

Improving Students' Learning Outcomes Using the Simulation Method in Islamic Religious Education (PAI) Subjects for Grade V at SD IT Baitul Qur'an Panti

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Abstract

This study aims to improve the learning outcomes of fifth-grade students at SD IT Baitul Qur'an Panti by applying the Simulation method in teaching the topic of Infak. The research was conducted in two cycles: cycle I and cycle II. The findings indicate that in cycle I, although there was an improvement in student learning outcomes, some students did not achieve the Minimum Mastery Criteria (KKM). However, in cycle II, a significant improvement was observed, with 92% of students achieving the KKM. Based on these results, it can be concluded that the use of the Simulation method effectively enhances student learning outcomes in the topic of Infak. The researcher plans to continue the study into cycle III to achieve more optimal results.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa kelas V SD IT Baitul Qur'an Panti dengan menggunakan metode Simulasi dalam pembelajaran materi Infak. Penelitian ini dilaksanakan dalam dua siklus, yaitu siklus I dan siklus II. Hasil penelitian menunjukkan bahwa pada siklus I, meskipun terjadi peningkatan hasil belajar siswa, masih terdapat siswa yang belum mencapai Kriteria Ketuntasan Minimal (KKM). Namun, pada siklus II, terdapat peningkatan yang signifikan, di mana 92% siswa berhasil mencapai KKM. Berdasarkan hasil ini, dapat disimpulkan bahwa penggunaan metode Simulasi dapat meningkatkan hasil belajar siswa dalam materi Infak. Peneliti berencana melanjutkan penelitian ke siklus III untuk mencapai hasil yang lebih optimal.

INTRODUCTION

Islamic Religious Education (PAI) plays a crucial role in shaping students' character and morality, especially at the elementary level. As a subject that teaches religious and life values in accordance with Islamic teachings, PAI should be able to equip students with a deep understanding that can be applied in everyday life. However, the reality in the field shows that many students lack enthusiasm and face difficulties in following PAI lessons. This is reflected in the low learning outcomes, which often fall below the Minimum Mastery Criteria (KKM) set by the school.

One of the main factors contributing to the low learning outcomes in PAI is the use of learning methods that are not varied and do not match students' characteristics. The dominant lecture method in PAI lessons tends to fail to actively involve students. As a result, students become bored, less motivated, and are unable to relate the material taught to their real-life experiences. This method has also proven to be insufficient in building a deep understanding of religious values that should be applied in everyday life.

Based on initial observations in grade V at SD IT Baitul Qur'an Panti, most students struggle to understand the PAI material. This is reflected in the average score, which still falls below the KKM, indicating that students have not achieved the expected competencies in this subject. This issue presents a significant challenge for educators, especially in efforts to improve the quality of PAI education in elementary schools.

In light of this situation, there is a need for innovation in teaching methods that can increase students' interest and understanding of PAI material. One alternative method to consider is the use of the simulation method. This method encourages students to practice real-life situations or those resembling reality, making it easier for them to understand the material and connect it to their life experiences. Simulation also allows students to become more active in the learning process, which in turn can enhance their motivation and learning outcomes.

The simulation method has proven to be effective in various disciplines, including religious education. By directly involving students in situations relevant to the lesson material, this method can strengthen their understanding and improve social skills, such as cooperation and communication. In the context of PAI, simulations can be used to depict various life situations related to Islamic teachings, such as social interactions, ethics, and moral values found in the Qur'an and Hadith.

The research conducted in grade V at SD IT Baitul Qur'an Panti aims to test the effectiveness of the simulation method in improving student learning outcomes in PAI. By using this method, it is hoped that students will be able to more easily understand the material, feel more interested in learning, and improve their ability to apply religious values in everyday life. Additionally, simulations can encourage students to participate more actively and interact with their classmates, making the learning process more dynamic and enjoyable.

Furthermore, the application of the simulation method in PAI is also expected to create a more conducive and enjoyable learning environment for students. By practicing situations that resemble real life, students not only learn theoretically but also practically. This will help them internalize religious values in a more applicable way, so that PAI material does not just remain in the cognitive realm, but can also be applied in their everyday actions.

In efforts to improve the quality of PAI education, support from various parties is essential. In addition to the teacher as the learning facilitator, the role of parents and the surrounding environment is also crucial in shaping students' character and personality. Therefore, this research also aims to provide insights into the importance of involving various parties in enhancing student learning outcomes in PAI, with a focus on the application of innovative teaching methods that meet students' needs.

