunan Kalijaga Yogyakarta, Indonesia Sri Sumarni, UIN Sunan Kalijaga Yogyakarta, Indonesia Himawan Putranta, UIN Sunan Kalijaga Yogyakarta, Indonesia Aprilians Indah Lestari, UIN Sunan Kalijaga Yogyakarta, Indonesia Fatma Nurhayati, UIN Sunan Kalijaga Yogyakarta, Indonesia Nely Anggraeni Ayuningtiyas, UIN Sunan Kalijaga Yogyakarta, Indonesia	117-124
<i>EVALUATION OF STUDENT CHARACTER EDUCATION PROGRAM KATOLIK WIDYA MANDIRA UNIVERSITY</i> Yustina Lawung, universitas negeri yogyakarta, Indonesia	125-131
<i>PROJECT BASED LEARNING IMPLEMENTATION TRAINING FOR TEACHERS OF SMPN 44 SURABAYA</i> Anggun Purnomo Arbi, STKIP PGRI Sidoarjo, Indonesia	132-139
<i>IBN SINA'S THOUGHTS RELATED TO ISLAMIC EDUCATION</i> Yulita Putri, Postgraduate NU University Of Surakarta, Indonesia Abid Nurhuda, Postgraduate NU University Of Surakarta, Indonesia	140-147
<i>STUDENT SATISFACTION ON BOARDING SCHOOL (PESANTREN) FACILITIES AND INFRASTRUCTURE FOR EDUCATION</i> Lismawati, UIN Sunan Kalijaga Yogyakarta, Indonesia Subiyantoro, Indonesia Lili Nur Amaliyah, Indonesia	148-157
<i>EVALUATION OF REACTION OF VILLAGE PLANNING AND BUDGETING ONLINE TRAINING PARTICIPANTS AT THE FINANCE TRAINING CENTER OF MALANG</i> M. Bahrun Nawawi, Balai Pendidikan dan Pelatihan Keuangan Malang, Indonesia	158-165

THE EFFECT OF TREFFINGER, LAPS-HEURISTIC MODELS, AND MOTIVATION ON STUDENTS' WRITING ACHIEVEMENT

hasrul fahmi fahmi, Stikes Muhammdiyah Lhokseumawe, Indonesia
M. Nasir, The State Polytechnic of Lhokseumawe, Indonesia

166-176

THE CONCEPT OF EDUCATION ACCORDING TO IBNU KHALDUN AND ITS PARALELISM TO INDONESIAN EDUCATION

Natacia Mujahidah, UIN Sunan Kalijaga, Indonesia
M.A. Hascan, UIN Sunan Kalijaga, Yogyakarta, Indonesia

177-189

THE EFFECT OF ONLINE LEARNING ON STUDENTS' UNDERSTANDING IN VOCATIONAL HIGH SCHOOLS

Mohammad Syauqi, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

190-198

IMPLEMENTATION OF THE ARIAS MODEL IN ICT SUBJECTS IN INCREASING THE QUALITY OF STUDENT LEARNING

Basrul Abdul Majid, Institut Agama Islam Negeri Lhokseumawe, Indonesia
Achmad Andrian, UIN Ar-Raniry, Indonesia
Khairan, UIN Ar-Raniry, Indonesia

199-210

PROPHETIC MISSION AND ISLAMIC EDUCATION IN SURAH SABA': 28 AND AL-ANBIYA': 107

Abid Nurhuda

Postgraduate NU University of Surakarta, Indonesia
Corresponding Author: abidnurhuda123@gmail.com

Abstract

Islam came to give a variety of very large and broad attention to education, teaching and administration. This can be proven and seen from the many verses of the Qur'an and al-Hadith that talk about it, one of which is QS Saba' verse 28 and QS Al-Anbiya' verse 107. And the purpose of this research is to describes the Prophetic Mission and Islamic Education in QS Surat Saba': 28 and Al-Anbiya': 107. The method used is qualitative with a literature study approach followed by documentation techniques when collecting data, then analyzed and finally concluded. The results of the research show that Prophetic Mission and Islamic Education in QS Surat Saba': 28 and Al-Anbiya': 107 include inculcating monotheistic education, impart balanced education between the world and the hereafter, then improve the quality of human resources by (paradigm shift preceptor, anti-humanism education violence and inclusive education) and the last is instilling moral education through role models.

Keywords: Mission, Islamic Education, QS Saba': 28 and QS Al-anbiya': 107

Abstrak

Islam datang dengan memberikan berbagai perhatian yang sangat besar dan luas terhadap pendidikan, pengajaran dan penyelenggaraannya. Hal tersebut dapat dibuktikan dan dilihat dari begitu banyaknya ayat-ayat al-Qur'an maupun al-Hadits yang membicarakan tentang itu, salah satunya adalah QS Saba' ayat 28 dan QS Al-anbiya' ayat 107. Dan tujuan dari penelitian ini adalah untuk mendeskripsikan terkait Misi Profetis dan Pendidikan Islam dalam QS Surat Saba': 28 dan Al-Anbiya':107. Metode yang digunakan ialah kualitatif dengan pendekatan studi pustaka dilanjutkan dengan teknik dokumentasi saat pengumpulan data, lalu dianalisis dan terakhir adalah disimpulkan. Hasil penelitian menunjukkan bahwa Misi Profetis dan Pendidikan Islam dalam QS Surat Saba': 28 serta Al-Anbiya':107 antara lain menanamkan pendidikan tauhid, menanamkan pendidikan berimbang antara dunia dan akhirat, lalu meningkatkan kualitas SDM dengan (Perubahan paradigma pendidik, pendidikan humanisme anti kekerasan dan pendidikan inklusif) dan terakhir adalah menanamkan pendidikan akhlak melalui suri tauladan yang baik.

Kata Kunci: Misi, Pendidikan Islam, QS Saba':28 dan QS Al-anbiya': 107

INTRODUCTION

Since its inception, Islam has come to give the greatest and widest possible attention to education, teaching and administration. This can be proven and seen from the many verses of the Qur'an and al-Hadith which talk about it. The Qur'an itself considers that education is a powerful and strategic tool to raise human dignity, honor and dignity from adversity as it was during the previous period of ignorance.

In addition, the Qur'an is a guideline that will always exist in all conditions that serves to organize human life in order to achieve happiness both in this world and in the hereafter. Besides that, he is also always able to answer all kinds of challenges and problems in life faced by mankind today.

Meanwhile (Aziz, 2009) says that the Qur'an is a collection of miracles in the form of the word of God which contains various aspects of the joints of life which not only include religious teachings (aqidah, worship and morals) but also become guidelines and directions in social life (economic, cultural, and political) including its relation to relations between nations and the field of education in it. This is understandable because with education, a person will definitely have the provisions, opportunities and opportunities to enter promising jobs for the future with full confidence and not be easily manipulated/tricked by others so that happiness can be achieved in his life.

In the Al-Qur'an there are approximately 1,404 verses that explain education, this is proof of how much Islamic teachings pay attention to education such as QS Saba' verse 28 and QS Al-Anbiya' verse 107 which generally contain principles, principals, values and concepts that have not been explained in detail so that they need to be explained and operationalized so that it is easy to implement them in everyday life.

RESEARCH METHODS

The method used is qualitative with a literature study approach according to (Bahri, 2015) namely using books, journals, websites, transcripts, newspapers, magazines, or other supporting data as objects that can produce information in the form of descriptive data and notes on the text under study. While the collection technique uses documentation and then analyzed descriptively using a series of logical thinking to reconstruct. And the last is to conclude.

RESULT AND DISCUSSION

The following is Lafadz QS 34: 28 and QS 21: 107 and their meanings:

وَمَا أَرْسَلْنَاكَ إِلَّا كَافَّةً لِّلنَّاسِ بَشِيرًا وَنَذِيرًا وَلَكِنَّ أَكْثَرَ النَّاسِ لَا يَعْلَمُونَ

Meaning: "And We have not sent you, except for all mankind as bearers of good news and as warners, but most of mankind do not know." (QS Saba': 28).

وَمَا أَرْسَلْنَاكَ إِلَّا رَحْمَةً لِّلْعَالَمِينَ

Meaning: "And We did not send you, except to (become) a mercy to the universe". (QS Al-Anbiya': 107).

Mufrodat Meaning

وَمَا: And no

أَرْسَلْنَاكَ: We Send You

إِلَّا: Except

كَافَّةً: whole

بَشِيرًا: bearer of good news

نَذِيرًا: warner

لِلْعَالَمِينَ: universe

Paragraph Explanation

1. Letter of Saba' (34): 28

The Ministry of Religion's interpretation explains that this verse explains that Allah has sent the Prophet Muhammad to all mankind with the task of bringing good news to those who believe in him and practice his message as well as bringing a warning to those who reject and deny his teachings and message.

The Prophet Muhammad himself is the closing of the Prophets, where there are no more prophets and messengers sent by Allah after him. Thus, surely the message he brought applies to all humans until the end of time. So it is certain that there are proper and good regulations and Shari'a in it as treatises that are carried out in every place and time. Apart from that, the treatise also originates from Allah, the All-Knowing and Wise, the Ruler of the heavens and the earth and carefully manages what is in them so that everything can work harmoniously and well. So if it is pulled deeper it can be said that Allah, whose power is so great, would not possibly have sent down a treatise that did not cover all of human interests at all times.

Thus, surely his treatise is the best treatise that can be applied to anyone and any community in this part of the world. Many verses in the Koran confirm that Muhammad was sent to all mankind such as (QS Alfurqan: 1), (QS Al-a'rof: 158) and (QS Yusuf: 103).

Meanwhile, Ibnu Qutaibah argues that the sentence (kaffatan) in the form of Ism manshub has the position of haal, which describes the situation. It can also be called jamii'an which means whole. In addition, it also comes from the original word al kaff which has murodif al man', namely blocking, protecting and rejecting. It can also be said to be the tip of the hand or the palm of the hand. This word is also found in other letters, namely (QS Al Baqarah: 208), (QS At Taubah: 36 and 122) and (QS Saba': 28).

Meanwhile, Al-Qurthubi says that the word kaffah in this verse is haal which is taken from the word kafafta which means you hinder, namely "*Do not prevent someone from entering Islam*". In addition, this sentence is a form of prohibition from dividing.

Meanwhile, Imam Tabari is of the opinion that this verse contains an argument about the Oneness of Allah SWT, that the message of the Prophet and his mission is one of the inevitability which indicates that Allah takes care of His servants and leads them to happiness.

But most people do not know (that the Prophet is only an intermediary and the center of the message is from Allah)” (Shihab, 2004).

Meanwhile Hamka, when interpreting this verse, said that all humans who inhabit the surface of this earth must not look at regional boundaries, must not look at skin color and national differences as a form of the aim of Muhammad's preaching who wants to entertain with good news about the happiness of the soul that comes out of pitch darkness. stupidity towards the light of real faith in the world and threatening with warnings to those who do not comply with His teachings, their lives will undoubtedly be directionless and dark.

2. Surah Al-Anbiya' (21):107

Sayyid Quthub argues in the interpretation of the *Dzilalul Qur'an* that Muhammad's message is a blessing for the whole universe, both believers and non-believers, because the shade will forever be extended to those who want to take shelter in him (Quthub, 2004). As for Hasbi ash-Shiddieqy, in his *Tafsir Quranul Majid an-Nuur*, this verse was a guide for the Prophet to bring a perfect religion which contains all types of affairs in this world and the hereafter as a mercy to the universe.

Hasbi ash-Shiddieqy continued that the people of Muhammad would receive mercy either directly or indirectly. Grace is directly for those who follow him, while indirect mercy is for other people who do not follow him. The Prophet himself was the first person to instill the seeds of democracy in the world, recognizing the rights of the needy, providing assistance to people who are weak, helping people who are persecuted, and equating his followers with followers of other people (Ash-Shiddiqy, 2000).

Meanwhile, Qurois Syihab said that the verse above was short but contained a broad meaning. With only five words consisting of 25 letters, this verse concerns 4 things: a) the Messenger/messenger of Allah in this case Muhammad, b) who sent him Allah, c) who was sent to them (*al-alam*) and d) the treatise which all of which hint at the characteristics of mercy for the whole of nature, not limited to humans, time and place. Then with the presence of grace, the human inner desire is fulfilled to achieve peace, tranquility, and recognition for their talents, forms, rights, and nature so as to give birth to quality human resources. (Shihab, 2004).

Meanwhile, according to Hamka when interpreting this verse, that every teaching of the Prophet Muhammad is a system that brings happiness to all mankind, Muhammad's treatise came to this world after arriving at the maturity of reason, there are 3 blessings for all human grace, namely: The grace of freedom to think so that the mind is not afraid the progress of the times, the Grace of human inner balance, namely physical and spiritual balance and the Grace of mankind to become a large and civilized nation. (Hamka, 1990).

Meanwhile, according to Imam ar-Razi in his book of Tafsir, it says that the mercy of the Prophet Muhammad is for the wider community, whoever follows his teachings will surely receive his grace, but if he does not follow his teachings, the grace of his soul will undoubtedly disappear. Another characteristic of grace is mercy for all groups/groups of people who are hostile to it. Even though the Prophet was hurt, humiliated, the Prophet always prayed for them (Ar-Razi, 1990).

Prophetic Mission And Islamic Education In Surah Saba': 28 And Al-Anbiya': 107

After reviewing the several interpretations that have been explained, then several Prophetic Mission And Islamic Education In Surah Saba': 28 And Al-Anbiya': 107 can be withdrawn :

1. Embedding Tawhid Education

The first educational mission of the Prophet Muhammad SAW as a Prophet as well as an educator was to instill the true belief in monotheism, namely uniting God by understanding all natural phenomena and humanity as a holistic whole. To give birth to a generation that is intellectually intelligent, spiritually strong and emotionally mature (Jalaluddin, 2002). In addition, monotheism is also the foundation and basis of education because it is from it that other aspects such as worship and morals are born.

Monotheism education is likened to the taproot of a very shady tree. Then the branches, branches and stems are Islam (*aspects of worship*), while the fruit is ihsan (*aspects of morality*). So it can be said that this root is not only a determinant of the strength of a tree, but also a source of strength, fertility, life, and even the quality of the fruit of the tree, because it is from it that the tree can receive nutrition and nutrition. Because of the importance of monotheistic education, the Prophet spent most of his time fighting and preaching in Mecca rather than in Medina, so it is not surprising that there are more makiyyah surahs than madaniyyah suras. Some say the number of makiyyah letters is 94 while madaniyyah letters are 20, however, there are also other opinions which state that there are 84 makiyyah letters while madaniyyah are 30 (M Hambal, 2020).

2. Instilling Balanced Education between the World and the Hereafter

The next mission is to obtain an education that has worldly and ukhrawi nuances. Western scientist Michael H. Hart who conducted an interesting study and research in 1978 regarding who among the one hundred most influential figures in world history, after researching it turned out that it was not Thomas Alva Edison, Isaac Newton, or Karl Max, but instead the first figures were Prophet Muhammad SAW. (Hart, 1983). Islam itself is a universal religion that covers all aspects of human life starting from worship, theology, morals, to Sufism.

As for the special aspect of education, it has received a lot of attention from Muslim intellectuals and scholars. One of them is Ibnu Sina, where he was active in the fields of philosophy and medicine but also devoted his attention to the field of education, including

education for children. The intensity turned out to be continued by subsequent generations of Muslims so that it can be maximized to achieve the essential goal of being perfect human beings which includes physically, spiritually and also mentally (Syafe'i, 2015).

3. Improving the quality of HR (Human Resources)

The Prophet's prophetic mission is to educate people in the way of Allah, lead them, and teach society to uphold justice, harmony, health, and prosperity both materially and spiritually so that the improvement in the quality of human resources is completely intact and in line with the objectives sent by the Prophet Muhammad so that humans can face the life of the world and the hereafter with the provisions that exist. After the Prophet's migration to Medina, he also functioned as the main educator in the development of Medinan society by utilizing all the existing potentials belonging to both Muslims and non-Muslims so that the Quba' mosque was built, the Medina charter appeared and there was brotherhood between immigrants and Anshor (Azra, 2002).

Meanwhile the concept of education itself, if it refers to UNESCO, the success of education is measured from the results of 4 pillars, namely: (1) learning to know, (2) learning to do, (3) learning to live together, and (4) learning to be someone. With these 4 things, humans can develop their civilization. So to maximize the development of human quality, the things educators can do include (Arifudin, 2011):

a. Changing the Teacher Paradigm from Teaching to Educating

The teacher should when teaching holds the paradigm that he is an educator so that he will not just finish the existing material. But must pay attention to the behavior of students whether he wants to change or not. Because teachers feel that their obligations have fallen after they have delivered all the subject matter, a fatal mistake will occur in our world of education. So it is very natural for people to accuse Islamic religious education in schools as failing, because of the frequent occurrence of the phenomenon of free sex behavior, brawls between students, consuming illegal drugs (NAPZA), and other deviant behaviors.

b. Islamic education is humanist and non-violent

The core of Islamic teachings is the religion of rahmatan lil'alamin, which in practice must be compassionate, humane and non-violent. According to Paulo Freire, it is known that humanist education provides broad freedom to think creatively and critically. This idea was actually implemented 14 centuries ago by the prophet Muhammad SAW when he opposed slavery. In addition to being able to achieve the above, in educational activities a clear, effective, efficient and wise learning process is needed so that dialogue spaces appear in it that can bridge misunderstandings in everyday life.

c. Educating Inclusive Attitudes

Inclusive education gives every human being the courage to accept differences so they can feel peace and comfort in life. Apart from that, this education fosters a high sense of solidarity and social sensitivity towards others so as to create harmony between adherents of different religions and beliefs and there are no barriers for differences between tribes, nations and countries. The essence of this goal in inclusive education is to shape the attitudes and behavior of Muslims to be able to respect, appreciate and tolerate differences in religion, ethnicity, race and opinion.

As for Rahmat himself, it can be interpreted as having 3 dimensions, including:

1) Rationality

Islam is a rational religion. If there is a solicitation or doctrine that states that "angel is waiting for the mujahideen" by means of suicide bombings by bombing immoral places or places belonging to non-Muslims, this is a ridiculous and irrational act.

2) Care

Islamic teachings with the concept of rahmatan lil'alamin have logical consequences to always care for people who need help or assistance. If someone has an accident on the highway, when you want to help, you don't need to ask what religion you are? Islam or Christianity? Is Islam NU or Muhammadiyah? NU is PKB or PPP? Gus Dur or Muhaemin's PKB? These questions are not necessary, the most important thing is when someone is affected by a disaster, they must be helped immediately. This is a form of caring, because helping is the core of universal Islamic teachings.

3) Civilization

The religion of civilization where Rasulullah SAW was sent to this earth is to build civilization. This can be seen from his teachings in respecting religious differences, liberating slavery, respecting women, and upholding knowledge.

4. Instilling Moral Education and Role Models (Uswah Hasanah)

Morals are the habits of a person or society in the form of speech or actions that are entrenched and ingrained and come out spontaneously in everyday life. So Islam is not just a theoretical teaching but also a concrete thing in life. Meanwhile (Yanti, 2020) argues that moral education is an education system that is used to motivate a person to be ready to lead a life in accordance with the Shari'a and psychological values that are moral in accordance with the demands of the progress of the times based on Islamic norms of life.

There is no best moral education other than that exemplified by the prophet Muhammad because there is a Pakistani Ulama, Abul 'Ala Al-Maududi who said in his book *The Prophet*

of Islam "He is the only example all excellences have been blended into one personality" he is the only personality in which all the privileges are collected. No wonder if Dr. A. M Alhufi admits that it is difficult to find options to write about the morals of the Prophet Muhammad. He said: I felt as if I were in a very beautiful garden. Every time they see beautiful flowers and tempting fruit, they think it's the best, but it turns out that the others also give the same impression. In the end, nothing can be concluded except to say that everything is the best and most beautiful.

Thus, everything that is in Rasulullah SAW, both his attitudes, speech, thoughts and actions (according to Allah) is *uswatun hasanah* so that he feels. How peaceful and full of grace this world would be if this world really made use of the Qur'an, so that there would be no mutual animosity because what the Prophet Muhammad taught was to help on the basis of virtue and piety, not based on sin and enmity. (QS Almaidah: 2). And if it is related to today's era from the point of view of educators, there is a concept from Ki Hajar Dewantara called GuRU, namely *digugu (imitated)* and *(imitated)*. Besides that, there is also another concept, namely "*ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani*". So the two educations above (namely Morals and Exemplary) are the most important parts effective and effective parts in preparing and forming students morally, spiritually and socially (Karomah, 2018).

CONCLUSION

From the elaboration above it can be said that the Prophetic Mission and Islamic Education in QS Surat Saba': 28 and Al-Anbiya': 107 is to instill monotheism education, impart balanced education between the world and the hereafter, then improve the quality of human resources by (paradigm shift, anti-humanism education violence and inclusive education) and the last is instilling moral education through role models. The hope is that knowing these missions can become a consideration and concern for Muslims in carrying out all their daily activities, especially for those who have a role and responsibility as educators.

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ANALYSIS OF THE QUALITY OF ISLAMIC RELIGIOUS EDUCATION SUBJECT TEST APPLYING THE ITEM RESPONSE THEORY APPROACH TO THE RASCH MODEL

Alfi Faroh Kamaliya¹, Sri Sumarni², Himawan Putranta³, Apriliana Indah Lestari⁴, Fatma Nurhayati⁵,
Nely Anggraeni Ayuningtiyas⁶

UIN Sunan Kalijaga Yogyakarta
20104010049@student.uin-suka.ac.id

Abstract

This research aims to analyze and describe multiple choice tests and AKM Islamic Religious Education Subjects made by students through the Rasch Item Response Theory (IRT) approach. This type of research is descriptive quantitative research with research subjects totaling 30 student responses to multiple choice test instruments and AKM with five alternative answers. Quantitative data analysis was carried out through the Rasch Model Item Response Theory (IRT) approach with the help of the QUEST program, and using the content validity instrument by formulating the Aiken's V formula. The results of the analysis carried out showed that 13 items fit and 2 items did not fit and all items were valid, The reliability coefficient on the item summary shows the "enough" criteria and the estimation case summary reliability coefficient shows the "weak" criteria, the item difficulty level shows 13 items in the good category and 2 items in the poor category, as well as the results of validation by experts processed by experts which uses the Aiken's V formula shows that all items are classified as valid.

Keywords: test quality, validity, reliability

Abstrak

Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan tes pilihan ganda dan AKM Mata Pelajaran Pendidikan Agama Islam (PAI) buatan mahasiswa melalui pendekatan Item Response Theory (IRT) model Rasch. Jenis penelitian ini adalah penelitian kuantitatif deskriptif dengan subjek penelitian sejumlah 30 respon mahasiswa terhadap instrument tes pilihan ganda dan AKM dengan lima alternative jawaban. Analisis data kuantitatif dilakukan melalui pendekatan Item Response Theory (IRT) Model Rasch dengan bantuan program QUEST, dan menggunakan instrument validitas konten dengan merumuskan formula Aiken's V. Hasil analisis yang dilakukan menunjukkan 13 nomor butir fit dan 2 butir tidak fit dan keseluruhan butir soal valid, Koefisien reliabilitas pada Summary of item menunjukkan pada kriteria "cukup" dan koefisien reliabilitas summary of case estimate menunjukkan kriteria "lemah", tingkat kesukaran butir soal menunjukkan 13 butir soal kategori baik dan 2 butir soal kategori kurang, serta hasil validasi oleh para ahli yang diolah menggunakan rumus Aiken's V menunjukkan semua butir soal tergolong valid.

Kata Kunci: kualitas tes, validitas, reliabilitas

INTRODUCTION

A teacher must have several competencies in order to carry out his or her duties and obligations as an educator, one of which is pedagogical competence. In accordance with (Regulation No. 16 of 2007 of the Minister of National Education of the Republic of Indonesia Concerning Academic Qualification Standards and Teacher Competency, 2007.), Assessment and evaluation of learning processes and outcomes is one of the core competencies in pedagogic competence. Teachers must master these competencies, as evidenced by their ability to create assessment and evaluation tools for learning processes and outcomes. An excellent assessment is one that is capable of meeting the assessment principles. Some of the assessment principles mentioned are contained in Minister of

Education and Culture Regulation No. 23 of 2016, which includes the following principles: valid, objective, fair, integrated, open, comprehensive, and sustainable, systematic, criteria-based, and accountable. The assessment instrument used has a fairly strong influence on the quality of the assessment. Analyzing the instrument's quality is one of the procedures in the process and learning outcomes assessment activities. This instrument must meet the substance, construction, and language requirements, as well as demonstrate validity and reliability. (Indah & Rusdi, 2021).

As prospective educators, particularly those enrolled in Islamic Religious Education study programs, should be aware of the competencies they must possess in order to become professional educators in the future. Among the necessary teacher competencies is pedagogical competence, which includes the implementation of assessment and evaluation of learning processes and outcomes. This implies that students must develop assessment and evaluation instruments for learning processes and outcomes through practice.

As an educator, the learning outcomes test instrument created by the teacher can provide numerous descriptions or information about the abilities of their students. However, among the many issues that arise when the teacher prepares the test instrument, it is discovered that there are still flaws in the process of compiling the instrument, resulting in a test that is not measurably valid. Such an instrument cannot provide any description or information about students' abilities. To assess the success of the learning process, which is frequently carried out by educators, learning outcomes instruments are developed. (Pratama, 2020).

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The goal of the test item quality analysis is to determine whether the items compiled can serve as an adequate measure of learning outcomes. This activity also provides information about a question's lack of merit and serves as a guide for making improvements. The items can be analyzed from a variety of perspectives, including their content validity, empirical validity, reliability, and level of difficulties.

In the world of educational measurement, two approaches to test analysis are commonly used, namely classical test theory (Classical Test Theory) and item response theory (Item Response Theory).

However, the use of the classical test theory analysis approach has been discontinued because it is thought to have numerous flaws. (Pratama, 2020).

According to (Mardapi, 2012) In the Rasch model, measuring is a direct comparison of two objects, namely individuals and items. The individual here refers to the test taker's ability, while the item is a parameter of difficulty level. Thus, when the skill of test takers grows, for example, the chances of successfully answering the test items appear to increase. As a result, the opportunity to correctly answer the test items leads to two things: the ability of the individual test takers and the level of difficulty of the items. The same fundamental principle as described by the Rasch model is also expressed by (Sumintono & Widhiarso, 2015) which states that the Rasch model is a measurement model that determines the relationship between test-takers' aptitude and the level of test-item difficulty. It's also provides a more detailed overview of this relationship; for instance, if a test-taker is able to answer 85% of the questions correctly, he has a higher ability than those who can only answer 70% of the questions correctly.

