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The Effectiveness of Understanding the Concept of Worship and Islamic Religious Education by Organizing an Islamic Boarding School Activities for Elementary School Students

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan efektivitas pemahaman konsep ibadah dan pendidikan agama Islam dengan menyelenggarakan kegiatan pesantren kilat bagi siswa kelas IV SDN 101821 Pancurbatu pada semester II T.P. 2018/2019. Penelitian ini menggunakan jenis penelitian tindakan dengan tiga siklus (putaran). Setiap siklus (putaran), terdiri dari empat tahap, yaitu rancangan, kegiatan dan pengamatan, refleksi dan revisi. Data yang diperoleh berupa hasil tes formatif, lembar observasi kegiatan belajar mengajar. Dari hasil analisis, didapatkan bahwa kesimpulan yang dapat ditarik dari PTK ini adalah (1) Aktivitas siswa cenderung meningkat dengan pembelajaran menggunakan simulasi kegiatan pesantren kilat; (2) Keterampilan kooperatif siswa selama proses pembelajaran menggunakan simulasi kegiatan pesantren kilat dapat muncul dan sebagian besar menunjukkan peningkatan prestasi belajar Agama Islam; (3) Prestasi belajar Agama Islam pada siswa mengalami peningkatan yang signifikan setelah dilaksanakan melalui pembelajaran dengan menggunakan simulasi kegiatan pesantren kilat. Disarankan bahwa pembelajaran bidang studi Agama Islam sudah waktunya diganti dengan teknik pembelajaran yang inovatif seperti menggunakan simulasi kegiatan pesantren kilat bagi siswa SD.

Kata Kunci: Efektivitas, Ibadah, Pemahaman Siswa SD, Pendidikan Agama Islam, Pesantren Kilat.

Abstract

This study aims to describe the effectiveness of understanding the concept of worship and Islamic religious education by organizing lightning boarding activities for fourth-grade students of SDN 101821 Pancurbatu in the second semester of T.P. 2018/2019. This research uses action research with three cycles (rounds). Each cycle (round), consists of four stages, namely design, activity and observation, reflection, and revision. The data was obtained in the form of formative test results, observation sheets of teaching and learning activities. From the results of the analysis, it was found that the conclusions that can be drawn from this CAR are (1) student activity tends to increase by learning using a simulation of flash boarding school activities; (2) Students' cooperative skills during the learning process using the simulation of flash boarding activities can appear and most of them show an increase in Islamic learning achievement; (3) Islamic learning achievement in students has increased significantly after being implemented through learning using a simulation of Islamic boarding school activities. It is recommended that learning in the field of Islamic studies is time to be replaced with innovative learning techniques such as using a simulation of Islamic boarding school activities for elementary students.

Keywords: Effectiveness, Worship, Elementary School Students' Understanding, Islamic Education, Islamic Boarding School.

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INTRODUCTION

The progress and sophistication of the times necessitate that the roles, duties, and responsibilities of Islamic religious teachers are increasingly complex. This causes Islamic religious education teachers to always face various problems that must be resolved in order to achieve educational goals (Muslimin, 2018). In relation to the achievement of educational goals, teachers as the frontline and the main operational implementers of education, are required to be able to manage student activities, especially learning in the classroom and outside the classroom (Falah, 2018).

Indeed, if Islamic religious education teachers in the learning process can carry out their duties properly according to the standards set and supported by various other educational components, then no doubt the goals of education will be fulfilled and achieved as expected together (Safitri & Dafit, 2021). This shows how important the role, duties and responsibilities of an Islamic religious education teacher (Muchith, 2016).

Observing the urgent role of teachers in the process of achieving educational goals, teachers are required to be able to manage student activities, both inside and outside the classroom (Sumantri, 2019). These include maintaining learning activities, leading group activities, developing non-teaching tasks, initiating, organizing, directing and evaluating various aspects related to students (Sole & Anggraeni, 2018; Abdillah & Hamami, 2021). Thus, students will be assisted in the process of increasing competence according to the development phase.

