EFFORTS TO IMPROVE STUDENTS' LEARNING MOTIVATION IN ISLAMIC EDUCATION SUBJECT THROUGH PAIKEM-BASED LEARNING STRATEGIES TYPE EVERYONE IS A TEACHER HERE IN STUDENTS GRADE VIII-1 OF SMPN 1 SUMENEP 2016/2017

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Abstract

The results of observation directly in grade VIII-1 through pre-cycle action research can be known the method used by teachers in the field of study Islamic education subject (PAI) who have not fully prioritized active learning and tend to occur one-way communication means that learners tend to be passive in learning this can be seen from readiness and activeness at the time of learning, it is also seen by the existence of learning results that have not been maximized meaning that they have not reached the minimum completeness criteria (KKM). Readiness in learning and activeness of learners illustrate the spirit to follow the learning. This research uses action research in students of grade VIII-1 SMP Negeri 1 Sumenep. The object of this research is in class VIII-1 SMP Negeri 1 Sumenep. In this study, researchers used one class to implement PAIKEM-based learning strategies of Everyone Is A Teacher Here, namely class VIII-1 with 33 students. After the action is carried out through PAIKEM-based learning strategies Everyone Is A Teacher Here by creating an active learning atmosphere then the atmosphere of the class becomes alive, learners become the spirit of learning and maximum learning outcomes. This research was conducted in three stages, namely pre-cycle stage, cycle 1 and cycle 2. At the pre-cycle stage of learning motivation learners had a percentage of 58.57% and an average final test of 64. In cycle 1 after the implementation of learning motivation measures learners increased to 68.57% and the average final test was 74. While in the 2nd cycle after the evaluation of the implementation of actions in the 2nd cycle learning motivation has increased, namely the learning motivation of learners can be percentaged to 80.00% and the average final test of learners is 79. The results of research conducted by researchers prove that there is an increase in learning motivation that has an impact on the learning outcomes of learners in following Islamic education subject (PAI) learning through PAIKEM-based learning strategies of Everyone Is A Teacher Here. This motivation can be seen from the activeness and readiness of learners in following the learning. Learning takes place with a high spirit of learning from learners so that learning can run effectively.

Keywords: *Paikem Type Everyone is a Teacher Here, Learning Motivation, Islamic Education Subject (PAI), Learning Strategies*

1. INTRODUCTION

According to Rita Dunn, a pioneer in the field of learning styles, as quoted by Bobbi de Porter and Mike Henarcki found that many variables affect the way people learn (Porter & Hernacki, 2003). It includes physical, emotional, sociological and environmental factors.

Some people, for example, can learn well in bright light, while others can study well in low lighting (Abdurrahman, 2003). Some people study best in groups, while others prefer authoritarian figures such as parents or teachers, and still others feel that working alone is most effective for them. Some people need music in the background, while others can't concentrate except in a quiet room.

From the various kinds of differences in learning patterns, basically to obtain good achievement results and to achieve success in education. As a result of the process, good performance is influenced by many factors, both internal and external. As for the success of education, indicators must be directed to changes in the quality of student behavior, for example thinking behavior, social behavior, personal behavior, responding and solving problems, behavior responding to circumstances, independent behavior of students and others.

In learning, it is very necessary to have motivation "motivation is an essential condition of learning" (Djamarah & Zain, 2006). Learning outcomes will be optimal, if there is motivation, the more precise the motivation given, the more successful the lesson will be. So, the failure or lack of success of students in learning is not only caused by their inability. But the lack of motivation to learn is one of the causes. It may be that students who have high intelligence fail to participate in the learning process of Islamic Education Subject (hereinafter referred to as PAI) because they lose or do not have the motivation to learn.

Islamic Education Subject (PAI) learning activities in schools must provide opportunities for students to be active in learning activities, and teachers only as facilitators. This means that during the learning process, the teacher functions as a provider or mentor to facilitate learning activities. That way, the PAI material that students learn is not something that is fed, but something that is sought, understood and then implemented in everyday life. This will not be realized without serious learning and high learning motivation.

