

LEARNING STRATEGY TO IMPROVE STUDENT LEARNING ACTIVITIES IN PAI LEARNING IN SMP AL-HUDA SEDAYULAWAS BRONDONG LAMONGAN

Dina Mawaddatur Rohmah
dina.m.r.1985@gmail.com

Abstract

This study aims to discuss how the application of Learning Strategies in PAI learning in SMP al-Huda Sedayulawas Brondong Lamongan. In this study, researchers used descriptive qualitative research. The data collection is done by observation, documentation and interviews, while the data analysis uses inductive, deductive and comparative methods. Based on the results of the study, it can be concluded: First, Think, Talk, Write Strategies are applied in SMP al-Huda Sedayulawas Brondong Lamongan by forming groups that each must be able to present the content of the verse, recitation of recitation in the verse. Each group must be active in this activity because the students' score is obtained from the points given by the teacher during the discussion and question and answer session. The implementation of this strategy did not experience significant problems or obstacles, the Think, Talk, Write strategy has given very satisfying results, in addition to this strategy also uses several methods including lectures, questions and answers, and others in the learning process; Second, by using the Think, Talk, Write strategy, it can be said that students' learning activeness is good, because the children have fulfilled some of the indicators of learning activeness, are more enthusiastic and more enthusiastic.

Keywords: Learning Strategies, Student Learning Activity, PAI

A. INTRODUCTION

Teaching-learning is an activity that is educative. Educative value coloring the interaction that occurs between teachers and students, the interaction of educational value is because teaching and learning activities conducted in the direction to achieve certain objectives that have been formulated before teaching is done. Teachers consciously conduct or plan their teaching activities systematically by utilizing

everything in the interest of teaching.¹

Learning is a complex process and involves various interrelated aspects. Therefore, to create creative and fun learning various teaching skills or teaching skills is needed.

Each teacher has his own way of doing his duties as a teacher. This is understandable

1 Syaiful Bahri Djamarah, *strategi belajar mengajar* (Jakarta : Rineka Cipta , 2015), 1.

because each teacher has different teaching capacities. An instructor needs skill in choosing and implementing the best way of teaching so that the science can be well provided. Education is basically a conscious effort to cultivate the potential of human resources of learners by encouraging and facilitating their learning activities.

According to John S. Brubacher argued that education is the process of developing the potential, ability, and capacity of human beings easily influenced by custom, then perfected with good habits, supported by tools (media) that are arranged in such a way, so that education can be used to help others or themselves in achieving the established goals.²

Evermore education remains an alternative in developing and improving human resources, especially in preparing future generations to be able to answer about the changing times through teaching and learning process that shape two concepts that cannot be separated from one another, especially in practice at school, and to prepare that generation to be able to answer about the changing times of this all-sophisticated, the need for changes and developments in the learning process.

Learning is a complex process that occurs in every person throughout his life. The learning process occurs because of the instruction between a person and his environment. Therefore learning can happen anytime and anywhere. Interactions that occur during the learning process are influenced by the environment, such as, students, teachers, subject matter and various learning resources and facilities (computers, laboratories, learning resource centers) and so forth.³

In order for interaction between students

and teachers in the fun learning process and can motivate students, teachers are required to design learning materials that can raise the spirit of student learning, we have seen cases that occur in schools that there is mostly lazy learning and spirit to looking for science just disappeared, it happens because of lack of creative teaching and learning process. One of the alternatives that can be done is to create a fun, creative, effective and efficient learning for students.

There are many forms of learning methods that develop today, between one with another has different characteristics.⁴ However, although there are many forms it is still applied to achieve the same goal that is to motivate students' learning so as to create a conducive and enjoyable teaching-learning process. Learning method is an absolute thing done in order to improve the quality of education. The process of education can be effective, if the learning methods applied in the classroom can foster the passion of students to learn.

In the education system, teachers play a central role in the learning process. For that teachers must have the right way or method in conveying a lesson one of them is with *Think, Talk, Write* (TTW) strategy. A teacher is said to be an effective teacher if he is able to change Strategies, Methods and Techniques in teaching so as not to seem boring so that students seem passive in the classroom.

