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Application of an Intelligence-Based Approach in Learning Islamic Religion

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Abstrak

Berdasarkan hasil observasi yang dilakukan di SMA N 1 2X11 Enam Lingkung, hasil belajar siswa masih rendah, terbukti dengan masih banyaknya siswa yang belum menyelesaikan pembelajaran agama Islam. Selain itu, aktivitas siswa dalam mengikuti proses pembelajaran masih rendah. Hal ini disebabkan karena kecerdasan intrapersonal dan kecerdasan interpersonal siswa belum berkembang dengan baik dalam pembelajaran agama Islam. Untuk mengatasi permasalahan tersebut, peneliti menerapkan "pendekatan berbasis kecerdasan dalam pembelajaran agama Islam". Pendekatan berbasis kecerdasan merupakan pendekatan pembelajaran yang bertujuan untuk mengaktifkan kecerdasan siswa melalui metode pembelajaran yang bervariasi. Oleh karena itu, rumusan masalahnya adalah apakah hasil belajar siswa pada pendekatan berbasis kecerdasan lebih tinggi dibandingkan dengan hasil belajar siswa pada pembelajaran konvensional kelas X SMA N 1 2X11 Enam Lingkung. Jenis penelitian yang dilakukan adalah penelitian eksperimen semu, dengan desain penelitian Randomized Control Group Only Design. Pengambilan sampel dilakukan dengan teknik Purposive Sampling. Data hasil belajar siswa diperoleh dari hasil tes akhir kedua kelas sampel yaitu hasil belajar setelah diterapkan pada kelas eksperimen yang menggunakan pendekatan berbasis kecerdasan dan hasil belajar pada kelas kontrol yang menggunakan pembelajaran konvensional. Secara umum hasil penelitian menunjukkan persentase ketuntasan ulangan akhir siswa sebesar 76,12% pada pembelajaran di kelas eksperimen. Dengan demikian dapat diketahui bahwa siswa kelas X1 SMA N 1 2X11 Enam Lingkung mempunyai rata-rata hasil belajar lebih besar atau sama dengan 75 dengan menggunakan pendekatan berbasis kecerdasan. Berdasarkan penelitian dapat disimpulkan bahwa hasil belajar matematika siswa yang diterapkan pendekatan berbasis kecerdasan lebih tinggi dibandingkan hasil belajar konvensional di SMA N 1 2X11 Enam Lingkung.

Kata kunci: *Pembelajaran, Kecerdasan, Hasil Belajar*

Abstract

Based on the results of observations made at SMA N 1 2X11 Enam Lingkung, student learning outcomes are still low, as evidenced by the large number of students who have not completed their Islamic religious studies. Apart from that, student activity in participating in the learning process is still low. This is because students' intrapersonal intelligence and interpersonal intelligence have not developed well in learning Islamic religion. To overcome this problem, researchers applied an "intelligence-based approach in learning Islamic religion". An intelligence-based approach is a learning approach that aims to activate students' intelligence through varied learning methods. Therefore, the formulation of the problem is whether student learning outcomes in the intelligence-based approach are higher than student learning outcomes in conventional learning for class X SMA N 1 2X11 Enam Lingkung.The type of research carried out was quasi-experimental research, with a Randomized Control Group Only Design research design. Sampling was carried out using a Purposive Sampling technique. Data on student learning outcomes were obtained from the final test results of the two sample classes, namely learning outcomes after being applied in the experimental class which used an intelligence-based approach and learning results in the control class which used conventional learning. In general, the research results show that the percentage of students' final test completion was 76.12% in learning in the experimental class. Thus it can be seen that class X1 students at SMA N 1 2X11 Enam Lingkung have an average learning outcome greater than or equal to 75 using an intelligence-based approach. Based on this research, it can be concluded that students' mathematics learning outcomes when applying an intelligence-based approach are higher than conventional learning outcomes at SMA N 1 2X11 Enam Lingkung.