In the historical record of national education, several approaches or learning strategies have been known such as SAS (Synthesis, Analysis, Systematic), CBSA (Active Student Learning Ways), CTL (Contextual Teaching and Learning), Life Skills Education, PAIKEM (Active Learning, Innovative, Creative, Effective and Fun) (Djamarah & Zain, 2006). The application of PAIKEM in the teaching and learning process emphasizes students to be active, innovative, creative, and fun. The term fun means that the teaching and learning process must take place in a pleasant and impressive atmosphere. A pleasant and memorable learning atmosphere will encourage the enthusiasm of students to be actively involved, so that learning objectives can be achieved optimally.

Departing from the subject matter above, the authors are interested in conducting a research entitled: Efforts To Improve Students' Learning Motivation In Islamic Education Subject Through Paikem-Based Learning Strategies Type Everyone Is A Teacher Here In Students Grade Viii-1 of Smpn 1 Sumenep.

2. RESEARCH METHOD

As a learning model, *Everyone Is A Teacher Here* also emphasizes the active role of students. In general, the various studies that have been carried out are more pragmatic in nature, in the form of direct exercises in the field. Literary studies are only limited to books on improving the quality of learning. Among the books that discuss this model, Melvin L. Silbermen "Active Learning, 101 Ways of Active Student Learning" which reveals various

efforts to improve learning by emphasizing the active role among students with the Everyone Is A Teacher Here model.

According to Melvin Silberman & Biech, each student's learning style is different. There are visual, auditory, and kinesthetic (Silberman & Biech, 2015). The same theory was also put forward in the book about Accelerated Learning, namely "The Accelerated Learning Handbook", a creative and effective guide to designing education and training programs." This book was written by Dave Meier which reveals a lot about the history of Accelerated Learning and the success achieved in the Accelerated Learning program in that Meier offers a new concept called the "SAVI Approach" in teaching and practicing something. The SAVI approach is based on four things, namely Somatic, Auditory, Visual, and Intellectual (Iskandar et al., 2016). If a teacher or coach can notice these four factors, Inshallah, rapid learning (not through coercion or orbiting, but through stimulation) will occur significantly.

Somatic means concerned with the body. Therefore, when in classroom learning, students shall not sit still in their chairs. Invite the students to take something from time to time in front of the class. Get them moving, moving, and moving as they receive lessons. "It is impossible for the brain to move, if the body does not move," wrote Meier. Auditory means the use of sound. Read the texts in the book beautifully and charmingly, like a poet reading interesting poems. Visual means teach knowledge with pictures. "The brain is excited by information drawn and colored," (Meier, 2000). While, intellectual means related to contemplation. Do not teach without a break. Stop for a moment. Let students formulate the subject matter obtained. Let students discuss the new knowledge they have acquired. Let them ask questions or criticize.

The steps in the *Everyone Is A Teacher Here* learning model are as follows:

a. The teacher distributes index cards to students, then the teacher orders them to make questions.
b. The teacher asks again for the card to be shuffled and redistributed to students with a note that it does not return to the original student.
c. The teacher gives orders to participants to read and understand the questions on their respective papers, while thinking about the answers.
d. The teacher provides opportunities for volunteers to read the questions they get and provide answers (to create a culture of question and answer in learning).
e. The teacher invites other students to complete the answers from their friends.
f. Give appreciation (praise/gift) for each answer/response given by students so that they are motivated and are not afraid of being wrong.
g. Develop further discussion by means of students taking turns reading the questions in their hands.
h. The teacher concludes, clarifies and do some follows up.

