



EFFECTIVENESS OF PAI LEARNING DESIGN USING THE ADDIE MODEL ON ACADEMIC ENGAGEMENT AND STUDENT LEARNING ACHIEVEMENT

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Abstract:

This means that the results of studying PAI must be applicable in everyday life, both in the context of implementing religious rituals, as well as in behaving according to religious guidance/teachings so that the objectives of learning PAI are achieved. This research method uses descriptive qualitative research case studies at schools in the Probolinggo district. Paradigm shifts in education are becoming increasingly important due to world demands that continue to grow, both in terms of economic, social, and technology. The traditional educational model, which focuses on instruction-based learning and factual knowledge, is no longer sufficient to face complex and multidimensional future challenges. Paradigm shifts in education refer to fundamental changes in the way we view and carry out the learning process. Traditional paradigms that focus on factual knowledge, academic achievement, and teacher-centred learning have proven insufficient to prepare young people for a changing world. In the era of globalization and technological revolution, the need for 21st century skills such as critical thinking, creativity, collaboration, communication and digital literacy is becoming increasingly important.

Keywords: *effectiveness, learning, ADDIE*

INTRODUCTION

The purpose of a learning process is to improve and achieve an increase in achievement. Student involvement in the teaching and learning process is an implementation of student activity in an effective learning process (Mathis, 2002). Students can play an active role by carrying out activities that can support the learning process including by discussing, reading and understanding the subject matter, carrying out tasks ordered by the teacher or looking for other sources of material that can help them understand the lesson and so on.

According to Engagement theory, student involvement includes (Na'im, Z., Yulistiyono, A., Arifudin, O., Irwanto, I., Latifah, E., Indra, I., ... & Gafur, 2021): 1). Involvement behaviors, such as effort, persistence, and prosocial class behavior. 2). Emotional involvement, such as enthusiasm with low anxiety and boredom for concentration (students are very enthusiastic in participating in learning with reduced anxiety and boredom in the learning process). 3). Cognitive engagement, such as, strategic thinking, sophisticated learning strategies and self-regulation. 4). Agentic involvement is intentional action by institutions to enrich the experience of a person/student with learning activities, subject matter, experiences at school.

But in fact from observations in class and in schools the participation or involvement of students in the process of teaching and learning activities is very low, especially in PAI lessons. The current learning process is still often found to have a tendency to minimize student involvement in the learning process (Rubini, 2019). Learning activities that are only (conventional) centered on the teacher, make the results achieved by students in each learning process not optimal, because students are only able to memorize facts, concepts, principles and theories (Suhermanto, S., & Anshari, 2018).

Therefore, if every lesson that is dominated by the teacher causes the tendency of students to be more passive, then they wait more for the teacher's presentation than to seek and find the knowledge, skills or attitudes they need themselves.

Facts in the field due to minimal student involvement in the learning process include: students tend to be passive, sleep in class, not pay attention, talk to friends, are lazy to do assignments, leave class because they are bored in class, also absent students and so on. This causes the learning process to be unsuccessful and low student achievement. Jones (2008) has noticed that some students in the class do not pay attention to what the teacher is doing because they easily get caught up and get involved in other activities (Lutfi, M., Maula, R., Zainab, I., & Jazilurrahman, 2021).

Meanwhile, according to Awan, Noureen and Naz, motivating student involvement in the process of teaching and learning activities at school or in class is a topic of great concern for educators today, and also motivating students so that they can succeed or excel in school is one of the biggest challenges of this century. This.

As the results of research conducted by the Balitbang Depdikbud (1994) showed that a third of students who could be classified as academically gifted students experienced symptoms of "underachievement". The same thing was stated by Munandar (1992), that quite a lot of gifted students whose achievements in school do not reflect their outstanding intellectual potential (Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2022). One of the reasons is the external conditions or learning environment that are less supportive, less challenging to realize their abilities optimally. From the explanation above, it shows that there are challenges for present and future educators to motivate students to be involved in the classroom in the process of learning activities so that they can be successful in school (Muall, C., & Qodratillah, 2018).

Thus the involvement of students in the teaching and learning process is something that is very decisive in achieving student achievement. So the more students are involved in the process of teaching and learning activities, the greater the learning achievement that will be obtained by students. The thing that needs to be considered to achieve this is of course the effort made to improve student learning achievement which in this case is the learning process as the basis of an activity. A progress will not be obtained without a meaningful effort. Effort is really needed in terms of increasing student achievement, especially in religious education (Riadi, 2019).

