

CLASSROOM ACTION RESEARCH AS A SOLUTION FOR THE PROBLEMS IN ISLAMIC RELIGIOUS EDUCATION STUDY IN CLASSROOM

Received: 2023-02-19 | Revised: 2023-03-19 | Accepted: 2023-04-10

Article Info

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Abstract

Each teacher is required to be able to carry out Classroom Action Research activities. The teacher's ability to carry out Classroom Action Research activities is a measure of the teacher's success in the process of improving classroom learning. On the other hand, to fulfill teacher competence, in carrying out duties as an educator. Classroom Action Research is one of the research activities to solve problems in Islamic Religious Education (PAI) learning materials. Islamic Religious Education (PAI) learning materials include Aqidah-Akhlak, Al-Qur'an and Hadis, Fiqh, History of Islamic Culture, and Arabic.

Keywords: Classroom Action Research, Aqidah-Akhlak, Al-Qur'an and Hadis, Fiqh



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INTRODUCTION

One of the ways to implement the professional teachers' goals, is by upgrading the learning and teaching effectiveness. Learning and teaching effectiveness can be founded in Classroom Action Research. Classroom Action Research is a form of activity purposing to upgrade the teachers' roles and duties. Their duties are such as: to educate, teach, guide, coach, train, give scores to students, and evaluate them. Carrying a research activity implies carrying a Classroom Action Research (PTK). Furthermore, according to Arikunto, he said that Classroom Action Research, as a measure of the study activity, is an action that is simultaneously brought up and happens by itself in classrooms (Arikunto, 2010: 81). Based on that, action research that is carried by the teachers are purposed to improve the study situations which the implementation of Action Classroom Research is responsible for it, and supposed to be implemented by the teachers in order to evaluate their students during the study or learning-and-study process.

During the study activity that occurs in a classroom, there will be identical problems that need to be settled and solved. According to W. Dasna in Rafiqie (2021: 15), he said that "the problems in the class are consisting of at least three kinds of problems: first, measurable problems, e.g., a problem at students' learning results where these results were not optimally achieved. That problem implied that the students did not comprehend the learning materials introduced by their teachers. For example: for the Al-Qur'an and Hadis subject, 90% of the

students do not comprehend the Tajwid sub-subject; second, observable problems, for example: how to motivate the students and ensure a secure and joyful feeling while attending the study process; and three, surveyable problems, e.g., interviewing the students to obtain their opinions.

The problems in the classroom can be solved by conducting action research, i.e., Classroom Action Research. According to Hamilton, he said that “Action research is a systematic investigation of teaching and learning problems which are manually identified, in order to comprehend the complex dynamics in the class, and develop a strategy oriented to adjust the learning and teaching problems.” Furthermore, affirming the mentioned Hamilton’s statement Dasna (2011: 62) said that “Classroom Action Research is the solution for the study problems that occur in the class, in order to improve the study quality.”

The National Constitution of Education System No. 20 the Year 2003 mentioned by Nawafil (2018: 29), defines the study as “the process of students’ interactions with their teachers and the learning resources, in a learning environment.” Afterward, Islamic Religious Education study is a study of Islamic Religious Education materials which are consciously supposed to prepare the students to know, understand, and spiritually live and believe the Islamic religious values, bear the noble manners in conducting the Islamic religion; based on its main sources, i.e., Al-Qur’an and Hadis, through counseling activities, teachings, training, and experiences. Its subjects consist of Aqidah-Akhlaq, Fiqh, Al-Qur’an and Hadis, and the History of Islamic Culture (SKI). This study aims to describe Classroom Action Research in order to solve the problems of the Islamic Religious Education (PAI) study.

RESEARCH METHODS

The researched uses the qualitative method, this study uses a literature study approach. In obtaining data, the researcher reviewed the main literature on classroom action research, and the problems of PAI learning from journals or reference books (Sugiyono, 2015: 46). The main goal of this research is to describe classroom action research in order to solve the problems at Islamic religious education. The data obtained were then analyzed in depth both by deduction and induction.