This research is an action research, namely a systematic study of efforts to improve the implementation of educational practice by a group of teachers by taking actions in learning based on their reflections on the results of these actions (Suharsimi, 2008). In classroom action research has four main activities in each cycle, namely; (a) planning, (b) action, (c) observation, and (d) reflection which can be described as follows:
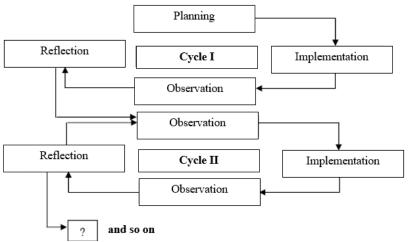
Figure 1 Cycle of the Research

Classroom action research is a problem-solving strategy that utilizes concrete actions in the form of an innovative development process in detecting a problem that is being faced by students.

The research to be carried out is planned in several cycles, namely; (a) pre-cycle, (b) cycle I, and (c) cycle II. In the pre-cycle, the researcher only observes and follows the learning carried out by the classroom teacher using the methods commonly used (conventional) and the researchers have not provided a grid and even the application of the method that the researcher wants to use. Hence. the researcher begins to use the Everyone Is A Teacher Here learning model in cycle I and cycle II. If in the second cycle the results of the learning process the value is still below the minimum criteria and students are still passive in participating in learning, the alternative offered is to continue until they get a value according to the minimum criteria and student activities increase and students are more enthusiastic in participating in learning.

3.   RESULT AND DISCUSSION

In connection with the results of the final test conducted at the end of the lesson, it was found that the average learning outcome at the pre-cycle stage was 64 who did not meet the predetermined learning mastery value, which was 70. From the data obtained at the pre-cycle stage there were 15 students who had not completed. After observing directly, the PAI learning process for class VIII-1 at the pre-cycle stage, then the researcher discussed with collaborators for the next stage, namely at the stage of cycle 1. Before carrying out the next cycle there were several things that could be identified for the implementation of actions in cycle 1, namely:

1.   The implementation of learning is still in one-way communication.
2.   Learning models that still do not prioritize the practice of prostration, in this case are prostration of sahwi, prostration of gratitude and prostration of recitations.
3.   Learning in the classroom related to learning resources still relies on Student Worksheets (LKS).
4.   There is no practice related to the real life of students.

5. The application of one method, namely lectures, makes students bored and students' attention has not been focused on one problem.

Before carrying out the actions at the stage of cycle 1, conduct a discussion beforehand about the actions that will be taken to resolve the problems obtained at the pre-cycle stage, especially how to create a learning atmosphere that is not boring which will have an impact on students' learning motivation. These actions are then discussed with collaborators to become alternative solutions to problems. These actions are:

1. Carry out learning in the classroom with the PAIKEM learning strategy type Everyone Is A Teacher Here.
2. Reviewing the Learning Implementation Plan at the pre-cycle stage.
3. Implementing the learning components in active learning including inquiry, modeling and community learning.
4. Creating a fun learning environment (not boring).

Table 1 Observation Score of Students' Spirit in Following PAI Learning in Cycle 1

Sub Indicator	Indicator 1					Indicator 2					Total of score
	1	2	3	4	5	1	2	3	4	5	
1	0	0	0	1	0	0	0	0	1	0	8
2	0	0	0	1	0	0	0	0	1	0	8
3	0	0	1	0	0	0	0	0	1	0	7
4	0	0	0	1	0	0	0	1	0	0	7
5	0	0	0	1	0	0	0	1	0	0	7
6	0	0	1	0	0	0	1	0	0	0	5
7	0	0	0	0	0	0	0	1	0	0	3
8	0	0	0	0	0	0	0	1	0	0	3
Total of score	-	-	6	16	0	-	2	12	12	-	48

$$\text{Score} : \frac{Achieved\ score}{Maximum\ score} \text{ X } 100\%$$

$$: \frac{25}{70} \text{x } 100\%$$

$$: 68{,}57\%$$

From the results of observations at the stage of cycle 1, it can be concluded that students began to have an increase in learning readiness and activeness in the learning process. The activeness of students is as an indicator of the motivation to learn in the learning process. Students whose readiness is mature in learning and active in class show a passion or desire to excel. This increase can be shown from the percentage of the results of the assessment of the activeness and readiness of students in participating in learning, which is 68.57% and is still below the predetermined provisions, which is 70%. In the implementation of the action at the stage of cycle 1 there was an increase in the readiness and activeness of asking. With a different learning model applied at the pre-cycle stage, namely the PAIKEM-based learning approach with the Everyone Is A Teacher Here learning model, it can be seen that

