The Efforts of Religious Teachers in Applying Body Care Materials through Practice Rehearsal Pairs Strategies for the Appointment of PAI Learning Outcomes at Assa’adah Islamic Middle School Karawang

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Abstract

So far, teachers in learning Islamic Religious Education use a conventional approach where the teacher dominates teaching and learning activities and processes. The teacher only explains in class deb, giving notes and assignments to students to become bored and sleepy. This causes the value of Islamic religious education to be still low. This study aims to see the efforts of religious teachers in implementing corpse care materials through practice rehearsal pairs strategies on the appointment of PAI learning outcomes at Assa’adah Islamic Junior High School Karawang. This research is in the form of qualitative research and refers to Classroom Action Research (CAR). The results showed that the practice strategy of rehearsal pairs affected increasing and elevating the value of Islamic Religious Education for students at SMP Islam Assa’adah Karawang. It can be seen from the activeness of students asking questions reaching 61.91% before 9.52%; active students in answering questions 71.43% previously 14.29%; the activeness of students in being 80.95% once 19.05% and the ability of students to work on questions independently 90.48% previously 33.33%.

Keywords: Practice Rehearsal Pairs, Islamic Religious Education, Teachers, Students.

A. INTRODUCTION

The demand for fulfilling the quality of education is a phenomenon that occurs everywhere; the quality of education is very crucial for the development of future generations (Sudarsana, 2016). Besides being the focus of government policy, it is also due to the increasing awareness and quality of knowledge of parents, users of educational services, the challenges of social change driven by the development of science and technology and global trends that encourage us to improve the quality of education (Alam, 2021). In the school environment, teachers have many roles for students. Teachers are required to teach according to what is expected to be produced after teaching and learning is carried out to get better results from previous knowledge (Rahmawati & Suryadi, 2019).
Education is a conscious effort to prepare students through teaching or training guidance activities for future roles (Elihami & Syahid, 2018). In the context of efforts to realize a successful education and make students enthusiastic about learning, it is necessary to have a professional educator, among others, and have their strategy in teaching students how to learn (Anitah, 2007). Meet teachers in developing learning strategies that are not following what students want. As a result, they become bored and do not like general lessons, even though education is essential in developing students' knowledge and mentality (Sumar & Razak, 2016).

Teaching and learning activities are the most fundamental components of the educational process. This indicates that the success or failure of educational goals is highly dependent on the design and execution of the teaching and learning process professionally (Pane & Dasopang, 2017). Each teaching and learning activity requires the participation of two active players, namely teachers and pupils. As a teacher, the teacher creates deliberate, methodical, and continuous learning environments for students. Simultaneously, pupils as learning subjects are parties who benefit from the teacher-created learning environment (Pahlawati, 2019). Combining these two human factors results in instructional encounters via the medium of instructional materials. Both teachers and students exert influence and contribute feedback throughout teaching and learning activities. For this reason, teaching and learning activities must be lively activity, full of values and always have a purpose (Rohiyatun & Mulyani, 2017).

The new approach sees that teachers and students wholly own teaching and learning activities on an equal footing. Students are the subject of learning and become the centre of every learning activity (Arikunto, 2021). The learning process that overrides the child’s dignity is not an accurate educational process. It is a mistake that cannot be ignored. Therefore, the core of the learning process is none other than student learning activities in achieving a learning goal (Rohmawati, 2015). This means that students must be active in the learning process. This is what most teachers in Indonesia do not understand. Instead, they position themselves (the teacher) as the subject and make students the object of learning. So that what happens is that the teacher is active and dominant in education, while students only hear explanations, take notes, and memorize something that the teacher teaches (Sari, 2013). So, the problem that arises is the saturation of students because they are passive in class, and it will impact the low absorption of students in learning activities at school (Mulyana, 2020).