Keywords: *Intelligence, Learning, Outcomes*

INTRODUCTION

Education is a right that everyone must obtain. Education can be capital for someone to be successful and able to achieve success in their life in the future. The education process has existed since humans were born, starting from the family environment. Followed by formal, structured and systematic education in the school environment. In schools there is direct interaction between students as learners and teachers as educators in a learning process. Learning is the main activity in the school environment which can determine the quality of human resource output. Therefore, efforts to improve the quality of learning are a necessity that must be pursued (Asri, 2015).

One of the efforts to improve the quality of education in a positive direction continues to be implemented to this day. One form of improvement effort is the large

amount of research carried out by applying a more varied learning approach, which aims to make the learning process better, resulting in increased learning outcomes (Sardiman, 2014). The overall reflection of learning is shown by the learning achievements achieved by students. In learning activities at school, many students are found who have low grades in a number of subjects, especially Islamic religious studies. The achievements achieved are not yet satisfactory, because there are still many students who get scores below the set standards (Dimyati, 2012).

Efforts to improve the quality of Islamic religious lessons should ideally start from improving the learning process carried out by teachers, namely by implementing a learning approach that can improve student learning achievement. A learning approach that is able to change students' negative views regarding memorizing Islamic religious material into enjoyable lessons, lessons that provide many opportunities for students to function physical elements, train responsibility and cooperation (Mulyasa, 2012). This kind of learning approach will not only create fun in learning but will also have a positive impact on the development of cognitive and social aspects.

Based on observations by researchers in class X at SMA N 1 2X11 Enam Lingkung, researchers saw that student learning activity in Islamic religious subjects was still low. This is characterized by 1) the number of students asking and answering questions from the teacher is very small; 2) students tend to work individually; 3) some students do not do homework; 4) students tend to give answers when discussing books and cannot elaborate on answers; 5) only a few students took notes on lesson material; 6) students' interest in reading is still low. Documentation studies of the results of daily Islamic tests (grade books) for class X students show that the average value of student learning outcomes is still low. There are still many students who have not met the minimum completion standard (KKM) for mathematics that applies at SMA N 1 2X11 Enam Lingkung, namely 75.

In general, the implementation of learning carried out at this school has so far used the classical method of demonstration, lecture and question and answer in a monotonous style (Oemar, 2014). As usual, learning begins with an explanation of the material, giving examples and ends with practice. Teachers dominate more activities in the learning process. Students only listen, take notes and obey what the teacher orders. As a result, students' potential cannot develop optimally. Based on the above phenomenon, it can be concluded that there are three main problems in the learning process in class satisfying. To overcome the problems in class X, researchers tried to apply an intelligence-based approach.Researchers chose to apply an intelligence-based approach, because this approach can facilitate teachers to guide students in carrying out a more varied and creative learning process that involves imagination, intuition and discovery by developing divergent development, originality and curiosity in students so that it can improve student learning outcomes. From the description above, researchers are interested in conducting research with the title "Application of an Intelligence-Based Approach in Islamic Learning"

RESEARCH METHODS

Based on the problems raised and the research objectives, this type of research is quasi-experimental research. "Quasi-experimental research is an experiment that equates the experimental group only in one character and is carried out at least by matching or matching group members." In this research, samples were taken from two classes, namely the control class and the experimental class. These two classes were not given the same treatment, namely for the experimental class learning was carried out using an intelligence-based approach, while the control class learning was carried out using conventional learning.

The data analysis technique aims to see differences in learning outcomes between the experimental class and the control class using the t-test. Before carrying out the t-test, it is necessary to carry out a normality test and a homogeneity test on the variance of the two samples. If the student learning outcome scores are normally distributed and the population variance is homogeneous, then to test whether the experimental class learning outcome scores are higher or lower than the control class and this is a significant influence, the t-test is used with the help of the SPSS program with the criterion if the value If the significance is smaller than 0.05, then reject Ho and accept H1 and conclude that intelligence-based learning is better than conventional learning.

RESULTS AND DISCUSSION

A. DATA DESCRIPTION

This research is a quasi-experimental research which is divided into two classes, namely the experimental class and the control class. This research activity was carried out from May 17 to May 22 2024 on students in class X1 as the experimental class and class X2 as the control class. Before research activities are carried out, the researcher determines the subject matter and prepares the research instruments. The selected material is "Applying al-Kulliyatu al-Khamsah in Life Daily ". The researcher chose the material Applying al-Kulliyatu al-Khamsah in Life Everyday because the material is in accordance with an intelligence-based approach that can activate students' intelligence.