there is an increase even though the implementation is not optimal and there are still many obstacles that must be fixed for the next cycle. The improvement is the calmness of the class when the lesson will begin, the attention of students in following the lesson has begun to focus little by little, many are seen actively asking questions, expressing ideas or knowledge about prostration of *sahwi*, prostration of gratitude and prostration of *tilawah* that they experience when they are in the middle of learning.

After completing the learning in cycle 1, the teacher and the researcher reflected on the implementation of the learning by discussing the obstacles or problems they faced while in class. From the results of the cycle evaluation, it produces several notes that must be reflected on the implementation of learning at the stage of cycle 2, namely as follows:

1. There are students who are still less enthusiastic in PAIKEM-based learning.
2. Teachers who carry out classroom learning with the guidance of the Learning Implementation Plan that have been prepared together with researchers have not fully mastered it.
3. In providing guidance to each group when group discussions occur, it is still not optimal.
4. There are students who are still passive.
5. There are students who are troble makers in the learning process.

From the results of the learning evaluation and the results of discussions between researchers and collaborators, there are several actions that will be taken in the next stage, namely cycle 2 which will increase learning motivation related to the implementation of the PAIKEM-based learning approach which has an impact on learning motivation. These actions are:

1. Provide motivation for the spirit of learning to students. With the delivery of material, the teacher should know in advance what students like. After that, give them what they like so that they also like what the teacher teaches, for example by offering additional value for students who want to ask questions.
2. When learning takes place, the teacher's contact with students is not only focused on one person, especially in group learning.
3. Maximizing learning through a PAIKEM-based learning approach by paying attention to its components.
4. Provide time for direct practice related to the topic of the subject matter.
5. Giving assignments in the form of group discussions in learning by giving a theme to a subject matter to be presented in front of the class.

For the results of individual assessments seen from the indicators of increasing student achievement in the learning process in cycle 2, it can be seen from the mean value as follows:

Table2 Frequency Distribution Value of Cycle 2

Score (S)	Frequency (F)	SxF
100	0	0
90	5	450
88	1	88
87	2	174
85	2	170
84	1	84

82	1	82
80	7	720
78	1	156
77	1	77
75	3	450
74	2	222
73	2	219
72	2	216
70	1	70
Total	33	3178

$$\text{Mean} = \frac{(\Sigma fx)}{N} = \frac{3178}{40} = 79,45 = 79$$

From the results of observations at the stage of cycle 2, it can be concluded that all students are almost actively involved in the learning process. Individuals and groups are actively involved in asking questions, writing when new information or information is received from the teacher or from other sources, completing assignments according to their function in the group in PAI learning in class. So that the learning process does not depend entirely on the teacher and they try to find as much information as possible to discuss in class or the problems they face are ready to be asked by the teacher.

With regard to the results of the final test conducted at the end of learning in cycle 2, it was found that the average test result in cycle 2 was 79.45 which was above the specified standard, which was above 70. From the data obtained at the pre-cycle stage there were 21 students. who have not completed and in the first cycle there are 5 students who have not completed. Unlike the previous cycle, for the second cycle the students had completely completed.

Conventional learning is felt to be less effective, as evidenced in the observation of learning motivation and student learning outcomes at the pre-cycle stage, learning is not optimal because many of the students are incomplete. Conventional learning tends to limit the freedom and creativity of students to grow and develop according to the level and thinking power they have, besides that conventional learning patterns do not involve students as a whole when carrying out the teaching and learning process so it is necessary to conduct a reassessment relating to the learning model that needs to be improved, namely by improving the learning model in accordance with the characteristics of the material. Therefore, the researcher offers the Everyone Is A Teacher Here learning model with the PAIKEM approach that is in accordance with the characteristics that are oriented towards the activeness of students when participating in the learning process, the selection of this model is to provide free space for students to actualize and experiment when they are faced with problems that arise. need to be solved both individually and collectively.

