



Increasing Activeness and Learning Outcomes of Islamic Religious Education Through Strategy *Everyone is A Teacher Here*

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Abstract: This is a classroom action research conducted through 2 cycles or more with each cycle. The stages are planning, action, observation, and reflection. Data collection is done through observation in the classroom and documentation of the results of the actions taken. This classroom action research procedure consists of 4 stages: planning, action, observation, and reflection. The subject material is commendable behavior class XI RPL 1 SMK Negeri 1 Buntok. Results study show strategy of *everyone being a teacher here* in PAI learning can increase student learning activeness. It can be seen in the increase in student test results in each cycle where in the pre-cycle, the level of completeness is six students or 15.8%, rising to 10 students or 26.3%, increased again in cycle II, namely 17 students or 44.8% and at the end of cycle III to 34 students or 89.5%. This increase was due to improvements in the actions taken by the teacher in each cycle. Strategy *everyone is a teacher here* in PAI learning can improve student learning outcomes in Class XI RPL 1 SMK Negeri 1 Buntok. This can be seen from the increase in student activity in each cycle. In the first cycle, student activity was in the good and very good categories, there were nine students or 23.6%, rising to 22 students or 57.9%, and at the end of cycle III there were 36 students or 94.7%. It shows the tendency of students to be active in the learning process. It is proven that students actively listen carefully to the teacher's explanation, is very active in the learning process, have high enthusiasm in exploring material, and are actively involved in group work when given motivation by the teacher in every lesson that is done.

Keywords: Strategy, *every one is a teacher here*, activeness, learning outcomes, commendable behavior

Abstrak: Penelitian ini merupakan penelitian tindakan kelas yang dilakukan melalui 2 siklus atau lebih dengan setiap siklusnya. Tahapannya adalah perencanaan, tindakan, observasi, dan refleksi. Pengumpulan data dilakukan melalui observasi di kelas dan dokumentasi hasil tindakan yang dilakukan. Prosedur penelitian tindakan kelas ini terdiri dari 4 tahap yaitu perencanaan, tindakan, observasi, dan refleksi. Materi pelajarannya adalah perilaku terpuji siswa kelas XI RPL 1 SMK Negeri 1 Buntok. Hasil penelitian menunjukkan strategi setiap orang yang menjadi guru disini dalam pembelajaran PAI dapat meningkatkan keaktifan belajar siswa. Hal ini terlihat pada peningkatan hasil tes siswa pada setiap siklus dimana pada pra siklus tingkat ketuntasan enam siswa atau 15,8% meningkat menjadi 10 siswa atau 26,3%, meningkat lagi pada siklus II yaitu 17 siswa atau 44,8% dan pada akhir siklus III menjadi 34 siswa atau 89,5%. Peningkatan ini disebabkan adanya peningkatan tindakan yang dilakukan oleh guru pada setiap siklusnya. Strategi setiap orang adalah guru disini dalam pembelajaran PAI dapat meningkatkan hasil belajar siswa di Kelas XI RPL 1 SMK Negeri 1 Buntok. Hal ini terlihat dari peningkatan aktivitas siswa pada setiap siklusnya. Pada siklus I aktivitas siswa berada pada kategori baik dan sangat baik yaitu sebanyak 9 siswa atau 23,6% meningkat menjadi 22 siswa atau 57,9%, dan pada akhir siklus III terdapat 36 siswa atau 94,7%. Hal itu menunjukkan kecenderungan siswa untuk aktif dalam proses pembelajaran. Terbukti siswa

aktif mendengarkan penjelasan guru dengan seksama, sangat aktif dalam proses pembelajaran, memiliki semangat yang tinggi dalam mendalami materi, dan aktif terlibat dalam kerja kelompok ketika diberikan motivasi oleh guru dalam setiap pembelajaran yang dilakukan.

Kata kunci: Strategi, setiap orang adalah guru di sini, keaktifan, hasil belajar, perilaku terpuji

INTRODUCTION

Islamic religious education in schools is a teacher's effort to educate students to believe, understand and practice Islamic teachings through predetermined guidance, teaching, or training activities to achieve predetermined goals (Majid & Andayani, 2004).

