



The Influence of the Individual Approach on Student Learning Outcomes in Islamic Education in Junior High School

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Abstract

This research aims to describe the application of an individual approach in learning Islamic education and its influence on the learning outcomes of junior high school students. This type of research is quantitative research. It is said to be quantitative research because this research uses the concept of variables. In data collection activities, the measuring tools or instruments used in this research used test techniques. The data processed is in the form of numbers obtained from the results of pretest and posttest students in junior high schools. The results of the research on the influence of the individual approach on student learning outcomes in the subject of Islamic education in junior high schools, namely first, the influence of the individual approach on the learning outcomes of students at state junior high school, the results of the analysis obtained $t=6.24$ and $t_{table}=1.89$, then the hypothesis in this study is accepted, so it can be concluded that the learning outcomes pretest higher than the yield pretest before learning the individual approach. Second, the learning outcomes of Islamic education for students who were taught using an individual approach were higher compared to the control class who were taught using conventional methods. The average score of experimental class students was 80.205 while the average score of control class students was 67.27.

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INTRODUCTION

The teacher is the main medium in learning that cannot be replaced by other media. However, teachers are not 100% able to explain all learning material effectively and efficiently (Fatmawati, 2021; Mahmudah, 2018; Sari, 2019; Satriawan et al., 2020). There are other things that require concrete examples that educators must bring to the classroom to assist them in describing indicators of religious learning at the junior high school level. Objects that are very large or very small, geographic conditions, cultures from other parts of the world and past events can help teachers in explaining the material with the aim of making students understand and motivated to participate in learning and achieve the learning objectives.

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To realize the above, teacher skills are needed in managing learning to be interesting, creative, motivated and communicative, especially at the junior high school level by understanding the psychological conditions of students at age level, background, student conditions, and the suitability between methods and influences with the material.

The various efforts made have not shown the expected results, student learning outcomes are still relatively low, indicated by the large number of students' grades that have not been completed. Many students' learning outcomes are still below the minimum completeness criteria set by the school. This means that there is a problem in learning Islamic education which results in students not achieving the minimum completeness criteria score.

Based on observations made at state junior high school on 10-15 February 2021, information was obtained that problems encountered during the Islamic education learning process included the learning process taking place using cooperative learning but rarely using a media approach. When the teacher explains the material, not all students are interested in taking part in the learning process and if a discussion group is formed, only some students are active in solving the questions given by the teacher and as passive students are busy with other activities such as leaving, not focusing, and talking to friends.

Teachers have provided good explanations of subject matter supported by competence in using technology and informatics, but rarely use these tools in learning activities. The time allocation for Islamic education subjects in grade 8 is 2 x 25 minutes or around 50 minutes per week. With sufficient time allocation, Islamic education teachers need strategy, creativity and skills to present interesting lessons.

The impact that will arise if the teacher is unable to manage learning well is that the final goal of learning will not be achieved (Amma et al., 2021; Aulia et al., 2021; Tampubolon, 2016; Tanjung & Namora, 2022). The essence of learning carried out by teachers is how students succeed in mastering the subject matter completely and can put it into practice in everyday life (Bistari, 2017). To get to this goal is not easy, there are many factors that hinder their understanding process, especially about new things that have never been seen or heard in their daily lives. To overcome this problem, one learning strategy that teachers can use is a media learning approach (Abidin, 2019; Handayani & Abadi, 2020; Jayul & Irwanto, 2020; Priyanti & Nurhayati, 2023). The media approach can be used by teachers during learning activities, either at the beginning or in core activities.

Based on the results of observations or observations at school, the author can state the following: Teachers in presenting lesson material have tried to take an individual approach. Teachers have implemented an individual approach at state junior high school but it lacks emphasis, teachers in presenting material more often use an individual approach only to smart students, it seems that teachers pay less attention to the various individual differences in students. Some students seem less active in learning because the teacher only sees the activities of some of the students.

Based on the problems above, the author is interested in conducting research using an individual approach because the state junior high school is an international standard school, with these conditions it is necessary for teachers to pay attention to the differences of each student in order to achieve equal abilities and intellectual abilities for each of them. For each individual, if the teacher does not pay attention to the differences between each individual, it will result in unequal intellectual development of each student and for the State Junior High School, the quality of the school will decrease.