This study aims to describe, using Aiken, the characteristics of multiple-choice questions and the General Competency Assessment (AKM) of Islamic Religious Education Subjects (PAI), including estimations of empirical validity and reliability, item difficulty level, and content validity analysis.

METHOD

The objective of this descriptive quantitative research is to obtain an overview of test quality based on the characteristics of the Rasch Model test and the content validity of the Aiken V. test. Students enrolled in the Islamic Religious Education (PAI) 5th semester study program at UIN Sunan Kalijaga Yogyakarta and UIN K.H. Abdurrahman Wahid Pekalongan comprised the demographic of this study. In this study, the sample consisted of 30 students: 15 students enrolled in semester 5 PAI at UIN Sunan Kalijaga Yogyakarta and 15 students enrolled in semester 5 PAI at UIN K.H. Abdurrahman Wahid Pekalongan. 30 student responses to the multiple-choice test instrument and the AKM for the Islamic Religious Education subject KD comprised the subjects of this study. 3.9. Examining the Effectiveness of Hajj, Zakat, and Waqf for Individuals and KD 3.6 Analyzing and Evaluating Islamic Marriage Provisions, with five possible answers.

Documentation is the data gathering approach used in this study. Documentation might take the form of a series of questions and responses from responders. The quantitative data analysis in this study was conducted using the Rasch Model Item Response Theory (IRT) approach with the assistance of the QUEST program, as well as the content validity instrument using Aiken to formulate the Aiken V formula to calculate content validity based on the results of expert assessments of n people to an item regarding the extent to which the item represents a construct, as measured by Aiken V coefficient values ranging from 0-0.99.

RESULT AND DISCUSSION

A. Empirical Validity Estimation

Tabel 1. *Recapitulation of the Empirical Validity of Test Questions*

Nomor Butir Soal	INFIT MNSQ	OUTFIT MNSQ	Status	Keterangan
1	1,07	1,16	BUTIR FIT	VALID
2	0,74	0,55	BUTIR TIDAK FIT	VALID
3	1,23	2,27	BUTIR FIT	VALID
4	0,79	0,72	BUTIR FIT	VALID
5	1,1	1,2	BUTIR FIT	VALID
6	1,11	3,6	BUTIR FIT	VALID
7	1,11	0,98	BUTIR FIT	VALID
8	1,11	1,07	BUTIR FIT	VALID
9	0,89	1,1	BUTIR FIT	VALID
10	0,96	0,45	BUTIR FIT	VALID
11	1,17	1,25	BUTIR FIT	VALID
12	1,02	0,99	BUTIR FIT	VALID
13	0,75	0,68	BUTIR TIDAK FIT	VALID
14	0,98	0,93	BUTIR FIT	VALID
15	0,99	0,85	BUTIR FIT	VALID

The Quest program is used for this empirical validity investigation, which examines at the mean INFIT Mean of Square (INFIT MNSQ) value and its standard deviation. (Adams & Kho, 1996). If the INFIT MNSQ value of an item is between 0.77 and 1.30, it is said to be fit. The acceptance limit of the items implements INFIT MNSQ (between 0.77 and 1.30) and INFIT t with a limit of -2.0 to 0.2, resulting in items that meet the goodness fit. The OUTFIT Mean of Square (OUTFIT MNSQ) can also be used to determine the appropriateness of each item with the model. If 0.5 OUTFIT MNSQ 1.5, an item is said to fit the model. (Boone et al., 2014).

Table 1 shows the findings of the empirical validity of the exam questions utilizing Quest. According to the table, the empirical validity of the 15 items has the status of fit items at 13 item numbers and 2 things are not fit since the INFIT MNSQ is less than 0.77 - 1.30. However, given the OUTFIT MNSQ is between 0.5 and 1.5, all items are eligible.

A. Reliability Estimation

Tabel 2. *Item Case Estimate and Case Estimate Value Criteria*

Nilai Reliabilitas Item Estimate dan Case Estimate	Kriteria
> 0,94	Istimewa
0,91 – 0,94	Bagus Sekali
0,81 – 0,90	Bagus
0,67 – 0,80	Cukup
< 0,67	Lemah

(Sumintono & Widhiarso, 2015)

Tabel 3. *Test Item Reliability Results*

Reliabilitas	Koefisien Reliabilitas	Kategori
<i>Summary of item estimate</i>	0,76	Reliabel
<i>Summary of case estimate</i>	0,48	Tidak Reliabel

On the basis of the item separation index (item estimate) and the person separation index (case estimate), the item's dependability can be ascertained. The greater the separation index value of the test items, the greater the overall accuracy of the test items. And the higher the value of the person separation index, the greater the consistency of each item in measuring a person's capability. (Subali & Suyata, 2013).

As for the results of the items' reliability, they are shown in Table 3. The summary estimate's coefficient of reliability is 0.76. According to Sumintono and Widhiarso's table 3 criteria for the Rasch model's reliability value, 0.76 meets the "sufficient" criterion because it falls within the value range of 0.67 to 0.80. While the summary of case estimate reliability coefficient is 0.48, this indicates a "weak" criterion because the value is less than 0.67. This value indicates that respondents' responses are inconsistent. This can be interpreted as the respondent answering the queries carelessly, resulting in a low reliability value.

B. Estimated Item Difficulty Level

Tabel 4. *Item Difficulty Analysis*

Nomor Butir Soal	Difficulty	Kategori
1	-0,97	Baik
2	0,1	Baik
3	-0,36	Baik
4	1,64	Baik
5	0,83	Baik
6	-2,12	Kurang
7	-0,63	Baik
8	1,64	Baik
9	0,48	Baik
10	-2,12	Kurang
11	-0,97	Baik
12	0,83	Baik
13	1,48	Baik
14	-0,36	Baik
15	0,52	Baik

The difficulty analysis of the test items was performed using the Quest software, and the items were deemed satisfactory if the difficulty index (b) fell between -2.0 and 2.0.(Retnawati, 2016). The difficulty level of the items can be discerned based on the value displayed in the.It output data from the program Quest.

The difficulty range of the items is between -2.12 and 1.64, which indicates that thirteen items fall into the decent category. While two items fall into the less category due to their scores falling outside the interval of -2.00 to +2.00, two items fall into the less category. The items are categorized as difficult if their difficulty score is close to +2.00, and they are categorized as simple if their difficulty score is close to -2.00.

C. Results of Content Validity Analysis Using Aiken's V

Tabel 5. Content Validity Recapitulation

No. Butir	Hasil Penilaian Ahli				S=r-I0				Sigma s	n(c-1)	Koefisien Aiken	Nilai V Minimal	Keterangan
	A	B	C	D									
1	3,86	4	4	3,93	2,86	3	3	2,93	11,79	12	0,98	0,92	Valid
2	3,86	3,86	3,93	3,93	2,86	2,86	2,93	2,93	11,57	12	0,96	0,92	Valid
3	3,86	4	4	3,93	2,86	3	3	2,93	11,79	12	0,98	0,92	Valid
4	3,86	3,93	4	3,93	2,86	2,93	3	2,93	11,71	12	0,98	0,92	Valid
5	3,86	4	4	3,93	2,86	3	3	2,93	11,79	12	0,98	0,92	Valid
6	3,79	3,93	3,93	3,93	2,79	2,93	2,93	2,93	11,57	12	0,96	0,92	Valid
7	3,79	4	4	3,93	2,79	3	3	2,93	11,71	12	0,98	0,92	Valid
8	3,79	4	3,93	3,93	2,79	3	2,93	2,93	11,64	12	0,97	0,92	Valid
9	3,86	3,93	4	3,93	2,86	3	3	2,93	11,71	12	0,98	0,92	Valid
10	3,86	4	4	3,93	2,86	3	3	2,93	11,79	12	0,98	0,92	Valid
11	3,86	4	4	3,93	2,86	3	3	2,93	11,79	12	0,98	0,92	Valid
12	3,86	4	4	3,93	2,86	3	3	2,93	11,79	12	0,98	0,92	Valid
13	3,86	4	4	3,93	2,86	3	3	2,93	11,79	12	0,98	0,92	Valid
14	3,93	4	4	3,93	2,93	3	3	2,93	11,86	12	0,99	0,92	Valid
15	3,93	4	4	3,93	2,93	3	3	2,93	11,86	12	0,99	0,92	Valid

In the conducted investigation, a total of fifteen questions were evaluated. Based on the evaluations of four validators, the study of multiple-choice questions and AKM for the Islamic Religious Education (PAI) subject was conducted. Examine the item items quantitatively using the validation page provided to the validator. There are multiple aspects, including material aspects, construction aspects, language aspects, compatibility aspects with literacy indicators for AKM questions, and numerical compatibility aspects for AKM questions.

The results of the experts' evaluation were then analyzed using Aiken's V formula so that the extent of the content's validity could be determined. The results of expert evaluations that have been processed using Aiken's V formula can be seen in the table 1 located above. The results of validation by experts using the Aiken's V formula indicate that all multiple-choice questions and AKM for Religious Education Subjects (PAI) created by students are classified as valid, as shown in the table. The validity of the items is demonstrated by the Aiken coefficient, which ranges between 0.96 and 0.99. Overall, the Aiken coefficient of multiple-choice and AKM questions for Religious Education Subjects (PAI) is 0.98. These results demonstrate that the item measuring instrument has a high level of content validity.

CONCLUSION

On the basis of students' multiple-choice tests and AKM for Islamic Religious Education (PAI) subjects, the following characteristics of the tests and respondents as test participants can be identified:

1. The results of the empirical validity of the 15 items show that 13 item numbers are fit, 2 items are not fit, and all items are valid.
2. The reliability coefficient on the Summary of items reflects the "fair" criteria, whereas the reliability coefficient on the Summary of Case Estimate reflects the "weak" criteria.
3. The difficulty level of the items shows that 13 items are included in the good category. While 2 items fall into the less category.
4. The findings of expert validation using the Aiken's V formula reveal that all items are classified as valid.

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EVALUATION OF STUDENT CHARACTER EDUCATION PROGRAM KATOLIK WIDYA MANDIRA UNIVERSITY

Yustina Dwisofiani Lawung

¹ Universitas Negeri Yogyakarta, Mahasiswa Doktoral Penelitian dan Evaluasi Pendidikan, Karangmalang, Yogyakarta
Corresponding Author: suranto@uny.ac.id

Abstract

This study aims to analyze and determine the effectiveness of the implementation of student character education programs at Widya Mandira Catholic University in terms of context, input, process and product variables. This research includes evaluative research, which evaluates the implementation of learning programs. In this study, analyzing the effectiveness of implementing learning with the CIPP model (context, input, process and product). Respondents in this study were 150 students. Data was collected using questionnaires, interviews, observations, documents and APKG. Data were analyzed by descriptive analysis. To determine the effectiveness of implementing the student character education program, raw scores were transformed into Z then into T-Scores then verified into the Glickman prototype. In connection with the findings of this evaluative study, the results of the analysis of the context, input, process and product variables respectively show a value of (+ + +-), and if converted into the Glickman quadrant, the quality of the effectiveness of implementing student education programs at Widya Catholic University Mandira in 2021, classified as effective. To ensure that this program is more effective, the substance that needs to be refined is the product factor

Keywords: Evaluation program. Character education

Abstrak

Penelitian ini bertujuan untuk menganalisis dan mengetahui efektifitas pelaksanaan program pendidikan karakter Mahasiswa di Universitas Katolik Widya Mandira dilihat dari variabel konteks, input, proses dan produk. Penelitian ini termasuk penelitian evaluatif, yang mengevaluasi program pelaksanaan pembelajaran. Dalam penelitian ini menganalisis efektifitas pelaksanaan pembelajaran dengan dengan model CIPP (context, input, process dan product). Responden dalam penelitian ini adalah 150 orang mahasiswa. Data dikumpulkan dengan menggunakan kuesioner, wawancara, observasi, dokumen dan APKG. Data dianalisis dengan analisis deskriptif. Untuk menentukan efektifitas pelaksanaan program Pendidikan karakter mahasiswa, skor mentah ditransformasikan ke dalam Z lalu ke Skor-T kemudian diverivikasi ke dalam prototype Glickman. Sehubungan dengan temuan studi evaluatif ini, bahwa hasil analisis dari variabel konteks,input, proses dan produk secara berturut-turut menunjukkan nilai (+ + +-), dan jika dikonversikan kedalam kuadran Glickman, maka kualitas efektifitas pelaksanaan program pendidikan mahasiswa pada Universitas Katolik Widya Mandira tahun 2021, tergolong efektif. Untuk menjamin bahwa program ini lebih efektif, maka substansi yang perlu disempurnakan adalah pada faktor produk.

Kata Kunci: Evaluasi program, Pendidikan karakter

PENDAHULUAN

Character education in tertiary institutions is critical for shaping and developing students into individuals with character in accordance with the noble principles of Indonesian State ideology, as well as for strengthening the character acquired by students at previous levels of education. Furthermore, character education must be established at tertiary institutions because there are already

many scholars who are bright but lack character, making them unable to compete with academics from other countries. Character education must be implemented among students not just by the academic community, but also in conjunction with stakeholders and the community in order for character education to continue in the future. Students are those who study (students) in tertiary institutions, according to the Indonesian definition. (Ministry of National Education Language Center, 2008: 895). According to Flexner dalam Syukri (2009) berpendapat bahwa College serves as a center for human training as well as a location to seek knowledge, solve diverse difficulties, and analyze works produced. Students are so educated and schooled in tertiary institutions to become intellectual human beings with strong thinking abilities, comprehensive and acute analysis, extensive knowledge, and commendable behavior.

However, the implementation of character education among students faces numerous obstacles, as evidenced by the institution's mission (Syukri (2009) Teaching, research, and application of science all imply that character development is not the responsibility of higher education. Several factors contribute to student perplexity regarding the application of character education, including:

1. Before entering college, a person's character has already been formed, and it is the responsibility of parents to shape their child's character.
2. Universities, particularly lecturers, have no interest in character development because they are not hired to do so.
3. Character is a term that refers to a conservative religion or ideology, whereas universities in the West tend to distance themselves from particular religions or philosophies.

From the preceding explanation, it can be concluded that character education for students in tertiary institutions can be a supplement to the pre-formed character traits acquired by students at the previous level of education; however, this has not worked as intended. Nevertheless, universities in Indonesia must implement character education for their students. Soetanto (2012) Describes the five pillars upon which the implementation of character education in postsecondary institutions is predicated.

1. Tri Darma Higher Learning Integrating character education into education, research, and community service activities is possible.
2. College Culture (campus)/ Organizational Culture
4. Student Activities Character education can be created through integration into student activities which involve students in the committee system.
5. Daily Activities The application of habituation to daily life in the home, dormitory, and community can enhance character education.

6. Academic Culture The value of character education in perspective is formed by the totality of academic culture.

Character education can be readily applied to students, as every unit in higher education is capable of accommodating character education empowerment, as demonstrated by the preceding description. Therefore, all stakeholders involved, including not only lecturers as subject tutors, but also academics, parents, the community, and students, must be able to collaborate within the context of character education implementation. The purpose of this study is to evaluate the character education programs implemented thus far for Widya Mandira Catholic University students. Evaluation of the character education program for students is required. At this time, character education that imparts moral values to students is necessary.

The character education that has been implemented thus far has been implemented in an integrated manner to form character, the student's personality as a whole, which is reflected in the form of words, actions, attitudes, feelings of work, and excellent work. (Zuriah, 2007). It is merely reasonable for lecturers to make various endeavors to enhance the implementation of character education for students. Widya Mandira Catholic University is believed to have implemented the program thus far; this has advantages on the one hand and disadvantages on the other. The program's advantages are the impetus to continue implementing the program, whereas the program's weaknesses are obstacles that can not only reduce the program's benefits but also halt the program from being implemented (terminated program). As a result, program evaluations must be carried out both formatively and summative to examine what has been accomplished and what is still occurring in a program, which is a very constructive activity. We can sort out the beneficial things that a group of acts has done this way.

The evaluation role is generally separated into two parts: summative evaluation and formative evaluation. (Wijaya, 2009:93). Formative evaluations are conducted over the course of the program to provide helpful information to program directors for program improvement. Summative assessment is an evaluation performed after the program has been implemented to provide information to potential consumers about the benefits or usefulness of the program. Summative evaluation can also be used to determine the efficacy of program implementation. The four primary purposes of evaluation are diagnosis, prediction, selection, and warning, which are as follows: (1) The function of our diagnosis can identify student deficiencies in terms of what they are unable to achieve. Diagnostic exams allow us to determine whether students require more instruction; (2) the prediction function is when we administer assessments to identify students' talents and abilities. This type of test is designed in such a way that diverse abilities can be served. We can forecast students with creative, technical, or artistic orientations based on this type of test, so teachers can provide activities to help develop their particular interests and talents, and (3) the selection function allows us to determine whether more

resources are required. As a result, evaluation is used to identify people who are qualified for subjects, jobs, positions, and so on, and (4) the evaluation improvement function is used to rate students based on their learning achievements.

Based on the two evaluation functions described above, it is possible to evaluate a program both while it is being implemented and after it has been completed. This can be done in a program simultaneously, which means that while the program is being implemented, the evaluation can already be started so that later steps can be received to continue the program, and it can be done again once the program has been completed. The overall evaluation considers whether the program is still appropriate for the future.

The CIPP model is an evaluation model developed by Stufflebeam and Shinkfield (Marhaeni, 2006 :48) This model describes evaluation as the process of describing, receiving, and giving information that can be used to compare different decisions. This is the most frequently recognized and used evaluation paradigm among evaluators. The model name CIPP comes from *context, input, process, dan product*. According Widyodoko (2017, hlm. 181) The CIPP model evaluation can be used in a variety of sectors, including education, management, and business, as well as at various levels, such as projects, programs, or institutions. The CIPP evaluation model is one of the frameworks for constructing CIPP evaluations, which contain the dimensions of assessment types, evaluation usefulness, and evaluation process steps. Evaluation gives information that can be used to make decisions and hold people accountable. The CIPP evaluation procedure consists of three major steps: explaining, obtaining, and offering.

1. Context evaluation examines needs, problems, and opportunities as a foundation for defining objectives, priorities, and outcomes.
2. Input evaluation evaluates alternative techniques to establish the tools and resources needed in program design.
3. Process evaluation evaluates the program's implementation as a framework and subsequently assists in explaining the program's impact.
4. Evaluation of products refers to both expected and unanticipated effects, which both help protect the process from departing from the program that has been established and determine the effectiveness of a program.

3. METHOD

The descriptive evaluative research on the character education curriculum for students at Widya Mandira Catholic University employs the CIPP approach. (*context evaluation, input evaluation, proses, and product evaluation*). This study was conducted at Widya Mandira Catholic

University, with a total of 150 students as research subjects. All data were turned into T-scores before being examined.

The T-score is a number on a scale that uses the mean (average) and standard deviation (SD). the Z number multiplied by SD, then the mean is added to the formula used to calculate the T-score = $10 Z + 50$, while the Z value is calculated by the formula:

$$Z = \frac{X - M}{SD}$$

(Sutrisno Hadi,1991 :266-268).

The data that has been processed or processed is next descriptively examined with the assistance of computer analysis of the excel application. When examining each context variable, the normal curve is applied to the input, process, and results.

Each variable's quality score is calculated using the T-score category. If $T > 50$ (mean) is positive or high (+) and $T < 50$ (mean) is negative or low (-), the final result of each context, input, process, and product variable is found by summing the positive and negative scores (+ and -). If the number of positive scores is greater than or equal to the number of negative scores, the result is positive; if the number of positive scores is less than or equal to the number of negative scores, the result is negative.

RESULT AND DISCUSSION

The context variable on the emotive dimension has assisted the implementation of the character education program for Widya Mandira Catholic University students, as has the cognitive dimension. In terms of management, it has aided in the program's implementation. The implementation of the student character education program has been aided by process variables in the dimensions of learning planning and teaching and learning. Similarly, the proportions of facilities and infrastructure meet the criteria.

Process variables on the dimensions of lesson design, teaching, and learning implementation have supported the execution of student character education programs well. Product variables on academic achievement and student psychological products have not been created optimally as a result or output of the quality of the implementation of effective student character education programs at Widya Mandira Catholic University. When the implementation of the student character education program is assessed as a whole for the context, input, process, and product variables, the results of the overall analysis yield (+ + + -).

CONCLUSIONS

1. The effectiveness of the character education program for Widya Mandira Catholic University students is influenced by contextual variables (+).
2. From the input factors, the quality of the implementation of the character education program for Widya Mandira Catholic University students yields beneficial outcomes (+).
3. The implementation quality of the character education program for Widya Mandira Catholic University students as measured by the process variable yields positive results (+).
4. The efficacy of the character education program implementation for Widya Mandira Catholic University students based on product variables yields ineffective results (-).

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PROJECT BASED LEARNING IMPLEMENTATION TRAINING FOR TEACHERS OF SMPN 44 SURABAYA

Anggun Purnomo Arbi¹

¹ STKIP PGRI Sidoarjo, Indonesia
Corresponding Author: anggunpurnomo58@gmail.com

Abstract

Project-based learning is one of the learning methods that has 21st century competencies and a scientific approach. Thus, project-based method training activities need to be carried out as an effort to improve the ability of educators. This community service was aimed to train SMPN 44 Surabaya teachers so that they are able to apply project-based learning in the process of implementing Kurikulum Merdeka. This community service applied several methods called observation, discussion, and simulation. This activity was held on July 21, 2022 at SMPN 44 Surabaya. The participants of this community service were educators at SMPN 44 Surabaya. Based on the results and discussion, this training activity has been successfully implemented. This can be shown from the enthusiasm of the educators in the training process. Based on the results of discussions and simulations, the educators have succeeded in making sample projects and teaching modules. Therefore, this training activity is followed up with the provision of periodic evaluation activities.

Keywords: Training, Project Based Learning, SMPN 44 Surabaya

Abstrak

Pembelajaran berbasis proyek atau Project Based Learning merupakan salah satu metode pembelajaran yang memiliki kompetensi abad 21 dan pendekatan saintifik. Dengan demikian, kegiatan pelatihan metode berbasis proyek perlu dilakukan sebagai upaya meningkatkan kemampuan pendidik. Kegiatan pengabdian masyarakat ini dilaksanakan dengan tujuan memberikan pelatihan kepada pendidik SMP Negeri 44 Surabaya perihal penerapan pembelajaran berbasis proyek guna menyambut penerapan kurikulum merdeka. Metode pelaksanaan kegiatan ini adalah metode observasi, diskusi, dan simulasi. Kegiatan ini dilaksanakan pada tanggal 21 Juli 2022 di SMPN 44 Surabaya. Peserta kegiatan ini adalah para pendidik SMPN 44 Surabaya. Berdasarkan hasil dan pembahasan, kegiatan pelatihan ini telah berhasil dilaksanakan. Hal ini dapat ditunjukkan dari antusiasme para pendidik pada proses pelatihan. Berdasarkan hasil diskusi dan simulasi para pendidik telah berhasil membuat contoh proyek dan modul ajar. Oleh karena itu, kegiatan pelatihan ini ditindaklanjuti dengan pengadaan kegiatan evaluasi secara berkala.

Kata Kunci: Pelatihan, Project Based Learning, SMPN 44 Surabaya

INTRODUCTION

Improving the education sector is one of the factors that affect the development of a country. In this process, changes to the curriculum should consider science and technology or developments in science and technology, as well as student requirements. (Darto & Arbi, 2022). In 2022, we have returned to a curriculum known as the independent curriculum. Implementation of project-based discussions, or Project-Based Learning, is a characteristic of the independent curriculum.

Project-based learning is a learning model that offers opportunities to involve students in class when carrying out a project internally or in groups to improve students' abilities (Istikori, 2016). That is, this learning method is student-centered and oriented towards improving students' abilities in: 1) solving problems, 2) collaborating, 3) thinking critically and innovatively, 4) improving skills in learning, and so on. The steps or syntax of the project-based method are as follows: 1) determining the fundamental question (starting with the essential question), 2) designing a plan for the project, 3) preparing a schedule (creating a schedule), 4) monitoring students and project progress (monitoring the students and the progress of the project), 5) testing the results (assessing the outcome) and 6) evaluating experiences (Kemendikbud dalam Agusdianita et al., 2020).

Considering the numerous benefits of instituting project-based learning, it is evident from this explanation that this activity should be completed. In addition, a number of exigencies serve as the foundation for the execution of this activity; these exigencies are described in the following section. The first reason is that project-based learning is an approach that emphasizes 21st-century skills. (Sutrio et al., 2021). These skills include the capacity to collaborate, communicate, think critically, be creative, and be religious. Consequently, this technique is ideally suited for use in the present day. In addition, this method is based on a scientific approach or scientific approach, allowing it to cultivate the character and cognitive abilities of students.

The second reason is that the project-based learning method generates authentic or real-world problems that are then addressed through guided creation of projects. (Nurrahmah et al., 2020). Sebagai tambahan, pada proses implementasi metode pembelajaran berbasis proyek, pendidik berperan sebagai motivator dan fasilitator (Setyasto et al., 2019). Hal ini, tentunya akan meningkatkan keterampilan para peserta didik dalam menghadapi dan memecahkan masalah yang akan mereka temui di kehidupan nyata. Pembuatan proyek tersebut juga ditujukan agar peserta didik dapat berkembang terutama dari segi hasil belajar.

Teachers at SMP Negeri 44 Surabaya still do not comprehend how to implement project-based learning, according to the results of observations and a requirements analysis. Therefore, this technique of education is rarely used. The community service activity titled "Training in the Application of Project-Based Learning for Educators at SMP Negeri 44 Surabaya" is extremely essential to carry out for the reasons stated.

Expected Output

The following are the expected results of carrying out this community service activity:

- 1) Improving educators' abilities as motivators and facilitators of project-based learning.
- 2) Administration is provided in the form of project designs and educational modules.
- 3) A guide module is available for implementing project-based learning.

METHOD

This community service activity took place between July 21 and July 23, 2022. This activity took place in SMP Negeri 44 Surabaya. This training activity includes educators or teachers from SMPN 44 Surabaya. Face-to-face or offline, this activity is carried out in accordance with established health regulations.