SMK Negeri 1 Buntok is one of the secondary vocational education institutions. This educational institution has implemented the 2013 curriculum, which places Islamic Education (IE) subjects as strategic subjects. PAI can help understand the sources of Islamic teachings, namely the Qur'an and al-Hadith, as guidelines for a good life for students (interview with IE teacher Class XI TKJ 1 SMK Negeri 1 Buntok).

In accordance with the development of modern education, SMK Negeri 1 Buntok implements the 2013 curriculum as a refinement of the education unit-level curriculum. The 2013 curriculum is an operational curriculum that is compiled and implemented in each educational unit, compared to the previous curriculum (1994 and 2004 Competency-Based Curriculum) KTSP contains two provisions, namely content standards and graduation standards. In practice, the process of achieving these two standards is very open and handed over to the respective regions and gives flexibility to the level of the education unit to develop the curriculum following the Education Unit, regional potential/regional characteristics, social culture of the local community, and students in their respective schools. Respectively. The learning process at SMK Negeri 1 Buntok applies the Education Unit Level Curriculum. The principle used in SMK Negeri 1 Buntok Apply KTSP is centered on the development and improvement of students' abilities both cognitive, psychomotor and affective in supporting their lives, besides that the Education Unit Level Curriculum at SMK Negeri 1 Buntok is prepared to overcome turmoil globalization which is getting stronger which demands creativity from someone to deal with it (Interview with PAI teacher Class XI TKJ 1 SMK Negeri 1 Buntok Drs Fahrur, MM, March 15 2010).

Class XI TKJ 1 became the subject of research for several reasons, as follows.

1. In this class, students are more heterogeneous than in other classes, both in terms of the average ability of students and the number of males and females present in the classroom.
2. The abilities of students varied both male and female.
3. Some students still think that learning PAI is as if it is only a matter of theoretical knowledge and does not touch practice. (Interview with Islamic Education teacher Class XI TKJ 1 SMK Negeri 1 Buntok Drs Fahrur, MM on March 15 2010)

In Islamic Education, especially the teaching and learning process, the most important function of education is how to guide students to want to learn and be able to learn. In teaching, of course, the teacher places more emphasis on intellectual creation strategies and cognitive strategies than on verbal information. With this way of teaching, the learning strategy is expected to produce maximum interaction and involvement for students in learning. (Thoah, 1996).

While implementing IE learning in Class XI TKJ 1 SMK Negeri 1 Buntok is not easy because this learning activity for students is considered to be less time, because in other lessons students are given a lot of time to express themselves and their abilities. (Interview with Islamic Education teacher Class XI TKJ 1 SMK Negeri 1 Buntok Drs Fahrur, MM on March 15 2010).

In addition to this PAI learning activity, it is considered by some students of SMK Negeri 1 Buntok that there is no clear future orientation. In contrast to other subjects that emphasize practice, such as computer repair skills, in the future will become a technician that is needed by many agencies.

SMK Negeri 1 Buntok is a school that implements the PAI learning process as one of the curricula. The implementation is very diverse. The method used differs from one teacher to another. But there are still many students who are not interested in participating in PAI learning activities. This is a form of their not being serious about PAI learning activities. Apart from the problems experienced by students, there are other problems, namely in the use of learning methods that are less effective, because students do not

feel comfortable in PAI lessons, because students in SMK are used to skills lessons.

For this reason, the learning process that is carried out should be more directed at the process of being active in students so that they understand what is being studied, in Class XI TKJ 1 SMK Negeri 1 Buntok so far the process learning PAI is more process-oriented learning which is passive with the teacher talking a lot and terminated with questions and answers, so that the results obtained are students' ability to memorize without them experiencing the material they get themselves.

One way that can be developed in PAI learning in Class XI TKJ 1 SMK Negeri 1 Buntok is *Active learning* which is the unity of the resource group of comprehensive learning strategies (Ruslaini, et. al., 2021). *Active learning* includes a variety of ways to make students active from the start through activities that build group work and in a short time make them think about the subject matter (Khalilullah, 2011). *Active learning* is a fast pace that is fun, supportive and personally engaging, so that students are not just glued to their seats, move freely and think hard (*moving about and thinking aloud*) (Silberman, 2006).