METHODS

This type of research is quantitative research. It is said to be quantitative research because this research uses the concept of variables. The measuring tools or instruments used in this research used test techniques in data collection activities. The data processed is in the form of numbers obtained from students' pretest and posttest results. Then the test results carried out by students are analyzed using statistical formulas. The data used in this research are objective test pretest scores using conventional learning methods, and objective posttest scores using the discussion method. The instruments used to collect data in this research consisted of objective tests. Objective tests are used to measure students' level of cognitive knowledge (Putri et al., 2022; Santoso et al., 2023; Waizah & Herwani, 2021; Zakiah & Khairi, 2019). The cognitive knowledge test in this study took the form of a multiple-choice objective test.

The steps for preparing an objective test instrument are as follows: First, examine the theories related to multiple-choice objective tests. Second, determine indicators based on basic competencies. Third, a grid based on indicators of understanding the material should be created. Fourth, create an assessment rubric. Fifth, create a learning implementation plan and instruments. Sixth, the Learning Implementation Plan and test instruments are validated and consulted with religious teachers as validators. Seventh, before the test is given to the sample class, the test is tried first on students other than the sample. Before the test was given to the research sample, this instrument was first validated and consulted with teachers who taught in junior high schools, this was done to determine the validity of the test. In order for the test to have good question item criteria, the question items need to be tried out first and need to be analyzed to find out which question items meet these criteria. Test trials were carried out on 20 students as additional samples. Then carry out an analysis of the trial test questions to identify good, bad, and ugly questions. By analyzing questions, information can be obtained regarding deficiencies in a question and instructions for making improvements.

RESULT AND DISCUSSION

The Influence of the Individual Approach on the Learning Outcomes of Class VIII Students at State Junior High School

The results of the hypothesis test show that there is an influence of the individual approach on the learning outcomes of Islamic education for class VIII students. The t-test results obtained can be seen in the hypothesis test which shows t count greater than t table which resulted in the acceptance of H1 and rejected Ho. The influence of the individual approach on Islamic education learning outcomes is because when in. The direct learning process cannot train and guide students to understand and comprehend the problems or difficulties they face during the learning process (Fitrianti, 2018; Sutarmi & Suarjana, 2017; Suwastarini et al., 2015; Wirayasa et al., 2020).

The individual approach is not new in learning theory in teaching and learning activities because it has logical consequences for the learning process in schools. An individual approach requires optimal student learning activity so that maximum learning results can be achieved (Esminarto et al., 2016; Febrita & Harni, 2020; Indriani, 2022).

Individual approach means placing students as subjects, not objects, namely students in the learning process discussing what has been determined for each subject. Learning outcomes are an award that is obtained or achieved at the end of the learning process. Learning outcomes aim to see the extent to which learning objectives have been achieved (Achadah, 2019; Effendy & Abi Hamid, 2016; Maa, 2018), and can also be used as motivation for students to always be enthusiastic and active in achieving quality education. From the calculated hypothesis test, it shows that there is a positive influence between the implementation of individual approach learning on student learning outcomes in Islamic education subjects at state junior high school.

No matter how good the method we use in learning, if it does not adapt to the material, student characteristics, environmental conditions where we are researching and so on, then the method will not be successful in achieving the goals we want to achieve. Of course, there must be considerations in using the method so that the goals we want to achieve can be realized well and in accordance with what we want. We need to know that the use of methods in learning is nothing other than to achieve goals. With an individual approach, it is hoped that all students can digest the lessons well.

Apart from the individual approach used in achieving student success in the learning process, of course there are other factors that influence student success, namely internal factors and external factors. Internal factors are those that originate within the student, both physiological and psychological. Physiological or physical factors that can influence students' intensity in studying, for example students who are sick or don't eat breakfast before attending lessons or anything related to human sensory issues that affect the learning process.

The psychological factors are related to a person's mental state. For example, before going to school, students are scolded by their mothers or students are not given pocket money by their parents, then this will affect their psychology. Meanwhile, external factors are factors that are influenced by the environment, for example inadequate school facilities, tools and materials for learning, friends who like to disturb other friends which will affect student learning outcomes and so on. Therefore, in the experimental class not all students get high grades and not all students achieve completion because they are influenced by internal and external factors (Kristin & Rahayu, 2016; Rosyidah, 2016; Zumroh et al., 2018).