This activity is carried out using implementation methods known as observation, debate, and simulation. The observation approach was used in the first process to learn about the scenario and learning conditions at SMPN 44 Surabaya. This activity collects a variety of data that will be used to build this training activity. This activity follows the observation activity by implementing discussion activities. Discussion exercises are designed to gather information about learning challenges as well as the context and conditions at school. Following that, solutions to any difficulties that develop are determined through in-depth conversations. The outcomes of this procedure are taken into account when implementing community service activities.

The following activity is known as simulation implementation. The purpose of this activity is to demonstrate the Project Based Learning learning approach. It seeks to provide examples as well as descriptions of learning activities that employ these learning strategies.

RESULT

The community service team carried out survey and observation activities on July 10, 2022, according to the timetable that had been planned. This activity is designed to assess needs and gather information for the planning of community service initiatives. Based on this information, there are various issues with educators' lack of understanding of project-based learning, thus the community service team and educators are attempting to address these issues by organizing a workshop on July 21-23, 2022.

The activity began on the first day, July 21, 2022, with addresses from high-ranking officials from SMPN 44 Surabaya. The exercise then continued with the first presenter presenting the information. At this point, the speaker went over the definition of the Independent Curriculum and how it is used. Following this presentation, various issues were raised about the difficulties that educators and students will encounter in implementing the independent curriculum. These difficulties include the high cost, the lengthy project implementation period, and the quantity of money required to execute the project. The speaker then presents a remedy to this problem by setting an effective deadline and instructing students to create basic instruments to save money. The exercise then moved on to the presentation of information regarding the characteristics of the independent curriculum. This content connects the prior material to the implementation of project-based learning or project-based learning. Following the conversation, the speaker reached a conclusion concerning the items offered.



Figure 1. Discussion activity

The activity resumed on the second day, July 22, 2022, with the presentation of the material "implementation of project-based learning." The session started with an overview of the Project Based Learning learning technique. The presenter presents a definition and early history of project-based learning approaches during this procedure. The purpose of this content is to provide an overview of Project Based Learning. The following content is about the objective of implementing Project Based Learning. These goals are to encourage students, develop communication skills, add skills, boost knowledge, improve problem-solving abilities, collaborate better, and manage learning instruments better.

The talk then moved on to material on the hallmarks of successful Project Based Learning. This information is intended to provide an overview of the specific features that contribute to a teacher's success while adopting project-based learning approaches. These qualities are framed by the viewpoint that project-based learning is focused on products and processes.

The speaker next went over the content regarding the best time to implement Project Based Learning. In the material, time refers to the appropriate setting in which to implement Project Based Learning. This is the case when educators want to implement student-centered learning and increase students' critical thinking skills. In addition to the appropriate time, the presenters discussed the standards that educators and students must meet while implementing Project Based Learning. This will provide educators an idea of what they will need to prepare in order to properly use the Project Based Learning technique.

The lecturer then discussed the significance of Project Based Learning. This material explains why it is critical to implement Project Based Learning. Several research on the implementation and efficacy of Project Based Learning are cited throughout the content. Educators can learn about the importance of project-based learning from this content, and they can then implement what they've learned.

The following content is about competency in the process of implementing project-based learning. The speakers emphasized that the Project Based Learning learning technique is oriented towards 21st century abilities (creative, communicative, collaborative, critical, and pious) and a scientific approach (observing, debating, attempting, associating, and communicating) during the presenting process. The exercise is then continued by going over the steps of the Project Based Learning technique. Knowing these processes can help educators better comprehend a set of activities that will be used to accomplish effective learning.

The lecturer then explained the benefits of project-based learning. The presenter mentions and clarifies significant points about the positive impact of implementing this learning in this material so that educators can gain relevant knowledge about the learning. Furthermore, the presenters discussed the shortcomings of project-based learning so that educators might anticipate and prepare for learning so that the negative consequences of this method could be avoided. Following that, the speaker explained the answers to these flaws. Following the conversation, concerns about the distinctions between Project Based Learning and Problem Based Learning surfaced.

The activity began on the third day, July 23, 2022, with the presentation of material on the introduction of teaching modules. Presenters and educators discuss the components of the teaching module that apply to the Independent Curriculum during this process. Compilers, themes, topics, descriptions of activities, projects, integrated subjects, time allocation, levels, phases, learning models, Pancasila student profiles, main understanding, problems to be studied, teaching materials, learning resources, and so on are all included in these sections.

Following that, the lecturer reinforced the content on Pancasila student profiles and themes. Presenters and educators engage in in-depth conversations during this process. The work is then proceeded by reviewing an example of a teaching module on a project with a recipe book product. The speaker also discussed the assessment process in the implementation of the independent curriculum. Following that, the activity proceeded with continual training on creating instructional modules.

Evaluation Activities

After the training activities have been completed, an activity will be performed periodically as a means of monitoring and evaluating the efficacy of the completed community service activities. The purpose of the evaluation is to compile information regarding the implementation of the Project-Based Learning method. Periodically (continuously), monthly evaluation activities are conducted.



Figure 2 Evaluation Activities

CONCLUSION

Based on the outcomes of the implementation of the activities, this community service activity was carried out according to the plan. The "Training in the Application of Project-Based Learning for Teachers at SMPN 44 Surabaya" activity contributed to the development of learning at SMPN 44 Surabaya because it provided training on creating projects and teaching modules in the process of implementing project-based learning. This information can be gleaned from the observation and evaluation process, which reveals that active and innovative learning is perceived to be more prevalent.

RECOMMENDATION

On the basis of the results of this training activity, the following recommendations were made:

- 1) To increase the professionalism of educators in the classroom, this type of training must be conducted frequently with a wider variety of references and lecturers.
- 2) All members of the school are expected to engage in frequent discussion and evaluation of initiatives that will be implemented to advance innovative learning.

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IBN SINA'S THOUGHTS RELATED TO ISLAMIC EDUCATION

Yulita Putri*, Abid Nurhuda

Postgraduate NU University of Surakarta, Indonesia
*Corresponding Author: yulitaputrilpg@gmail.com

Abstract

Education can be seen from two dimensions, namely practice and theory where both are interdependent in forming a systemic concept. Even so, the existing system in national education today adopts more western theory than Islamic theory itself which is often ignored. Therefore the purpose of this study is to describe Ibn Sina's thoughts regarding Islamic education. The method used is descriptive qualitative with a literature study approach, after the data has been collected it is analyzed for its contents and then concluded. The results of the study show that Ibn Sina's thoughts regarding Islamic education include aspects of the human psychology consisting of the souls of plants, animals and humanity as subjects and objects involved in it. In addition, it also emphasizes the importance of educational goals that contain directions, stimuli and values. Then the preparation of a curriculum that considers various aspects, there are also various methods to suit the situation and conditions. Lastly is the concept of students who have potential and the concept of competent educators.

Keywords: Thought, Ibn Sina, Islamic Education

Abstrak

Pendidikan bisa dilihat dari dua dimensi yaitu praktek dan teori dimana keduanya saling ketergantungan dalam membentuk konsep yang tersistem. Meski begitu sistem yang ada di pendidikan nasional saat ini lebih banyak mengadopsi teori barat ketimbang teori islam sendiri yang sering kali diabaikan. Oleh karena itu tujuan dari penelitian ini adalah untuk mendeskripsikan pemikiran Ibn Sina terkait pendidikan Islam. Metode yang digunakan adalah deskriptif kualitatif dengan pendekatan studi pustaka, setelah data terkumpul dianalisis isinya lalu disimpulkan. Adapun hasil penelitian menunjukkan bahwa Pemikiran Ibn Sina terkait pendidikan Islam mencakup aspek kejiwaan manusia yang terdiri dari jiwa tumbuhan, hewan dan kemanusiaan sebagai subjek dan objek yang berkecimpung di dalamnya. Selain itu juga menekankan pentingnya tujuan pendidikan yang berisi haluan, rangsangan dan juga nilai. Lalu penyusunan kurikulum yang mempertimbangkan berbagai aspek, ada juga metode yang beragam agar sesuai dengan situasi dan kondisi. Terakhir adalah konsep peserta didik yang berjiwa potensial serta konsep pendidik yang berkompeten.

Kata Kunci: Pemikiran, Ibnu Sina, Pendidikan Islam

INTRODUCTION

Talking about educational thinking, at least it can be seen from two dimensions, namely education as theory and education as practice. Education as a theory is in the form of human thinking on educational problems and efforts to solve these efforts systematically. Meanwhile, education as practice is guided by certain educational philosophies and theories, where practical education is always dependent on theoretical education. If we look at the current national education system, it is the adoption of Western educational theories.

Islamic education is an effort that creates and forms good and more meaningful human beings in worldly life and prepares them for ukhrawi life. Conceptually, Islamic education begins with philosophical ideological foundations for its implementation or implementation in a socio-cultural

setting. Renewal of Islamic philosophy in the world of education today is very urgent to do in order to create quality education as directed by the holy book (Abdullah, 2009).

Philosophical reconstruction must start from ontological, epistemological and axiological aspects, in an effort to answer the current challenges of Islamic education. The problem of the existence of a dichotomy between the religious sciences and the general sciences causes the development of science to not develop and a crisis of scientific methodology. The current crisis in the world of Islamic knowledge and education has resulted in the scientific tradition becoming static, so that Islamic education has not played its full role in creating an advanced civilization, such as the heyday of Islam in the 8th-13th centuries. Islamic civilization is nothing but the result of the accumulation of the struggles of adherents of Islam when dealing with a dialectical process between the "normativity" of the permanent teachings of revelation and the "historicity" of the experience of the human caliphate on earth which is always changing. (Mas'ud, 2007).

Meanwhile, Islamic educational theories are sometimes often abandoned or ignored and do not even know at all to distinguish which educational theories originate from the West and which originate from the Islamic world. In terms of Western and Islamic educational theories there are quite fundamental differences. In this case, Prof. Dr. Tohari Musnawar as quoted by Warul Walidin AK commented on these differences, that: Between Western and Islamic education there are fundamental differences, both regarding the basis, objectives, educational qualifications, evaluation system even to the output it produces. Ironically, because we don't know the exact difference, we unconsciously often use the concept of Western education, (Al-Shaibany, 1979).

From the statements put forward by the experts above, it implicitly invites us to return to examine the views of philosophers, especially those related to the concepts and thoughts of Islamic education that had been developed in their time. For this purpose, I focus on the study of Ibn Sina's thoughts on concepts and thoughts in the field of education. Departing from these problems, it can be formulated how Ibn Sina's thoughts related to Islamic education and what are the main points that are considered actual and relevant to education today.

RESEARCH METHODS

The method used to discuss this issue is qualitative with a literature study approach that functions to build concepts or theories that form the basis of studies in research (Sujarweni, 2014). In addition, this method also provides a clear picture of the ideas and thoughts developed by Ibnu Sina regarding the concept of education so that it can develop both theoretical and practical aspects. Then try to analyze the contents, and the last is to conclude (Sukardi, 2013).

RESULT AND DISCUSSION

Avicenna's biography

Ibn Sina was born in 980 AD in Afsyanah which is a small town precisely in the current Uzbekistan region. His father, who came from Balkh Khorasan, was a high official during the Samanid dynasty (819-1005). His mother named Astarah came from Afshana which belongs to Afghanistan. Some mention his mother as a woman of Persian nationality, because in the 10th century AD the Afghanistan region was included in the Persian region. His full name is Abu Ali Al-Husaini bin Abdullah Ibn Sina.

He was a proud Muslim scientist who lived in the Middle Ages who was nicknamed "the prince and sheikh of educated people". He is a scientist who has extraordinary abilities, he has the ability to be equal or equally good in mastering various fields of science, especially in the fields of philosophy and medicine. Since childhood he has indeed shown differences with children in general, Ibn Sina at that time had shown his extraordinary talent (Firmansyah, 2016).

At the age of 5 he had learned to memorize the Al-Qur'an besides that he was also very diligent in studying religious sciences. He started studying medicine when he was 16 years old. Not only did he learn about medical theory, but he was able to provide services to sick people only through his own calculations and since then he has started to discover new methods of treatment. Dissatisfied with the field of medicine, in his youth he was also known to have mastered the fields which became the basis of his philosophy which he would develop, such as Al-Farabi's logic and metaphysics regarding Aristotle's descriptions. (Nata, 2003).

His fame at that time as a healer had reverberated throughout the country until not long after about a year after he started to practice treating sick people he was summoned to the palace by the ruler of the Samaniah dynasty named Nuh bin Mansur (976-997) who was sick, according to the story many doctors were sent to cure his illness but the disease he was suffering from did not heal until Ibn Sina was asked to treat it

It turned out that after Ibn Sina tried to analyze and cure the disease, he again showed his intelligence, the disease suffered by the ruler was successfully cured. As a tribute the king asked Ibn Sinan to stay in the Palace at least temporarily while the King was in the healing process. But Ibn Sina refused politely and in honor of the king's request Ibn Sina only asked permission to be allowed to visit an ancient and antique royal library. It turned out that it was this decision that would later lead him to the path of fame, it was there that his extensive knowledge increased (Firmansyah, 2016).

Apart from medicine, Ibn Sina is also an expert in mathematics, logic, physics, geometry, astronomy, metaphysics and philosophy. At the age of 18, he succeeded in obtaining the title of a physicist, not only in the field of general science, he also succeeded in exploring the problems of fiqh and interpreting verses of the Qur'an. He put a lot of effort into interpreting the verses of the Qur'an to support his philosophical views.

One of the factors that made Ibn Sina fluent in absorbing knowledge was his closeness to Allah subhanahu wata'ala. It is said below that whenever he encounters a complicated and very difficult problem to solve, he will definitely go to the mosque for I'tikaf, prayer, remembrance. According to him this will make him more wise in observing the various existing difficulties and he feels after that he finds a way of thinking to find solutions to solve them. (Razi, 2006).

When Ibn Sina was 22 years old, his father died and after his father's death he decided to travel, spread knowledge and seek knowledge that he did not know. In fact, he actually has a very big adventurous spirit. He made frequent trips out of the Bukhara region. Every country he has visited usually always leaves a story of its own, he always gets respect and appreciation in every visit to various regions. The first place he visited after Grief was Jurjan, a city in the Middle East, where he met a great writer and scholar, Abu Raihan Al-Biruni, he also studied with Al-Biruni.(Razi, 2006).

After that he continued his journey to seek knowledge. Rayy and Hamadan were the next cities he visited, a city that became a witness where his very spectacular work, namely "Qanun fi Thib" was written, as if he was never bored and tired he continued his journey again and this time his goal was to

Iran along the way. Through it, there have been many great works that have benefited and contributed to the world, especially medical science, so it is not an exaggeration if Ibn Sina is called the father of world medicine. One of the most powerful works of Ibn Sina is *Agha-Syifa*. This book is a book that contains methods of treatment as well as details of medicinal medicines. In the world of medicine, it has become a kind of encyclopedia of world medical philosophy. In Latin, this book is also known as *Sanati*. Ibn Sina died when he traveled to Hamadhan (now a region of Iran) at the age of 57 in 1037 AD (Nata, 2003).

Humans in the perspective of Ibn Sina

Examining discussions on the theme of education certainly cannot be separated from the subject and object in it, namely the "human" figure, education will be carried out well when the executors in the process act according to their nature and goals, therefore discussing education will not be separated from study of human nature. One's view of humans will have implications for the concept of education that will be presented, the same goes for Ibn Sina who has his own view of human nature. (Iqbal, 2015).

Even though Ibn Sina was a doctor who studied many elements of the human body physically, he had unique thoughts regarding the soul. The soul is an element in the body which is immaterial in nature which is believed to have the nature of immortality after death because only the body will be destroyed but the soul will still exist. Ibn Sina's views regarding the soul share the views of the great philosopher Aristotle, although we will find that Ibn Sina's discussion is much more detailed and in accordance with the teachings contained in the Qur'an. (Firmansyah, 2016).

According to Ibn Sina, the soul is divided into three parts, namely the souls of plants, animals and humans. The explanation regarding this division is as follows: (Razi, 2006): *first*, the soul of plants (nabatiyah), this power is divided into 3 types namely Ghadziyah (eat), munmiyah (grow), muwallidah (reproduce). the nabiyah soul is the lowest soul of the other two souls.

Second, the animal soul (hayawaniyah). This soul power consists of two kinds, namely the soul power hayawaniyah muhrikah (moving) moving according to the demands of the desire forces, the soul power hayawaniyah mudrikah (responding), namely the soul perceives from sensing stimuli that come from outside or from within the soul (himself). alone).

Third, the human soul (insaniyah), which is also called al-nafs al-nathiqat has two powers, namely practical power (al-alam) related to the body. The spiritual power of al-amilah is also called 'aql al'amali (reason or practical intelligence), namely the power of the human soul that has power over the human body with this soul power that humans carry out actions that contain considerations and thoughts that distinguish him from animals. . Next is theoretical power (al-alimah) in relation to abstract matters. The spiritual power of al-alimah is also called 'aql al-nazhari' (theoretical intelligence). This soul power finds general concepts arising from matter. This theoretical power has several levels of reason, namely al-'aql ni al-quwwab, namely intelligence that develops due to the process of interaction with the environment both through the teaching and learning process and experiences. In it there are al-aql al-hayulani (material mind), al-'aql malakat (truth axiom) and al-aql bi al-fi'l (actual mind), al-aql al-mustafad (rational concept). So it is this kind of mind that can relate to and receive an abundance of knowledge from an active mind (Iqbal, 2015).

According to Ibn Sina, in order to improve the quality of the human soul, training in the form of research and education is needed. The soul for Ibn Sina has a very important role because the unity

between the body and the soul is accidental. Therefore, Ibn Sina's view of humans has given rise to the concept of education which emphasizes "education for the soul".(Nata, 2003).

Ibn Sina's main ideas on Education

1. educational goals

In general, Ibn Sina's educational goals were theoretical and practical, this was influenced by his philosophical views related to humans and also his long journey of life as a scientist as well as a practitioner. Education in his view has 3 functions, viz(Razi, 2006):

- a. The purpose of education is to determine the course of the educational process
- b. Provide stimulation to achieve goals
- c. Has value, new education has value according to what students want because if it is seen as valuable and desirable, it will certainly encourage students to expend the energy needed to achieve it.

It can be concluded from the three points above that the purpose of education is "new education directed at developing all one's potential towards perfect development, namely physical, intellectual and moral development". In addition, education must be directed at efforts to prepare a person to be able to live in society together by doing the work or expertise he chooses according to his talents, readiness, inclinations and potential. These three points from the above objectives are the initial basis for starting the educational process (Marimba, 1990).

2. Education curriculum

Ibn Sina describes and classifies the sciences that need to be mastered by students. Abudin Nata concluded that the formulation of the Ibn Sina curriculum was based on the developmental level of the students' age, namely (Nata, 2003);

Age	A suitable curriculum for students to learn
3-5 Years	At this age, students need to be given sports subjects, manners, cleanliness, voice arts and the arts.
	<p>Purpose: in sports subjects the movements given must be adapted to the abilities and interests of the child. The movement is directed to foster the perfection of the child's physical growth and optimal organ function.</p> <p>Subjects of morals / manners are given so that they can become a provision for children so that children have good manners in the association of everyday life.</p> <p>Hygiene subjects are given so that children have the habit of loving and getting used to cleanliness which is one of the contents of noble teachings in Islam.</p> <p>Sound art and art materials are given so that children have sharp feelings in loving and increase imagination because in the body art has a power that can refine the mind that gives birth to beauty.</p>
6-14 Years	Reading and memorizing the Koran, studying religion, poetry, and sports lessons.
	Purpose :

	<p>Al-Qur'an and religion lessons are started because at this age children's rationality has started to function. Lessons on memorizing and reading the Koran are given to support the implementation of worship that requires reading verses of the Koran as well as to support success in studying the Islamic religion such as the interpretation of the Koran, Fiqh, Tawhid, Morals and other religious lessons. whose main source is the Qur'an.</p> <p>Poetry lessons are given at this age as a continuation of art lessons at the previous level. Children need to memorize poetry which contains educational values in guiding their behavior in addition to the instructions of the Qur'an and Sunnah.</p> <p>Sports lessons must always be adapted to the age of students. Some forms of sports promoted by Ibn Sina to be included in the curriculum at this age level are strength fighting, jumping, brisk walking, archery, walking on one leg and riding a camel.</p>
14 years and over	<p>At this age, Ibn Sina considers that the subjects that must be given to children are many and varied, but it is necessary to remember that Ibn Sina advises educators to choose types of lessons related to certain skills that can be further developed by these students. So at this age students begin to be directed to master certain fields of knowledge (specialists in scientific fields).</p> <p>Ibn Sina divides it into 2 groups, namely theoretical and practical sciences. Theoretical sciences include tabi'i science (covering medicine, astrology, philosophy, dream interpretation, chemistry), mathematics, divine sciences (covering knowledge about the ways of revelation, the nature of the soul carrying revelation, miracles, news of the occult , inspiration, and knowledge of the immortality of the spirit and so on).</p> <p>Practical knowledge includes moral science, household management, and political science.</p>

From the explanation of the curriculum above, it can be concluded that the curriculum ideas offered by Ibn Sina contain principles (Razi, 2006):

- a. In compiling the curriculum, it must consider the psychological aspects of children which cover the developmental phases, recognize talents, interests, and problems faced by each level of development so that the subjects given will be in accordance with the needs and interests of students.
- b. The curriculum provided must be able to optimally develop a child's potential which includes elements of a balance between the physical-intellectual and morals.
- c. The curriculum must be pragmatic-functional, namely considering the usefulness of the knowledge and skills learned in accordance with the demands of people's lives
- d. The curriculum that is prepared must be based on Islamic teachings, namely in accordance with the Al-Qur'an and Hadith
- e. The curriculum must be moral-based with an integralistic pattern, which includes personal, spiritual and social aspects.

3. Learning methods

Method is a way or strategy used to facilitate the delivery of a material or learning. In determining the method that is suitable in the scope of learning, Ibn Sina offers learning methods that vary or differ from one lesson to another. This means that the use of this type of method is based on the characteristics of each learning material and the psychological state of students. According to Abudin Nata, the methods offered by Ibn Sina include the Talqin method, demonstrations, habituation and examples, discussions, apprenticeships and assignments as well as flogging or punishment methods.(Nata, 2003):

Method	Explanation
The Talqin method	This method can be used when teaching Al-Qur'an recitation to children. This method can be done by gradually and repeatedly listening to the recitation of the Qur'an to students and then slowly the child is instructed to repeat it. This is done many times until the child can memorize it.
Demonstration Method	This method will be very suitable for use in general at any age but is devoted to practical material or knowledge such as teaching, writing or sports.
Method of Habituation and Exemplary	The application of this method is generally carried out for instilling character or morals in students. In carrying out this method the teacher's role is not only enough to provide theory or advice, but the teacher must be able to apply it first and do it continuously.
Discussion method	This method is carried out by giving a problem in the form of a question to students that is problematic in nature which can later be discussed and solved together.
Apprentice Method	Previously, Ibn Sina had practiced this method with his students. His students, especially those working in the world of medicine, are encouraged to combine theory and practice so students are not only focused on theory but are also directed to be able to put it into practice. So proficient in science and also work.
Assignment Method	The assignment method is applied by compiling a number of modules or texts and then conveying them to students to study them. This teaching is known as al-ta'lim bi' al-marasil. This method aims to stimulate the independence and thinking of students so that they can develop optimally
Tarhib and Tarhib method or reward and punishment	This method means rewards, gifts, awards or rewards. So students can be given a reward to motivate them to continue to increase morale and punishment for discipline.

4. Concept of Learners and Educators

One of Ibn Sina's important thoughts in philosophy is the concept of the soul, students in Ibn Sina's perspective are considered as someone who has the potential and the highest level of soul so that the ideal educational process for students should involve their souls because every child who is educated has potential and ability. which must be explored and directed optimally (Firmansyah, 2016).

The concept of a teacher formulated by Ibn Sina is that a teacher must have quality scientific competence, have a noble personality, and be charismatic so that his students respect and idolize him.

CONCLUSION

Based on the explanation above, it can be said that Ibn Sina's thoughts regarding Islamic education include aspects of the human psychology consisting of the souls of plants, animals and humanity as subjects and objects involved in it. Besides that, it also emphasizes the importance of educational goals that contain directions, stimuli and also values. Then the preparation of a curriculum that considers various aspects, there are also various methods to suit the situation and conditions. Lastly is the concept of students who have potential and the concept of competent educators. The hope is that by knowing all the concepts and thoughts about education from Ibn Sina, it can become a reference for stakeholders and policy implementers not to abandon and ignore Islamic education theories that are still relevant.

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STUDENT SATISFACTION ON BOARDING SCHOOL (*PESANTREN*) FACILITIES AND INFRASTRUCTURE FOR EDUCATION

Lismawati*, Subiyantoro, Lili Nur Amaliyah

¹ UIN Sunan Kalijaga Yogyakarta, Indonesia

*Corresponding Author: 21204091018@student.uin-suka.ac.id

Abstract

The management of infrastructure which is often neglected has an impact on the success of educational programs in schools. Therefore, fulfilling the needs and optimizing the infrastructure is very much needed. The purpose of this study was to determine the use of Islamic boarding schools' educational facilities and infrastructure in Bener Meriah district, Aceh, Indonesia. The approach used in this study is an explorative qualitative approach. data collection methods using interview techniques, observation, and documentation. The results of the study show that the educational facilities and infrastructure of Islamic boarding schools in Bener Meriah district, Aceh have optimized their utilization in supporting the development of human resources. But there are the obstacles found in Islamic boarding schools in Bener Meriah district, Aceh, namely: 1) there are still facilities and infrastructure that have not been updated by the school such as libraries, 2) school buildings that are not suitable for areas where rainfall is more frequent, so that sometimes it causes flooding. Based on this research, it is recommended to pay maximum attention to the condition of infrastructure and be quick in repairing infrastructure that is no longer feasible, empowering human resources according to needs through infrastructure to improve the quality of education towards superior and competitive human resources starting from the quality of educator performance professional.