The phenomenon shows that during school holidays, teachers often take advantage of holidays with their families, and also give students free time off with their respective families. In fact, ideally teachers and students work together in taking advantage of holiday time to improve students' self-quality. Activities carried out during this kind of holiday will have a positive impact on students (Rahmadani, *et.al.*, 2017; Suhandi & Pamela, 2020). Call it flash boarding activities which are carried out for 3 days or even 1 week. Of course, this will increase the emotional closeness between teachers, students, and teachers and students themselves.

Previous research has discussed the use of student vacation time with lightning boarding activities. Some of them discuss aspects of the use of Ramadan time for Islamic boarding schools (Saftari, *et.al.*, 2021; Khoiriyah, 2004), inculcating religious values in students through flash boarding activities (Hariandi & Irawan, 2016), fostering religious activities for students (Siregar, 2017), character education strengthening program for students (Damayanti, *et.al.*, 2019; Sari, *et.al.*, 2021), and efforts to improve students' morality through flash boarding activities (Sakrani, 2020). Observing the literature review, it is understood that there is an "empty side" that needs to be studied regarding the use of student holidays with lightning boarding activities, namely from the aspect of the effectiveness of understanding the concept of worship and Islamic religious education for students.

For this reason, further and in-depth research is needed to discuss the theme, which the researcher summarizes in the title, "Effectiveness of Understanding the Concept of Worship and Islamic Religious Education by Organizing Islamic Boarding School Activities for Class IV Students at SDN 101821 Pancurbatu in Semester II T.P. 2018/2019". Through this research, students are expected to gain an increased understanding of the concept of worship and Islamic studies comprehensively and intensively. Through this research, it is hoped that the concept and contextuality of the study of learning in the field of Islamic studies will be obtained with innovative learning techniques such as using a flash boarding school activity simulation for elementary school students.

METHOD

The type of this research is classroom action research. The focus of the research is on increasing Islamic religious learning outcomes for fourth grade students of SDN 101821 Pancurbatu in the second semester of the 2018/2019 academic year, by organizing lightning boarding activities. This research was conducted in a

collaborative and participatory way, it is based on the argument that the classroom teacher is the party who directly experiences and finds various learning problems.

In the process of classroom action research, it is carried out for 3 cycles as the first step to take action. After one cycle is complete, a reflection is held to take the next action. The flow of the implementation of the action used is the Kemmis and Mc. Targart's model (Assingkily, 2021). The flow of the action can be seen in the following figure:

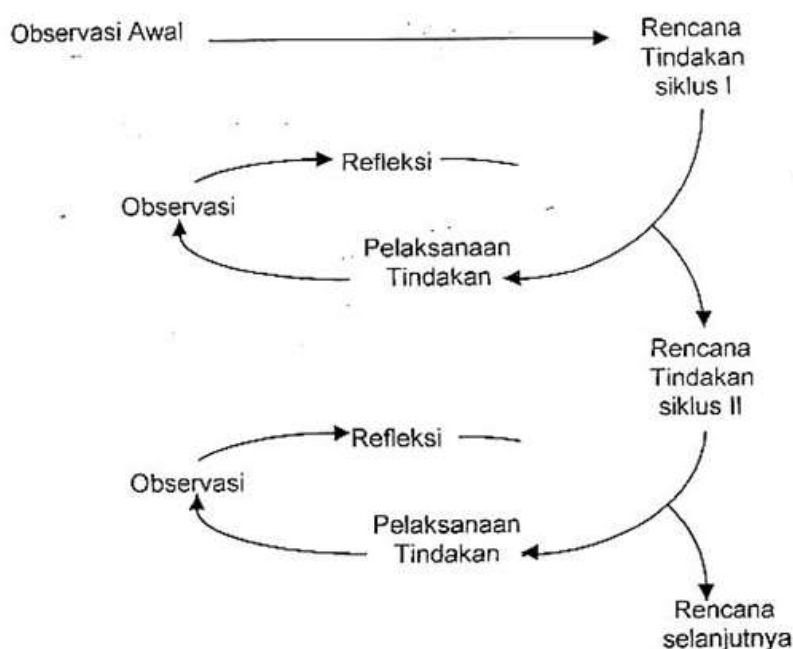


Figure 1. Action Implementation Flow in Classroom Action Research.