The results of this study are expected to contribute positively to the world of education, especially in PAI education at the elementary school level. By identifying more effective methods that align with students' characteristics, it is hoped that the quality of religious education in schools will improve, and students will be better prepared to face the increasingly complex challenges of life. Additionally, the findings from this research can also serve as a reference for other educators in developing more varied and enjoyable teaching methods.

METHODS

This study uses a quantitative approach with a Classroom Action Research (CAR) method aimed at improving student learning outcomes through the application of the simulation method in Islamic Religious Education (PAI) lessons. The quantitative approach was chosen because it focuses on measuring changes in learning outcomes that can be analyzed numerically and objectively. The CAR method is used to improve the quality of learning directly through actions implemented in the classroom. According to Arikunto (2010), this study is designed to systematically improve the learning process through a series of planned, implemented, and evaluated actions.

Classroom Action Research, according to John Elliott, focuses on social situations with the aim of improving the quality of actions within them. In this context, CAR seeks to respond to the needs of students who have difficulties understanding PAI material and to find solutions

to improve their motivation and learning outcomes. This research process involves collective reflection from participants to analyze actions that have been carried out and to enhance teaching practices based on the evaluation results achieved.

The classroom action research process is carried out in cycles consisting of four main stages: planning, implementation, observation, and reflection. In the planning stage, the researcher designs the actions to be taken, which in this case is the application of the simulation method in PAI lessons. This planning includes the selection of material to be simulated, the techniques for implementing the simulation, and the evaluation tools used to measure student learning outcomes.

In the implementation stage, the planned actions are carried out in grade V at SD IT Baitul Qur'an Panti. Students are directly involved in simulations related to the PAI material, where they practice situations relevant to Islamic teachings, such as social values, ethics, and religious norms. During the implementation, the researcher monitors to ensure that the simulation runs as planned and that students are actively participating.

After the implementation, the observation stage is conducted to collect data on student involvement, material understanding, and the impact of the simulation method on student learning outcomes. Observation is done by monitoring student interactions during the simulation and recording the developments that occur. Additionally, the researcher collects data from evaluations such as test scores or assignments given to students to measure the achievement of established competencies.

Reflection is the final stage of each CAR cycle, where the researcher analyzes the results obtained from observation and evaluation. This reflection aims to determine whether the actions implemented successfully improved student learning outcomes and whether the simulation method can be an effective alternative in PAI lessons. Based on the reflection results, the researcher will re-evaluate the planning and implementation of actions to refine the steps to be taken in the next cycle.

This process is repeated in several cycles, with the goal of continuously improving the quality of learning. Each cycle can be modified and adjusted according to the needs that arise in the field, based on the findings from the previous cycle. Through this iterative process, it is hoped that student learning outcomes will improve significantly, and the simulation method will have a positive impact on enhancing students' understanding of PAI material.

RESULT AND DISCUSSION

RESULT

In Cycle I, the lesson was conducted with the theme "Living Abundantly Through Sharing" and the topic "Zakat Fitrah." The lesson took place in one session lasting two class hours (2 x 35 minutes) in grade V at SD IT Baitul Qur'an Panti. Before the lesson began, the researcher prepared all the necessary materials, such as the teaching module, tests, and assessment instruments to measure student learning outcomes. The researcher also involved an observer, Hermi Yusnita, to observe the course of the lesson and the interaction process between the researcher and students.

In the implementation phase, the lesson began with an introductory activity, where the researcher greeted the students and took attendance. The researcher then explained the material on Zakat Fitrah using a lecture method, with the help of PowerPoint to present the information more clearly. The researcher engaged the students by asking questions about their understanding of Zakat Fitrah. However, while some students could answer, many students were unable to provide correct responses or did not respond at all. This indicated that students' understanding of the material was still low.

After explaining Zakat Fitrah, the researcher continued by introducing the simulation method to help students better understand the material. The students were informed that they would role-play in the simulation of paying Zakat Fitrah as Amil and Muzakki. The researcher divided the students into groups, gave them problems to solve together, and asked group representatives to practice the procedures for paying Zakat Fitrah in front of the class. The students appeared enthusiastic and actively participated in the simulation, creating a more lively and enjoyable learning environment.

However, despite the simulation successfully attracting the students' attention, some challenges arose during the implementation. Some students remained passive, and a few were noisy and not focused on the explanation. The researcher attempted to address this by motivating the students to focus more and encouraging them not to be afraid to ask questions if they did not understand. Additionally, the researcher provided reinforcement through praise for the active students who participated well.

Observation results during the implementation showed that the researcher was able to manage most aspects of the lesson well. The researcher started and ended the lesson on time, motivated the students, and presented the material systematically. However, some aspects needed improvement, such as coordinating student groups to be more organized and providing more opportunities for students to ask questions and participate in discussions. The researcher's observation score reached 27 with a percentage of 84.38%, indicating that despite some shortcomings, the researcher's performance was overall quite good.

