



Learning Effectiveness on Santri Learning Achievement at Riyadlul Muta'alimin Islamic Boarding School Cikaramat

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ABSTRACT

This research is motivated by the consistency of Islamic boarding school residents in applying religious learning in collaboration with general learning. This study aims to determine the effectiveness of learning on student achievement at the Riyadlul Muta'alimin Islamic Boarding School in Cikaramat, Sukabumi Regency using indicators of learning effectiveness and learning achievement indicators that are expected to achieve this goal. This research is a descriptive qualitative research with research subjects being Islamic boarding school students at the wustha level. The object of this study is the effectiveness of learning as an independent variable on student achievement as the dependent variable. This study used data collection techniques in the form of observation, interviews and documentation, which were obtained through mini-research and literature studies. Data analysis with data reduction, data presentation and conclusion. The validity of the data using triangulation of sources and techniques. The results showed that the effectiveness of learning affects the achievement of students, by fulfilling the indicators of learning effectiveness, namely indicators of management and implementation of learning (students can take part in learning by combining two curricula, namely the cottage curriculum and the government curriculum), communicative teaching and learning process (students can express opinions or ask questions to ustadz), active response of students (senior students can actively guide or practice learning to junior students), ustadz motivation through learning innovation (shown by not only learning lecture or bandongan methods but by studying outside or honing students' skills), and learning outcomes (indicated by 90% of students being able to meet the KKM score and being able to win the championship). According to the author, all of that can be created with discipline in managing time to study and meet daily needs.

Keywords: *Achievement, Effectiveness, Learning*

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INTRODUCTION

According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, learning is the process of student interaction with educators and learning resources that take place in a learning environment. Education is a

very important part of a person's life (Pathurohman dkk., 2023). Through education humans grow and develop, especially with a view to the future (Yusup dkk., 2022). The purpose of education is an effort to advance and improve the resources of a person ready to improve his life at a personal, social and other levels.

The problem of education is so dynamic from time to time, education is expected to increase the achievement of physical and mental well-being. Therefore, education is expected to play a role in development (Muhammadong dkk., 2023). Understanding of the meaning of life and awareness of the importance of social roles in community life creative, productive, efficient and dynamic behavior and development of understanding. When viewed at the present time education is very important, especially religious education, not only for strengthening on the insight side of general knowledge but moral development, and religious education is also an important factor in strengthening one's life with God (Zukhairina dkk., 2022). The purpose of Islamic education is essentially a desired ideal. According to the objectives of Islamic education, education is a systematic process of value change to realize the ideals and embodiment of the values of Islamic teachings in order to form a noble personality and an attitude of full piety to Allah SWT both as an individual, and society.

Learning is a series of methods or rules that have been determined by an institution or institution for learning activities in order to achieve the desired learning objectives where the student's environment is deliberately managed to enable him to participate in daily behavior, morals and character (Alanshori, 2017). Pondok Pesantren learning as an alternative form in an effort to improve education management, especially in learning management, is also a demand for the needs of the community who want children to be able to study well in Pondok for religious science and general science with longer study time (Hasnawati & Waled, 2023). The curriculum applied in Islamic boarding schools usually uses a combination of two curricula, namely the curriculum from the government in accordance with the equality of its program levels and the curriculum of the Islamic boarding school itself (independent curriculum).

In this study, researchers conducted an observation conducted at the Salafi Riyadlul Muta'alimin Islamic Boarding School to see how effective learning is on the learning achievement of students, where activities in the boarding school students are required to fulfill their own personal lives (cooking themselves, washing their own clothes) by dividing the time to continue learning general knowledge and religious knowledge. Unlike the case with ordinary students, they are usually assisted by their parents to fulfill their personal needs so that they have a lot of free time to learn both to seek insight into general knowledge and religious knowledge.

THEORETICAL FOUNDATION

Learning Effectiveness

Mulyasa defines that "Learning effectiveness is a situation of conformity between the person carrying out the task and the intended target results" (Mulyasa, 2004). According to Hamalik "The effectiveness of learning is learning that provides

opportunities for self-learning or doing the widest possible activities for students to learn" (Hamalik, 2002). While Djamarah provides a definition, namely "The effectiveness of learning is a standard of success, meaning that the more successful the learning achieves the predetermined goals, the higher the level of effectiveness" (Lumban Gaol, Morales, dkk., 2023). According to Miarso "The effectiveness of learning is one of the quality standards of education and is often measured by the achievement of goals, or it can also be interpreted as accuracy in managing a situation" (Miarso, 2004).