Think, Talk, Write (TTW) strategies are used to stimulate students' involvement in thinking and dialogue with themselves after reading and then talking and sharing ideas with friends. This learning begins with thinking through reading material. This strategy facilitates the ability to practice spoken language and written language fluently based on the understanding that

2 Wiji Suwarno, *Dasar-dasar Ilmu Pendidikan* (Yogyakarta: AR-RUZZ Media, 2016), 20.

3 Azhar Arsyad, *Media Pembelajaran* (Jakarta: Raja Grafindo Persada, 2017), 1.

4 Najib Sulhan, *Pembangunan Karakter pada Anak, Manajemen Pembelajaran Guru Menuju Sekolah Efektif* (Surabaya: Intelektual Clib, 2016), 5.

learning is a social behavior.

Teaching is not just a story to tell, learning is not an automatic consequence of pouring information into the students' mind. Learning requires mental involvement and students' work. Explanation and illumination alone will not give result in lasting learning. According to Melvin⁵ it is only an active learning. Active learning is greatly needed by learners to get maximum learning outcomes, when learners learn actively means those who dominate learning activities. By this method they actively use their brains to find key ideas from subject matter, solve problems or apply what they have just learned into a real-life problem. With this active learning, students are invited to participate in all the learning process, not only mentally but physically involved. With this method students will feel a more pleasant atmosphere.⁶

Therefore, the main task of the teacher is to condition the students to active learning rather than vice versa (active teachers and passive students). This is in accordance with one of the principles in the 2013 curriculum that is learning to build and find identity through PAKEM (active, creative, effective and funlearning) to be able to realize it, teachers should know how students learn and master the various ways spend students learning.

B. RESEARCH METHODS

The research method is the general strategy that exists in gathering the data and the analysis needed to answer the problem faced and the solution plan for the under investigation problem.⁷ In this research the

authors using several methods, it is intended to get accurate results in research.

In this research, researchers used descriptive qualitative research. Descriptive qualitative research is a research phenomenon that aims to describe the states or phenomenon status of something that happened which is contained in the sense, both from written words and oral from the people who become the subject of research. The data collected is in the form of words or pictures instead of numbers. The data may come from manuscripts, interviews, field notes, photographs, video tapes, personal documents, notes or memos, and other official documents.⁸ This research is included in descriptive method by using survey approach same as school survey. Descriptive method is a method in researching the status of human groups, as well as the condition of a system of thought or a certain class of an event that occurred in the present.⁹

Qualitative research seeks to show holistic (intact) that requires accuracy in the observation so that we can comprehensively the research results, in addition in this qualitative research the researcher must go directly to the field in order to obtain data that researchers need. Researchers are trying to describe and classify facts or phenomenon characteristics that exist factually and accurately, do not rely on systematic logical evidence, numerical or statistic methods so as to describe the actual conditions and circumstances with social cues or actions.

This research is used to answer the question of what and how a situation (phenomena, events) and report as it is. This descriptive study aims to describe what is currently applicable, in which there are efforts to describes, record, analyze,

5 Melvin L. Silberman, *Active Learning* (Bandung : Nusa Media, 2014), 1.

6 Hisyam Zaini ,dkk. *Strategi Pembelajaran Aktif* (Yogyakarta : CTSD, 2017), 2

7 Arief Furhan, *Pengantar Penelitian Dalam Pendidikan* (Surabaya: Usaha Nasional, 2014), 50

8 Lexy , J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung,: Remaja Rosda Karya, 2014), .6.

9 Moh. Nasir, *Metodologi Penelitian,cet.3* (Jakarta : Ghalia Indonesia, 2018), 63.

and interpret the conditions that have been happening. The approach used in this research is the objective approach or scientific approach applied in a systematic, controlled, empirical, and critical research, on the hypothesis of the relationship that is assumed among natural phenomena.¹⁰ That approach is called objective based on the view that objects, behaviors, and events exist in a "real" world that can be observed with the five senses (sight, hearing, touch, taste, and smell), which is measured (quantified), and predicted. It is assumed that raw data is open to every observer. This empirical character is an absolute requirement. In this research, activity of learning is thing that seen in behavior which is done by student in teaching and learning process, it means in students' teaching and learning process.¹¹ In addition the students are also very enthusiastic in responding to any questions given by teachers or other students, and learning activities of this teaching requires cooperation and activity in three stages at the same time that is thinking, talking or discussing and writing (summarizing) in each group.