The observation results on the students indicated that they paid good attention during the lesson, but their level of active participation in the learning through the simulation method still needed improvement. The students' observation score was 20 with a percentage of 83.33%. This shows that most students began to engage actively in the lesson, but some still lacked participation or did not fully understand the material.

At the end of the lesson, the researcher asked the students to summarize the material learned. Some students provided conclusions, and the researcher then clarified the conclusions to ensure that all students understood the material well. The lesson was concluded with a prayer together. Although there was progress, student learning outcomes in Cycle I still needed improvement, as 10 students did not meet the Minimum Completion Criteria (KKM).

The test results showed that out of the 12 students who participated in the lesson, 10 students met the KKM, while 2 students did not. With an average score of 84, the use of the simulation method showed good results, though there was still room for improvement. The researcher then reflected on the teaching process that had been carried out, identified emerging challenges, and planned improvements for the next cycle.

In the reflection phase, the researcher found several issues to address, such as the lack of student activation during learning, lack of enthusiasm for learning, and some students still being noisy during the lesson. The researcher planned improvements for Cycle II by paying more attention to the simulation method's procedures, motivating students to focus more, and ensuring that each student actively participated in the simulation. With these improvements, it was hoped that student learning outcomes could be enhanced in the next cycle.

In Cycle II, after reflecting on and analyzing the results of Cycle I, the researcher decided to enhance preparation and clarification regarding the use of the Simulation method with the students. Although Cycle I showed improvements in student learning outcomes, some students still struggled to understand the application of the Simulation method. Therefore, in Cycle II, the researcher focused more on explaining each step of the Simulation method in greater detail and systematically to ensure that students could follow the learning process more effectively.

The planning for Cycle II involved creating a Teaching Module that outlined the steps for using the Simulation method. The Teaching Module from Cycle I was also evaluated and improved for Cycle II to ensure that the actions in this cycle were more optimal. By considering the reflection results from Cycle I, the researcher hoped to improve students' understanding of the material and encourage greater involvement in every stage of the lesson.

Cycle II began with an introductory activity that involved a question-and-answer session to reinforce students' understanding of the material "Infak." The researcher then asked students to read the material for 5 minutes as preparation before applying the Simulation method. The researcher then explained how to use the Simulation method, divided the students into three groups, and assigned each group to create an "infak donation box" as a tool for the simulation. Each group was free to be creative in making the donation boxes, which would then be used in the simulation.

After the donation boxes were completed, students proceeded to fill them with an unspecified amount of money. They then calculated the total amount of money donated and handed it over to the school mosque administrators to be used for purchasing mosque necessities. After the simulation, the researcher asked students to share their feelings about participating in the simulation, which showed that all students felt happy and engaged in the learning process. The researcher then provided motivation and praise to enhance the students' learning spirit.

The researcher also administered a test to assess student learning outcomes after the simulation. The test was in multiple-choice format, aimed at determining how well students understood the material taught. The test results showed that 11 students had met the KKM, while 1 student had not. Compared to Cycle I, there was a significant improvement in student learning outcomes in Cycle II, indicating the effectiveness of the Simulation method in enhancing students' understanding.

Observations during the implementation of Cycle II showed that the researcher managed the class well. Based on the observation of the researcher's activities, the researcher received a score of 31 with a percentage of 97%, showing that the researcher was able to carry out the teaching actions excellently. Students also showed a positive response to the lesson, with an observation score of 23 and a percentage of 96%, indicating that students were very active and involved in the lesson using the Simulation method.

Overall, Cycle II showed better results than Cycle I. Both the students' and the researcher's activities achieved the performance indicators set, with higher percentages of learning completion. Although there was already significant improvement, the researcher still aimed for 100% results in Cycle III. Therefore, the researcher decided to continue the research into Cycle III to further enhance students' understanding and involvement in learning.

Based on the data obtained in Cycle II, 11 students (92%) achieved the KKM of 75. This indicates that the majority of students reached the learning goals. Although one student did not meet the KKM, the overall results showed significant progress in achieving the learning objectives. Therefore, this study can be considered successful in improving student learning outcomes through the implementation of the Simulation method.

The reflection on the implementation of Cycle II indicated that with improvements in preparation and teaching implementation, students were able to understand the material more easily and became more involved in the learning process. The application of the Simulation method also provided a pleasant experience for students, making them more motivated to learn and more able to understand concepts like infak.