In addition, the factors that influence the increase in learning motivation that have an impact on the mastery of student learning outcomes are as follows: First, students feel more comfortable because when they listen to explanations from their close friends, they can understand more quickly in receiving information on the material being discussed. Second, if there are students who have difficulty in understanding the concepts and materials, they

tend to have the courage to ask friends and even the teacher. Third, most students always communicate with their friends both outside of school and in the classroom so that there is no awkwardness in asking and expressing opinions during the learning process or playing. Fourth, there is a close emotional relationship between students so that there is a sense of mutual support, a desire to help each other and a sense of mutual respect between individuals and between group members with one another.

4. CONCLUSION

Data description and research analysis on efforts to improve the learning spirit of learners in PAI learning on various prostration materials through PAIKEM-based learning strategies model Everyone Is A Teacher Here in SMP Negeri 1 Sumenep, from chapters I to IV then at the end of this writing can be concluded the first as an effort to increase the motivation of learning learners in PAI learning on materials of various prostration (prostration *sahwi*, Prostration of gratitude, and prostration *tilawah*) by using the learning model Everyone Is A Teacher Here can be seen from indicators of increased motivation of learning learners, namely readiness and learning activities of learners, Learning planning that includes the preparation of learning materials, time determination and learning media, drafting actions (Planning) in writing by listing in full about the steps that must be done in the learning process, an assessment plan during the process and after the end of the learning activity. After planning, then implemented, the next task of the teacher is to evaluate which in this study was carried out in several cycles. Second, the success of the PAIKEM-based learning strategy with the Everyone Is A Teacher Here type as an effort to increase the learning spirit of class VIII-1 students at SMP Negeri 1 Sumenep is shown by changes in the learning process, namely readiness and activeness during the learning process. an increase in the final test score of each cycle. This can be seen from the acquisition of scores which are presented through observations about the learning spirit of students with indicators of readiness and activeness in the learning process. The third, the percentage increase in enthusiasm for learning from pre-cycle, cycle 1 to cycle 2, namely from 58.57 % increased to 68.57% and reached above the specified average, namely 70%, namely: 80%. While the increase in the final test from the pre-cycle, cycle 1 to cycle 2 can be seen from the average value in each cycle, which is 64, increasing to 74 and reaching an average value of 79, the increase is above the minimum completeness criteria (KKM) which is 70 by increasing the learning motivation of students in PAI learning on various kinds of prostration (prostration *sahwi*, prostration of gratitude, and prostration *tilawah*) which has a positive impact is an increase in the final score above the minimum completion value of 70 then paikem-based learning strategy type Everyone Is A Teacher Here is effectively applied in PAI learning.

SUGGESTION

In light the importance of increasing students' enthusiasm for learning, the researchers expect several things related to the problems mentioned above as follows:
1. PAI Teacher (Islamic Education Subject)
   a. Teachers should try to do research on learning improvement, especially on the Everyone Is A Teacher Here learning model, which needs to be developed and implemented for other subjects.
   b. In PAI learning, students must be actively involved both in theory and practice.

    c. Students are accustomed to convey ideas or ideas and are responsible for the tasks assigned to them. Both individual and group assignments.

2. The school
   a. All schools should support the ongoing learning activities
   b. Facilitate the learning process by completing the required facilities and infrastructure.
   c. All schools, especially teachers, should improve competencies including professional competence and equip themselves with broad knowledge, because in fact the competencies possessed by teachers greatly affect the success of the learning process which will ultimately be able to produce students who excel, have good character, and have a good character that can have a positive impact on the development and progress of the school.

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