Keywords: *Optimization, Infrastructure, Quality, Human Resources*

Abstrak

Abstrak Pengelolaan sarana prasarana yang sering diabaikan berdampak pada keberhasilan program pendidikan di sekolah. Oleh karena itu pemenuhan kebutuhan dan pengoptimalan sarana prasarana bertujuan sangat dibutuhkan. Adapun tujuan penelitian ini untuk mengetahui pemanfaatan sarana dan prasarana pendidikan pesantren di kabupaten Bener Meriah, Aceh, Indonesia. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif eksploratif. metode pengumpulan data menggunakan teknik wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan sarana dan prasarana pendidikan pesantren di kabupaten Bener Meriah, Aceh secara keseluruhan sudah mengoptimalkan pemanfaatannya dalam menunjang pengembangan sumber daya manusia. Namun terdapat kendala yang ditemukan pada pendidikan pesantren kabupaten Bener Meriah, Aceh, yaitu: 1) masih terdapat sarana dan prasarana belum diperbaharui oleh pihak sekolah seperti perpustakaan, 2) bangunan sekolah yang belum cocok dengan daerah yang curah hujan-nya lebih sering, sehingga terkadang mengakibatkan banjir. Berdasarkan penelitian ini disarankan agar memberikan perhatian maksimal terhadap keadaan sarana prasarana dan cepat dalam memperbaiki sarana prasarana yang sudah tidak layak, pemberdayaan SDM sesuai dengan kebutuhan lewat sarana prasarana untuk meningkatkan kualitas pendidikan menuju SDM yang unggul dan kompetitif dimulai dari mutu kinerja pendidik yang profesional.

Kata Kunci: *Optimalisasi, Sarana Prasarana, Mutu, SDM*

PENDAHULUAN

As one of the indicators of the competence of educational institutions, infrastructure facilitates the learning process and the growth of human resources. In order for everything to go according to plan, facilities and infrastructure also require management and continuation. (Khikmah, 2020). Human resource development seeks to increase the human resources productivity capacity in terms of

knowledge, experience, and skill through the application of the appropriate techniques. Consequently, infrastructure plays a function in facilitating human resource development. (Panganiban1 & Madrigal, 2020). Facilities are crucial resources or media that will indirectly facilitate students as well as teachers in achieving their educational objectives. The availability of adequate facilities is beneficial for ensuring that the program can be implemented without obstacles. (Widiastuti, 2019). The management of facilities and infrastructure is important in contributing effectively to the educational process, as well as the quality of education. (Kenoret et al., 2019).

Education facilities include all of the equipment and material required for learning activities to operate properly. The educational infrastructure is a valuable resource for ensuring the continuity of learning activities. (Sopian, 2019). Educational institutions with the goal is to produce a quality generation of Indonesians are responsible for all aspects of facilitation, including a well-prepared management system, quality human resources (HR), a sufficient and supportive infrastructure, and appropriately regulated education costs. (Adilah & Suryana, 2021). Good administration of educational infrastructure is required for the smooth operation of educational activities. (Siswanto & Hidayati, 2020).

The truth on the ground is that not all schools are able to provide adequate infrastructure, or that infrastructure is not continuously renewed, which impedes the development of excellent human resources. Islamic boarding school education in the Aceh area of Bener Meriah, which blends general knowledge and religion in its institutional form. In order for the activities or programs to be accompanied by religious understanding. The findings of research observations at schools that are also Islamic boarding schools in the Bener Meriah district of Aceh, in terms of infrastructure completeness, are adequate but still lacking in routine updates carried out, such as managing a library where updating books or literature is often considered trivial. As a result, there are insufficient facilities or infrastructure to support activities in schools, particularly the learning process.

One of the objectives of infrastructure management is to ensure that educational facilities and infrastructure can be utilized at any time. (Ellong, 2018). Steps that need to be taken for the maintenance of educational facilities and infrastructure include: 1) before planning a work program that requires infrastructure facilities, it is best to first analyze the needs thoroughly, 2) collect data for infrastructure facilities that are not suitable for use or damaged, 3) always monitor and evaluating both the infrastructure and its management (Suliyarti, 2019).

The role of infrastructure and facility management is to ensure that infrastructure facilities are maintained and always available for use. (Hartoni, 2018). The optimal continuity of teaching and learning is supported by adequate facilities and competent personnel. (Yulius, 2020, p. 248). Similarly, the efficient use of facilities and infrastructure can also enhance the quality of education. Utilization of

school facilities and infrastructure is one of the indicators of the quality of service provided by schools to their human resources, namely students and instructors. Utilization of effective infrastructure, i.e., use that has been tailored to what is required, i.e., achieving goals, utilizing inter-media, and discussing pertinent material, and having the most infrastructure possible. (Firmansyah et al., 2018, p. 180). Therefore, management of infrastructure needs to be considered in order to develop human resources and school quality.

In Indonesia, the issue that frequently causes concern is the low quality of human resources. This is consistent with the findings of the Human Capital Index (HCI), which positions Indonesia 87th out of 157 countries. according (Indrawati, 2020) In Indonesia, there are three human resource problems: a lack of human resources, which is caused by a large number of workers from high school graduates and below, an unfilled employment market with experts in the fields needed, and an imbalance between the number of workers and employment.

The similar issue exists for graduates of Islamic boarding schools in Aceh's Bener Meriah area, where many graduates do not continue their education to the next level, namely higher institutions. In addition to economic issues, the school's lack of maximal human resource development reduces the quality of the school's human resources. Furthermore, there is still a lack of information provided to students about the era of globalization, an era of normalcy in which human resources can see the future creatively and innovatively, and are able to manage and use technology, understand the concept of remote work, and have networking skills. As a result, today's human resources must drive environmental changes in the midst of development, technology, communication, and information. Human resources are encouraged by increasing technological sophistication. Whether they like it or not, companies need managerial people with qualified knowledge, skills, and capacities to keep up with technological advances. according (Indrawati, 2020) Human resource development can also be accomplished if human resources have appropriate knowledge and expertise as well as sufficient capacity.

The aggregate success rate of the factors involved in attaining educational objectives determines the quality of education.(Aimah & Laeliah, 2021) The following internal factors have a significant impact on the quality of education: 1) qualified teachers, 2) teacher careers that are quite open, 3) teacher welfare that reflects professional working conditions, 4) education management that is mandated by law, 5) mastery of teaching methodology, 6) students who are healthy, nourished, and ready to learn, and 7) complete facilities, infrastructure, and facilities. To achieve the objectives of schools that are focused on increasing quality, the development of high-quality services that provide maximum benefits for consumers, particularly teachers and students, must occur simultaneously. (Firmansyah et al., 2018, p. 179). according (Zakiyawati & Trihantoyo, 2021) Adequate facilities will

aid in the improvement of learning, resulting in an increase in the quality of human resources, all of which have a high value for school production.

A library is one of the facilities and infrastructure that must be present in any educational establishment. In terms of library management, this includes purchase and upkeep. Also, deletion. The management of educational facilities and infrastructure has a large impact on increasing the quality of learning and thus the quality of human resources. Based on the phenomena that occurs in Islamic boarding schools in Aceh's Bener Meriah region, this study intends to investigate and test the extent to which facility and infrastructure management effects the growth of educational quality, particularly in terms of strengthening human resources.

METHOD

In this study, the authors employed a qualitative descriptive method. A qualitative approach to research is one whose research results are focused, interpretive, and take a natural approach to the topic. (Pradoko, n.d.). According to Farida Nugrahani, qualitative research seeks to grasp reality through inductive reasoning. (Nugrahani, 2014, pp. 4–5). Observation techniques, structured interviews, and documentation were employed to obtain data. Analyzing the location and environmental conditions, the condition of human resources, and the phases of infrastructure management at Islamic boarding schools in the Bener Meriah district of Aceh is the method employed in participant observation. The preparation of this paper begins with locating the necessary data, which will then be presented in the results of the discussion obtained from data acquisition, such as the results of interviews, observations, books, and articles related to the title of this paper's discussion. The writer interprets all of the data that has been gathered in the discussion portion before presenting it objectively through descriptive narrative.

RESULT

The existence of educational facilities and infrastructure is a necessary element of the educational process. Administration of educational facilities and infrastructure includes 1) planning, 2) prequalification, 3) procurement, 4) storage, 5) maintenance, 6) deletion, and 7) supervision/control. The facts, however, indicate that there are still numerous issues with the management of educational facilities and infrastructure in high schools, namely that teachers and school administrators have not been able to manage educational facilities and infrastructure in accordance with theory and practice.

Infrastructure and facilities are components of the learning process that support each student's potential in each educational unit, both formal and non-formal. (Kartika, 2019). Apart from the teaching staff, educational facilities and infrastructure are the most essential aspects in deciding the benefits and negatives of developing human resources in the field of education. Infrastructure facilities cannot be implemented without the management of an educational institution. (Erwin Muslimin, Hisny Fajrussalam, 2021). Infrastructure facility utilization must be supplemented with infrastructure facility

management. (Sinta, 2019). The scope of educational facilities and infrastructure includes: 1) planning, 2) procurement, 3) inventorying, 4) maintenance, 5) deletion (Parid & Alif, 2020).

Islamic residential schools, particularly in the Aceh district of Bener Meriah, also face issues relating to the administration of their educational facilities and infrastructure. In general, secondary schools and vocational high schools, which are followed by tertiary institutions, give close attention to infrastructure and facilities that support the teaching and learning process. Each school has an objective to improve human resources in order to produce graduates who are independent and professional, as well as to improve school performance in order to produce graduates who are creative, innovative, and of high quality. In light of this, the administration and optimization of facilities and infrastructure are crucial. (Kurniawati & Sayuti, 2013, p. 100).

The problem with the administration of educational facilities and infrastructure in Islamic boarding schools in Aceh's Bener Meriah area is that some facilities and infrastructure, such as the library, are overused. Not all teachers or students desire to use the library as a learning resource. One of the reasons for students' lack of use of the library is that the references published in the library continue to fail to capture their attention. Students are discouraged from visiting the library when references are rarely updated.

The difficulties listed above demonstrate the importance of educational facility and infrastructure management. All parties, including the principal, staff, teachers, and students, must work together to provide good and maximum management. The problem of underutilization of libraries in Islamic boarding schools stems from a lack of reading desire. A lack of effective library management, such as a collection of books that is still modest, might also contribute to pupils' low enthusiasm in reading. Despite the fact that maximizing the library can improve literacy, knowledge insight, and reading interest, it cannot improve human resource quality. (Qulloh, 2021).

Libraries, as one of the infrastructure facilities that promote student learning, should be highlighted. One of the primary reasons for the creation of a library, particularly in Islamic boarding schools. Because schools are still run by Islamic boarding schools, students are usually not allowed to carry electronic media such as cellphones or other technologies, making the library one of the media in promoting learning and developing students' insights. As a result, a proper and up-to-date reference library is required.

Pengelolaan sarana prasarana pendidikan diartikan sebagai proses kerjasama dalam pemanfaatan seluruh sarana prasarana pendidikan secara maksimal (Sholihah, 2020). Several principles can be applied to the management of infrastructure facilities. (Elyani, 2022) including: 1) the goal-realization concept, management of school equipment (school facilities are always available to use, 2)

the efficiency principle, all activities in the supply of school infrastructure are carried out in a planned manner so that they have quality facilities, 3) the administration concept, which states that all behavior in the management of educational equipment in schools must always adhere to government rules, regulations, and instructions. 4) The accountability principle, in which management incorporates all parties in the school, 5) the principle of cohesion, exhibited in the form of a cooperative process among school parties. The utilization of facilities and infrastructure will be maximized if all parties take responsibility and accomplish as much as they can. (Herwan et al., 2018).

Procurement is the first operational activity in the management of school education facilities and infrastructure, taking into account conformity with needs in terms of type and specifications, quantity, time and place, with costs and sources that can be tracked. (Muslim et al., 2021). The elimination of facilities and infrastructure is intended to improve the learning environment. However, when carrying out deletion, it is necessary to consider a number of factors, including whether the facilities and infrastructure are in an inadequate or damaged state, or if they are related to the library, such as out-of-date books, so that the library is not being utilized as efficiently as it should be. (Jajang et al., 2021).

Consequently, there is a need for modernization in the administration of facilities and infrastructure, as stipulated in article 14 paragraph 3 of Law No. 43 of 2007 concerning Libraries, which states, "Each library develops library services in accordance with advances in information and communication technology." Article 12 paragraph 1 also provides an explanation regarding the use of Information Technology: "Library collections are selected, processed, stored, serviced, and developed according to the interests of users by paying attention to developments in information and communication technology." Therefore, utilization for collection management and services must be displayed in accordance with the requirements, so that the information presented is not obsolete or too late. (Hadiapurwa et al., 2021).

The school must take into account the school library as an independent learning center for students, particularly in Islamic boarding schools where the library is the sole learning support medium. Libraries are not merely 'complementary' to the educational system in schools; they are an integral component. (Prihartanta, 2015). Libraries also require management that will manage both library items and library-related activities, as indicated in Library Statement No. 24 of 2014 and Library Statement No. 25 of 2008. Every school is required by the government to have a library as a standard of facilities and infrastructure, but the difficulty that frequently arises is administration so that the existence of a library is not just a supplement but also provide services for students, particularly those with disabilities. (Eka Jaya PU, Pujo Sukino, 2017).

Selain kurang diperhatikannya terkait perpustakaan, berdasarkan hasil observasi dan wawancara peneliti juga menemukan kendala di salah satu sarana prasarana yaitu lahan. Lahan yang digunakan sekolah-sekolah pesantren di daerah kabupaten Bener Meriah, Aceh. jika dilihat dari geografis maka terletak pada daerah dataran tinggi yang tentunya banyak terdapat sungai dan curah hujan yang lebih sering dari pada daerah dataran rendah. Hal ini perlu diperhatikan oleh pihak sekolah, baik apakah harus membangun gedung-gedung yang sekiranya tidak berdampak banjir jika hujan turun. Karena gedung sekolah yang terkena banjir akan memperlambat proses belajar mengajar dan hal ini juga akan berdampak pada pengembangan mutu sumber daya manusianya khususnya peserta didik, dikarenakan tidak efektifnya proses belajar.

The school building is the most important part of the school infrastructure. School buildings are also an important component in supporting the implementation of the learning process and in improving the quality of educational institutions. (Rizki & Marina, 2019). The more efficient the building, the more optimal it is in its utilization. School as a place of formal education should be a safe and secure place for students, of course, in the learning process (Anisah & Sumarni, 2019). However, numerous risks remain at the school, both from the local environment and from disasters like as floods, landslides, earthquakes, fires, and others. The calamity was aggravated by the poor state of the schools, such as buildings that were unable to withstand severe tragedies. The necessity for preparation in the construction of a school building is determined by the stages of design, execution, use, and maintenance. (Dardiri & Jurusan, 2013). The geographical area must also be considered during pre-development. In this approach, it can reduce the likelihood of natural calamities.

CONCLUSSION

Based on the findings of the research and discussion, the researchers concluded that the management of infrastructure for Islamic boarding schools in the Bener Meriah district of Aceh has met the standards, but that special care must be taken in the maintenance and removal of facilities and infrastructure so that it does not impede the process and has no negative impact on the quality of resources. school human resources. The activity of removing infrastructure is critical since the school is intended to give what kids require while also adapting to changes in the educational world. It is hoped that all school members will work together to manage educational facilities and infrastructure, particularly in the maintenance and elimination of infrastructure facilities, so that educational infrastructure is maintained and used optimally to support the development of quality human resources.

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EVALUATION OF REACTION OF VILLAGE PLANNING AND BUDGETING REMOTE TRAINING PARTICIPANTS AT THE FINANCE TRAINING CENTER IN MALANG

M. Bahrn Nawawi*

Balai Pendidikan dan Pelatihan Keuangan Malang
*Corresponding Author: bahrnbdkmlg@gmail.com

Abstract

To determine the effectiveness of training to increase employee competence and performance, evaluation is needed. This study aims to determine the participant's reactions to the implementation of training and teachers in remote village planning and budgeting training batch 1 of 2022 at the Malang Financial Education and Training Center. The method used in conducting training evaluation is the level-1 Kirkpatrick four levels evaluation model developed by Donald L. Kirkpatrick. This research is quantitative descriptive research using a survey method. The results showed that the reaction of the trainees to the implementation and the instructors of the distance 1 village planning and budgeting training was very good. This is shown by the participant's assessment of the implementation process with an average score above 4.6 and participant's assessment of the teacher with an average score above 4.5. This training was recommended by participants to be carried out to other village apparatus and if the situation is safe it should be carried out offline at the Malang Financial Education and Training Center so that the results are maximized.

Keywords: Evaluation, Training, Reaction, Kirkpatrick

Abstrak

Untuk mengetahui efektifitas suatu pelatihan terhadap peningkatan kompetensi dan kinerja pegawai diperlukan evaluasi. Penelitian ini bertujuan untuk mengetahui reaksi peserta terhadap penyelenggaraan pelatihan dan pengajar pada pelatihan jarak jauh perencanaan dan penganggaran desa angkatan 1 tahun 2022 di Balai Pendidikan dan Pelatihan Keuangan Malang. Metode yang digunakan dalam melakukan evaluasi pelatihan adalah level-1 Kirkpatrick four levels evaluation model yang dikembangkan oleh Donald L. Kirkpatrick. Penelitian ini merupakan penelitian deskriptif kuantitatif dengan metode survey. Hasil penelitian menunjukkan bahwa reaksi peserta pelatihan terhadap penyelenggaraan dan pengajar dalam pelatihan jarak jauh perencanaan dan penganggaran desa angkatan 1 ini adalah sangat baik. Hal ini ditunjukkan dari penilaian peserta terhadap proses penyelenggaraan dengan rata-rata nilai diatas 4,6 dan penilaian peserta terhadap pengajar dengan rata-rata nilai diatas 4,5. Pelatihan ini direkomendasikan oleh peserta untuk dilakukan kepada aparatur desa yang lain dan apabila situasi sudah aman sebaiknya dilakukan secara luring di Balai Pendidikan dan Pelatihan Keuangan Malang agar hasilnya lebih maksimal.

Kata Kunci: Evaluasi, Pelatihan, Reaksi, Kirkpatrick

PENDAHULUAN

Villages Law No. 6 of 2014 mandates village governments to be more independent in administering local government and natural resources, including village finances and wealth. To harmonize and strengthen policies on accelerating the implementation of the Village Law, the Ministers of Home Affairs, Finance, Villages, Development of Disadvantaged Regions, and Transmigration issued a Joint Decree on the alignment and strengthening of policies on accelerating implementation of the Village Law. The Ministry of Finance is mandated by the Village Law to carry out socialization/technical guidance/training in village financial management, including village finances. As a result of this

collaborative decision, the Ministry of Finance collaborated by providing village financial management training. Distance training in village planning and budgeting is one form of this training, which is provided by the Malang Financial Education and Training Center (BDK).

The purpose of this program is to improve village officials' knowledge and skills in producing the Village Medium Term Development Plan (RPJMDesa) and the Village Revenue and Expenditure Budget (APBDesa). It is envisaged that with increasing knowledge of the village apparatus, the performance of the village apparatus will improve, allowing them to generate quality RPJMDesa and APBDesa. Lestari and Arnu noted that one of the training's goals was to improve employee competence, and that enhancing employee competence would improve employee performance. (Lestari & Arnu, 2021).

Tuhumena et al. conducted a study titled *Effect of Training and Work Motivation on Employee Performance at PT. Pegadaian (Persero) Regional Office V Manado*, which found that training has a positive and significant effect on employee performance and that training is the most influential factor on employee performance. (Tuhumena et al., 2017). This is consistent with the findings of a study conducted by Bolung et al titled *The Effect of Training and Compensation on Employee Performance at BPMPD North Sulawesi Province*, which discovered that training has a positive effect on employee performance; if the training is better, employee performance will improve. (Bolung et al., 2018).

This remote village planning and budgeting training will be introduced in early 2022. Because this is an innovative sort of training, an evaluation is required to determine whether or not the training met the desired goals. Furthermore, evaluation can be used to provide statistics and information to leaders in order for them to make decisions to improve the quality, performance, and effectiveness of training.

There are various methods of conducting training evaluations. One method that can be used is the Kirkpatrick four levels evaluation model developed by Donald L. Kirkpatrick, In training, there are four levels of evaluation. First, evaluation on reactions (evaluation level 1), which measures participants' satisfaction with the training's implementation. Second, evaluation of learning (level 2 evaluation), which measures how well participants grasp the training material presented, which includes knowledge, attitudes, and abilities. Third, evaluation on behavior (level 3 evaluation), which measures the extent to which participants can apply/implement the knowledge learned during training in their workplace. Fourth, evaluation on results (level 4) is used to determine how much impact the training has on organizational performance or the projected final results. (Ananda & Rafida, 2017).

The issue in this study is how participants respond to the Malang Financial Education and Training Center's conduct during remote village planning and budgeting training batch 1 of 2022. The purpose of this study is to determine the response of the training participants to the program's execution utilizing Donald L. Kirkpatrick's evaluation model at level one, namely reaction. The findings of this study are likely to give important information for authorities in making future decisions to increase training quality.

METODE

This study is a quantitative descriptive study that use survey methods. Data analysis is done by describing or characterizing conditions as they are, with no intention of drawing broad generalizations. The survey method is used to collect data on beliefs, attitudes, behavior, and the relationships between variables, and it typically employs instruments such as tests, observations, interviews, and closed questionnaires.

The participants in this study were all batch 1 of 2022 remote village planning and budgeting training trainees, a total of 24 people. The sampling technique utilized a total sample, which meant that all members of the population were used as samples, despite the fact that the population was quite tiny (less than 30 people). (Sugiyono, 2019).

Data was obtained using a questionnaire developed by the Performance Evaluation and Reporting Section of the Malang Financial session Center and filled out by participants before the session ended. This questionnaire contains a series of questions about participants' perceptions of the training's implementation. A closed questionnaire with a Likert scale of not good (1), not good (2), enough (3), good (4), and very good (5) and one open question were utilized to ask questions.

The questionnaire data was statistically examined using descriptive statistics. Analysis is carried out by presenting or depicting the obtained data as it is, without the intention of drawing broad conclusions, which are presented in the form of data, tables, graphs, and explanations via the mean, median, mode, and so on. (Setyosari Punaji, 2010). The results of the calculation in the form of an average will be ranked based on the following range:

Tabel 1. *Range penilaian hasil*

Range	Information
1 ≤ Rata-Rata < 1,8	Tidak Baik (TB)
1,8 ≤ Rata-Rata < 2,6	Kurang Baik (KB)
2,6 ≤ Rata-Rata < 3,4	Cukup (C)
3,4 ≤ Rata-Rata < 4,2	Baik (B)
4,2 ≤ Rata-Rata ≤ 5	Sangat Baik (SB)

RESULTS AND DISCUSSION

The purpose of this study was to assess trainees' responses to the implementation of village planning and budgeting remote training batch 1 of 2022 at the Malang Financial Education and Training Center using Donald L. Kirkpatrick's assessment model at level one. The training took place across four working days, from March 7 to March 10, 2022, using the Zoom app as the medium. The course included 24 participants, however only 18 completed a questionnaire about the entire training. There were six people who refused to complete the questionnaire.

Statements submitted to determine participants' reactions to the training's implementation included nine questions about: a) the suitability of learning materials with the expectations/needs of learning participants, b) easy-to-understand teaching materials, c) the suitability of learning methods with distance training materials, d) the adequacy of time organizing distance training with the amount of material provided, and e) the organizers' readiness to serve participants. At the end of the questionnaire, an open question was asked about participants' suggestions/inputs for improving training implementation.

The instructor is evaluated for each training subject taught by the instructor. A teacher teaches each training subject. This program covers the Village Medium-Term Development Plan (MP-1), the Village Government Work Plan (MP-2), and the Village Revenue and Expenditure Budget (MP-3). The following are the results based on the questionnaires filled out by the participants:

Tabel 2. *Responses of participants to the training*

Pernyataan	Nilai				
	1	2	3	4	5
Pernyataan a	0	0	0	4	14
Pernyataan b	0	0	0	4	14
Pernyataan c	0	0	0	4	14
Pernyataan d	0	0	0	7	11
Pernyataan e	0	0	0	4	14
Pernyataan f	0	0	1	5	12
Pernyataan g	0	0	0	4	14
Pernyataan h	0	0	1	3	14

Tabel 3

Responses of participants to the Tutor

Pernyataan	Nilai				
	1	2	3	4	5
Pengajar-1 (MP-1)	0	0	0	8	10
Pengajar-2 (MP-2)	0	0	0	8	10
Pengajar-3 (MP-3)	0	0	0	7	11

a. Suitability of learning materials with the expectations / needs of learning participants.

Four participants responded with a 4 and fourteen with a 5, resulting in an average participant reaction score of 4.78. If we classify the results of the average reaction of these participants based on table-1's assessment of the range of results, we will obtain excellent results. This indicates that

the training material is relevant and necessary for the participants to carry out their responsibilities in their respective work organizations.

a. Teaching materials are easy to understand.

Four participants gave a score of 4 and fourteen gave a score of 5, resulting in an average score of 4.78. If we classify the average reaction of these participants based on the range of assessment results shown in table-1, we will obtain very excellent results. This means that the available teaching materials are easily understood by participants so that they can aid in the training process.

b. The suitability of learning methods with distance training materials.

The results of those who responded to the statement of conformity of the learning method with the learning material were four participants scoring 4 and fourteen scoring 5, resulting in a calculation of the average reaction of the participants of 4.78. We will get extremely good results if we classify the average reply of these individuals based on the range of results assessed as table-1. This signifies that the teacher's learning approach is in accordance with the learning material, making it easier for participants to understand the learning material.

c. Adequacy of time for holding distance training with the amount of material provided.

The responses of the participants to the statement about the suitability of online training with the amount of material offered were as follows: seven participants gave a value of 4 and eleven participants gave a value of 5. The calculation of the average participant reaction value yielded 4.61. We will get extremely good results if we classify the average reply of these individuals based on the range of results assessed as table-1. This signifies that the trainees believe the time allotted for online training is adequate for completing the subject presented.

d. The organizers' preparedness to serve participants during the online training

procedure. The average participant reaction score was 4.78 based on the participants' reactions to the organizers' alert statement in serving the participants during the online training process. Four participants provided a score of 4 and fourteen participants gave a score of 5. We will get extremely good results if we classify the average reply of these individuals based on the range of results assessed as table-1. This means that the organizing committee serves quickly throughout the distance training so that the learning process can proceed easily and without substantial difficulties.

e. Compatibility of assignments, quizzes or exams with online training materials.

The results of the participants' reactions to the statement of suitability for assignments, quizzes, or exams with distance training material were one participant scoring 3, five scoring 4, and twelve scoring 5, for an average participant reaction score of 4.61. We will get extremely good results if we classify the average reply of these individuals based on the range of results assessed as table-1. This means that the instructor's assignments, quizzes, and test questions correspond to the subject covered throughout the training and may be used to assess participants' ability to learn the material.

f. Online media uses the latest and easily accessible applications.