In this study the type of data that is used by the author: Qualitative Data i.e. data in the form of words, sentences and images.¹² The qualitative data included in this research are:

- 1) Implementation of *Think, Talk, Write* strategy
- 2) History of the establishment of SMP al-Huda Sedayulawas Brondong Lamongan.
- 3) Geographical location of SMP al-Huda Sedayulawas Brondong Lamongan.

10 Jujun S. Suriasumantri, *Filsafat Ilmu: Sebuah Pengantar Populer* (Jakarta : Pustaka Sinar Harapan, 2014), 149.

11 Deddy mulyana, *metodologi penelitian kualitatif*. (Bandung : Remaja Rosda Karya. 2017), 23

12 Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2015),84

- 4) Teachers and staffs condition in SMP al-Huda Sedayulawas Brondong Lamongan.
- 5) The organizational structure of SMP al-Huda Sedayulawas Brondong Lamongan.

The source of the data is the subject from which data can be obtained. The data sources in this research included: primary data sources and secondary data sources.

a. Primary data source

Primary data sources are data sources obtained directly from research subjects by using measuring devices or data retrieval tool directly on the subject as a source of information sought.¹³ In this research the primary data source is the main data from various references concerning the primary data in writing this thesis is the principal, teachers, students, and books on *Think, Talk, Write* strategy which amounted to 1 book, namely: Drs. H. Martinis Yamin, M.Pd, *Taktik Mengembangkan Kemampuan Individual Siswa*,

b. Secondary data sources

Secondary data sources are sources of data previously collected and reported by people outside the investigators themselves although the collected data is actually the original data that first need to be examined its authenticity.¹⁴ According Saifuddin Azwar, secondary data sources are data obtained through other parties, not directly obtained by researchers from research subjects, it usually materialized on documentation or report data which is available. In this research the documentation is a secondary data source and in addition the supporting books of *Think, Talk, Write* strategy included:

13 Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2015), 91.

14 Winarno Surakhman. *Pengantar ilmiah dasar metode tehnik*, (Bandung : Tarsito.2018), 63

- 1) Soedarsono, *Speed Reading Sistem Membaca Cepat Dan Efektif* (Jakarta: GramediaPustakaUtama, 2004)
- 2) Hernowo, *MengubahSekolah*(Bandung: MLC, 2005)
- 3) Melvin L. Silberman, *Active Learning* (Bandung: Nusa Media 2004)

Besides the data which is written above, the data can also in the form of internet and others who have relevance to this theme. The intended source of data in this research is "the subject from which the data was obtained". The data in this research comes from:

c. Literature

That is the theoretical material derived from books related to research problems.

d. Field

The source of data obtained from the research location consisting of human data and non-human data sources.

C. DISCUSSION OF RESEARCH RESULTS

SMP al-Huda was established in 1990 M at Sedayulawas Brondong Lamongan, with its founding figures such as: Muh. Juffi (the late), H.Muh.Hadi (the late), Mujtahid (the late), H. Muh.Ilyas (the late). The foundation was established with a sincere intention to unite the cohesiveness of citizens and future generations in the struggle for progress, belief (Aqidah Islam AhlussunnahWal-Jama'ah) and public education to improve the quality of life and the life of the hereafter. With that purpose, the foundation was established under the name "Al Huda" which means "Peace" is meant by the existence of this school which is expected that the Muslim community life in Sedayulawas Brondong Lamongan biased into one part of Muslims who has peaceful livelihood, peaceful and harmonious.

1. Think, Talk, Write Strategy at a glance

Before the authors explain more about how the implementation of Think, Talk, Write strategy on the learning process of Islamic education at SMP al-Huda Sedayulawas Brondong Lamongan. At the first time the author will explain again what is the *Think, Talk, Write* (TTW) Strategy, it is a strategy that is used to stimulate student's involvement in thinking and dialogue with himself after reading and then talk and share ideas with his friend. This learning begins with thinking through reading material. Literally the learning strategy of *Think, Talk, Write* is a strategy that facilitates oral and written language training fluently. *Think-Talk-Write* Strategies encourage students to think, talk, and then write about a topic, so with a learning strategy that uses three stages: thinking, speaking and writing, where a teacher stimulates students through this strategy which is started from reading text while thinking to find the main idea then it will be discussed in the same theme and in this process the students are required to be ready to answer, comment and give question back to other friends. So it can be freely translated as thinking consciousness, thinking about what is thought and how the process of thinking, it is individual activity to rethink what has occurred and think of impact as a result of the previous thought.