The government has made efforts to overcome the erroneous paradigm above and create a new paradigm in the learning system. One of the changes in the learning paradigm is that the orientation of learning which was originally teacher-centred, has shifted to student-centred. The technique, which was first more explanatory in nature, shifted to a participative one. The initially textual approach evolved into a
contextual one. All of these modifications are aimed at enhancing the educational quality, both in terms of procedure and outcomes (Naibaho, 2018).

One of the exciting innovations that accompanied the paradigm shift was discovering breakthroughs regarding learning strategies in developing and exploring students' knowledge actively, concretely and independently. One of these learning strategies is the Practice Rehearsal Pair (PRP) learning strategy which means practice in pairs. This PRP places students at the core of teaching and learning activities; if students have been involved in the learning process physically, intellectually, emotionally, and in skills, an educative interaction has been created in the teaching and learning process. Of course, it will create a conducive learning situation and high-quality education so that the desired learning outcomes of teachers and students can be achieved and can be applied in life. So that it can change the teaching pattern that can lead to a better teaching and learning process (Uska, 2017).

Practice Rehearsal Pairs method or practice in pairs developed from cooperative learning research and first developed by Frank Lyman (1981) at the University of Maryland. He stated that this method challenges the assumption that thinking of colleagues in pairs is an effective way to change the classroom pattern. The method challenges the belief that all recitation in the discussion needs to be done in a whole group setting. Thinking in pairs has an explicitly defined procedure to give students more thinking, answering and helping each other. (This strategy is part of an active learning strategy where this strategy relies on three fundamental laws in learning, namely:

1. Law of readiness, namely, a person's readiness to act, can facilitate the relationship between stimulus and response.
2. Law of exercise, with repetitions that are always done, the relationship between stimulus and response will be smooth.
3. The Law of effect, namely the relationship between stimulus and response, will be better if it can cause pleasant things, and this tends to be repeated.

The Practice Rehearsal Pairs learning model (practice in pairs) aims to make students active in teaching and learning activities. The second goal is that students can work together with their group friends or partners. In addition, students can also develop their ideas or ideas to solve problems in their groups (Adel et al., 2019). The steps for implementing Practice Rehearsal Pairs learning are described as follows: Stage 1: Practice. The teacher asks questions or issues related to the concept of the lesson, and then students are asked to practice these questions or problems independently for a few moments. Stage 2: Pairs. The teacher instructs pupils to form pairs and discuss what they learned in the first stage. Interaction at this level is anticipated to focus on exchanging replies in response to a query or on exchanging thoughts in response to a specific challenge. Typically, the teacher allots 35 minutes for pair work.
Assa’adah Islamic Junior High School Karawang is faced with the low value of Islamic religious education. The low PAI score is due to conventional learning methods and student activities in the classroom, such as students who are not serious about listening to lessons, sleepy, and bored. With this learning strategy, it is hoped that it can influence student activity in the learning process so that students are no longer silent and listen to boring teacher lectures. Therefore, the authors are interested in examining how the influence of these strategies on student learning activities. In connection with this, the researcher entitled “The Efforts of Religious Teachers in Applying Body Care Materials through Practice Reharsal Pairs Strategies for the Appointment of PAI Learning Outcomes at Assa’adah Islamic Junior High School Karawang”.

B. METHODOLOGY

This research is in the form of qualitative research and refers to Classroom Action Research (CAR). Sanjaya (2016) states that CAR is a form of reflective research carried out by actors in social society and aims to improve work, understand work, and the situation in which this work is carried out. Meanwhile, according to Hanifah (2014), CAR is a systematic study carried out to improve practices in education by taking practical actions and reflecting on these actions.

This research was conducted at Assa’adah Islamic Junior High School, Karawang, located in Sumedangan Village, RT 004/RW 002 Purwadana, Kec. Telukjambe Timur, Karawang Regency, takes samples of learning material for corpse care in Islamic religious education in class IX. The research design is a mature picture of the entire research process. The design contains a comprehensive research component that describes the sequence of actions to be taken to achieve the research objectives. The model is a series depicted in a spiral. Each step consists of four stages, namely action planning (Planning), action implementation (Acting), observation (Observing), and reflection (Reflecting).