Students not only actively hear and see the game, but students are involved from the beginning of the teaching and learning process so that students really become subjects, not objects (Rosiyati, 2022). Students have or have full time to study, think and talk (Toha, 1996). Thus learning can be said to be effective if a teacher can guide children to enter situations that provide interesting experiences and activities that can lead to student learning activities. Departing from the data above, the researcher wants to further examine the application of the method *active learning* with strategi *everyone is a teacher here* (all students can become teachers) as an effort to increase the activity and achievement of IE learning the subject matter of commendable behavior in class XI TKJ 1 SMK Negeri 1 Buntok.

METHOD

Design of Research

The research used by the author is classroom action research (*Classroom Action Research*). Action research is a process that gives confidence to developers the power of reflective thinking, discussion, decision making and actions of ordinary people who participate in research to overcome the difficulties they

face in their activities (Sukmadinata, 2005; Mulyasa, 2010). According to Ebbut as quoted by Wiriadmadja (2005). Classroom Action Research (PTK) is a systematic study of efforts to improve the implementation of educational practices by a group of teachers by carrying out learning actions based on their reflections on the results of these actions.

Research Sample

The research sample that was subjected to action was a Class XI TKJ 1 student at SMK Negeri 1 Buntok. This study focuses more on the application of learning methods *active learning* with strategy. *Everyone is a teacher here* in PAI learning with the subject matter of commendable behavior to increase activeness and achievement in PAI learning.

Research procedure

This classroom action research was chosen by the spiral model from Kemmis and Taggart, which consisted of several cycles of learning action based on reflections on the results of the actions in the previous cycle. Each of these cycles consists of four stages which include planning, implementation, observation (observation), and reflection. This study uses the spiral model from Kemmis and Taggart (Arikunto, 2006).

Data and Methods of Data Collection

The data were obtained directly from the research location, especially in the process of implementing class action, while to obtain the data, the researcher used several methods to dig up the information needed. The methods used by researchers to obtain this information include the following:

1. Documentation

Documentation from the origin of the word document which means written items (Arikunto, 2002: 56). Documentation sources are basically all forms of information sources related to documents, both official and unofficial. This documentation method was used by researchers to obtain document data on the number of students, syllabus, promissory notes, prota and lesson plans, profiles of SMK Negeri 1 Buntok, report card grades for class XI TKJ 1 SMK Negeri 1 Buntok.

2. Observation (*observation*)

As a scientific method, observation can be interpreted as an observation that includes focusing attention on the subject by using all of his senses (Riyanto, 1996: 40). observation method (*observation*), the method of collecting data goes directly to the field

of the object under study, the population (sample) (Margono, 2000).

3. Hands

The test method is a set of stimuli (stimuli) given to someone with the intention of getting answers that can be used as the basis for determining a numerical score (Margono, 2000). The test method was used by the researcher to obtain data on student achievement in PAI class XI TKJ 1 SMK Negeri 1 Buntok learning after carrying out the method of active *learning* with strategy. Everyone *is a teacher here* as an evaluation after the learning process takes place.

Success Indicator

Then the data obtained from the research either through observation, tests or by using other methods are then processed with descriptive analysis to describe the state of increasing achievement of the indicators of success for each cycle and to describe the success of the method active *learning* with strategi everyone *is a teacher here* in PAI learning the subject matter of commendable behavior in Class XI TKJ 1 SMK Negeri 1 Buntok. As for technique quantitative data collection in the form of data presented based on numbers, the analysis used in percentage with the following formula:

$$\text{Nilai} \frac{\text{Skor yang dicapai}}{\text{Skor maksimal}} \times 100 \%$$

Meanwhile, to determine the level of success of this action research if:

1. There is an increase in student learning activity in the process of learning pie using active *learning* with strategy. Everyone *is a teacher here* Class XI TKJ 1 SMK Negeri 1 Buntok which reached 70%.