2. Implementation of Think, Talk, Write Strategy in SMP al-Huda Sedayulawas Brondong Lamongan

Islamic education is one of the subjects in SMP al-Huda Sedayulawas Brondong Lamongan, which learning objective is to inculcate devotion and morality as well as to uphold the truth in order to form a personal and virtuous man, and to cultivate a unified human personality pattern through psychiatry practice, brain intelligence, reasoning, feelings and senses according to the teachings of Islam. With the use of *Think, Talk, Write Strategy*, it is expected

to train students to construct their own knowledge so that students' understanding is better, so as to achieve the desired learning objectives of achieving the objectives of Al-Islam learning, because this strategy basically invites students in learning they do not only sit and listen but they should read, think, communicate (speak) and conclude, it will be able to increase their chances of getting better remember and store the information that already given. The best thing for Islamic education teachers is to add exercise in different ways, such as the use of various methods and strategies.

For the school, the implementation of *Think, Talk, Write* strategy does not experience significant problems or constraints, *Think, Talk, Write* strategies have provided very satisfactory results. In addition, this strategy also used three activities but all of them will be more complete if variation in the methods and learning strategies used by teachers are given, it will be able to make students more enthusiasm in their learning. *Think, Talk, Write* which is provided by the teacher does not make things saturate for students but becomes more critical and fun things. The existence of *Think, Talk, Write* strategy is very useful for schools especially for teachers to be able to improve the students' activity, help as well as interactive learning process and does not bored because it is done by way or method which used three activities (thinking, speaking and writing), it is already running good enough, it is already well implemented because in the implementation especially from the teachers who apply the *Think, Talk, Write* strategy does not experience the constraints caused by the students. *Think, Talk, Write* strategy in SMP al-Huda Sedayulawas Brondong Lamongan is very useful for schools because the it can improve the intelligence and quality of education by creating an interactive and fun learning process, for teachers, they will gain experience in designing and implementing innovative learning so that it will increase

teacher's motivation in running his duties professionally, and improve students' motivation in an effort to develop learning activities optimally.

Based on the interview result with PAI teacher at SMP al-Huda Sedayulawas Brondong Lamongan stated that the *Think, Talk, Write* learning strategy is applied starting from the new academic year 2007, by looking at the complaint and seeing the lack of interest of students to learn about PAI finally he tried to give motivation and try to create a fun learning atmosphere by applying the *Think, Talk, Write* learning strategy which is a learning innovation today, which can convey the teaching directly to the students through the way of interacting in subjects that have been packaged in the form of reading, thinking, dialogue with fellow and pouring the results of dialogue in writing in accordance with the thoughts of each student. In providing students' motivation, teachers give it by giving advice and criticism that is of course construct both inside and outside the classroom with the aim that students are able to receive and implement the learning results optimally on their own lives. In this case, it is related to life skill education guidance on the pattern of environmental life, school and society in general. In the implementation of learning PAI by using *Think, Talk, Write* strategy of course a teacher provides a way of learning for students by providing flexibility in learning according to the conditions of each student. It is used to avoid students' boredom in learning, because it will be an obstacle in the learning process, of course, with a proper and consistent supervision of the teacher concerned, so that students in the class will be able to develop the values of creativity broadly according to their mindset.

Students in SMP al-Huda Sedayulawas Brondong Lamongan who became the object of research, showed great curiosity, this can be seen in their enthusiasm in participating the teaching and learning activities, as well

as teachers appeared to play an active role in providing encouragement and giving material to students when learning takes place. When the teacher entered the class, all the students have sat in their respective places quietly. Teacher greets and leads the prayer, then read juzamma together in accordance with the schedule. The teacher evaluates the past lesson material, the perception of the competition and the material that will be discussed at the first time for each student in several groups, in each group the students are required to be active in thinking, speaking ordialogue with other groups and then write down the results of the discussion based on their own opinion or their group's opinion. In this case, students'enthusiastic can be seen in terms of questions, cohesiveness in discussion and answering questions provided by other groups with enthusiasm and excitement.