Although student learning outcomes had improved, the researcher plans to continue the study into Cycle III to achieve more optimal results. In Cycle III, the researcher will focus more on consolidating students' understanding and strengthening their involvement in each

stage of learning. Thus, this research is expected to make a significant contribution to improving the quality of learning in grade V at SD IT Baitul Qur'an Panti.

DISCUSSION

The results of Cycle I and Cycle II show a significant improvement in student learning outcomes after the application of the Simulation method. In Cycle I, although there was progress, many students still had not fully understood the steps needed in the simulation. This can be explained by the constructivist theory proposed by Piaget and Vygotsky, which emphasizes the importance of active learning and direct experience in knowledge construction. In Cycle I, students needed more time to build the understanding and skills required, but in Cycle II, with more detailed explanations and better planning, they began to show a better understanding.

Simulation as a learning method offers students the opportunity to directly engage in real-life situations relevant to the material being taught. According to Kolb's experiential learning theory, learning based on direct experience, such as simulation, enhances students' understanding and involvement. In this context, students do not just listen to theoretical explanations but actively apply their knowledge in practical activities, such as creating and filling donation boxes. Thus, learning becomes more meaningful because it involves direct experiences that are easier to remember.

In Cycle II, the improvements made based on the reflection of Cycle I proved to be effective. The researcher explained the steps of the simulation more clearly, thoroughly, and systematically, in accordance with the instructional theory proposed by Gagné, which emphasizes the importance of providing structured and clear instructions to facilitate student learning. This approach made it easier for students to follow the stages of the simulation, which in turn improved their learning outcomes. This also supports task-based learning theory, which emphasizes the importance of providing relevant and challenging tasks to improve students' skills.

In terms of measuring learning outcomes, in Cycle I, 10 students reached the Minimum Completeness Criteria (KKM), while in Cycle II, the number of students who completed reached 11. This increase aligns with Skinner's reinforcement theory, which states that providing positive feedback can reinforce desired behaviors. In this case, student motivation increased after receiving positive feedback and praise for their involvement in the simulation. The researcher provided appreciation that boosted students' confidence and encouraged them to be more enthusiastic about learning.

Observations made during Cycle II show that both the researcher's and students' activities were relatively good. This highlights the importance of active teacher involvement in the learning process, in line with the teacher's role as a facilitator in constructivist theory. The teacher is not just an information provider but also a guide who helps students build their knowledge through interaction and direct experience. Student activity was also reflected in the observations, where they actively participated in creating donation boxes, asked questions when they encountered difficulties, and collaborated in groups.

The application of the Simulation method in Cycle II also supports Albert Bandura's social learning theory, which emphasizes the importance of observation and imitation in learning. In the simulation, students observe and imitate their peers' behaviors in filling the donation boxes and submitting them to the mosque committee. This process provides students the opportunity to learn from each other's experiences, enriching their understanding of the material being taught.

Moreover, the improvement in learning outcomes recorded in Cycle II can also be analyzed through Deci and Ryan's motivation theory, which emphasizes the importance of autonomy,

competence, and social relationships in the learning process. In the simulation, students were given the freedom to be creative in making the donation boxes, which gave them a sense of autonomy. Additionally, working in groups enhanced their social relationships and provided opportunities for peer learning. This contributed to increased motivation and student learning outcomes.

However, despite the significant improvement, there was still one student who did not meet the KKM in Cycle II. This indicates that not all students can adapt to the Simulation method quickly, according to Gardner's theory of multiple intelligences, which suggests that each student has different learning styles, and some may need more specific approaches or additional support to achieve optimal understanding.

In this case, the results of Cycle II indicate that while the majority of students have met the KKM, this research still needs to continue into Cycle III to ensure that all students can achieve the desired outcomes. According to formative evaluation theory, continuous improvement based on reflection and feedback is crucial in enhancing the quality of learning. Therefore, although Cycle II has shown satisfactory results, the researcher will proceed with the research to further maximize students' understanding and involvement.

CONCLUSION

This study aims to improve the learning outcomes of fifth-grade students at SD IT Baitul Qur'an Panti in the material of Infak through the use of the Simulation method. Based on the results of observations and tests conducted in Cycle I and II, it can be concluded that the use of the Simulation method is effective in improving student learning outcomes. In Cycle I, although there was improvement, some students had not yet reached the Minimum Completeness Criteria (KKM). However, in Cycle II, there was a significant increase, with 92% of students successfully achieving the KKM. This indicates that the Simulation method can enhance student participation and understanding in learning. Reflections from Cycle II show that although most students have achieved satisfactory results, the researcher plans to proceed to Cycle III to achieve more optimal outcomes.

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