So, from the learning process that has been carried out in the experimental class using an individual approach and the control class using conventional methods on material that emulates the noble qualities of the apostle, the use of an individual approach has an effect on student learning outcomes. The t-test results obtained $t_{count}=6.24$ while $t_{table}= 1.89$ at $\alpha = 0.05$ and $dk = n_1 + n_2 - 2 = 54$ at the $\alpha= 0.05$ level, thus the hypothesis is accepted. So it can be concluded that there is an influence of the individual approach on the learning outcomes of Islamic education for class VIII students at state junior high school, because $t_{count} > t_{table}$ with a level of $\alpha=0,05$ at a confidence level of 95%.

The learning outcomes of Islamic education for students taught using an individual approach are higher compared to conventional methods

Based on the results of the analysis of students' final tests on the Islamic education subject, the material emulating the noble qualities of Allah's Apostle shows that learning with an individual approach is better than learning with conventional methods. This can be seen from the average value of the experimental class being higher than the average value of the control class. The average value of the experimental class is 80.205 and the average value of the control class is 67.27. The researcher acts as a teacher in learning in the experimental class and in the control class. These two classes were given different treatment, namely the experimental class was treated using an individual approach while the control class was treated using conventional methods. Research using an individual approach was carried out by researchers using the following steps.

Steps first, the researcher asked students questions about the material they wanted to study to obtain information on their initial knowledge, after that, provided benefits about the lessons they would study as initial motivation to start learning. This activity was carried out through question and answer activities. Apart from that, researchers also provide motivation for students to better understand the material. The discussion method assessment was carried out by the researchers themselves.

Steps second, the teacher divides groups into 3 people in one group. There were 14 students in the experimental class, after dividing by 3, there were 3 groups to carry out discussions in the class. Before discussing, the teacher gives an example of an individual approach as an illustration so that students are not confused about how to implement the individual approach because students rarely use this method because previously the method used was the conventional method. Then each student is asked to read the material that has been given according to the indicators that have been read in the introductory activity.

Step third, each group is asked to discuss the material that has been given so that students during the discussion can be active in discussing and also express their opinions. Each student's understanding of the material depends on the understanding of each group. Most of the time, during discussions, there are students who use this discussion to wander around the class, this is indicated by students going in and out without the teacher's permission, telling stories to their friends.

Steps four, each group was asked to present material with 1 person representing each group to convey opinions and understanding of the material emulating the noble qualities of God's apostle. One group presents while the other group listens, after the presentation the group indicated by the teacher gives their opinion and response.

As for the learning process in the control class, students are treated using conventional methods for comparison which serve as appropriate benchmarks. Students in the control class seemed inactive in discussions and less enthusiastic in participating in learning. Students are more silent, when discussing with their friends only 1 or 2 people are active, the others don't seem focused, some are chatting, daydreaming, and there are also those who disturb other groups in the discussion.

When presenting the results of the discussion one group of students and other groups were asked to provide responses, but only a few students were willing to provide responses, while the others just listened. Likewise, when the teacher provides an explanation of what is being discussed, students listen more and learning is more teacher-centered, the teacher is more active than the students, making students dependent on the teacher and they are not used to learning on their own without help and guidance from the teacher.

After the two classes were treated with different methods, the control and experimental classes were given the same test questions, namely 14 multiple choice questions. Researchers only took valid questions from the 30 questions that were tested. Especially for the test questions that the researchers gave, the questions were done at school. However, from this test it was found that the average score for the experimental class was higher than the average score for the control class.

CONCLUSION

Based on the research that has been conducted, it can be concluded that the average score of experimental class students taught using the Individual Approach method is higher than the average score of control class students taught using conventional methods. The average score of experimental class students is 80.205 while the average score of control class students is 67.27. There is an influence of the individual approach on the learning outcomes of Islamic education for class VIII students at State Junior High School. This effect is visible at $t_{count} > t_{table}$ namely $6.24 > 1.89$ at the $\alpha = 0.09$ level. The percentage influence of the individual approach is 18.1% and the remaining 81.9% is influenced by other factors.

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