FINDINGS AND DISCUSSION

Action research on education field was pioneered by John Dewey. Its activity, concept, organization principles, and methods are also influenced and developed by him. According to him, teaching experiences are facing towards learning and teaching. What was he said about learning and teaching has been the focus of teachers education. In other hand, he also acknowledged and praised teachers who use contemporary methods in their teaching, methods which are different from pedagogical application, resulting different experiences for them (Minhaji, Nawafil, and Muqit, 2022: 2110).

One of another experts who contributed on this development and its research, was Jean Piaget. The theory of cognitive development that developed by him was conceptually acknowledged as one of conceptual pillars and treated as a treasure chest of knowledge about cognitive development. He also said that the cycle process of cognitive development, which was newly discovered, was based on experiences and reflections. He observed the study as a process, which he called ‘scheme development’. He affirmed that by assimilating knowledges from gained experiences (action) and then building the mental accomodations (reflection), an adaptation – or

a 'study' – could occurs. Indeed, this explanation of cognitive development confirms the mindset of action research. That theory was resulted from his research that he conducted it through action research process. And it is depicted in an image below:

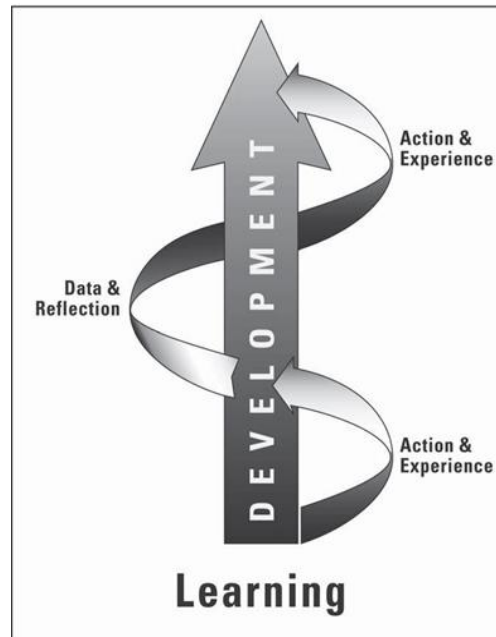


Figure 1. A theory reflective practice

It can be described from the picture 1 above that learning development is initiated from action experience. Action research is research oriented to continuously improve teaching skill and develop the competence through action reflection. According to Robert P. Pelton (2010: 96), he said that action reflection is a measure continuously, carefully and wisely conducted by the teachers, to adjust and evaluate the study quality in order to give the students a best study experience. As a result, conducting an action reflection intuitively improves the teachers' instruction method and techniques.

The essence of Classroom Action Research in Some Aspects such as Epistemology, Ontology, and Axiology

Blaikie (2007: 43) said that it is important for the teachers to consider the philosophical attributes related to action research. When the researchers decided on a methodology they will use, they are advised to consider ontological, epistemological, and axiological aspects. And it is important for them to distinctively differentiate these philosophical aspects, and understand the implication of these aspects; during proceeding research, especially during collecting and analyzing data.

In the last two decades, the action research appeared again. Its appearance, as a reaction on pragmatical and philosophical pressures in these days, is now universally accepted as “an investigation or research which attempts to focus on life quality improvement for organizations, societies, and families. “The focus on life quality improvement for organizations, societies, and families, is also included in teachers’ research” (Razali and Wah, 2011: 81).

Classroom Action Research assumption is based on philosophical approach, scientific approach, or the combination of both. According to Y. Suyitno (2009: 71), he said that “one of

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the correct approach which 'how PTK should be conducted correctly' is based on, is the philosophical approach one. With this approach, the three aspects that will be discussed by as its philosophical approach, are the ontology, the epistemology, and the axiology."