The results of the participants' reactions to the comments of online training media using the most recent and easily accessible applications were that four people gave a score of 4 and fourteen people gave a score of 5, resulting in a calculated average value of the participant's reaction of 4.78. We will get extremely good results if we classify the average reply of these individuals based on the range of results assessed as table-1. This means that participants can quickly utilize remote learning facilities during the learning process to assist them achieve learning objectives.

g. Online training media uses the latest and easy-to-use applications.

The results of the participants' reactions to the statements of online training media using the most recent and simple-to-use applications are as follows: one participant gives a score of 3, three people give a score of 4, and fourteen people give a score of 5, resulting in a calculation of the average participant reaction score of 4.72. We will get extremely good results if we classify the average reply of these individuals based on the range of results assessed as table-1. This means that participants can use distant learning facilities readily during the learning process to assist them attain learning objectives.

h. The ability of instructors to provide guidance online.

The following are the participants' reactions to the teacher's capacity to provide instruction online:

Instructor -1

The value of the participants' reaction to the ability of the teacher-1 was that eight individuals gave a value of 4 and ten participants gave a value of 5, for a total reaction value of 4.56. We will get extremely good results if we classify the average reply of these individuals based on the range of results assessed as table-1. This means that teacher-1 is quite capable of providing remote guidance during training.

Instructor -2

The value of the participant's reaction to the ability of the teacher-2 was 4, with eight participants giving a value of 4 and ten participants giving a value of 5, for an average reaction value of 4.56. We will get extremely good results if we classify the average reply of these individuals based on the range

of results assessed as table-1. This signifies that instructors are skilled at providing remote guidance during training.

Instructor -3

Seven participants gave a value of 4 and eleven participants gave a value of 5, resulting in an average value of 4.61 for the participant reaction to the teacher's competence. If we classify the results of the average reaction of these participants based on table-1's assessment of the range of results, we will obtain excellent results. This indicates that teacher-3 is highly capable of providing remote guidance during training.

Regarding participant suggestions, sixteen participants conveyed gratitude for the training's organization. The material, the organizing process, the alertness of the committee, and the instructors are praised. There were fourteen participants who desired additional training or recommended expanding the scope of this training to include other village apparatus. Additionally, thirteen participants provided recommendations for the next offline training to be conducted at the Malang Financial Education and Training Center.

CONCLUSION

Based on the discussion, it can be determined that the participants in the remote village planning and budgeting training batch 1 of 2022 at the Malang Financial Education and Training Center performed admirably. The findings of an analysis of the suitability of learning materials with the expectations/needs of learning participants, easy-to-understand teaching materials, suitability of learning methods with distance training materials, adequacy of time for conducting distance training with the amount of material provided, the organizers' readiness to serve participants during the distance training process, and the suitability of assignments, quizzes, or exams with distance training materials.

The majority of the participants were pleased with the distance training. The participants desired further training and suggested it to other village leaders.

SUGGESTION

In consideration of the participants' enthusiasm and in an effort to increase the village apparatus's proficiency, it is suggested that additional training and training for other village apparatus be conducted. If possible, it is preferable for the training to be conducted offsite at the Malang Financial Training Center.

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THE EFFECT OF TREFFINGER, LAPS-HEURISTIC MODELS, AND MOTIVATION ON STUDENTS' WRITING ACHIEVEMENT

Hasrul Fahmi¹, Muhammad Nasir²

¹Institute of Health Science Muhammadiyah Lhokseumawe

²The State Polytechnic of Lhokseumawe

E-mail: hasrulfahmi089@gmail.com

Abstract

This research was conducted with Quantitative research aimed to find out the students' writing achievement taught by using Treffingers' Learning Model and LAPS Heuristic Model and also to find out the students' writing achievement with high and low motivation. The method of this research used was experimental research with factorial design 2x2. The sample of this study was XI IPA of SMA Negeri 1 Kota Lhokseumawe, which consisted of 36 students XI IPA, the sample was applied by random sampling technique. The instruments of this study were obtained by writing test and questionnaire sheet. The summary of post-test data description in each group of learning model showed in statistical is Treffingers' Learning Model = 17.50 and LAPS Heuristic = 16.03. So, Treffingers' Learning Model (17.50) > (16.03) LAPS Heuristic Model. Then, the data were analyzed by using ANOVA test at the level of significant $\alpha = 0,05$. Based on the data analysis, the findings proved that the students' writing achievement taught by using Treffingers' Learning Model was higher than that taught by using LAPS Heuristic Model, with $F_{obs} (20,13) > F_{tab} (3,13)$.

Keywords: *Treffingers' Learning Model, LAPS Heuristic Model, Motivation, Expository Writing.*

Abstrak

Penelitian ini dilakukan dengan penelitian Kuantitatif yang bertujuan untuk mengetahui prestasi menulis siswa yang diajarkan dengan menggunakan Model Pembelajaran Treffingers dan Model Heuristik LAPS dan juga untuk mengetahui prestasi menulis siswa dengan motivasi tinggi dan rendah. Metode penelitian ini digunakan adalah penelitian eksperimen dengan desain faktorial 2x2. Sampel penelitian ini adalah XI IPA SMA Negeri 1 Kota Lhokseumawe yang terdiri dari 36 siswa XI IPA, sampel diterapkan dengan teknik random sampling. Instrumen penelitian ini diperoleh dengan tes tulis dan lembar angket. Ringkasan deskripsi data post-test pada setiap kelompok model pembelajaran yang ditunjukkan dalam statistik adalah Model Pembelajaran Treffingers = 17,50 dan LAPS Heuristik = 16,03. Jadi, Model Pembelajaran Treffingers (17.50) > (16.03) Model Heuristik LAPS. Kemudian, data dianalisis dengan menggunakan uji ANOVA pada level signifikan $\alpha = 0,05$. Berdasarkan analisis data, temuan membuktikan bahwa prestasi menulis siswa yang diajarkan dengan menggunakan Model Belajar Treffingers lebih tinggi daripada yang diajarkan dengan menggunakan Model Heuristik LAPS, dengan $F_{obs} (20,13) > F_{tab} (3,13)$.

Kata Kunci: *Model Belajar Treffinger, Model Belajar LAPS Heuristik, motivasi, Menulis Expositori*

INTRODUCTION

Writing is one of component skill in language learning. Writing is a process of creativity in expressing ideas in the form of written language. Harmer (2004) states that writing is a way to produce language and express ideas, feelings, and opinions. Harmer (2001) also mentions that writing involves planning what we are going to write. The results obtains from writing creativity are also referred to as writing or writing. The two terms refer to the same result even though there is an opinion that the two terms have different meanings. The term writing itself is often attached to a scientific type of creative process.

**Table 1. Students' Writing Achievement at SMU Negeri 1 Lhokseumawe
Academic year 2021/2022**

Class	Semester	Means of Students' Writing Achievement			
		Expository	Narrative	Descriptive	Persuasive
X	I	55	60	60	55
XI	I	65	70	75	70
XII	I	80	85	85	85

Thus, phenomena above showed that language learning was still lack of by the students, especially in writing. It has found that the students' achievement in writing was still low other especially in expository. It means that the students' achievement in writing was still less satisfactory. As a result, they were less interested in further activities related with the writing. The fact shows that strategies which are challenging the students are needed so that they are more curios in writing class.

In fact, the curriculum 2013 was designed by the government for the students and teachers to improve their ability in education. It is design hopefully to growth creativity and ability the learner at school, in this way the teacher as facilitator in the classroom. The students demanded to be more active in learning and even expected to be creative. The students when learning and finish the work usually make a product from they after the lesson. Thus, the teacher also required to improve their ability in teaching. The teacher almost used old method when teaching learning, so that implicated more students is still not growth or active in learning. Hence, with curriculum 2013 have different situation and model learning based on topic lesson make the students creatively in learning.

In writing, the students still confused or lack when they chose word, meaning, or topic after reading a book or listening an information to make a resume or conclude. It is as what is argued by Burhan (2001), writing is the activity of expressing ideas through language media. Writing is productive and expressive activities so that the writer must have the ability in using vocabulary, grammar, and language structure.

According Ridwan (2018) has researched about the effect of Treffingers' learning model toward the critical thinking ability of students in SMK 3 Yogyakarta. the result findings is the Treffingers learning model has the effect significantly higher than Discovery learning model, it is based on the result hypothesis analysis of t-test obtained t count > t table is 2,443 > 1,999. According to Novi. H (2019) has researched the effect of using Logan Avenue Problem Solving Heuristic (LAPSH) learning model on students' reading achievement. The research was conducted at SMA Negeri 21 Medan, it has used experimental research design. The result of data analysis showed that (2.27) was greater than was (1.998) at $\alpha = 0.05$ and dk = 66. It mean that based on the fact final hypothesis that H was rejected and H was accepted. It concluded that there was a significant effect of using Logan Avenue Problem Solving Heuristic learning model on students' reading achievement.

Form explanation above, the strategy learning are Treffingers' and LAPSH as the model could to improve students' ability in creativity, critically and problem solving in learning. It could be seen based

on previous study above that showed these learning models made differences between conventional model and experiment model with have significantly higher than before.

There are many kinds of strategy that can be used by the teacher in teaching-learning process such as brainstorming, bingo, role-play, analyzing etc. However, to teach writing is not easy. Some English teachers still uses conventional strategies in teaching which causes the students bored because the strategy is monotonous, and the students will be passive learners.

Based on the preliminary research and phenomena in SMA Negeri 1 Lhokseumawe was found that most of the students still have the low ability at writing especially expository. Therefore, they were felt bored and caused low motivation when teaching learning in the class. That's why the writer would to conduct a study on the title "*The Effect of Treffinger, Laps-Heuristic Models, And Motivation on Students' Writing Achievement*".

LITERATURE REVIEW

a. Writing for learning

Harmer states that writing (as one of the four skills of listening, speaking, reading, and writing) has always formed parts of the syllabus in the teaching of English. The importance given to writing differs from teaching situation to teaching situation. Writing for writing role where the students write predominantly to augment their learning the grammar and vocabulary of the language. Writing is often not time-bound in the way conversation is. When writing, students frequently have more than they do in oral activities.

Writing encourages students to focus on accurate language used and, because they think as they write, it may well provoke language development as they resolve problems which writing puts into their minds. Since here students are not writing to become the better writers. Writing for learning consists of:

a. Reinforcement Writing

Writing has always been used as a means of reinforcing language that has been taught. In simple form, teachers often ask students to write sentences using recently learn grammar. From this activity just writing sentence makes them think about the new grammar or vocabulary in a more considered way than if we asked them to provide instant spoken examples state by Harmer (2004).

b. Preparation Writing

When the students write sentences or paragraph as preamble to discussion activities need such things as like preparation. Preparation is help writer to build their writing better. Preparation

is important in many things as like writing, it is helpfully for the writer even though it is not the main focus on an activity. Give the students time to think up ideas rather than having to come up with instant fluent opinions. Something that many, especially at lower levels, find difficult and awkward stated by Harmer (2004).

Expository writing is a type of writing where the purpose is to explain, inform, or even describe. It is considered to be one of the four most common rhetorical modes. (Susan: 2004). Expository writing does not include the author's opinion, but focuses on accepted fact about a topic, including statistics or other evidence. Examples of expository writing are textbooks, recipes, news stories, business, technical or scientific writing.

The purpose of expository writing is to explain and analyze information by presenting an idea, relevant evidence, and appropriate discussion. In narrative contexts (such as history and fiction), exposition provides background information to teach or entertain. In other nonfiction contexts (such as technical communication), the purpose is to teach and inform.

b. Treffingers' Learning Model

Treffinger learning model is one of cooperative learning model that has concept of creative problem solving where Treffinger learning model is the revision from creative problem solving. Treffinger learning model was created by Donald. J Treffinger, the president of Center of Creative Learning Inc. Sarasota, Florida where he modified six steps in creative problem solving becomes three major components (Huda). Treffinger learning model is considered as one of the learning model that can create the situation for students where they can interact with other actively in the language and make the learning language more meaningful. Students learn based on problem, manage the problem, and try to solve the problem together. It is hoped to be able to improve and enhance the students' writing skill in daily life communicatively and actively.

According to Treffinger, the design of this model is due to the changing times that are rapidly changing and increasingly complex problems that must be faced. Therefore, to overcome these problems, we need a way to solve a problem and produce the most appropriate solution. By involving cognitive and affective skills at each level of this model, Treffinger (1980) shows the interrelationships and dependencies between the two to encourage creative learning. In addition to the creative learning process divergent thinking processes (thinking processes in various directions and producing many alternative solutions) and convergent thought processes (thought processes that seek a single answer).

c. LAPS-Heuristic (Logan Avenue Problem Solving)

LAPS-Heuristic is a learning model that encourages students in solving problems by questioning what the problem is, whether any other alternative solutions, whether it is beneficial, if the solution, and how effective to solve it (Adiarta:2014). The stages of LAPS-Heuristic are analyzing and understanding the problem, designing and planning a solution, looking for a solution of the problem, and examining the solution (Lidnillah, without year). LAPS-Heuristic will enable the student to analyze a problem coherently and quickly so that students' critical thinking skills can be trained and improved.

According Mutai stated that the strategy LAPS-heuristic can improve students' conceptual understanding and metacognition. Conceptual understanding is to make the concept clearer for students, allow students to associate with the concept, make connections more complex to science, prevent memorization, and improve performance. Stanovich found that there is a partial simulation between the heuristics and biased against the task assignment syllogism. In addition to some of these benefits, the strategy heuristics can also improve the ability to think logically. Logical thinking will help students to think more realistically and openly. Shoimin presented in the Logan Avenue Problem Solving Learning model, there are four steps, first understand the problem, then plan the resolution, resolving problems according to the second Step Plan (solution) and check back the results obtained (looking back).

d. High and Low Students' Motivation

Drozdenko, Tesch, and Coelho stated mention that two significant factors motivation learning in the classroom are external and internal disturbance originated from the students' disintegration. Some examples of external disturbance are hard to understand instructions, class temperature, and students prefer listening to music rather than paying attention to their teachers. Meanwhile, internal disturbance covers those coming from students themselves, such as lack of motivation, laziness, prefer playing with other classmates, and the desire to eat in class.

METHOD

The research was designed in this study is factorial design 2X2. Factorial design have been developed at varying levels of complexity. The simplest factorial design is the 2X2, which was read as “2 by 2” (Ary, et.al 2006). This design was compared learning models (Treffingers’ and LAPS-Heuristic) and students’ motivation.

There are three variables in this study namely; independent variables; learning models (Treffingers’ model and LAPS-Heuristic model); moderator variables; motivation (high motivation and low motivation); dependent variable; students’ achievement in writing.

Table. 2 Factorial Research Design 2X2

Level (Students’ Motivation) (B)	Treatments (A)	Treffingers’ Model (A ₁)	LAPS-Heuristic Model (A ₂)
High (B ₁)		A ₁ B ₁	A ₂ B ₁
Low (B ₂)		A ₁ B ₂	A ₂ B ₂

Instruments for collecting was used Post-test and Questionnaire, post-test to conduct result from learning models and questionnaire for measuring students’ motivation, it is purposed to find out the result of students’ achievement in writing. However, in this study using random sampling to collecting data, population and sample is class XI IPA with 40 total students from each class as the sample.

SPSS, instrument for analyzing score data, it from result questionnaire also result writing test. It is used for measuring score to validity and reliability form the test.

Validity of Test

In this study, the writer was used two treatments for the test are questionnaire motivation test and writing test. The writer used Pearson Product Moment Formula in this study to validity of test.

$$r_{xy} = \frac{N (\sum xy) - (\sum x \sum y)}{\sqrt{[N(\sum x^2) - (\sum x)^2][N (\sum y^2) - (\sum y)^2]}}$$

Reliability of Test

In this case, the writer would use the instrument using reliability of test is Cronbach Alpha. The formula drawn as follow:

$$r_{II} = \left(\frac{k}{k-1} \right) \left(\frac{1 - \sum \sigma_t^2}{\sigma_t^2} \right)$$

Table. 4 Summary Statistical Value

Statistical Value	A1	A2	B1	B2	A1B1	A1B2	A2B1	A2B2
N	36	36	18	18	18	18	18	18
Highest Score	24	22	74	55	24	15	22	15
Lowest Score	10	10	67	48	18	10	16	10
Mean	17.50	16.03	70.72	52,11	22.22	12.78	19.61	12.39
Median	16.50	15.50	71.50	53.00	22.00	13.00	20.00	12.00
Mode	12	20	73	53	22	12	20	11
Std Deviation	4.997	3.960	2.396	2.139	1.555	1.166	1.685	1.195
Variance	24.771	15.685	5.742	4.575	2.418	1.359	2.840	1.428

A₁ = Students who are taught by using Treffingers' Model

A₂ = Students who are taught by using LAPS Heuristic Model

B₁ = Students who have high motivation

B₂ = Students who have low motivation

A₁B₁ = Students who have high motivation and are taught by using Treffingers' Model

A₁B₂ = Students who have low motivation and are taught by using Treffingers' Model

A₂B₁ = Students who have high motivation and are taught by using LAPS Heuristic Model

A₂B₂ = Students who have low motivation and are taught by using LAPS Heuristic Model

Hence, the data would to validity or reliability, surely the writer will analyzing using ANOVA 2X2 Factorial design, this following table of ANOVA from result data analysis:

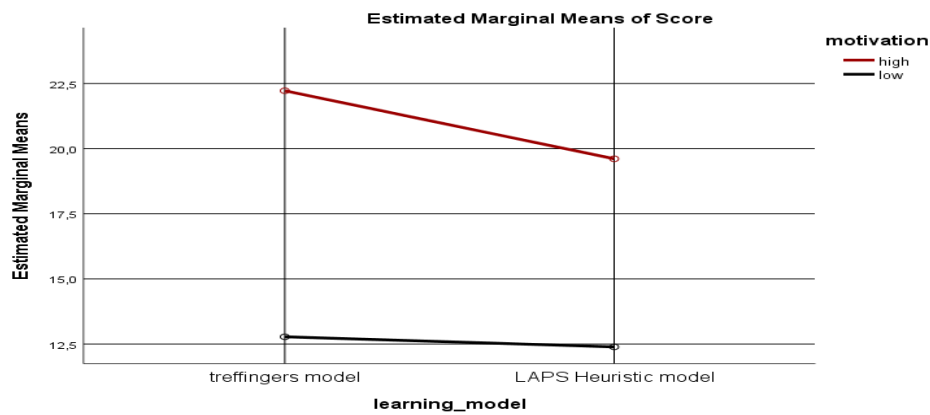
Table. 5 Two-way ANOVA

LogS _i ²	Statistic	Treffingers' Model	LAPSH Model	Total
High Motivation (B ₁)	N	18	18	36
	$\sum X$	400	353	753
	$\sum X^2$	8930	6995	15925
	M	22.22	19.61	20.91
Low Motivation (B ₂)	N	18	18	36
	$\sum X$	230	223	453
	$\sum X^2$	2962	2795	5757
	M	12.78	12.39	12.58
Total	N	36	36	72
	$\sum X$	630	576	1206
	$\sum X^2$	11892	9790	21682
	M	17.50	16.03	16.76

Thus two-way analysis of variance (ANOVA) with 2x2 factorial designs can be used for testing hypotheses of research are summarized in table below:

Table. 6 Summary on calculation Result of Two-way ANOVA

Source of Variance	Df	SS	MS	F	Level of Significance (0,05)
Learning Models	1	40.500	40.500	20.13	3.13
Motivation	1	1250.00	1250.00	621.446	3.13
Interaction	1	22.222	22.222	11.04	3.13
Error	68				



Picture. 1 Estimated Marginal Means of Score

Because of that, the writer have explanation from hypothesis testing that learning models could be influenced students' motivation toward students' achievement writing. Where, result value above showed using learning models is higher with 20.13 than level of significance (3.13). with successfully from using learning models surely made improved students' motivation growth with the result value (621.44) is higher from level of significance (3.13). In other words, effectiveness of learning models could improve toward students' motivation and also students' achievement especially in writing. The writer concluded from the result from the findings are:

- a. Learning models increased students' writing achievement but from the two models (Treffingers' Learning Model and LAPS Heuristic Model), Treffingers' learning model is better than LAPS Heuristic model because students' score were higher in writing when they taught by using Treffingers' learning model than LAPS Heuristic.
- b. Students with high motivation got higher achievement in writing than the students with low motivation.
- c. There is different achievement in writing when the students taught by using different models. Then, motivation also influenced their achievement in writing especially in writing expository

DISCUSSION

The research finding showed that Treffingers' Learning model have significant effect on students' writing achievement. It can be seen by the total mean both of the learning models, it shows that the students taught by using Treffingers learning model have higher achievement than students taught by using LAPS Heuristic. It is because Shoimin (2014) Treffinger learning model is one of many models that has function to solve problem creatively because Treffinger gives the practical suggestion for how to reach something.

Thus, learning model significantly effective the students' writing achievement taught by Treffingers and LAPS Heuristic. This experiment has been increased students' motivation especially in writing, so that, the teacher can apply this learning model in future.

CONCLUSION AND SUGGESTION

Based on the result of the research and discussion that have stated in previous chapter, it is concluded that:

- a. Students' achievement in writing that taught by using Treffingers' Learning Model is higher than that taught by LAPS Heuristic model. It is effected on students' metacognitive in critical thinking and problem solving.
- b. Students' achievement in writing with high motivation is higher than that of students with low motivation. The factors could influenced toward high and low motivation are individual's belief, engagement, interest and curiosity.
- c. There is significant interaction between learning models and motivation on students' writing achievement. The students' achievement in writing is influenced by learning models and motivation.

Based on the conclusion and implication above, there are some suggestions staged as follow:

- a. It is highly recommended for teachers to use Treffingers learning model and LAPS Heuristic model since these two learning strategies are able to practice and learn to improve creativity the students' on writing achievement.
- b. For the next researchers who intend to conduct the research more detail related to the writing especially expository, hopefully this research can be used as a starting point of the future researchers who have some problems and this research can be utilized as reference.

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THE CONCEPT OF EDUCATION ACCORDING TO IBNU KHALDUN AND ITS PARALELISM TO INDONESIAN EDUCATION

Natacia Mujahidah*, Muhammad Alpin Hascan

UIN Sunan Kalijaga, Yogyakarta

*Corresponding Author: Mujahidahnatacial7@gmail.com

Abstract

Ibn Khaldun was the greatest Muslim scientist of his time. His thoughts on the concept of education can still be used and have a great contribution today. The purpose of this study is expected to shed light on his biographical sketches, his educational thinking, and his parallelism to modern education. This research is included in the type of descriptive qualitative research by explaining the data taken using the library research method (literature) with a socio-historical approach and describing it systematically and factually based on the facts found. Furthermore, the data is then processed and analyzed using source triangulation, primary and secondary books along with taken from several other scientific paper writings. The results showed that Ibn Khaldun's concept of thinking about education is still relevant and feasible to be applied in today's education, it should be applicable by educational institutions. Not only is it devoted to the western world, but the main mecca of Muslims is Islamic figures, one of which is Ibn Khaldun. The concept of education according to Ibn Khaldun's perspective is in line with the goals of national education. One with the other has similarities with the same goal in achieving the learning of students who have faith, character and knowledge.

Keywords: *The concept of education, Ibnu Khaldun, Indonesian education.*

Abstrak

Ibnu Khaldun merupakan salah satu ilmuwan muslim yang pemikirannya masih banyak dikaji hingga saat ini. Pemikirannya terhadap konsep pendidikan masih dapat dipergunakan dan memiliki kontribusi besar hingga saat ini. Tujuan penelitian ini diharapkan dapat menjelaskan tentang sketsa biografinya, pemikiran pendidikannya, dan paralelismenya terhadap pendidikan modern. Penelitian ini termasuk kepada jenis penelitian kualitatif deskriptif dengan menjelaskan data-data yang diambil menggunakan metode library research (kepustakaan) dengan pendekatan sosial-historis serta menggambarkan secara sistematis dan faktual berdasarkan fakta yang ditemukan. Selanjutnya data kemudian diolah dan dianalisis menggunakan triangulasi sumber, buku primer dan sekunder dan juga dari beberapa penulisan karya ilmiah lainnya. Hasil penelitian menunjukkan bahwa konsep berpikir Ibnu Khaldun tentang pendidikan masih relevan dan layak diterapkan dalam pendidikan era sekarang, hal tersebut seharusnya dapat diterapkan oleh lembaga pendidikan. Tidak hanya berkiblat kepada dunia barat saja, tetapi dapat juga menjadikan pemikiran tokoh-tokoh atau ulama-ulama Islam sebagai referensi yang mendukung suatu lembaga pendidikan. Konsep pendidikan menurut perspektif Ibnu Khaldun selaras dengan tujuan pendidikan nasional. Satu dengan lainnya memiliki kesamaan dengan tujuan yang sama pada pencapaian pembelajaran peserta didik yang beriman, berakhlakul karimah dan berilmu pengetahuan.

Kata Kunci: *Konsep pendidikan, Ibnu Khaldun, pendidikan Indonesia.*

INTRODUCTION

Reason urges humans to gain knowledge for the sake of human reason. Education is a place where you can learn new things. Education is also a sophisticated intellectual activity and one means to avoid the pragmatic aspects of life. Education has been practiced throughout history since humans first appeared on the planet.

The advancement of human civilization has a positive effect on the evolution of education's content and structure. By transferring cultural heritage in the form of knowledge, values, and skills from one generation to the next, formal and non-formal educational institutions can serve as a stepping stone for advancing the lives of individuals. (Dwi Siwoyo dkk, 2008).

There are numerous great outcomes from educational application, but there are also undesirable symptoms and problems that cannot be modified by education. Problems with school quality, teacher wages that are still poor, insufficient education financing, and uneven distribution of facilities and infrastructure in each region are all common issues in our educational system. This, both directly and indirectly, will undoubtedly have an impact on the process of shaping pupils into moral and intellectual individuals. (Mukhtar, 2013)

The concept of education is one of the most significant aspects of planning a course of study and sustaining educational progress. Ibnu Khaldun is one of several educational personalities who speak about the concept of education. Ibn Khaldun is regarded as a notable person in Islam. He made such an important contribution to science that his presence was recognized and praised by western thinkers at the time. Ibn Khaldun is also regarded as the sole Muslim scientist who, during the medieval period, revitalized Islamic intellectual resources. (Harun Nasution, 2013).