The techniques/instruments used are tests, student worksheets (LKS), and observation sheets. In detail, the research procedures carried out include; First, analysis of the 2013 curriculum (especially the fourth grade PAI material); Second, initial observations; Third, action planning includes; (a) making syllabus and learning scenarios, (b) making worksheets to measure students' abilities in the chosen theme in the learning approach through Islamic boarding school activities, (c) making evaluation sheets to measure students' abilities before and after learning and lightning boarding activities are carried out; (d) making observation sheets to observe the attitudes and activities of students during learning and boarding school activities; Fourth, the implementation of the action includes observation and reflection for each cycle and planning for improvement in the next cycle.

RESULTS AND DISCUSSION

Action Preparation

Classroom Action Research which took place at SDN 101821, Pancurbatu District, Deli Serdang Regency in Semester II, T.P.2018/2019, the implementation followed the following flow:

1. *Planning*, includes the determination of Islamic religious learning materials and the determination of the time allocation for their implementation.
2. *Action*, includes the process of teaching and learning activities in the field of Islamic religious studies through activities using lightning boarding schools.
3. *Observation*, carried out simultaneously with the learning process, including student activities, material development, and student learning outcomes.
4. *Reflection*, includes the activities of analyzing learning outcomes and at the same time compiling a plan for improvement in the next cycle.

The research was carried out cooperatively with the classroom teacher, who assisted in the implementation of observations and reflections during the research, so that indirectly research activities could be monitored while maintaining the validity of the research results.

Action Research Results

Classroom Action Research with a plot or stages (planning, action, observation, reflection) for fourth grade students at SDN 101821 Pancurbatu District, Deli Serdang Regency in Semester II T.P.2018/2019 as follows:

1. Planning Stage

At this stage, arrange the unit of study, then prepare the teaching aids.

2. Action Stage

At this stage students are asked to make 4 groups consisting of each group of 3-4 children. Then each group of teachers gives a pattern of games such as the following example questions:

- a. One of the students was asked to make religious activities including (recitation, prayer and playing while the other students followed or made the same counter activities as the other groups.
- b. From the various activities that have been directed in advance by the Islamic Religion teacher, students are given the task of filling out the activity agenda as if there was a flash boarding school in the month of Ramadan.
- c. Students are asked to do it in groups but separate from one group to another.

3. Observation Stage

At this stage, the Islamic Religion teacher observes students' skills in religious activities that image the daily routine at home and monitors collaboration between students in solving various problems around prayer and ablution movements and prayers that are valid and correct.

4. Reflection Stage

At this stage, the Islamic Religion teacher records the results of students' practical work performance and observes each group in answering problems and the accuracy of the activity schedule that has been determined by the previous Islamic Religion teacher. Then evaluate the overall results of the learning and improve existing weaknesses for the next lesson.

From the four stages, it is then repeated again starting from the planning stage to the reflection stage simultaneously which in the end obtained an increase in learning achievement in Islamic learning by using flash boarding activities.

Reflection Confirm

The process of data analysis as a result of the research includes increasing activity and the appearance of student skills in using flash boarding activities, as well as regularly monitoring the learning outcomes of fourth grade students at SDN 101821, Pancurbatu District, Deli Serdang Regency in Semester II T.P. 2018/2019 in understanding Islamic religious subject matter in a concrete way.

In the process of learning Islam, the introduction of the material for prayer, ablution, reciting and playing is done by discussion in each group to solve the obstacles encountered by students, then continued with the assignment of worksheets. The results showed:

Active Students	=	Group I	: 4 students
		Group II	: 1 students
		Group III	: 3 students
		Group IV	: 2 students

Passive Students	=	Group I	: 2 students
		Group II	: 6 students
		Group III	: 4 students

	Group IV	: 4 students
Student complete =	Group I	: 3 students
Islamic religious test question	Group II	: 4 students
	Group III	: 5 students
	Group IV	: 3 students

Interpretation

The introduction of Islamic Religion material is quite clear for students and quite understandable, but the accuracy and togetherness in praying together for class IV students at SDN 101821 Pancurbatu District, Deli Serdang Regency in Semester II T.P.2018/2019 still feels nervous, so it needs continuous learning assistance.