C. RESULT AND DISCUSSION

The discussion contains descriptions and explanations of the research results. The things discussed in the debate are related to research problems and action hypotheses. Discussion of research problems and action hypotheses based on research data analysis obtained from the collaboration between researchers and class IX teachers. This is done to improve learning outcomes. The learning outcomes of each cycle described above strongly support the action hypothesis. The learning model of Practice Reharsal Pairs in learning material for corpse care in Islamic
religion education can improve the learning outcomes of class IX students of SMP Islam Assa'adah Karawang.

Improving student learning outcomes in learning material for corpse care in Islamic religious education is presented in the following table:

**Table 1 Student Learning Outcomes**

| No | Name                          | Value Before Action | Cycle Value I | Cycle Value II |
|----|-------------------------------|---------------------|---------------|---------------|
| 1  | Madnur                        | 75                  | 80            | 90            |
| 2  | Nur Ahmad Maulana Rizki       | 70                  | 75            | 80            |
| 3  | Diana meidina                 | 60                  | 70            | 80            |
| 4  | Yuyun permata sari            | 55                  | 70            | 75            |
| 5  | Rania Salsabila               | 60                  | 65            | 70            |
| 6  | Muhammad Nur Fais Firah       | 65                  | 70            | 70            |
| 7  | Aldi Nugraha                  | 45                  | 60            | 75            |
| 8  | Lastri Sulastri               | 40                  | 65            | 75            |
| 9  | Nandiansyah                   | 40                  | 55            | 70            |
| 10 | Muhammad Alfal Maulana        | 65                  | 70            | 80            |
| 11 | Muhammad Rafi Gumelar         | 85                  | 90            | 95            |
| 12 | Ibam Eki Haryono              | 50                  | 60            | 70            |
| 13 | Putri Artika Rani             | 90                  | 95            | 95            |
| 14 | Ahmad abdul azis              | 60                  | 70            | 80            |
| 15 | Safarudin                     | 80                  | 85            | 90            |
| 16 | Fika Ferdiansyah              | 60                  | 70            | 70            |
| 17 | Rahmat hidayat                | 70                  | 80            | 85            |
| 18 | Muhamad arif ilham            | 45                  | 65            | 70            |
| 19 | Mia nuraliah                  | 65                  | 75            | 80            |
| 20 | Siti Nurpadilah               | 80                  | 85            | 95            |
| 21 | Muhamad rizky maulana         | 65                  | 75            | 80            |

|              | Total                        | 1325               | 1530          | 1685          |
| Success percentage | 23.81            | 42.86           | 71.43         |

The improvement in the learning outcomes of class IX students in table 1 can be presented in the form of a graph as below:
Based on the table above, it can be concluded that the student's learning outcomes in learning material on corpse care through the Practice Rehearsal Pairs learning model have increased for each cycle. Before the action research was carried out, many student learning outcomes had not reached the Minimum Completeness Criteria (KKM). In this study, the KKM value for PAI subjects was 75, with an indicator of student absorption of 80%. In the first cycle, the student's absorption capacity was 72.85%. The learning outcomes in the first cycle experienced a significant increase in the second cycle and had reached the achievement indicator with an absorption capacity of 80.24%.

Learning outcomes cannot be separated from student activities during the learning process, following the theory stated earlier about the correct method in applying the proper teaching and learning for students (Uska, 2017). Furthermore, the interaction process between teachers and students and students and students is a learning activity. So if the exchange of teachers and students and students and students in the class goes well, then student learning outcomes will also be good. Therefore, the research results above follow the theory that has been put forward, that learning outcomes and student activities are closely related.