The increase in PAI learning achievement in the subject matter of commendable behavior of Class XI TKJ 1 SMK Negeri 1 Buntok, which is marked by an average score of 7.0 quiz results, and the average student who gets this score is 70%

RESULTS AND DISCUSSION

Initial Data Or Pre Cycle

From the data table 1, it shows that in this pre-cycle a lot of PAI learning material about commendable behavior was carried out, when viewed from the level of completeness there were 6 students or 15.8% who completed, while students who had not completed there were 32 students or 74.2 % this means that it is necessary to conduct classroom research on PAI learning about commendable behavior in Class XI TKJ 1 SMK Negeri 1 Buntok with a strategy everyone *is a teacher here*.

Table 1. The results (Pre Test) of IE learning about commendable behavior in Class XI RPL 1 SMK Negeri 4 Kendal with Strategy *Everyone Is A Teacher Here* Pre Cycle.

Yield Percentage	The number of students	Category	Percentage	Completeness
90-100	0	Very well	0 %	complete
70-80	6	Well	15.8 %	complete
50-60	28	Enough	73.7 %	Not Completed
30-40	4	Less	10.5 %	Not Completed
10-20	0	Less than once	0 %	Not Completed
Amount	38		100 %	

Active learning and IE learning outcomes about commendable behavior (Cycle I)

Table 2 shows the tendency of students to be mediocre in the learning process or less active, it is proven that passive students listen carefully to the teacher's explanation, passive students in the learning process, students do not have high curiosity and students are still passive in working in groups.

Table 2. The Value of PAI Learning Activeness on Praiseworthy Behavior in Class XI TKJ 1 SMK Negeri 1 Buntok with Strategy *Everyone Is A Teacher Here* Cycle I.

Number of Activeness	The number of students	Category	Percentage
4	5	Very well	13.1 %
3	4	Well	10.5 %
2	19	Enough	50 %
1	10	Less	26.3 %
Amount	38		100 %

This action started with the preparations made by the researcher in Class XI TKJ 1 SMK Negeri 1 Buntok. The researcher greeted the students and invited students to pray together, followed by absenteeism of the participants, to increase student activity. Furthermore, the researcher brought as many blank sheets of paper as there were students as answer sheets or questions so that the uniforms needed to be discussed.

The researcher explained briefly about the material to be discussed, namely repentance, after the material was taught by the researcher please students to ask questions, students ask more about the application in their respective life experiences. After the process of explaining the material was complete, the researcher distributed blank sheets of paper that had been prepared, then distributed them to students, after all were confirmed to hold the paper, the researcher ordered students to make one question that students had about the material earlier, after students gave questions then the researcher asked sheets of paper containing the questions.

At the above stage there is confusion among students about the learning model carried out by the teacher, many ask what this blank paper is for, what are the benefits. The teacher answers this blank paper as a medium for you to make questions according to your ability to study material, and later you will also answer every question from the friends you get, so that you can become teachers for your friends. Here you also become more proactive in the learning that you are doing, not just listening and taking notes on the lessons given.

Next, the teacher distributed the question papers to the students and made sure they were not theirs. After each received a question, students were asked to read silently, understand, examine and think about the answers to the questions they had obtained, to answer

the problems they got from the sheets of paper. Each student is sure of the answer, so the researcher gives time for students to read aloud the paper containing the questions and answers. The teacher asks each student to read out the questions they get, which are considered difficult or interesting to discuss, so all students are given the opportunity to add or respond again. (Kusnadi, 2022). The teacher gives conclusions/clarifications regarding the subject of repentance that they are discussing.

Finally, to end the teaching and learning process activities active *learning* with strategy *every one is a teacher here*, the researcher gave assignments to students to give examples of sins that need repentance in their respective environments.