Action Results Discussion

The results showed that the students' ability to understand the material of Islam by using simulation activities of pesantren, the activities of lightning boarding schools were quite satisfactory. Overall, the results of the study showed an increase in both activity, collaboration, and student achievement, as shown in the following table:

Table 1
Research Results

Name	Number of Active Students	Number of Passive Students	Number of students who answered correctly	Percentage
Group I	4	2	4	80 %
Group II	4	3	5	90 %
Group III	3	3	6	100 %
Group IV	3	3	4	80 %

One of the results of the observations apart from the three things that became the target of the research action was the development of understanding of the Islamic Religion material in line with the development of students' cooperative activities and skills during the flash boarding school simulation activity. In other words, the more students understand the material of Islam (legitimate and correct prayer procedures, the correct procedures for taking ablution water and can eliminate najis and minor hadats, also slowly students understand learning Arabic by reciting regularly) the more exist and steady and enthusiastic in activities, especially in their respective groups (Repelita, 2021; Rafikasari, *et.al.*, 2021).

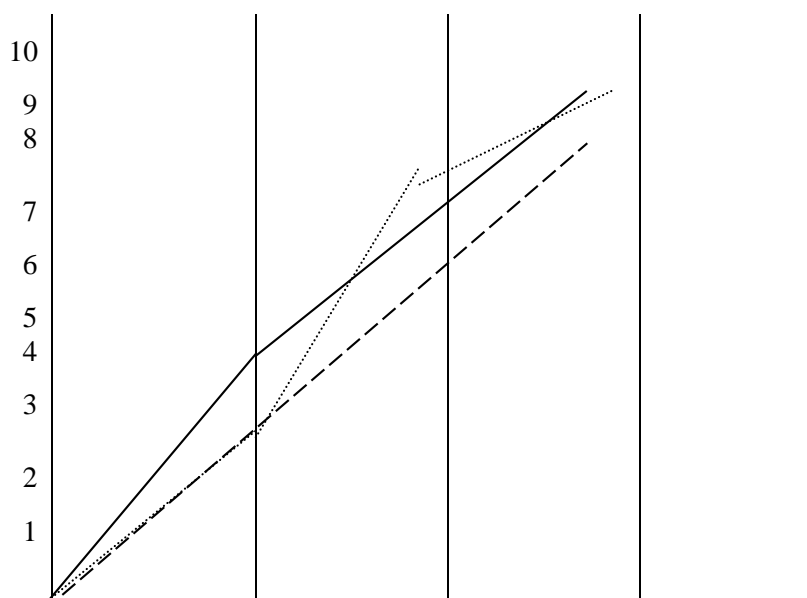


Figure 2. Research Results

Graphic Description:

- Learning Achievement Results
- Active Student
- Passive Student

Looking at the graph above, it is understood that in each cycle there is a significant change in student learning outcomes through Islamic boarding school activities. This is in line with what was conveyed by Susanti (2021), that extracurricular activities help teachers to instill character education and improve student learning outcomes. Furthermore, Khairani & Putra (2021) extracurricular activities also help students in the aspect of improving student achievement.

CONCLUSION

The conclusions that can be drawn from this CAR are (1) the activity of fourth grade students at SDN 101821, Pancurbatu District, Deli Serdang Regency in Semester II T.P.2018/2019 tends to increase by learning using simulations of lightning boarding activities; (2) Cooperative skills of fourth grade students at SDN 101821, Pancurbatu District, Deli Serdang Regency in Semester II T.P.2018/2019 during the learning process using a simulation of lightning boarding activities can appear and most of them show an increase in Islamic learning achievement; and (3) Islamic learning achievement in fourth grade students at SDN 101821 Pancurbatu District, Deli Serdang Regency in Semester II T.P.2018/2019 experienced a significant increase after learning was carried out through simulation of lightning boarding activities.

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