Islamic Religious Education (PAI) as a compulsory subject for all levels of education in the national education system. PAI material is loaded with abstract concepts that students must understand, especially to develop "religious" behavior or the development of religious attitudes in the arena of social life. Therefore, PAI learning emphasizes functional skills. This means that the results of studying PAI must be applicable in everyday life, both in the context of implementing religious rituals, as well as in behaving according to religious guidance/teachings so that the objectives of learning PAI are achieved (Suhermanto, 2017).

Thus, so that the learning objectives can be achieved effectively and efficiently, educators are required to choose, define, and develop learning strategies according to learning objectives. Basically the teaching and learning process is an activity in which students learn and the teacher teaches in an interactive context and educational interactions occur between teachers and students, so that there are changes in the level of knowledge, understanding and skills or attitudes (Mustadi, A., Zubaidah, E., & Sumardi, 2016).

To streamline learning process activities and increase student involvement and avoid student passivity in teaching and learning activities educators must design or design learning well (Kulsum, U., Suhermanto, S., & Sugiono, 2021a). If educators carry out learning without capitalizing on learning implementation plans (RPP), syllabus, even adequate learning resources, then learning tends to be carried out using the direct method (direct method) in the form of lectures which are often uncontrolled, both in relation to the use of time and the provision of material that is sometimes "inconsequential" without clear directions. In addition, learning tends to be content-oriented and ignores objectives, the presentation of learning material is given based on the educator's knowledge, not based on the needs of students; learning methods and strategies are monotonous and only take place in one direction, not maximizing various

learning resources to reach each individual student; the use of learning media and technology is conventional and assessment is only result oriented not process (Kulsum, U., Suhermanto, S., & Sugiono, 2021b).

So that the learning process is not dominated by educators and is also able to increase active student involvement (not passive students), educators need to design and develop PAI learning designs in such a way that learning can run effectively and efficiently. One of the efforts that can be made to increase student engagement and achievement is to design PAI learning with ADDIE (Setiono, 2021).

In the new paradigm, student-centered education while the teacher acts as a facilitator, innovator, and motivator. This causes teachers to be able to create innovative learning so that students do not feel bored with the old learning model. So the teacher is expected to be able to prepare learning with good and appropriate delivery, so that students more easily build the knowledge being taught. The application of an innovative learning model that is in accordance with the characteristics of the material and students, is thought to be able to assist students in achieving learning outcomes and learning achievements by increasing active student involvement. So it is necessary to apply an innovative learning model perspective, one of which is designing a learning model with the ADDIE model. The ADDIE model is a learning model that is oriented towards a proactive level in learning activities (Halek H. Dahri, 2011). The ADDIE model was developed as an innovative learning model because it provides a systematic, effective and efficient learning process that is packaged in learning steps that can increase student involvement in the learning process.

The learning steps that are in accordance with the acronym of this model are analysis, design, development, implementation, and evaluation, where the teacher must: a) analysis (analysis) is a process of defining what will be learned by learning participants, namely conducting a needs assessment (analysis of needs), identify problems (needs), and perform task analysis (task analysis), b) design (design/design), namely making plans ahead of time regarding learning, c) development (develop) Development is the process of realizing a blue-print alias design it came true. That is, if the design requires a software in the form of learning multimedia, then the multimedia must be developed (Wangka, A., & Usman, 2016). Or a printed module is needed, then the module needs to be developed, d) implementation (implementation/execution) Implementation is a concrete step to implement the learning system that we are creating. That is, at this stage everything that has been developed is installed or set up in such a way according to its role or function so that it can be implemented, e) evaluation (feedback) evaluation is a process to see whether the learning system being built is successful, according to initial expectations or not. No. Actually the evaluation stage can occur at any of the four stages above, thus of course if the learning process from analysis to evaluation is carried out properly and appropriately, then student involvement will be active and learning achievement will also increase (Wangka, A., & Usman, 2016).

RESEARCH METHODS

In research that focuses on paradigm shifts in education for teacher independence and innovation, various appropriate research methods can be used to gain a deep understanding of this phenomenon. Following are some research methods that can be applied in this study using descriptive qualitative research (Moleong, 2020). The aim of this research is to gain an in-depth understanding of how this paradigm shift affects teaching practices and perceptions of educators. Participants in this study consisted of ten teaching staff from various levels of education and disciplines in several schools. Data collection was carried out through in-depth interviews and participatory observation in the classroom environment. Interviews were conducted using a structured interview guide designed to explore the views and experiences of educators related to paradigm shifts in education (Albi, 2018).