Active learning and PAI learning outcomes about commendable behavior (Cycle II)

Table 3 shows the tendency of students to have started to be active in the learning process, it is evident that students have begun to actively listen to the teacher's explanations, many students are active in the learning process, students begin to have high curiosity and many students are still involved in work. group. From the evaluation tests and observations that have been carried out, it shows that the level of learning outcomes and student activity is still low, therefore it is necessary to do this by researchers and collaborator namely the improvement of the application of the PAI learning model about commendable behavior in Class XI TKJ 1 SMK Negeri 1 Buntok with the strategy *everyone is a teacher here*.

Table 3. Categories of PAI Learning Activity Values about Praiseworthy Behavior in Class XI TKJ 1 SMK Negeri 1 Buntok with Strategy *Everyone Is A Teacher Here* Cycle II

Number of Activeness	The number of students	Category	Percentage
4	9	Very well	23.7 %
3	13	Well	34.2 %
2	11	Enough	28.9 %
1	5	Less	13.2 %
Amount	38		100 %

Active learning and PAI learning outcomes about commendable behavior (Cycle III)

This shows the tendency of students to be active in the learning process; it is proven that 90% of

students actively listen to the teacher's explanations, students are very active in the learning process, students have high enthusiasm in exploring material and students are actively involved in group work.

Table 4. Categories of PAI Learning Activity Values about Praiseworthy Behavior in Class XI TKJ 1 SMK Negeri 1 Buntok with Strategy *Everyone Is A Teacher Here* Cycle III

Number of Activeness	The number of students	Category	Percentage
4	25	Very well	65.8 %
3	11	Well	28.9 %
2	2	Enough	5.3 %
1	0	Less	0 %
Amount	38		100 %

From the evaluation tests and observations that have been carried out, it shows that the level of learning outcomes and student activity has reached the expected indicators, namely above 90% needs to be

done (Suhada, 2022). Furthermore, the researchers considered that the improvement was good and left only a few students who were less active and whose grades were not complete, so the researchers stopped this research.

By doing tutoring and seeing the results of the evaluation and observation tests above (cycles I, II and III) it can be concluded that PAI learning about commendable behavior in Class XI TKJ 1 SMK Negeri 1 Buntok with the strategy *everyone is a teacher here* in the implementation of the actions of cycle I, Cycle II and Cycle III, changes can be seen both in the way students learn and their learning outcomes (Nuraeni, 2022).

So, from the results of the analysis, it can be seen that the data again on PAI learning about commendable behavior in Class XI TKJ 1 SMK Negeri 1 Buntok with the strategy *everyone is a teacher here* details can be seen in the table and graph as follows below:

Table 5. Comparison of PAI Learning Activeness Assessment of commendable behavior in Class XI TKJ 1 SMK Negeri 1 Buntok with strategies *everyone is a teacher here* Cycle I, II and III

Category	Cycle I		Cycle II		Cycle III	
Very well	5	13.1 %	9	23.7 %	25	65.8 %
Well	4	10.5 %	13	34.2 %	11	28.9 %
Enough	19	50 %	11	28.9 %	2	5.3 %
Less	10	26.3 %	5	13.2 %	0	0 %
Amount	38	100 %	38	100 %	38	100 %

CONCLUSION

From the results of research and analysis, the strategy of *everyone being a teacher here* in Islamic Education learning can increase student learning activeness in SMK Negeri 1 Buntok. It can be seen in the increase in student test results in each cycle where in the pre-cycle, the level of completeness is six students or 15.8%, rising to 10 students or 26.3%, increased again in cycle II, namely 17 students or 44.8% and at the end of cycle III to 34 students or 89.5%. This increase was due to the teacher's improvement actions in each cycle. Strategy *one is that a teacher here* in PAI learning can improve student learning outcomes in

Class XI TKJ 1 SMK Negeri 1 Buntok. It can be seen in the increase in student activity in each cycle wherein the first cycle of student activity in the good and excellent categories, there were nine students or 23.6%, rising to 22 students or 57.9%, and at the end of cycle III to 36 students or 94.7 %. This shows the tendency of students to be active in the learning process. It is proven that students actively listen carefully to the teacher's explanation, is very active in the learning process, have high enthusiasm in exploring material, and are actively involved in group work when given motivation by the teacher in every lesson that is done.

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