Based on this, the writer wishes to investigate Ibn Khaldun's idea as one of the characters among other Muslim figures who have a way of thinking about education. This paper will examine how effective Ibn Khaldun's educational notion is when connected and implemented in today's educational world.

METHOD

A qualitative technique is used in this investigation. This method discusses and evaluates phenomena, events, patterns, and ideas. This type of research paper is a literature review that draws on library sources (literature). This study is based on material gleaned from literature studies such as books, journals, and other scientific investigations on Ibn Khaldun's educational philosophy. Following the collection of data, it is evaluated and conclusions reached on the topic of discussion of the study of educational thinking based on Ibn Khaldun's perspective and its relevance to education today.

RESULT

Ibn Khaldun Biography Sketch

Abd Al-Rahman Ibn Muhammad ibn Muhammad ibn Abi Bakr Muhammad ibn al-Hasan Ibn Khaldun was an Islamic scholar, Muslim historian, philosopher, economist, statesman, and

educator who was also known as Abu Zaid or Ibn Khaldun. Sociological Enlightenment is the most well-known title in the annals of his life, out of all the labels associated with it. He was born on the first day of Ramadan 732 H (27 May 1332) and passed away on the 25th of Ramadan 808 H (19 March 1406) in Cairo, Egypt. When he was designated as a judge (Qadhi) in Egypt, someone else gave him the name Waliuddin. (Iqbal, 2015).

In Andalusia, Ibn Khaldun is a prominent figure in both science and politics. They relocated to Seville after establishing themselves in Carmona. As the political situation in Andalusia deteriorated due to Muslim divisions and the northern Christian invasion, the Banu Khaldun migrated to North Africa. Ibn Khaldun Al-Hasan bin Jabir's ancestors were the first to arrive in North Africa. In 1223 A.D., their first stop before traveling to Tunis was Ceuta.

Ibn Khaldun continued to play a vital role in Tunis, his new residence, after he moved there. Muhammad Ibn Muhammad, Ibn Khaldun's grandfather, was the Hajib, or leader of the royal household of the Hafis Dynasty. He was admired and respected by the other members of the court. Amir Abu Yahya al-Lihyani (d. 711 H.), the leader of the al-Mowahhidun dynasty that governed the Bani Hafis in Tunis, on multiple occasions offered Muhammad ibn Muhammad a higher position, but he declined. Towards the end of his life, Ibn Khaldun's grandfather chose to pursue religion until his death in 1337 AD. (Suharto, 2014).

Tunisia was the Maghrib's center for scholars and authors, where Andalus scholars who had fled owing to events could reassemble. They taught Ibn Khaldun syar'i and rhetoric. His first teacher was his father. His tutors appreciated him for his abilities in poetry, philosophy, and mantiq. However, his father's school was closed down when Ibn Khaldun was 17 years old due to the Black Death. Muhadditsin and nahwu specialist Muhammad bin Abdullah Muhaimin bin Abdil al-Hadrami Maghribi is a renowned professor in the establishment of sharia, language, and philosophy, and one of Ibn Khaldun's most important teachers in the domains of sharia, language, and philosophy.

Ibn Khaldun was deemed problematic due to the fact that he combined Ibn Rushd's philosophical outlook with Al-Ghazali's. Ibn Khaldun was the only Muslim philosopher of his time to acknowledge the use of presuppositions and thought categories in resolving intellectual conflicts. Ibn Khaldun created a new, practical form of logic in an attempt to replace Aristotle's idealistic, paternalistic, absolute, and spiritualistic thought. As a replacement for Aristotle's patterned idealistic logic *paternalistik-absolutistik-spiritualistik*. Meanwhile, Ibn Khaldun's realistic logic is patterned *relativistik-temporalistik-materialistik* (Setiyawan, 2010).

Educational Thought According to Ibnu

According to instrumental pragmatics, humans have advantages over other organisms, particularly animals. In that, in addition to being able to perceive what is happening around him, he also possesses a mind capable of perception, abstraction of sensory facts, and rational imagination. Humans are therefore one of God's creatures deserving of the position of caliph fil ardh, who is responsible for the proper care and management of the planet. Ibn Khaldun believes that humans are distinct from other species. Humans, according to him, are intelligent creatures who must be able to comprehend science and technology. This is due to the fact that humans possess a higher cognitive capacity than other animals.

According to Ibn Khaldun, education encompasses numerous subjects. Education is a process in which people intentionally accumulate, absorb, and live up to thousands of years of natural events, not merely a teaching and learning process that is restricted by location and time. He contends that science and education are nothing more than social phenomena that define the type of human being, but he does not explain education in detail. According to him, education is a process of learning that entails the transformation of values acquired through experience in order to perpetuate human life in a civilized society. (Majid, 2014)

Education has no restrictions on age, location, or time. Because fundamentally, humans will always think, be creative, and engage in activities to achieve life objectives that must be attained through specific means and procedures. As a consequence, humans will continue to educate and learn (long life education) so long as the purpose of life (worldly satisfaction and eternal happiness) is not fulfilled. Education is more than just a classroom-based teaching and learning process. Education is a lifelong process through which an individual can deliberately capture, integrate, and embody natural experience. (Harun Nasution, 2013). According to Ibn Khaldun's view of education, the projected deconstruction of pedagogical thought can be understood as a means of achieving a cultured and futuristic society. This leads to the conclusion that education is a process that produces skilled and disciplined human capital. (Burhanuddin, 2015).

Educational Goals

In his book muqaddimah, Ibn Khaldun did not elucidate the purpose of education. Ibn Khaldun, as quoted by Abd Al-Rahman and cited by Ramayulis, identifies three educational objectives:

- a. The purpose of education is to cultivate people's intelligence and critical reasoning abilities. Education enables the intellect to be more engaged in action. The mind's potential can be developed by acquiring knowledge and talent.

- b. Education's goal is to enhance society. Science and education are critical in society if we are to increase the level of living.
- c. The goal of education is to strengthen the spirituality of the ummah community as well as Sufis who can perform worship, dhikr, seclusion (alone), and distance themselves as far as possible for the aim of worship through education.

Ibn Khaldun evolved the balance principle between the world and the hereafter. This is clear from the three educational aims described above, because the purpose of education is essentially to produce excellent people with ideal physical and mental health who will be happy in the current and future generations. (Suyudi, 2014).

According to Ibn Khaldun, the objective of Islamic education is to educate excellent individuals. Aside from the requirement for educators to make a living, this is a common objective as the cornerstone of Ibn Khaldun's pragmatism. Islamic education does not depend on country, ethnicity, social status, or race to develop excellent human beings. *rahmatan lil alamin* (Iqbal, 2015).

According to Ibn Khaldun, education or science is required for the development of human society. For him, education is a process of conserving and conveying societal ideals so that they can continue to exist. This is the main purpose of education, according to Ibn Khaldun, who sees education as a component of the process of human civilisation. (Suharto, 2014).

Curriculum and educational materials

According to Ibn Khaldun, students must be taught three different kinds of curriculum. First and foremost is the curriculum, which serves as a teaching tool. This program includes the study of linguistics, nahwu, balaghah, and poetry. The second is the secondary curriculum, specifically Islamic studies courses. This curriculum includes the philosophical disciplines of logic, physics, metaphysics, and mathematics as part of al-ulum al-aqliyah. The third component is the core curriculum, which is the basis of the Islamic faith. This curriculum covers all aspects of al-ulum al-naqliyah, including interpretation, hadith, qira'at, ushul fiqh and fiqh, kalam, tasawuf, and others. (Suharto, 2014).

During the time of Ibn Khaldun, Naqliyah and Aqliyah were modified according to the interests, applications, and priorities of education. For instance, the science of Syar'i in all of its branches, philosophical sciences like physics and divinity, instrument sciences that assist religious sciences like lugat science and nahwu science, and sciences that assist philosophical sciences like mantiq science.

During the time of Ibn Khaldun, the curriculum was still limited to material or knowledge transmitted by instructors in the form of studies of traditional texts or a number of lessons learned

by students at all levels of education. According to Ibn Khaldun, the Qur'an serves as the basis for ta'lim and all subsequent skills. Because imparting the Qur'an in-depth to young people is a symbol and tenet of Islam, namely fostering strong faith and reinforcing belief in the Al-Qur'an and As-Sunnah. (Ana Nur Wakhidah, 2013)

Curriculum has been defined as a broad concept consisting of four essential components: educational goals to be attained, knowledge, information, activity data, experience from which curriculum is developed, techniques for teaching and supervising students, and assessment techniques. Ibn Khaldun asserts that the body of human knowledge comprises of the following instructional materials. First, knowledge studied for its own sake, such as religious sciences such as interpretation, hadith, fiqh, and theology of kalam; natural science; and certain philosophies pertaining to divinity. The second is the sciences, which are instruments for studying first-class knowledge, such as Arabic, arithmetic, and other sciences that aid in the study of religion, as well as logic, which aids in the study of philosophy.

Ibn Khaldun's classification of knowledge into two categories, naqliyah and aqliyah, muddled the holistic view of knowledge and learning activities. Naqliyah (textual/based on sharia authority) is knowledge cited by humans and transmitted from generation to generation, which serves as its basis. All of this information is derived from sharia law and serves no purpose other than to connect the problem's branch to its root. And aqliyah (rational/natural/thabi'i) science is the result of the activity of the human intellect, and contemplation of these sciences is human nature because humans are thinking creatures. (Suharto, 2014)

Educational method

Ibn Khaldun proposed that ta'lim be taught to wildan students using the al-qurb wa al-mulayanah approach, which Franz Rosenthal translated as loving and mild. Ibn Khaldun rejected the attitude of al-syiddah wa al-ghilzah (violence and rudeness) in Wildan's teachings. "Strict corporal punishment in the ta'lim is dangerous for muta'alim, especially asaghir al-walad (children)," Ibn Khaldun wrote. According to Ibn Khaldun, someone who is typically educated with violence will always be impacted by violence, will always be narrow-minded, less engaged at work, and has a lethargic attitude that will lead to lies and bad activities. This will only push him to cheat more. It became second nature to him. Worse, his humanity had vanished. Ibn Khaldun's viewpoint, according to al-Abrasyi, is reasonable because violence and a dictatorial mentality in training young people are extremely dangerous and can create pain and mischief. As a result, Ibn Khaldun advises taking a wise, sensitive, and compassionate approach when teaching and raising youngsters.

Despite his support for the al-qurb wa al-mulayanah approach, Ibn Khaldun cautioned against sending children to school too gently, especially if they are slow and have a privileged lifestyle. If your children have a petty attitude, it's alright to get a little gruff and aggressive. "Don't be too soft, if he used to live a carefree life, for example," Ibn Khaldun advised. Correct him as much as you can while remaining compassionate and sympathetic." If the youngster refuses to observe these guidelines, as quoted by Ibn Khaldun from Harun al-Rashid, he must use a little roughness and harshness. According to ibn Al-Rashid (*min ahsan madzahib al-ta'lim*), one of the most important teaching tactics is to strike a balance between being too gentle and behaving rudely and violently.

According to Asma Hasan Fahmi, the approach referred to by Ibn Khaldun is a contentric method that is consistent with gestalt psychology theory. This method focuses on delivering lessons from anything in the form of an overview followed by an explanation of the things that become the explanation. A teacher must evaluate his students' mental fortitude as well as their willingness to embrace what he has to offer. Ibn Khaldun utilized this method to criticize his time's teaching methods, which always began lectures with a summary and detail (summary method or al-turuq overview), followed by simple and general themes.

Ibn Khaldun specified that while teaching science content, teaching methods must be applied or followed (*Guidance ancausile*), because else, teaching will be imperfect. As a result, while procedures and materials are not part of the subject matter, they appear to be, as indicated by the numerous ways utilized by educational authorities. (Suharto, 2014)

According to Abdul Majid in Fathiyyah Hasan Sulaiman, Ibn Khaldun considers the learning process adequate if it follows the three steps listed below:

1. Students learn by beginning with fundamental general knowledge and progressing to more advanced topics, paying attention to whether this knowledge corresponds to the level of thinking of the students so that it does not surpass their perceptive capabilities. In this manner, students will achieve the first level of a very simple learning process. According to Ibn Khaldun, this stage serves as a warm-up and leads to the second stage.
2. The teacher repeats the same information to the students, but at a higher level than in the previous phase. Throughout the learning process, educators provide explanations and crucial topics.
3. The teacher repeats the same information to the students, but at a higher level than in the previous phase. Throughout the course, the educator delivers explanations and explanations. As a result, kids will have improved perception. Finally, the teacher goes over the same issue with a more serious discussion. (Majid, 2014)

Parallelism of Ibn Khaldun's concept of Islamic Education with Education in Indonesia

Islamic education is a subsystem of the national education system which plays an important role in educating the life of the nation, especially in terms of producing human beings who are faithful and pious as the main goal of the system (Sisdiknas). However, the significance of Islamic education must be emphasized in order to realize its contribution to the formation of a civilized nation in its implementation of Islamic values.

Human Nature and Islamic Education Purpose

According to Ibn Khaldun, the Islamic education perspective on humanism does not appear to conflict with the national education perspective. National education is also an objective of the Islamic education system in Indonesia. National education, particularly Islamic education, seeks to increase students' potential to become "perfect human beings" According to the National Education System, a "ideal human" possesses at least ten personality integrity traits based on ten criteria: 1) faith, 2) devotion to God Almighty, 3) noble character, 4) health, 5) knowledge, 6) capacity, 7) creativity, 8) independence, 9) democracy, and 10) responsibility.

Ibn Khaldun's ideal human criteria are explicitly distinct from these ten criteria. However, these criteria are not contradictory in substance; only in the Indonesian context is the ideal concept still theoretical. Humans are still considered integral to the implementation process. As a consequence, there are obstacles to achieving set educational objectives. This implies that ideals and reality are at odds with one another.

The implementation of Islamic education in Indonesia places greater emphasis on cognitive quality. While the cognitive aspect, namely the capacity to reason, is only one facet of the human personality, it is nonetheless a significant one. Consequently, education has a lower rate of success in producing noble character and responsibility, which is the purpose of education.

Some societies have recently prioritized Islamic education, particularly the incorporation of Islamic education into schools as formal educational institutions. This is based on the actuality of social phenomena in the form of numerous moral deviations, such as corruption practices, pragmatic politics, racial conflicts, etc. Where the true perpetrator is a product of an Islamic educational institution and the person being taught. As a result of this phenomenon, some individuals believe that Islamic education consists solely of the transmission of information without the capacity to transmit or internalize values.

Due to this oversight, Islamic education in Indonesia must realign its objectives. Because Islamic education's fundamental understanding of objectives is clear, as is its view of humans above,

which is known as reorientation. In this scenario, it is necessary to reinvent the holistic-integralistic paradigm. In this view, education is viewed as a means to maximize the human potential as a whole. Humans are viewed as a single unit, with spiritual and physical unity, God's personal and social entities, and unity in executing, debating, and developing his life. Under this paradigm, the purpose of education is to regulate the formation of the whole individual and the whole society. Nonetheless, education policy and implementation must remain governed by the fundamental premise of human nature. Here, both theoretical and practical consistency are essential.

Ibn Khaldun's objectives for children's education can still be applied to Fouerster's (a German educator who founded work schools) innovative approach to modern education. According to Ibn Khaldun, the formation of good morals and ethics in children must begin at an early age through the study of the Qur'an, which contains stories of characters and heroes, so that these teachings become ingrained in the child's soul and body. In order for it to become a decent and moral person.

The most important and initial objective in educating children, according to Ibn Khaldun, is moral and religion education, which can subsequently be followed by the goal of reason or intelligence. Only then can education on intelligence, activity, and creativity guide and direct youngsters, allowing them to grow and develop normally and in accordance with their age. (Hidayat, 2021). In this approach, Ibnu Khaldun's concept of education, namely the dynamic interplay of educational values between teachers and students in the teaching and learning process in order to achieve educational goals, is still relevant in education today. (Rohmah, 2012)

The Science Concept

If Ibn Khaldun categorizes knowledge as al 'ulum al-naqliyah and al 'ulum al aqliyah, then Indonesian science can be divided into religious knowledge and general science. Both sorts of knowledge are taught as part of the Islamic education curriculum in Indonesia. Islamic Education in Indonesia includes Al-Qur'an, Aqidah, Morals, and Sharia (Worship). The content is used as part of Islamic Religious Education in public schools such as SD, SMP, and SMA. In Madrasas, the five characteristics listed above are divided into five subjects: Hadith, Morals, Fiqh, Islamic Cultural History, and Arabic.

There is also a difference in how religious studies are classified into study topics between regular educational institutions and Islamic religious education institutes. However, five main aspects of subject matter are still integrated in the field of study of Islamic religious education that

is taught; only the portion differs between Islamic education institutions and general education institutions, particularly the number of face-to-face hours in intracurricular activities.

This classification may provide additional challenges for Muslims who may find themselves caught in a two-tiered educational system. It makes no difference if the grouping is simply "sorting" as a scientific requirement, as Ibn Khaldun or al Ghazali did. However, as in Western culture, this classification indicates a scientific dichotomy in the sense of dividing two opposing viewpoints. Because of scientific gaps in the West, current Western science frequently disregards the scientific validity of religious sciences, which are seen as unscientific because the object is not empirical.

It takes a lot of effort to unite the two domains of knowledge to tackle this challenge. Policymakers and Islamic education officials in Indonesia have begun to take some of these initiatives. One of them is converting IAIN or STAIN to UIN. One of the primary causes for this development is the resolution of the conundrum. In this scenario, Abuddin Nata claimed that the scientific gap may be closed through a religious and general knowledge integration program, as well as the conversion of IAIN to UIN. He said that IAIN solely arranges religious study programs. He is said to simply maintain a dichotomy. Several PTAs, like UIN Malang, which was previously STAIN, have led the way in this endeavour, while several IAINs, including UIN Syarif Hidayatullah Jakarta, UIN Sunan Kalijaga Yogyakarta, UIN Sultan Syarif Kasim Pekanbaru, and UIN North Sumatra, have become UINs.

If the basis for integration between the two has been discovered, the education system should be designed around scientific unity and integration, not science dichotomies that mutually deny the existence of science. Although educational institutions in Indonesia are split into two categories: religious schools (MI, MTs, MA, IAIN) and public schools (SD, SMP, and SMA), this paradigm must be established from the beginning. In order to adapt to this paradigm, students at religious schools must use their creativity to study more about natural science or science and technology. Those that attend public schools, on the other hand, will learn a science while also learning actual truth, namely knowledge that does not produce or lead to skepticism, but rather an incredible level of faith and knowledge. He pondered who created nature when he saw it. He recognized the majesty of his God as he admired scientific accomplishments.

Educational Methods and Curriculum

Methodological concerns appear to be a common topic of discussion. Furthermore, Mahmud Yunus believes that attitude is more important than content (at thariqatu ahammu minal maddah). As a result, procedures must be developed in a dynamic manner in response to changing needs and demands. According to Mastuhu, the learning method used thus far is still "traditional," meaning

entrusting a number of religious teaching materials regarded authentic to be handed to students without allowing them to be studied critically. As a result, the Islamic education system's learning and teaching methodologies are systematic, mechanical memorization, and foster material enrichment, so that science is valued more by results than by processes.

There is still need for improvement and advancement of teaching methods in the implementation of Islamic education in Indonesia. Mastuhu agreed with Ibn Khaldun's criticisms at the time, such as the employment of memory procedures in inappropriate fields. Similarly, Ibn Khaldun's principles were not significantly different from what Mastuhu predicted. This demonstrates that Ibn Khaldun's concepts were not fully realized. This suggests that Ibn Khaldun's logic is still applicable to present needs, but memory is still required to instruct scientists, particularly scholars, in grasping *syara'* ideas. The recent shortage of ulemas among Muslims is also due to experts' incapacity to memorize *syara'* arguments in order to argue and give fatwas in public. As a result, memorizing is still required in schools and madrasas, particularly in mastering naqli propositions such as Qur'anic passages and Prophetic Hadith.

Furthermore, knowing the Qur'an is a part of Ibn Khaldun's ideas that should be taken into account when developing Islamic education practices in Indonesia. He says that understanding the Qur'an must be preceded by learning Arabic so that the Qur'an can be comprehended and interpreted for practice rather than merely textual reading. While knowing Arabic is valued at Islamic schools like madrasas and pesantren, its skills and results are not. Contrary to popular belief, the younger generation of Muslims who attend public schools frequently do not know Arabic and hence only study the Qur'an textually.

To address this, the curriculum must be reformed with an emphasis on including Arabic learning into the curriculum from an early age. Every Muslim generation should be taught Arabic. Under these situations, teachers must devise effective teaching strategies. Language training was also developed in madrasahs, not as a goal, as asserted by Ibn Khaldun, but as a tool for studying Islamic sciences, particularly the interpretation of the Qur'an. Furthermore, it is clear that not all PTAI students are fluent in Arabic. PTAI, such as IAIN, STAIN, or UIN, must be selective in their student input so that they become competent in their field of study one day. If they do not choose, PTAI should provide adequate education to prepare them to actively speak Arabic.

Another point of view that Ibn Khaldun should examine is the need for scientific specifications, particularly from experts in specialized scientific fields. In this case, Ibn Khaldun advises doing it *tadarruj*, or gradually, rather than all at once. PTU appears to yield more scientific specifications than PTAI at the tertiary level. PTU's education administration, educational technology, educational curricula, and Counseling Guidance departments, for example, distinguish out. Only Islamic Religious Education, Arabic Language Education, and Islamic Counseling

Guidance are recognized by PTAI. The Islamic Religious Education Postgraduate Study Program is only renowned for its specialization in Islamic education and management of Islamic education. This means that, as demonstrated by PTU, this specialist must be prepared to grasp a variety of knowledge domains in the world of education, such as administration, curriculum, and media. These scientific criteria, of course, do not preclude other disciplines; rather, they strive to generate scientists who are experts in specific subjects. (Kosim, 2015)

KESIMPULAN

According to Ibn Khaldun, educational aims are connected with national education goals. Despite their diverse perspectives, they both strive to produce learners who are faithful, moral, and knowledgeable. According to Ibn Khaldun, the concept of science in Indonesian education is divided into several categories. Ibn Khaldun classified knowledge as al 'ulum al-naqliyah and al 'ulum al aqliyah, whereas national education classified it as religious knowledge and general science. To attain educational goals, Indonesian educational techniques must be modernized. This improvement retains the concept of syara' in Islam without departing from the previous method. According to Ibn Khaldun, education must be orientated toward the Qur'an and Sunnah.

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THE EFFECT OF ONLINE LEARNING ON STUDENTS' UNDERSTANDING IN VOCATIONAL HIGH SCHOOLS

Mohammad Syauqi

Magister Manajemen Pendidikan Islam, Universitas Islam Negeri Maulana Malik Ibrahim Malang
syauqimohammad12@gmail.com

Abstract

Learning is the most important process in developing the knowledge and skills of students in educational institutions. Because since 2020 Indonesia has been hit by the COVID-19 virus which requires face-to-face learning to switch to online learning. Therefore, this study aims to find out how effective and efficient the learning process is on students' understanding. The learning process is seen from the aspects of learning (learning), teaching, and learning media. The research method used in this study uses multiple logistic regression analysis methods with data mining techniques through online questionnaires. The research site was conducted in two educational institutions under the auspices of Islamic boarding schools, namely, SMK At-Taufiqiyah and SMK Anwarul Ma'arif. The results obtained in this study showed that the teaching aspect had a significant influence with a value of $0.017 < 0.1$. While the learning aspect did not have a significant influence with a value of $0.522 > 0.1$ and the learning media had no significant influence with a value of $0.516 > 0.1$.

Keywords: *Online learning, Multiple logistic regression analysis, Vocational high schools*

Abstrak

Pembelajaran merupakan proses terpenting dalam mengembangkan pengetahuan maupun keterampilan peserta didik dalam lembaga pendidikan. Karena sejak tahun 2020 Indonesia dilanda dengan virus covid-19 yang mengharuskan pembelajaran tatap muka beralih pada pembelajaran online. Maka dari itu, penelitian ini bertujuan untuk mengetahui seberapa efektif dan efisien proses pembelajaran tersebut terhadap pemahaman siswa. Proses pembelajaran tersebut dilihat dari aspek pembelajaran (belajar), pengajaran, dan media pembelajaran. Metode penelitian yang dipakai dalam penelitian ini menggunakan metode analisis regresi logistik berganda dengan teknik penggalan data melalui kuesioner secara online. Tempat penelitian dilakukan di dua lembaga pendidikan yang ada di bawah naungan pondok pesantren yaitu, SMK At-Taufiqiyah dan SMK Anwarul Ma'arif. Hasil yang didapatkan pada penelitian ini menunjukkan bahwa aspek pengajaran memiliki pengaruh signifikan dengan nilai $0,017 < 0,1$. Sedangkan aspek pembelajaran tidak ada pengaruh signifikan dengan nilai $0,522 > 0,1$ dan media pembelajaran tidak ada pengaruh signifikan dengan nilai $0,516 > 0,1$.

Kata Kunci: *Pembelajaran online, Analisis regresi logistik berganda, Sekolah menengah kejuruan*

PENDAHULUAN

Pendidikan merupakan wadah pembelajaran untuk generasi bangsa dalam mencerdaskan secara kognitif, afektif, dan psikomotorik. Ketiga hal ini merupakan faktor terpenting dalam pembelajaran yang ada dalam dunia pendidikan. Sehingga harapannya generasi bangsa dapat bermanfaat atau berkontribusi secara individu terhadap peningkatan mutu lembaga pendidikan maupun kemajuan suatu negara. Dengan demikian, memungkinkan tercapai apabila sumber daya manusianya dapat berkompetisi (Dacholfany, 2017) secara nasional maupun internasional dalam membangun negaranya baik dari sektor pendidikan maupun dalam sektor yang lain.

Proses mencerdaskan tersebut tidak terlepas dari sistem pembelajaran (belajar) yang diterapkan dalam satuan lembaga pendidikan. Apabila proses pembelajaran yang diterapkan sesuai dengan peserta didik maka dapat memberikan hasil yang maksimal terhadap pengembangan pengetahuan dan keterampilan pribadi peserta didik. Selain aspek pembelajaran ada pula aspek pengajaran yang dilakukan oleh tenaga pendidik, dan media pembelajaran yang diterapkan. Ketiga aspek ini, saling berkelindan dalam mengembangkan pengetahuan dan keterampilan peserta didik selama menempuh pembelajaran dalam satuan pendidikan.