According to Kaelan (2020: 75), he said that "ontology is the fondation for establishing objects, and a field of science; and because of that, answers the questions in the discussion, including which reality: concrete, abstract, or symbolical reality, is the discussion on?" Hence, ontologically, Classroom Action Research is a reality object that can be studied. The reality study for Classroom Action Research object, according to J. Spencer Clark and Suzanne Porath, Julie Thiele, they said that "(It) gives a wide knowledge map about objects related to teaching and learning, curriculum, study evaluation, cognitive, psychometrics, and affective skills on the students, socio-economical and cultural factors, and other factors, all which potentially improves the school quality," (Clark et al., 2020: 99)

According to Muqit et al. (2022; 86), she said that the ontology of Islamic Religious Education is a process of individual character development, based on what Allah revealed for His messenger Muhammad. For example: In Islamic Religious Education curriculum, one of its subjects is Aqidah-Akhlaq. Based on The Decree of The Minister of Religoius Affairs (KMA) No. 165 year 2014, about the thirteen sub-subjects of Islamic Religious Education and Arabic curriculum, it said that the Aqidah-Akhlaq Sub-subject emphasize on the ability to understanding the Islamic believes and principles, in order to have a firm faith and be able to protect it, living and conducting the values from The Fairest Allah's Names. The 'Akhlaq' part itself emphasizes on making the habit on conducting the noble manners, attributing oneself with them, and avoiding the despicable manners, on daily basis. Hence this subject is able to be studied because it is a real object.

Epistemology is a human effort to obtain the knowledge. That statement was confirmed by Achmad Soetrimo (2021: 56) as he said that "epistemology is a branch of philosophy study that discussing around the origins, the method sources, and the validity of science." A science acquired from a scientific process. Every science has its unique identities and characteristics which differentiate each from other, and so as that Education Science. Education Science has many branches: Education Management, Education Psychology, Education Anthropology, Education Sociology, and Education Technology.

Classroom Action Research is not a branch of any field. Rather, it is an application of research method to discover facts related to study practices in the class. According to Amsyari (2016: 78) in Indonesian Language Generic Dictionary, he define axiology as science benefits on human life; or a study of values, especially the ethics.

Axiology in Islamic Religious Education is supposed to prepare Indonesian people to able to live as individuals and citizens, bearing traits such as: faithfulness, productivity, creativity, innovativeness, and affection; also, able to give contributions on social and national life. Hence, it is obvious that axiology in this subject has noble values which can be attributed to people as individuals and citizens bearing traits such as: faithfulness, productivity, creativity, innovativeness, and affection; also, able to give contributions on social and national life. It is also included in the phrase "the people as individuals and citizens" above: teachers, students, and school administrators, from the elementary school (MI), mid-high school (MTs), and high school (MA).

Understanding Data Sources of Classroom Action Research on Islamic Religious Education Learning (PAI)

Understanding the source of data in Classroom Action Research on learning Islamic Religious Education (PAI) in Class, Educators/Teachers need to understand the meaning of data in Classroom Action Research. Robert P. Pelton (2010: 81) says that data is reflection carried out by educators/teachers and collected during the learning process, after which it is reflected to support effective learning improvement. Thus, the data can be concluded that the problems that arise during the learning process in class.

Data in Classroom Action Research, there are qualitative and quantitative data. Qualitative data is data that is displayed, described and illustrated in the interaction between students/students, educators/teachers, school principals and school supervisors about what they do or carry out. Images (videos, photographs and works of art), physical objects and audio recordings are also potential sources of qualitative data. These data sources often provide rich descriptive and contextual information about the people, actions, and interactions that occur in the classroom.

The form of qualitative data for teachers, such as: the teacher's journal as a researcher, the teacher-as-researcher's journal is in the form of a document. There are many other documents produced by or for Teachers that are potentially sources of meaningful qualitative data, including lesson plans, grading rubrics, content standards and objectives, Teacher education programs, textbooks, Web sites, and materials teach (Rosidah et al., 2022: 95). Observational data What teachers see and hear in class and outside the classroom (school environment) is a potential source of qualitative data.

The form of student qualitative data, such as: work products, namely the work produced by students. Example: a picture of a person doing ablution, azan, and praying, the picture was made by the Student to explain the subject matter of: ablution, call to prayer, and prayer. The work product is in the form of: video, namely the procedures for carrying out the Hajj pilgrimage. The film-style work product depicts the history of the struggle of the Prophet Muhammad SAW.

Quantitative data, namely data that can be measured in the form of numbers that are measured using statistics as a test tool, these measurements are related to the problem under study in order to produce conclusions.