RESULTS AND DISCUSSION

What is meant by learning design? There are several definitions of learning design (instructional design). According to Herbert Simon in Wina Sanjaya (in Dick and

Carey, 2006), interpreting design as a problem-solving process. The aim of a design is to achieve the best solution in solving a problem by utilizing the available information. Thus a design is basically a linear process that begins with determining needs, then developing a design to respond to these needs, then the design is tested and finally an evaluation process is carried out to determine the results regarding the effectiveness of the design (design) compiled (Setiono, 2021).

Seells and Richey, provide a definition of design is a process of specifying conditions for learning (design is a process for determining learning conditions). This definition emphasizes the process in addition to learning conditions, so that its scope includes learning resources or system components, the environment and the various activities that make up the learning process.

Model ADDIE

ADDIE stands for analyze, design, development, implementation, and evaluation. ADDIE has been recognized internationally in educational technology as a good systemic thinking framework. ADDIE is an instructional system design that is often used to compile various systems, both formal systems, such as the implementation of the education system and non-formal, such as organizing training to achieve certain goals. The ADDIE learning design model appeared in the 1990s developed by Raiser and Mollenda. One of the functions of the ADDIE model is to serve as a guide in building training program tools and infrastructure that are effective, dynamic, and support the performance of the training itself (Sakir, 2016).

The ADDIE learning model is an effective and efficient learning and the process is interactive, where the evaluation results of each phase can bring learning development to the previous phase. The end result of a phase is the initial product for the next phase. The ADDIE model is a bridge between educators, students, materials, and all forms of media, based on technology and not technology. This model assumes that learning methods do not only use class meetings, textbooks, but also make it possible to incorporate learning outside the classroom and technology into the subject matter. This means that this model ensures the development of systematic and effective instructions (Muali, C., & Qodratillah, 2018). It is used to help educators manage the learning process and assess student learning outcomes. One model of learning system design that shows the basic stages of learning system design that is simple and easy to learn is the ADDIE model. The ADDIE model was also developed by Dick and Carry to design learning systems. This model, as the name implies, consists of five main phases or stages, namely (A) analysis, (D) design, (D) development, (I) implementation, and (E) evaluation. The five phases or stages in the ADDIE model need to be carried out systemically and systematically. The ADDIE learning system design model with its components.

Academic Engagement

Academic engagement is a dynamic and iterative process that helps students engage in further study. According to Kahu academic involvement can be considered as a process and result in education. Meanwhile, according to Krause and Coates, the definition of academic engagement is the extent to which students are involved in higher education research activities that have been shown to be associated with high-quality learning outcomes. Similarly, Hu and Kuh, define engagement as "the quality of students' own efforts to devote to educationally objective activities that contribute directly to desired outcomes".

Behavioral Engagement Behavioral Engagement Students who are behaviorally engaged will usually comply with behavioral norms, such as student attendance in class and engagement in class learning, and will exhibit no disruptive behavior or negative behaviour (Rosyid, 2021). Emotional engagement Emotional engagement Students who are emotionally involved will experience affective reactions such as joy or a sense of belonging. Cognitive engagement. Cognitive engagement of students involved in learning will try to go beyond requirements, and will be happy to face challenges.

CONCLUSION

Based on the research above, learning can be effective and efficient if classroom learning is well designed and planned, so that student achievement and involvement will increase. Thus, based on the existing analysis, it shows that learning PAI using the

ADDIE design is effective for increasing student involvement and achievement in learning, because ADDIE goes through the stages of Analysis, Design, Development, Implementation, Evaluation, so that learning is well planned, according to expectations as well as goals. of learning, thereby increasing learning achievement and student engagement. So that the learning process is not dominated by educators and is also able to increase active student involvement (not passive students), educators need to design and develop PAI learning designs in such a way that learning can run effectively and efficiently.

One of the efforts that can be made to increase student engagement and achievement is to design PAI learning with ADDIE. In the new paradigm, student-centered education while the teacher acts as a facilitator, innovator, and motivator. This causes teachers to be able to create innovative learning so that students do not feel bored with the old learning model. So the teacher is expected to be able to prepare learning with good and appropriate delivery, so that students more easily build the knowledge being taught. The application of an innovative learning model that is in accordance with the characteristics of the material and students, is thought to be able to assist students in achieving learning outcomes and learning achievements by increasing active student involvement.

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