In this study, student learning activities were limited to asking questions, answering questions, attitudes, and working on questions independently. However, student activity in learning the material for caring for the bodies of Islamic Religious Education at Assa’diah Islamic Junior High School in each cycle has increased, it can be seen from:

1. The activity of students in asking questions is essential. In addition to training students’ self-confidence, asking questions is a form of student attention in following the learning process. Students' courage in asking questions has
increased. This is inseparable from the efforts of the teacher, who always motivates students to dare to ask questions. Before there was action research, there were 2 students who asked queries (9.52%); in the first cycle, there were 6 students who asked questions (28.57%), and in the second cycle, as many as 13 people (61.91%)

2. Answer the question. To find out students’ understanding of the material being taught, it can be seen from how many students can answer the questions given by the teacher. If students can answer the questions given by the teacher, chances are they already understand the material presented. The activity of students who can answer questions from the teacher has increased. Before there was action research, there were 3 students who answered (14.29%); in the first cycle, there were 7 students who asked questions (33.33%), and in the second cycle, as many as 15 people (71.43%).

3. Attitude in the discussion. The attitude here is the attitude of students when they are discussing whether they are active or not. The activity of students participating in the debate has increased. Before there was action research on student attitudes, there were four people (19.05%). Then, there were 9 students’ attitudes (42.86%), and in the second cycle, there were 17 people (80.95%).

4. Doing questions independently Students’ mastery of the material is very supportive of student activities to work on questions independently. Students who have not maximally mastered the material will depend on other students when working on questions. So, students who work on questions independently mean that students are sure of their abilities without depending on other students. The more students who are not independent in working on the questions can be a benchmark for teachers that there are still many students who do not master the material. This is a teacher’s reflection material to improve the learning process. The activity of students working on the questions independently has increased. Before there was action, 7 students were working on the questions alone (33.33%), in the first cycle, 12 students were working on the questions independently (57.14%), and in the second cycle, there were 19 people (90.48%).

Student activities in learning Islamic Religious Education after acting for 2 cycles are reported in the table as follows:

| No | Action        | Ask Question | Answer Question | Attitude | Doing Questions Independently |
|----|---------------|--------------|-----------------|----------|------------------------------|
| 1  | Before Action | 2 students   | 3 students      | 4 students | 7 students                   |
|    |               | (9.52%)      | (14.29%)        | (19.05%) | (33.33%)                     |
| 2  | Cycle I       | 6 students   | 7 students      | 9 students | 12 students                 |

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The student activities made before and after the action research above support the action hypothesis. The Practice Rehearsal Pairs Learning Model can improve student learning activities in PAI learning. Student activities in PAI learning for 2 cycles in table 2 are presented in graphic form as follows:

According to the tables and graphs above, class IX students' involvement in PAI learning grew from before the action to the second cycle. At the conclusion of the research, the percentage of students who asked questions had increased to 61.91 percent. At the conclusion of the research, 71.41 percent of pupils who responded to questions engaged in activities. At the conclusion of the research, the behaviors of students with positive views accounted for 80.95 percent of the total. At the conclusion of the study, students who worked independently on the questions completed 90.48 percent of the tasks.

In this study, students have studied various activities to say that students have successfully carried out learning activities. Referring to the factors that influence learning actions, the teacher's teaching method includes factors that affect learning activities; in this study, the teacher applied the Practice Rehearsal Pairs Learning model, which sought student learning activities. The theory put forward above strongly supports the action hypothesis that the Practice Rehearsal Pairs Learning Model can improve student learning activities and ultimately increase the value of Islamic Religious Education, especially on corpse care materials at Assa'adah Islamic Junior High School Karawang.
D. CONCLUSION

Learning by applying the Practice Rehearsal Pairs learning model to corpse care materials can increase the value of Islamic Religious Education in class IX students at Assa’adah Islamic Junior High School Karawang. The activeness of students in asking questions reached 61.91%. The activeness of students in answering questions reached 71.41%. The activeness of students in the attitude reached 80.95%. The activeness of students in working on questions independently reached 90.48%. Meanwhile, the average value of Islamic religious education for corpse care materials is 71.43%, with an average value of 80.24.

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