Peserta didik yang masih menempuh di tingkat SLTA (sekolah lanjutan tingkat atas) lebih banyak menerima transfer ilmu pengetahuan dari seorang guru, sehingga proses belajar yang efektif dan efisien berdampak besar kepada pemahaman siswa dari materi yang telah disampaikan oleh tenaga pendidik. Dalam artikel (Maryono, 2020) setidaknya ada 5 indikator dalam pembelajaran yang efektif dan efisien yaitu; 1) perilaku pembelajaran pendidik, 2) perilaku atau aktivitas siswa, 3) iklim pembelajaran, 4) materi pembelajaran, dan 5) media pembelajaran.

Ketika pandemi covid-19 tahun 2020 sistem pembelajaran tatap muka beralih pada pembelajaran online. Hal ini, secara tidak langsung berpengaruh terhadap pemahaman siswa dengan jurusan eksakta yang lebih dominan materi praktik dalam pembelajarannya. Dalam jurnal (Yunia Mulyani Azis & Fitri Lestari, 2022), mengungkapkan bahwa pembelajaran online dengan menggunakan e-learning lebih efektif terhadap ilmu non-eksakta ketimbang ilmu eksakta. Serupa dengan hasil penelitian (Mutmainah, 2022), bahwa pembelajaran online tidak berpengaruh terhadap hasil belajar siswa secara parsial. Hal ini mengindikasikan bahwa tenaga pendidik harus lebih selektif dan inovatif dalam memilih metode maupun media pembelajaran yang sifatnya lebih dominan praktik. Seperti dalam penelitian (Kartika Murni & Harimurti, 2016) menghasilkan temuan bahwa, pembelajaran menggunakan E-learning dengan Schoology berbasis Learning Management System (LSM) memberikan dampak signifikan terhadap hasil belajar siswa pada materi perangkat keras jaringan kelas X TKJ 2 di SMK Negeri 3 Buduran, Sidoarjo.

Beberapa fenomena tersebut mengindikasikan bahwa pembelajaran yang dominan praktek harus dikelola sedemikian rupa agar hasil belajar (pemahaman materi) siswa dapat tercapai sesuai yang diharapkan. Maka dari itu, penelitian ini bermaksud mengetahui seberapa pengaruh efisien dan efektif pembelajaran online terhadap pemahaman siswa di SMK At-Taufiqiyah dan SMK Anwarul Ma'arif. Dengan demikian dihasilkan variabel dalam penelitian ini adalah aspek pembelajaran, pengajaran, dan media pembelajaran.

METODE

Metodologi dalam penelitian ini dilakukan secara metode diskriptif kuantitatif. Teknik penggalan data dalam penelitian menggunakan teknik penyebaran kuesioner menggunakan google forms secara

online. Subjek penelitian ini terdiri dari siswa SMK At-Taufiqiyah dan SMK Anwarul Ma'arif sebanyak 52 siswa. Data yang sudah terkumpul diolah menggunakan SPSS Versi 26 dan kemudian dianalisis melalui pendekatan regresi logistik berganda.

Hipotesis

Hasil penelitian (Clarissa & Wulandari, 2021) didapati bahwa pembelajaran online menunjukkan nilai efektifitas terhadap pembelajaran di OTKP SMK Ketintang Surabaya dengan penggunaan Edulearning sebagai perangkat pembelajaran. Berdasarkan uraian tersebut hipotesis yang dapat dirumuskan adalah:

H1: Aspek pembelajaran memiliki hubungan positif terhadap pemahaman siswa.

Hasil penelitian dari (Sampebua et al., 2021) menunjukkan bahwa kompetensi guru memiliki hubungan positif dengan pembelajaran online di SMK Kristen Tagari. Berdasarkan uraian tersebut hipotesis yang dapat dirumuskan adalah:

H2: aspek pengaran guru berpengaruh positif terhadap pemahaman siswa

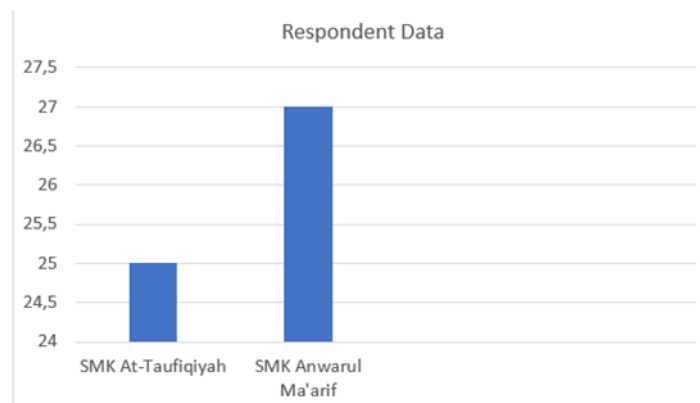
Hasil penelitian yang dilakukan oleh (Hanum, 2013) menunjukkan bahwa pelaksanaan pembelajaran menggunakan e-learning sebagai media pembelajaran di SMK Telkom Sandhy Putra Purwokerto secara keseluruhan cukup efektif dengan nilai 77,27 %. Berdasarkan uraian tersebut hipotesis yang dapat dirumuskan adalah:

H3: Aspek media pembelajaran memiliki hubungan positif terhadap pemahaman siswa

HASIL

Penggalian data dalam penelitian ini melalui penyebaran kuesioner secara online dengan korespondensi sebanyak 25 siswa SMK At-Taufiqiyah dan 27 siswa dari SMK Anwarul Ma'arif. Sebagaimana data yang diinput kedalam diagram 1 di bawah ini.

Diagram 1. Data Responden



Hasil pendugaan model regresi logistik ordinal pada variabel independen yaitu pembelajaran (X1), Pengajaran (X2), dan Media Pemebelajaran (X3) terhadap variabel dependent yaitu pemahaman siswa, dapat ditinjau lebih lanjut pada tabel berikut:

Tabel 1. Persamaan Regresi Logistik

		Parameter Estimates					90% Confidence Interval	
		Estimate	Std. Error	Wald	df	Sig.	Lower Bound	Upper Bound
Threshold	[Y = 0]	1,069	,908	1,385	1	,239	-,425	2,563
	[Y = 1]	3,552	,982	13,072	1	,000	1,936	5,168
	[Y = 2]	5,388	1,138	22,436	1	,000	3,517	7,260
Location	X1	,049	,076	,409	1	,522	-,076	,173
	X2	,186	,078	5,693	1	,017	,058	,315
	X3	,090	,138	,421	1	,516	-,138	,317

Link function: Logit.

Pengaruh pembelajaran daring terhadap pemahaman Siswa. Dari output di atas dihasilkan persamaan regresi logistik sebagai berikut:

$$\text{Logit}(Y_0) = 1,069 + 0,049x_1 + 0,186x_2 + 0,090x_3$$

$$\text{Logit}(Y_1) = 3,552 + 0,049x_1 + 0,186x_2 + 0,090x_3$$

$$\text{Logit}(Y_2) = 5,388 + 0,049x_1 + 0,186x_2 + 0,090x_3$$

Hasil ini menunjukkan bahwa nilai merupakan nilai variabel konstanta, yaitu nilai yang ditunjukkan pada baris Threshold kolom Estimate dengan angka 1,069, 3,552, 5,388. Sedangkan nilai pada baris Location kolom Estimate merupakan variabel prediktor sebesar 0,049, 0,186, 0,090.

Dari tabel di atas terlihat bahwa variabel pembelajaran (X1) memiliki nilai signifikansi sebesar 0,522. Nilai tersebut besar dari alpha (0,522 > 0,1). Hal ini menunjukkan bahwa pembelajaran tidak mempengaruhi terhadap pemahaman siswa. Pada variabel pengajaran guru (X2) memiliki nilai

signifikansi sebesar 0,017. Nilai tersebut kecil dari alpha ($0,017 < 0,1$). Hal ini menunjukkan bahwa aspek pengajaran yang dilakukan oleh guru mempengaruhi pemahaman siswa. Pada variabel media pembelajaran (X3) memiliki nilai signifikansi 0,516. Nilai tersebut besar dari alpha ($0,516 > 0,1$). Hal ini menunjukkan bahwa media pembelajaran tidak mempengaruhi kepada pemahaman siswa.

Tabel 2. Uji Kebaikan Model

Goodness-of-Fit			
	Chi-Square	df	Sig.
Pearson	137,793	150	,754
Deviance	113,094	150	,989

Link function: Logit.

Tabel di atas menunjukkan melalui metode Deviance diketahui nilai Chi-Square sebesar 113,094. Pengujiannya dapat dilakukan dengan kriteria tolak H_0 apabila nilai signifikannya kurang dari 0,1 ($=0,1$). Pada tabel diketahui nilai uji Deviance memiliki nilai signifikansi sebesar 0,989. Diambil keputusan bahwa H_0 diterima karena nilai signifikansi lebih besar dari 0,1. Berdasarkan logit yang di dapat maka model ini layak digunakan.

Tabel 3. Uji Wald

		Parameter Estimates					90% Confidence Interval	
		Estimate	Std. Error	Wald	df	Sig.	Lower Bound	Upper Bound
Threshold	[Y = 0]	1,069	,908	1,385	1	,239	-,425	2,563
	[Y = 1]	3,552	,982	13,072	1	,000	1,936	5,168
	[Y = 2]	5,388	1,138	22,436	1	,000	3,517	7,260
Location	X1	,049	,076	,409	1	,522	-,076	,173
	X2	,186	,078	5,693	1	,017	,058	,315
	X3	,090	,138	,421	1	,516	-,138	,317

Link function: Logit.

Tabel pengujian parameter Wald ini menunjukkan bahwa variable pengajaran (X2) memiliki pengaruh yang signifikan terhadap pemahaman siswa di SMK At-Taufiqiyah dan SMK Anwarul Ma'arif. Karena nilai signifikan kuran dari 0.1. Sedangkan variable pembelajaran (X1) dan variable Media Pembelajaran (X3) dapat dikatakan tidak berpengaruh terhadap pemahaman siswa dengan nilai signifikan lebih besar dari 0.1.

Tabel 4. Nilai Koefisien Determinan

Pseudo R-Square	
Cox and Snell	,348
Nagelkerke	,376
McFadden	,165

Link function: Logit.

Tabel di atas menunjukkan Mc. Fadden memiliki nilai koefisien determinasi sebesar 0,165. Sedangkan Cox dan Snell didapati koefisien determinasi senilai 0,348, dan Nagelkerke memiliki nilai koefisien determinasi sebesar 0,376 atau sebesar 37,6%. Nagelkerke menunjukkan nilai koefisien sebesar 37,6% yang berarti aspek pembelajaran, pengajaran, dan media pembelajaran sebagai variabel independen mempengaruhi pemahaman siswa secara umum sebesar 37,6% sedangkan 62,4% terdiri dari faktor lain yang dapat mempengaruhi pemahaman siswa.

Model regresi logistik ordinal setelah diuji mendapatkan hasil model yang baik, signifikansinya jelas sehingga hasil tersebut dapat diinterpretasikan dengan uji odds ratio. Hasil uji odds rasio aspek pembelajaran (X1): $\Psi = e^{0,049} = 1,050$. Hal ini dapat diartikan bahwa peluang siswa merasa belum puas terhadap aspek pembelajaran. serta Odds rasio pada aspek media pembelajaran (X3): $\Psi = e^{0,090} = 1,094$ yang hal ini belum dikatakan puas terhadap pemahaman siswa.

Sedangkan Odds rasio pada aspek pengajaran (X2): $\Psi = e^{0,186} = 1,204$. Hal ini dapat dikatakan bahwa aspek pengajaran merasa sangat puas terhadap pemahaman siswa.

Tabel 5. Uji Koefisien Regresi

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	,068	,346		,196	,846		
	Pembelajaran	,023	,032	,116	,724	,473	,518	1,931
	Pengajaran	,073	,031	,423	2,359	,022	,415	2,411
	Media Pembelajaran	,044	,058	,122	,759	,452	,520	1,924

a. Dependent Variable: Pemahaman Siswa

Setelah dilakukan uji hipotesis hasilnya menggambarkan bahwa hubungan pembelajaran dengan pemahaman siswa menunjukkan nilai koefisien regresi positif sebesar 0,023 dan signifikansi 0,473 yang lebih besar dari (0,1). Sehingga menunjukkan bahwa tidak mempengaruhi antara aspek pembelajaran dengan pemahaman siswa. Hal ini sejalan dengan penelitian yang telah dilakukan oleh (Novyanti et al., 2021) bahwa secara garis besar pembelajaran online tidak memiliki pengaruh signifikan terhadap pemahaman siswa SMK. Beda halnya dengan penelitian (Krisna & Suryati, 2021) menunjukkan bahwa pembelajaran online mudah untuk dimengerti dari indikator pemahaman siswa dengan hasil 43,9%.

Begitu pula dalam aspek media pembelajaran menunjukkan nilai koefisien regresi positif sebesar 0,073 dengan signifikansi 0,452 yang lebih besar dari (0.1). Hal ini menggambarkan bahwa media pembelajaran tidak berpengaruh terhadap pemahaman siswa. Hasil ini mendukung penelitian secara tidak langsung dari (Pahlevi, 2021) bahwa media pembelajaran online tidak berdampak pada hasil belajar siswa dengan nilai (P Value = 0,267). Penelitian (Rachmat & Krisnadi, n.d.) menghasilkan hal yang serupa bahwa, pembelajaran online kurang efektif dalam tingkat pemahaman siswa. Berbanding terbalik dengan penelitian oleh (Sumoked et al., 2021) bahwa penggunaan media pembelajaran online Edmodo ada pengaruh terhadap hasil belajar simulasi dan komunikasi digital. Sama halnya dengan penelitian (Diantari, 2019) bahwa penggunaan media pembelajaran berbasis Appy Pie memiliki dampak.

Sedangkan aspek pengajaran yang telah dilakukan oleh guru memiliki pengaruh terhadap pemahaman siswa. Karena nilai signifikansi 0,022 lebih kecil 01. Hal ini mendukung penelitian dari (Sampebua et al., 2021) bahwa pengajaran yang telah dilakukan oleh guru memiliki pengaruh positif terhadap pembelajaran siswa. Namun penelitian dari (Ruktiari et al., 2021) bahwa kemampuan mengajar, waktu, dan finansial masih belum siap dalam pembelajaran online, demikian (Busyra et al., 2020) hasil penelitiannya menunjukkan, bahwa tenaga pendidik kurang memiliki pemahaman penuh terhadap beberapa aplikasi sebagai perangkat pembelajaran, serta terkendala dari kurangnya interaksi dengan siswa secara optimal.

KESIMPULAN

Pembelajaran online yang dilakukan oleh SMK At-Taufiqiyah dan SMK Anwarul Ma'arif dalam aspek pengajaran yang telah dilakukan oleh guru terhadap siswa memiliki pengaruh signifikan terhadap pemahaman siswa. Sedangkan aspek pembelajaran dan media pembelajaran masih belum ada pengaruh yang signifikan terhadap pemahaman siswa.

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IMPLEMENTATION OF THE ARIAS MODEL IN ICT SUBJECTS IN INCREASING THE QUALITY OF STUDENT LEARNING

Achmad Andrian^{*1} Khairan¹, Basrul²

¹UIN Ar-Raniry Banda Aceh, ²IAIN Lhokseumawe

*Corresponding Author: achmad2andrian@gmail.com

Abstract

The aim of this study was to analyze how the ARIAS framework influences learning in the field of information and communication technology (ICT). This study used a Quasi Experiment with One Control Group Pree-Test Post-Test Design, with the actual test as the instrument. The findings show that the ARIAS learning model has a significant impact on ICT education standards at SMKN 1 Sawang in South Aceh. The results obtained are $P = 0.569 > = 0.05$ which means H_1 is accepted and H_0 is rejected; In particular, the ARIAS model predicts that class X students will achieve posttest learning outcomes higher than the average of 69.99 if at least 20 students complete learning with a minimum score of 76.09%. This research shows that class X students of SMKN 1 Sawang Aceh Selatan have succeeded in applying the ARIAS model to their ICT education.

Keywords: arias model, ICT, quality of student learning

Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis bagaimana kerangka ARIAS mempengaruhi pembelajaran di bidang teknologi informasi dan komunikasi (TIK). Penelitian ini menggunakan Quasi Eksperimen dengan One Control Group Pree-Test Post-Test Design, dengan tes yang sebenarnya sebagai instrumen. Temuan menunjukkan bahwa model pembelajaran ARIAS berdampak signifikan terhadap standar pendidikan TIK di SMKN 1 Sawang di Aceh Selatan. $P = 0,569 > = 0,05$ yang berarti H_1 diterima dan H_0 ditolak; Secara khusus model ARIAS memprediksi bahwa siswa kelas X akan mencapai hasil belajar posttest lebih tinggi dari rata-rata 69,99 jika minimal 20 siswa menyelesaikan pembelajaran dengan skor minimal 76,09%. Penelitian ini menunjukkan bahwa siswa kelas X SMKN 1 Sawang Aceh Selatan berhasil menerapkan model ARIAS pada pendidikan TIK mereka.

Kata Kunci: model arias, ICT, kualitas belajar siswa

PENDAHULUAN

Sebagai pengganti Permendikbud Nomor 24 Tahun 2016, Tahun ini, Kemendikbud mengeluarkan Permen No. 37 tentang Kompetensi Inti (KI) dan Kompetensi Dasar (KD) Kurikulum 2013. Kurikulum SMA/Madrasah Aliyah 2013 perlu memasukkan dan mengintegrasikan muatan informatika ke dalam kompetensi dasar, khususnya SMK, untuk menjawab tuntutan fundamental siswa dalam mengembangkan bakatnya di era digital (Permendikbud, 2018). Untuk memenuhi tingkat kompetensi yang diinginkan, pemerintah selalu melakukan inovasi dan peningkatan, salah satunya adalah kemajuan teknologi informasi dan komunikasi (TIK). Untuk menyampaikan pengajaran, pembelajaran TIK diperlukan di sekolah, sejalan dengan persyaratan kurikulum 2013.

Karena pembelajaran tradisional yaitu pembelajaran yang berpusat pada guru, pengetahuan siswa tentang pembelajaran TIK masih sangat rendah. Pembelajaran TIK memerlukan penggunaan model yang sesuai, khususnya model penerimaan teknologi (TAM), yang dihubungkan dengan model

assurance, relevance, interest, and satisfaction (ARIAS). Terus ditingkatkan dan dibandingkan dengan model TAM (Mohammadi et al., 2011). Alat untuk menggunakan model ARIAS dalam pembelajaran TIK adalah model TAM yang dimaksud.

Kegiatan pembelajaran berusaha untuk menangkap dan mempertahankan minat dan perhatian siswa dengan memiliki relevansi dengan kehidupan mereka sehari-hari. Kemudian dilakukan evaluasi yang menguatkan rasa bangga siswa. Model pembelajaran ARIAS berkaitan erat dengan pendidikan, yaitu dapat melatih kepercayaan diri dalam belajar, menemukan keterkaitan atau hubungan antar materi ajar, meningkatkan minat dalam belajar, melakukan penaksiran dan kepuasan dalam belajar.

Model pembelajaran TAM dalam pembelajaran TIK adalah sebagai alat atau media terhadap penyampaian materi. Model pembelajaran TAM merupakan alat bantu yang dimanfaatkan oleh guru dalam rangka melangsungkan proses belajar mengajar. Dengan demikian model TAM ini sangat berkaitan langsung dengan dunia pendidikan, berhasil tidaknya seseorang dalam menyampaikan materi pembelajaran tergantung pada cara dan teknik pemanfaatan teknologi.

Rincian kerangka ARIAS untuk penelitian pendidikan diuraikan di bawah ini. 1) Keyakinan (self-assurance), disebut juga komponen trust, belief in success, atau hope for success (Jamiah, 2008). 2) Relevansi (relatif terhadap kehidupan nyata), didefinisikan sebagai demonstrasi hubungan antara materi pembelajaran, persyaratan siswa, dan keadaan awal (Siregar & H.Nara, 2011). 3) minat, atau kecenderungan untuk memperhatikan dan bertahan dalam kegiatan tertentu Ketika siswa tertarik pada apa yang mereka pelajari, mereka lebih cenderung meluangkan waktu dan upaya yang diperlukan untuk menguasai materi (Slameto, 2010). 4) Sistem pendidikan meliputi evaluasi, disebut juga asesmen. 5) Kepuasan (rasa bangga), terutama penguatan, dapat membantu siswa yang dianggap penting dan dibutuhkan dalam kegiatan belajar merasa bangga dan puas (Siahaan & Sa'adah, 2010).

SMKN 1 Sawang Aceh Selatan merupakan salah satu SMK yang menjadi favorit sebagian siswa, dengan alasan letaknya sangat strategis dan juga di SMKN 1 Sawang Aceh Selatan terdapat kelas kejuruan. Penerapan model pembelajaran masih berpusat pada guru berdasarkan temuan penelitian awal bahwa pembelajaran TIK di SMKN 1 Sawang Aceh Selatan masih belum ideal. Siswa sangat antusias dalam belajar TIK, namun siswa tidak mengerti pemanfaatan TIK dalam kehidupan. Siswa hanya tertarik pada materi media sosial. Kualitas belajar siswa belum baik, hal ini terlihat pada ketajaman siswa dalam memahami dan mengaplikasikan TIK dalam kehidupan sehari-hari.

Siswa tidak dapat berpartisipasi aktif dalam proses pembelajaran ketika model yang tidak efektif digunakan di kelas. Sebagian besar siswa hanya mengamati, mencatat, dan tetap diam selama seluruh periode kelas. Ruang kelas tradisional yang berpusat pada guru juga menghambat pembelajaran siswa. mencegahnya berlangsung secara efektif dan cepat. Ketika siswa sedang dievaluasi, mereka tidak mandiri dan bergantung pada siswa lain; alih-alih percaya diri dengan kemampuan sendiri, mereka lebih

memilih meniru hasil karya siswa lain.

Berdasarkan permasalahan di atas, guru dapat menggunakan berbagai model pembelajaran, seperti model pembelajaran ARIAS, untuk meningkatkan pengalaman pendidikan bagi siswa. Model pembelajaran ARIAS ini dapat digunakan sebagai kerangka kerja untuk menciptakan peluang pendidikan yang lebih terarah bagi siswa, dengan tujuan akhir untuk meningkatkan tolok ukur pendidikan. Ketika model TAM digunakan, penerapan model ARIAS lebih akurat.

Model pembelajaran ARIAS merupakan alat untuk meningkatkan kemampuan pemecahan masalah seseorang; bagian-bagiannya semua berinteraksi satu sama lain. Beberapa penelitian terdahulu, termasuk yang dilakukan oleh Hadiyana, semuanya membuktikan fakta tersebut dalam kaitannya dengan model ARIAS (Hadiyana, 2020). Menurut penelitian yang dilakukan oleh Nina Siti Kurniati, dkk, hasil prosedur pengerjaan tes kemampuan komunikasi matematis dari masing-masing kriteria keterampilan sosial memiliki persamaan dan perbedaan. Dengan model pembelajaran ARIAS, siswa tidak hanya meningkatkan kemampuan komunikasi matematisnya ke tingkat yang tinggi, tetapi juga memenuhi semua kriteria “sangat terampil” dan “terampil”, termasuk kemampuan sosialnya. Terlepas dari kenyataan bahwa ada beberapa kesalahan dalam proses penulisan, siswa dengan standar tinggi menemukan cara lain untuk mengatasi masalah tersebut. Siswa yang memiliki keterampilan yang diperlukan dapat menjawab pertanyaan, tetapi tulisan mereka mengandung beberapa kesalahan (Kurniati et al., 2019). Menurut penelitian Eka Suci Fajariah, siswa dengan efikasi diri tinggi sudah mampu memaksimalkan keempat komponen kemampuan pemecahan masalah sedangkan siswa dengan efikasi diri sedang dan rendah belum mampu (Fajariah et al., 2017).

Berdasarkan latar belakang masalah dan berpatokan pada beberapa penelitian terdahulu, bahwa model ARIAS berpengaruh dalam pembelajaran. Kualitas belajar matapelajaran TIK di SMKN 1 Sawang Aceh Selatan masih tergolong rendah, maka melalui model ARIAS diharapkan dapat meningkatkan kualitas belajar.

Komponen jaminan, relevansi, minat, penilaian, dan kepuasan adalah lima bagian penting yang membentuk model pembelajaran ARIAS. Berdasarkan banyaknya model pembelajaran yang telah dibahas di atas, Model pembelajaran ARIAS dipilih oleh para peneliti sebagai pendekatan yang paling menjanjikan untuk meningkatkan keterlibatan dan prestasi siswa (Ahmadi & Elisah, 2011). Akibatnya, model pembelajaran ARIAS lebih komprehensif, yang menjadikan pengalaman pendidikan lebih menarik dan efektif. Hal ini karena proses pembelajaran yang dibangun dalam model ini memfasilitasi pemahaman siswa terhadap materi pelajaran, dan model ini cocok untuk dipadukan dengan pendekatan instruksional lainnya.

Dengan memasukkan komponen asesmen ke dalam empat model pembelajaran, model pembelajaran ARCS Keller diubah menjadi model ARIAS. Paradigma Motivasi ARCS Keller adalah nama populer untuk model pembelajaran ARCS ini. Keller merancang dan menulis model ini di universitas (Rahman & Amri, 2014).

Model pembelajaran ini didasarkan pada teori nilai harapan, yang mempertimbangkan baik nilai hasil maupun kemungkinan terjadinya. Perhatian, Relevansi, Keyakinan, dan Kepuasan adalah

empat pilar yang menjadi sandaran model pembelajaran (ARCS), dari kedua komponen tersebut (Ahmadi & Elisah, 2011). Meskipun model pembelajaran ini belum memasukkan penilaian, namun kita tahu bahwa penilaian adalah tes yang dapat dilakukan pada saat proses pembelajaran maupun di akhir pembelajaran. Penilaian yang dilakukan pada berbagai titik dalam proses pembelajaran dapat memberikan dampak yang signifikan terhadap hasil akhir yang dicapai siswa. Mengingat pentingnya penilaian, komponen penilaian telah ditambahkan ke paradigma pembelajaran ini.

Lima unsur penyusun model pembelajaran yang dimodifikasi: penilaian, perhatian (interest), relevansi (relevance), kepercayaan (confidence), dan kepuasan (satisfaction) (penilaian). Perubahan juga dilakukan dengan mengganti nama attention to interest dan assurance menjadi confidence.