The final test was given to two sample classes to see student learning outcomes. The final test questions are in the form of multiple choice questions consisting of 40 questions. Students are given time to work on questions for 90 minutes. After carrying out the test, data was obtained regarding students' Islamic learning outcomes for the subject of Applying al-Kulliyatu al-Khamsah in Life Daily . The test was given to class X1 of SMAN 1 2X11 Enam Lingkung which implemented an intelligence-based approach in learning Islamic religion and the test was also given to the control class The final test was taken by 69 students consisting of 31 experiment class students and 38 control class students. From the final test results, calculations were carried out to obtain the average value ($\bar{x}$), standard deviation (s) and variance (s2) for the two sample classes which are stated in the following table:

Table 1. Calculation final test result

Class	$\bar{x}$	N	s^2	s
Exsperiment	68,68	31	76,83	8,76
Control	55,95	38	74,26	8,61

From the table, it can be seen in general that there are differences in average values and variance between the experimental class and the control class. The average learning achievement test for the experimental class was 68.68, while for the control class it was 55.95. So, the average value of the experimental class is higher than the average value of the control class. The experimental class variance was 76.83 and the control class variance was 74.26. It can be seen that the variance in the experimental class is greater than the variance in the control class, meaning that student learning outcomes in the control class are more homogeneous. Thus, in general the mathematics learning outcomes of the experimental class were higher than the mathematics learning outcomes of the control class.

B. DISCUSSION OF LEARNING IMPROVEMENT RESEARCH RESULTS

1. ANALYSIS OF RESEARCH DATA

Analysis of student learning outcomes test data aims to draw conclusions about the data that has been obtained from the learning outcomes tests. Therefore, it is necessary to analyze the learning outcomes tests statistically.Before carrying out a hypothesis test, a normality test and a variance homogeneity test are first carried out. The data obtained from the research results were tested statistically using the t test. The t test aims to test the hypothesis before drawing conclusions. Before carrying out a hypothesis test, a normality test and homogeneity test are first carried out on the final test data for each sample class.

To find out whether the sample is normally distributed or not, the Liliefors test is used. From the tests that have been carried out, the values Lo = 0.077 and 0.135 for the two sample classes at the real level α = 0.05 are less than Lt = 0.153 and 0.143, so it can be concluded that the population data for the experimental class and control class are normally distributed. By using the homogeneity test equation as described in the data analysis technique, the Fcount result was 1.02 and Ftable was 1.74. Because Fcount is smaller than Ftable, it can be concluded that the two sample classes have homogeneous variance.

2. Hypothesis test

From the normality and homogeneity tests above, it turns out that the two sample classes have a normal and homogeneous distribution, so the hypothesis test is then carried out using the t-test (t-test). This t test uses SPSS. Based on the SPSS output, tcount = 5.28 and ttable = 2.00 at the 0.05 level with a significant value of 0.000, which is smaller than 0.05. Because tcount > ttable then H1 is accepted. This means that the learning outcomes of students using an intelligence-based approach are higher than the learning outcomes of students using conventional learning.

CONCLUSIONS

In the learning process using the learning approach applied by the teacher will influence student activities in learning. The application of varied learning will motivate students to be active in the learning process. The various intelligences possessed by students require teachers to be creative in choosing learning approaches that can activate the intelligence possessed by students, so that the learning process is carried out by students with joy. Based on the results of research carried out through quasi-experimental research using an intelligence-based approach in learning Islamic religion in class. Student learning outcomes in the intelligence-based approach are higher than students' mathematics learning outcomes in conventional learning in the main Applying al-Kulliyatu al-Khamsah in Life Daily. This can be seen based on the t-test analysis with a 95% confidence level, tcount= 5.28, while from the t distribution table with dk=n1+n2-2 and 1-α with α= 0.05, t=2.00. This shows that the value of tcount > ttable and the significant value of 0.000 is smaller than 0.05.

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