Forms of quantitative data for teachers, such as: Rubrics for teachers, Observation Checklists and Tally Sheets, and school test standards. Forms of quantitative data on students, such as: Observation checklists and Tally Sheets and assessment rubrics and tests made by teachers, such as quizzes, middle tests and final semester exams (UAS), are part of the evaluation tools in learning, including eye Islamic Religious Education (PAI) lessons.

Classroom Action Research Procedures in Islamic Religious Education Learning (PAI)

Procedure Classroom Action Research in learning Islamic Religious Education (PAI), divided into 7 (seven) procedures, the first identification of problems learning Islamic Religious Education (PAI), including: Aqidah-Akhlak, Fiqh, Alqur'an and Hadis, and Islamic Cultural History (SKI).

Identification activities are carried out during the learning process, teachers observe learning components that are not optimal, so that teachers are enabled to improve them. In the learning process of Islamic Religious Education (PAI) learning problems are found, such as: low

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understanding of learning material, low motivation to learn, low learning outcomes, low creativity of students, low achievement of minimum completeness criteria (KKM), lack of learning media facilities material devices (modules, job sheets, lab sheets, hand outs), learning methods. To be able to identify problems in Classroom Action Research requires the sensitivity of teachers in analyzing class situations. For example, when teachers explain material about the preaching of the Prophet Muhammad SAW, while showing pictures of the Arabian peninsula, the teachers observe or reflect on the activities of teachers.

Second, from the results of observation or contemplation, teachers make action plans. Action planning starts from knowing the problem, then formulating and then solving the problem through action research. Then educators / teachers make action plans and develop learning tools. Action planning activities include: (a) Prepare Learning Implementation Plans (RPP). Every teacher is required to have Learning Implementation Plans, because RPP is the direction or guideline for an teacher in the learning process. RPP is made and prepared with operational language. (b) Action research data collection. Data in action research is a problem that exists in the classroom. teachers have thought about how to collect data, the means used in data collection, who took the data, during the action process it is necessary to prepare observation sheets, test kits and the facilities needed in action activities. c. Prepare action tools, such as: learning media, descriptions of Aqidah, Morality, Fiqh, Al-Qur'an and Hadis learning materials as well as Islamic Cultural History (SKI) material, and learning tools. And D. Action simulation or experiment, this activity is carried out to ensure the smooth running of action research or success in action. This simulation or experimental activity can be carried out in small classes or discussions with lecturers, supervisors of teaching staff/teachers or colleagues.

Third, application of action, an activity of teachers implementing actions in accordance with the action plans that have been made previously. Fourth, observing a process of recording and monitoring whether the implementation of the action goes according to the application of the action, what is the class situation, if there are problems that need to be discussed by colleagues, then at that time the teachers are discussing with their colleagues.

Fifth, data analysis, depending on the purpose of action research. Data can be analyzed qualitatively or quantitatively. Action research aims to improve the learning process so get qualitative data. Examples of increasing motivation to learn to read the Koran. Action research aims to improve learning outcomes in learning to get quantitative data. Examples of improving learning outcomes of Akhlaq material. From the results of data analysis, the data is then presented in a qualitative form, so that action research has meaning. Data is presented in quantitative form, so that action research can be measured.

Sixth, evaluation is a process of systematic analysis, analysis, interpretation of information, to determine the extent to which students achieve instructional goals. The purpose of the evaluation is to clarify the aspects studied, and the quality indicators have been determined, as in class action research the aspects studied are one of the learning outcomes. Seventh, reflection on action research data contemplation activities. the results of this contemplation are used to examine what has happened and what has not happened, with a corrective action that has been taken.

CONCLUSION

To solve learning problems in Islamic Religious Education (PAI) in class, skills and competences are needed in compiling, implementing and making Classroom Action Research reports. In Classroom Research, it is necessary to pay attention to philosophical limitations, data understanding, and procedures for Classroom Action Research, in addition to other principles in implementing Classroom Action Research activities.

Philosophical boundaries related to the nature of Classroom Action Research. While the understanding of data is related to data problems that are observed and analyzed to carry out a reflective action. This is because reflective action is the main core of Classroom Action Research activities. Furthermore, the procedure is a step or stage that must be considered in the implementation of Classroom Action Research.

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Jurnal Studi Pendidikan dan Pedagogi Islam
Vol. 8 No. 1

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