Karena jaminan adalah sinonim dari kepercayaan diri, maka harus diganti namanya menjadi confidence (kepercayaan diri). Hal ini dilakukan untuk memastikan bahwa selama kegiatan pembelajaran, instruktur tidak hanya percaya pada kemampuan dan potensi siswa untuk sukses, tetapi juga menempatkan nilai tinggi untuk menanamkan rasa percaya diri bahwa mereka mampu dan mampu berhasil.

Sopah (dalam Rahman dan Amri) menyatakan bahwa pesan dialihkan ke AIRAS (Assurance, Interest, Availability, Cost, and Satisfaction) untuk membuat akronim lebih terbaca dan dimengerti (Rahman & Amri, 2014). Perubahan ini merupakan upaya awal untuk menciptakan rasa percaya diri atau trust pada anak melalui kegiatan pendidikan. Kegiatan pembelajaran berusaha untuk membangkitkan dan mempertahankan minat atau perhatian siswa dengan relevan dengan kehidupan sehari-hari mereka. Kemudian dilakukan evaluasi yang menguatkan rasa bangga siswa. ARIAS dibuat sebagai akronim dengan menggunakan huruf pertama dari setiap komponen. Konsekuensinya, model pembelajaran ARIAS adalah nama yang diberikan untuk model pembelajaran yang disempurnakan ini. Karena dibuat dengan menggunakan teori-teori pembelajaran, model pembelajaran ini menawarkan guru alternatif untuk melakukan kegiatan pembelajaran yang efektif. Selain itu, paradigma pembelajaran ARIAS, menurut Ahmadi (dalam Rahman dan Amri), memungkinkan penggunaan berbagai pendekatan, prosedur, atau alat pengajaran (Rahman dan Amri, 2014).

Kemampuan kognitif tingkat tinggi dikembangkan melalui pembelajaran ARIAS. Selain itu, paradigma pembelajaran ARIAS menggunakan berbagai media mutakhir dalam upaya mengedepankan aspek minat dan kesenangan siswa. Siswa mendapat manfaat dari pembelajaran ARIAS karena merupakan kombinasi sinergis dari strategi, metode, dan sumber daya yang memberi mereka kesempatan untuk secara aktif terlibat dalam pembelajaran mereka sendiri sambil juga terpapar ide-ide baru dan bersenang-senang melakukannya.

Ada beberapa perspektif yang mendukung gagasan bahwa model pembelajaran Attention, Relevance, Confidence, and Satisfaction (ARCS) adalah fondasi di mana model Assurance, Relevance, Interest, Assessment, and Satisfaction (ARIAS) dibangun. Bagian terakhir dari model pembelajaran ini adalah penilaian yang dirancang untuk membuat hasil kegiatan belajar siswa lebih transparan kepada mereka. Model pembelajaran ARIAS dapat digunakan bersamaan dengan metode pengajaran lainnya untuk membangkitkan minat siswa dan membuat mereka terlibat secara aktif dalam proses pembelajaran.

Komponen Model Pembelajaran ARIAS

1) *Assurance*

Elemen pertama dari paradigma pembelajaran ARIAS adalah assurance, yang diartikan sebagai assurance atau kepercayaan diri dalam leksikon bahasa Inggris. Unsur ini terkait dengan pola pikir percaya yang yakin akan keberhasilannya atau yang terkait dengan ekspektasi keberhasilan. Orang dapat terinspirasi untuk mengambil tindakan yang mengarah pada kesuksesan dan melakukan yang

terbaik untuk mencapai hasil yang lebih baik dari sebelumnya jika mereka memiliki sikap percaya, percaya diri, atau harapan.

Guru dapat menginspirasi lebih percaya diri pada siswanya dengan melakukan peran instruktur yang aktif bertanya. Pertanyaan diurutkan sesuai tingkat kesulitannya, dengan maksud membangkitkan keberanian dan meningkatkan rasa percaya diri untuk bertanya dan suaranya pendapat Anda (Widjaja, 2016).

2) *Relevance*

Relevansi adalah elemen kedua dalam model ARIAS. Relevansi berkaitan dengan kehidupan sehari-hari siswa, baik dalam bentuk pengalaman saat ini atau dalam kaitannya dengan kebutuhan untuk kehidupan profesional mereka sekarang dan masa depan. Siswa akan merasa lebih terlibat dalam studi mereka jika mereka percaya bahwa apa yang mereka lakukan relevan dengan kehidupan mereka sehari-hari. Siswa akan lebih berinvestasi dalam pendidikan mereka jika mereka melihat materi yang mereka pelajari memiliki aplikasi dunia nyata.

Ketika ada tujuan yang jelas untuk materi, siswa dapat memahami dengan lebih baik apa yang dapat mereka harapkan untuk dipelajari dan diperoleh sebagai hasil dari keterlibatan mereka dengan materi tersebut. Siswa juga dapat menentukan kesenjangan antara kemampuan mereka saat ini dan yang mereka perlukan di masa depan. Guru dapat membantu siswa dalam mengembangkan sifat ini dengan menggunakan bahasa yang jelas atau memberikan contoh yang dapat diterapkan pada kehidupan dan nilai siswa sendiri. Bahasa yang jelas dapat dimengerti oleh siswa. Perjumpaan dengan dunia nyata yang menginspirasi siswa untuk berpikir kreatif

3) *Interest*

Komponen ketiga model pembelajaran ARIAS adalah minat. Minat berkaitan satu sama lain. Minat mengacu pada keinginan dan minat yang tidak dimotivasi oleh sesuatu yang khusus. Minat pada hakekatnya adalah pemahaman tentang hubungan antara diri sendiri dengan sesuatu yang bersifat eksternal. Semakin besar kepentingan atau keintiman hubungan, semakin besar minat (Slameto, 2015).

Dengan membiarkan siswa berpartisipasi aktif, guru dapat meningkatkan minat mereka dalam belajar. Misalnya, mereka dapat menyajikan masalah yang perlu dipecahkan, mengajukan pertanyaan, atau memilih topik untuk didiskusikan. Guru juga dapat merencanakan berbagai kegiatan pendidikan, seperti bergantian antara serius dan lucu, cepat dan lambat, suara keras dan sedang, dan metode pengajaran, serta tidak mengadakan pertemuan kelas.

4) *Assessment*

Penilaian adalah elemen keempat dari pembelajaran ARIAS. Dampak program pembelajaran terhadap prestasi belajar siswa diukur melalui urutan kegiatan yang disebut penilaian (Hamalik, 2010). Tes termasuk dalam kategori luas penilaian (testing). Tes adalah jenis evaluasi yang unik. Dengan kata lain, semua penilaian adalah tes, tetapi tidak semua tes adalah penilaian. Tes adalah alat evaluasi. Penilaian tersebut bermanfaat bagi guru dan siswa.

Keunggulan ini dapat dilihat dari sudut pandang guru karena penilaian merupakan alat untuk mengetahui apakah siswa telah memahami apa yang telah diajarkan, melacak kemajuan siswa baik secara individu maupun kolektif, mendokumentasikan apa yang telah dicapai siswa, dan membantu siswa belajar. Mirip dengan bagaimana penilaian dapat membantu siswa dalam memahami hasil pembelajaran mereka, demikian juga penilaian.

5) *Satisfaction*

Rasa bangga dan puas dengan hasilnya adalah inti dari kepuasan. Menurut teori belajar, kepuasan berasal dari penguatan. Siswa akan merasa senang atau puas ketika berhasil melakukan atau mencapai sesuatu. Ketika siswa berhasil menyelesaikan atau mencapai sesuatu, mereka mungkin merasa senang atau bangga dengan diri mereka sendiri.

Kesuksesan dan kebanggaan menjadi motivasi bagi para siswa ini untuk terus berhasil. Siswa yang telah menunjukkan prestasi harus menerima pujian dan penghargaan yang sesuai, baik secara verbal (seperti kata "baik", "baik", "benar", "benar", dan seterusnya) maupun nonverbal (seperti semua tersenyum, mengangguk, bertepuk tangan), jempol, dan gestur tubuh sejenis lainnya) (Djamarah, 2011).

Langkah-langkah Penerapan Model Pembelajaran ARIAS

Menurut Fajaroh dan Dasna, pemahaman kelima komponen ARIAS mencerminkan proses pembelajaran model pembelajaran ARIAS (Rahman dan Amri, 2014).

- 1) Assurance membantu siswa dalam mengidentifikasi keterampilan dan kekurangan mereka dan mendorong mereka untuk memiliki citra diri yang positif. Anda dapat melakukannya dengan menunjukkan gambar atau video dari orang yang sukses. Siswa akan dapat menumbuhkan citra diri yang positif melalui ini.
- 2) Tahap Relevansi. Instruktur menggunakan bahasa sederhana atau contoh-contoh yang berhubungan dengan cita-cita atau pengalaman aktual siswa. Pengalaman dunia nyata dapat membuka siswa untuk ide-ide segar.
- 3) Hobi. Guru memberikan kesempatan kepada siswanya untuk berperan aktif dalam pendidikannya. Misalnya, mereka didorong untuk menyarankan poin diskusi, mengajukan pertanyaan, atau mengidentifikasi masalah yang perlu diperbaiki. Guru juga dapat menerima kegiatan belajar yang berbeda-beda, seperti mulai dari yang serius sampai yang humoris, cepat sampai santai, keras sampai sedang, dan yang mengadopsi filosofi pengajaran yang berbeda.
- 4) Tahap evaluasi. Guru menilai kinerja siswa, memberikan umpan balik, melakukan penilaian objektif, dan langsung memberi tahu siswa tentang temuan penilaian.
- 5) Fase kelima dan terakhir adalah merasa puas. Guru memberikan pujian dan penghargaan secara verbal dan nonverbal kepada siswa yang telah menunjukkan prestasi.

Sedangkan Firdaus menyarankan tahapan pembelajaran berikut untuk assurance, relevance, interest, assessment, dan satisfaction:

- 1) Prioritas pertama seorang guru adalah menanamkan rasa optimisme dan keyakinan kepada siswanya bahwa mereka mampu melakukan hal-hal hebat jika mereka meluangkan waktu dan upaya yang diperlukan.
- 2) Uraikan tujuan dan keuntungan dari pelajaran yang akan diperoleh siswa sehubungan dengan hubungannya dengan ARIAS.
- 3) terjadi peningkatan keterlibatan siswa dengan materi yang disajikan di kelas. mempertahankan perhatian siswa dengan memberikan materi pelajaran yang menarik.
- 4) Mengevaluasi pemahaman siswa terhadap pelajaran yang telah diajarkan dengan melakukan penilaian terhadap pengetahuannya.
- 5) Menumbuhkan rasa puas atas pencapaian (satisfaction) tahun 2012 (Paradise)

Penelitian ini mengadopsi strategi pembelajaran Fajaroh dan Dasna (Rahman dan Amri, 2014) berdasarkan perspektif tersebut di atas:

- 1) Mengidentifikasi bakat dan kekurangan siswa dan membantu mereka mengembangkan citra diri yang baik sehingga mereka merasa percaya diri.
- 2) Membuat hubungan antara pelajaran yang akan dipelajari dan keuntungan mereka dalam situasi dunia nyata.
- 3) Memotivasi siswa untuk terlibat aktif dalam proses pembelajaran dengan menggunakan strategi pembelajaran yang didukung oleh media pendidikan.

- 4) Mengevaluasi dengan memberikan komentar individu dan kelompok kepada siswa.
- 5) Memotivasi dan menegaskan siswa sehingga mereka dapat merasa baik tentang pentingnya prestasi mereka.

Kelebihan dan Kekurangan Model Pembelajaran ARIAS

Adiartanti menyebutkan manfaat model pembelajaran ARIAS sebagai berikut:

- 1) meyakini kegiatan pembelajaran yang dilakukannya memiliki nilai bagi kehidupannya, maka mereka akan termotivasi untuk mempelajari sesuatu yang akan dipelajarinya,
- 2) memiliki tujuan yang jelas.
- 3) mereka percaya kegiatan belajar memiliki nilai bagi kehidupan mereka; dan
- 4) mereka percaya bahwa kegiatan pembelajaran memiliki manfaat yang mendorong orang untuk mengejar tujuannya (Adiartanti, 2011).

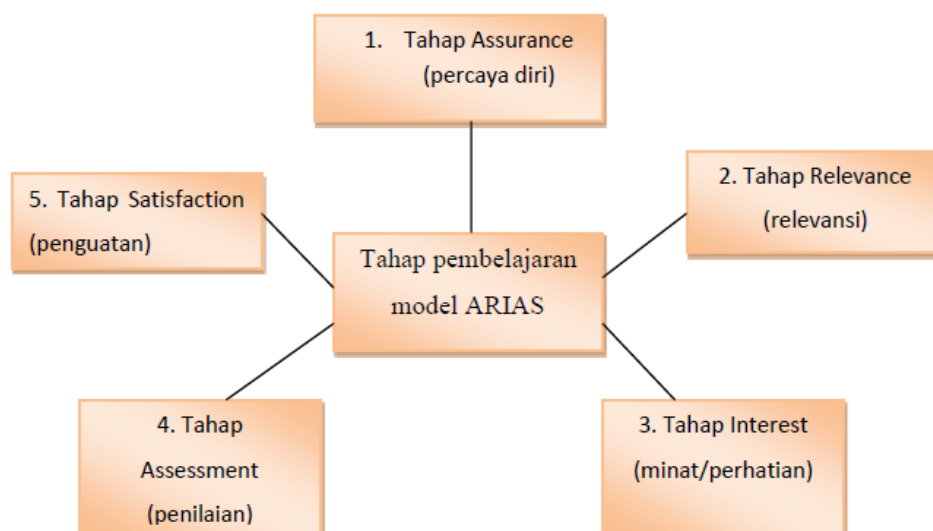
Namun, model pembelajaran ARIAS bukan tanpa kekurangan.

- 1) Siswa dengan kemampuan kognitif rendah akan mengalami kesulitan untuk mengikuti, siswa terkadang lupa, dan siswa yang tidak termotivasi untuk belajar sendiri akan kesulitan melakukannya.
- 2)

Model pembelajaran ARIAS seperti yang telah dijelaskan di atas memiliki banyak keuntungan, yang paling penting adalah menyenangkan dan membantu siswa mengembangkan rasa percaya diri yang kuat terhadap informasi yang diajarkan. akan memperoleh dapat diterapkan segera dan dalam jangka panjang. Tentu saja, ada kekurangan untuk semuanya, tidak terkecuali model pembelajaran ARIAS. Salah satu kekurangannya adalah mendorong otonomi siswa dalam kerangka model ARIAS dapat menjadi tantangan, terutama pada siswa yang tidak mau meluangkan waktu dan upaya yang diperlukan untuk mendapatkan manfaat dari materi pembelajaran model karena mereka terlalu malas untuk belajar.

Dengan mempertimbangkan informasi tersebut di atas, model pembelajaran Attention, Relevance, Confidence, dan Satisfaction (ARCS) dimodifikasi menjadi model pembelajaran ARIAS. Bagian terakhir dari model pembelajaran ini adalah penilaian yang dirancang untuk membuat hasil kegiatan belajar siswa lebih transparan kepada mereka. Akibatnya, ketika kita berbicara tentang model pembelajaran Assurance, Relevance, Interest, Assessment, and Satisfaction (ARIAS), kita berbicara tentang metode pengajaran yang bertujuan untuk meningkatkan kepercayaan diri siswa, membuat konten kursus relevan dengan kehidupan mereka, dan membuat kesal. keingintahuan mereka.

Siswa mendapatkan kepercayaan diri melalui paradigma pembelajaran ARIAS, mengevaluasi rasa percaya diri tersebut, dan kemudian memperkuat rasa percaya diri tersebut untuk membantu siswa merasa bangga dan puas terhadap diri sendiri. Penguatan yang dimaksud berupa tes sebelum pelaksanaan kegiatan pembelajaran, dilanjutkan dengan remedial yaitu penerapan model ARIAS pada pembelajaran TIK, dan terakhir tes ulang setelah pembelajaran selesai. Sintaks model pembelajaran ARIAS yang digambarkan pada Gambar 1 ditunjukkan berikut ini.



Gambar 1 Ilustrasi *Syntax* model ARIAS

METODE

Penelitian ini menggunakan desain kuasi eksperimen dengan satu kelompok kontrol dan prosedur pretest-posttest (Sugiyono, 2014). Model ARIAS digunakan untuk mengajar kelas eksperimen, sedangkan untuk kelas kontrol tidak digunakan (Arifin, 2011).

Tabel 1 Rancangan Penelitian

Subjek	<i>Pre-test</i>	Perlakuan	<i>Post-test</i>
Kelas Eksperimen	O ₁	X	O ₂
Kelas Kontrol	O ₁	-	O ₂

Keterangan: O₁ : Pemberian tes awal (*pre-test*)
 X : Pembelajaran menggunakan model ARIAS
 O₂ : Pemberian tes akhir (*post-test*)

Data dikumpulkan melalui tes. Metode pengumpulan data melibatkan penggunaan soal tes. Hasil tes dikategorikan menurut kualitas pembelajaran dengan menggunakan data kuantitatif yang kemudian digunakan untuk membuat penilaian diagnostik dan sumatif. Semua siswa baik dalam kelompok eksperimen dan kontrol diberi pre-test dan post-test. Untuk memastikan keterampilan awal siswa, pretest diberikan. Sedangkan posttest diberikan setelah pembelajaran TIK. Soal uraian terkait pembelajaran TIK adalah bagaimana format soal tes.

HASIL

1) Hasil Tes Kemampuan Siswa Kelas Eksperimen

Tabel 2 menampilkan temuan analisis deskriptif nilai ujian siswa kelas X multimedia SMKN 1 Sawang Aceh Selatan sebelum dan sesudah penerapan model ARIAS (Assurance, Relevance, Interest, Assessment, Satisfaction) pada topik pengenalan komputer .

Tabel 2 Deskripsi Skor Data Hasil Tes Siswa

Data Statistik	Nilai Statistik	
	Tes Awal	Tes Akhir
Skor Tertinggi	30,00	100,00
Skor Terendah	10,00	55,00
Skor Ideal	100,00	100,00
Rentang Skor	20,00	45,00
Skor Rata-rata	20,67	78,00
Varian	42,38	188,57
Standar Deviasi	6,51	13,73

Skor hasil tes dibagi menjadi 5 (lima) kategori berdasarkan distribusi nilai pada Tabel 2, setelah itu dihitung distribusi frekuensi dan persentasenya dan ditampilkan pada Tabel 3.

Tabel 3 Persentase Skor Hasil Tes

Skor	Kategori	Tes Awal (%)	Tes Akhir (%)
$90 \leq \bar{x} \leq 100$	Sangat Baik	0	33,33
$80 \leq \bar{x} < 90$	Baik	0	13,33
$70 \leq \bar{x} < 80$	Cukup	0	33,33
$0 \leq \bar{x} < 70$	Kurang	100	20,00
Jumlah		100	100

Posttest diberikan pada akhir konferensi, khususnya setelah penggunaan model ARIAS. Langkah-langkah pembelajaran model ARIAS adalah: Guru membangun harga diri siswanya dengan (1) meyakinkan mereka bahwa mereka dapat mencapai tujuan mereka dengan kerja keras dan (2) menjelaskan mengapa dan bagaimana apa yang akan mereka pelajari relevan dengan kehidupan mereka. (3) Para siswa menjadi lebih terlibat dalam pelajaran sebagai akibat dari (c). Memberikan instruksi yang menarik untuk membuat siswa tetap terlibat; menilai apakah mereka telah menginternalisasi apa yang telah mereka pelajari atau tidak; mendorong siswa untuk merasa bangga dengan prestasi mereka (kepuasan).

Tabel 4 Persentase Ketuntasan Hasil Belajar TIK Setelah Model ARIAS

Skor	Kategori	Frekuensi	Persentase (%)
$0 \leq x < 70$	Tidak Tuntas	3	20,00
$70 \leq x \leq 100$	Tuntas	12	80,00
Jumlah		15	100

Tabel 4 menunjukkan bahwa ketika model ARIAS diterapkan pada hasil belajar Multimedia Kelas X SMKN 1 Sawang Aceh Selatan hasilnya memenuhi kriteria pencapaian pembelajaran konvensional sebesar 75%.

Rumus gain ternormalisasi kemudian diterapkan pada data hasil pre dan post test siswa untuk mengetahui sejauh mana peningkatan kemampuan siswa kelas X Multimedia sebagai hasil penerapan model ARIAS pada pembelajaran TIK.

Tabel 5 Hasil Belajar TIK Setelah Diterapkan Model ARIAS

Koefisien N- Gain	Klasifikasi	Persentase (%)
$g \leq 0,3$	Rendah	0,00
$0,3 < g < 0,7$	Sedang	46,67
$g \geq 0,7$	Tinggi	53,33
Jumlah		100

Berdasarkan Tabel 5 dapat diketahui bahwa setelah diterapkan model ARIAS, kemampuan belajar siswa kelas X multimedia SMKN 1 Sawang Aceh Selatan meningkat dan secara umum berada pada kelompok tinggi.

2) Hasil Tes Kemampuan Siswa Kelas Kontrol

Hasil analisis deskriptif hasil tes siswa kelas X Pemasaran SMKN 1 Sawang Aceh Selatan sebelum diberikannya pembelajaran pengenalan materi pengenalan komputer dapat dilihat pada Tabel 6 tidak berbeda nyata dengan keterampilan siswa kelas X Multimedia siswa.

Tabel 6 Deskripsi Skor Data Hasil Tes Siswa

Data Statistik	Nilai Statistik	
	Tes Awal	Tes Akhir
Skor Tertinggi	65,00	75,00
Skor Terendah	5,00	30,00
Skor Ideal	100,00	100,00
Rentang Skor	60,00	45,00
Skor Rata-rata	25,00	56,67
Varian	450,38	246,67
Standar Deviasi	21,21	15,70

Hasil tes kelas X Pemasaran SMKN 1 Sawang Aceh Selatan dibagi menjadi lima kategori, nilai rata-rata ditunjukkan pada Tabel 6. Distribusi frekuensi dan persentase ditunjukkan pada Tabel 7.

Tabel 7 Persentase Skor Hasil Tes

Skor	Kategori	Tes Awal (%)	Tes Akhir (%)
$90 \leq \bar{x} \leq 100$	Sangat Baik	0	0
$80 \leq \bar{x} < 90$	Baik	0	0
$70 \leq \bar{x} < 80$	Cukup	0	16,67
$0 \leq \bar{x} < 70$	Kurang	100	83,33
Jumlah		100	100

Keterampilan awal siswa kelas kontrol termasuk dalam kategori kurang, yang menunjukkan bahwa mereka masih memiliki bakat yang sangat buruk, menurut Tabel 7. Hasil akhirnya adalah 83,33% untuk kelompok siswa yang mendapat nilai lebih rendah. Tabel 8 menunjukkan persentase hasil belajar TIK yang tuntas setelah menggunakan pendekatan standar.

Tabel 8 Persentase Ketuntasan Hasil Belajar TIK Kelas Kontrol

Skor	Kategori	Frekuensi	Persentase (%)
$0 \leq x < 70$	Tidak Tuntas	5	83,33
$70 \leq x \leq 100$	Tuntas	1	16,67
Jumlah		6	100

Berdasarkan Tabel 8 dapat disimpulkan bahwa hasil belajar siswa kelas X Pemasaran SMKN 1 Sawang Aceh Selatan belum memenuhi kriteria hasil belajar tradisional sebesar 75% dan hasil tersebut masih jauh dari kriteria ketuntasan. Setelah model konvensional diterapkan, terdapat 83,33% siswa yang tidak tuntas.

Analisis data menunjukkan bahwa siswa yang diajar dengan model tradisional memiliki rata-rata gain ternormalisasi sebesar 0,41.

Tabel 9 Hasil Belajar TIK Setelah Diterapkan Model Konvensional

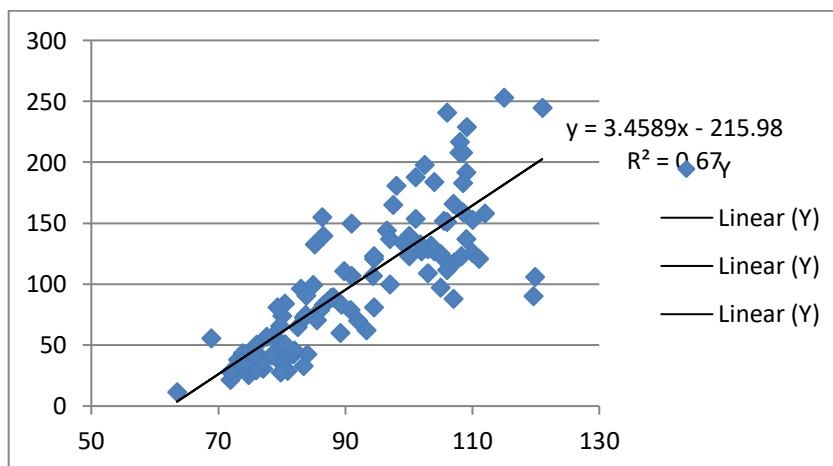
Koefisien N-Gain	Klasifikasi	Persentase (%)
$g \leq 0,3$	Rendah	50
$0,3 < g < 0,7$	Sedang	50
$g \geq 0,7$	Tinggi	0
Jumlah		100

Berdasarkan Tabel 9, peningkatan kemampuan belajar siswa kelas X Pemasaran di SMKN 1 Sawang Aceh Selatan setelah penerapan model tradisional berada pada kategori sedang.

Tabel 10. Judul Tabel Ditulis Miring

Item 1	Item 2	Item 3
Content 1	Col. 1	134
Content 2	Col. 1	456
Content 3	Col. 1	223
Content 4	Col. 1	123

Berikut contoh mencantumkan gambar dalam manuscript.



Gambar 1. Judul ditulis dengan huruf kapital di awal kalimat.

Jika penulis ingin menambahkan bullet, aturan penulisan bullet sebagai berikut:

- Level pertama bullet
 - Level kedua bullet

KESIMPULAN (Gunakan Microsoft Word template style: *Heading 1*)

Nilai $P = 0,569 \geq 0,05$ yang berarti H_1 diterima dan H_0 ditolak, yang menunjukkan bahwa model pembelajaran ARIAS berpengaruh signifikan terhadap kualitas pembelajaran TIK siswa SMKN 1 Sawang Aceh Selatan. Secara khusus, dengan menggunakan model ARIAS, siswa kelas X mampu mencapai hasil belajar dengan nilai rata-rata lebih dari 69,99 pada posttest, memenuhi kriteria ketuntasan rata-rata 75%.

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