In this activity the methods used are varied, namely lecture method, discussion, practice, and question and answer. Lecture method is only used for introduction only then it is continued with discussion and question and answer as well as assignment. To understand the students on reading the Qur'an, firstly, the teacher read it and then the students imitate and read it together, after reading together the teacher appointed a student to come forward and read after that, the teacher appointed one of the students to give a rating to his friend who already read it, it was done in turn. While to comprehend the reading tajwid,at the first time the teacher explains the tajwidmeant (occur for 25 minutes).

After that the teachers form groups that each must be able to present the content of the verse, the tajwid reading contained in the verse. Each group should be active in this activity because the students' scores are derived from the points the teacher gives during the discussion and the question and answer takes place. It begins with the

presentation from each group then they welcome to ask and who is able to answer the question will get points as well as the students who ask them also get it. After that the teacher asks students again if the answers that have been asked before can be understood or not by them, if it is not then the teacher will explain it again, completing the answers that have been given by student earlier. But if they already understood, then the teacher does not need to repeat the answer (approximately occur for 30 minutes).

With the method used varied and the existence of these strategies, it can make the students become interactive and active in teaching and learning activities, and with those methodthey are more enthusiastic, passionate, active in asking and answering questions, and express their own opinions so that it can be seen that the atmosphere of learning become interactive and fun and it is not boring, because it is also interspersed with their small humor. This is clarified by Mr. Sutrisno, as a teacher of PAI in SMP al-Huda Sedayulawas Brondong Lamongan he stated that: "Supporting factors in improving students' learning activity is the use of various methods of learning as well as the existence of exercises in a teaching, but if it does not exist then it will inhibit the activity they have ".

Factors that support students' learning activeness in teaching, there are two things: encouragement that comes from inside and outside. The inside encouragement is derived from the individual itself, but it requires the right conditions for expressing, whereas the outside encouragementcomes from the surrounding environment which can develop and hone the liveliness of the child.

While the characteristics of learning activeness can be identified as follows:

- 1) The involvement of students in preparing or planning, teaching and

evaluation process.

- 2) The involvement of students' intellectual-emotional both experience, analyze, do and formation of attitudes.
- 3) The existence of creative participation of students in creating a suitable situation for the ongoing teaching and learning process.
- 4) Teachers as facilitators and coordinators of students' learning activities, not as instructors who dominate class activities.
- 5) Usually it uses a variety of methods, tools and teaching media. The more attributes possessed in a teaching process, the higher the level of students' learning activeness.

With the *Think, Talk, Write*, Strategy will be obtained the following benefits:

- 1) Learning materials will be clearer in its meaning because of the necessity of students to be active in the discussion so that students are more able to understand and to allow them to master and achieve learning goals.
- 2) Students can learn activities more because they do not only listen to the teacher's description, but there are also other activities such as observing, performing, demonstrating, and others.
- 3) Learning will be more attracted students because of the variety of teaching methods that increase students' motivation and learning activeness.

Based on the analysis of the research result, the authors concluded that students of SMP al-Huda Sedayulawas Brondong Lamongan can indeed be said as students who have good learning activeness, because they have fulfilled some of the indicators of students' learning activeness, among others in terms of students:

- 1) Desire, courage display the interests, needs and problems they faced.

- 2) The desire and courage of the students as well as the opportunity to participate in the preparation, process, and continuation of learning activities.
- 3) Students can show the various efforts or creative learning to live and complete learning activities to achieve success.
- 4) Independence learning.

D. CONCLUSIONS

It can be drawn conclusions and also suggestions are as follows: *First, Think, Talk, Write Strategy* is applied in SMP al-Huda Sedayulawas Brondong Lamongan by forming groups that each of them must be able to present the content of the verse, reading tajwid in the verse. Each group should be active in this activity because the students' scores can be obtained from the points given by teachers during discussion and question and answer session. The implementation of this strategy does not experience significant problems or constraints, the *Think, Talk, Write strategy* has given very satisfactory results, besides this strategy also uses several methods such as lectures, Questions and answers, and others in the learning process.

Second, by using *Think, Talk, Write* strategy it can be said that students' learning activeness is good, because they have fulfilled some of the indicators of liveliness learning, more enthusiastic and more excited.

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