From the various definitions that have been put forward by experts, the researcher can draw the conclusion that the conceptual definition of learning effectiveness is the level of success achieved in line with the objectives, namely based on the application of learning models or media, in this case measured by student learning outcomes, if student learning outcomes increase, then the model or learning environment can be said to be effective, otherwise the results of student learning are disrupted either by the model or by the learning environment is considered ineffective (Amirudin dkk., 2022). The operational definition of learning effectiveness is the level of success achieved by students at the Riyadlul Muta'alimin Islamic Boarding School in line with learning objectives, namely based on the application of learning models or media, in this case measured by student learning outcomes, if student learning outcomes increase, then the model or learning environment can be said to be effective, otherwise the results of student learning are disturbed either by the model or by the learning environment is considered ineffective. There are indicators of learning effectiveness as follows:

1. Management of learning implementation at Riyadlul Muta'alimin Islamic Boarding School
2. Communicative process between ustadz and santri at Riyadlul Muta'alimin Islamic Boarding School
3. Students' response to learning
4. The effectiveness of learning at the Riyadlul Muta'alimin Islamic Boarding School
5. Learning outcomes of students in mastering learning materials.

Learning Achievement

Winkel in Hamdani (2011: 138) states "Learning achievement is evidence of the success that has been achieved by a person (Afifah dkk., 2023). Thus, learning achievement is the maximum result achieved by the teacher after carrying out learning efforts. According to Hamalik (2001: 43) learning achievement is a change in behavior that is expected in students after teaching and learning activities are carried out, meaning that a learning achievement arises as a result of the teaching and learning process.

Ahmadi (1995: 21) reveals that achievement is the result of activities that have been achieved in learning efforts characterized by a change in the situation that is seen in the process of student self-development to achieve goals (Yennizar dkk., 2022). Learning achievement is the final result achieved and used as a measure of one's success. A learning achievement is the final result achieved and used as a measure of one's success. Learning achievement is defined as the level of learning success. This achievement is obtained by evaluating student learning outcomes (Rahmah & Martin, 2022). Meanwhile,

the process of knowing learning achievement is by mastering the knowledge and skills developed by the subjects which are usually indicated by test scores or numbers given by the ustadz (Suparyanto and Rosad, 2020).

Based on the opinions of experts, the Operational Definition of the Definition of Learning Achievement is obtained, which the researcher makes the research dependent variable, namely learning achievement is the final result achieved and used by Ponpes Riyadlul Muta'alimin Cikaramat as a measure of the success of its students (Gusvita & Alon, 2021). A learning achievement is the final result achieved and used as a measure of the success of Ponpes Riyadlul Muta'alimin students. With operational indicators:

1. Cognitive. From the cognitive aspect, the things that are considered from the students of Riyadlul Muta'alimin Cikaramat are knowledge, understanding, application, and analysis. A student of Ponpes Riyadlul Muta'alimin Cikaramat is said to have achieved good learning achievement if:
 - a) Can explain and define orally the material presented to him
 - b) Can give concrete examples and use them appropriately
 - c) Able to categorize
 - d) Can summarize the material presented
 - e) Can generalize and criticize.
2. Affective. The affective domain in learning achievement indicators includes the attitude shown by the students of Ponpes Riyadlul Muta'alimin Cikaramat during the learning period. In practice, students of Ponpes Riyadlul Muta'alimin Cikaramat who excel will show an attitude of accepting the material presented well, responding, respecting others, being able to work in groups, and showing strong character in everyday life.
3. Psychomotor. This aspect includes the physical skills shown by the students of Ponpes Riyadlul Muta'alimin Cikaramat during the learning period. Santri who are said to have achieved good learning achievement are able to coordinate the movements of the eyes, hands, feet, and other limbs, as well as utter, make mimics, and physical movements related to the understanding and learning provided by Ponpes Riyadlul Muta'alimin Cikaramat.

RESEARCH METHODOLOGY

This type of research uses qualitative research. Descriptive qualitative research. This type of research is based on the second basic question, namely how. We are not satisfied if we only know what the problem is exploratively, but want to know also how these events occur (Arsul dkk., 2021). Qualitative research is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon; focus and multimethod, natural and holistic; prioritize quality, use several methods, and are presented in a narrative manner (Prof. Dr. A. Muri Yusuf, 2017). From the explanation of the experts above, the researcher concluded that this research used descriptive qualitative research. Researchers used this type of research

Muta'alimin Cikaramat Islamic Boarding School. The research was conducted at the Salafiyah Riyadlul Muta'alimin Islamic Boarding School Cikaramat, Sukabumi Regency. It was conducted in March-May 2023 (Pang dkk., 2022). By using the interview method. Researchers interviewed the Pesantren Manager, namely Mrs. Siti Maemunah, S.Pd, M.Pd, Ustadz Anton, S.Pd.I., Ustadzah Rita Sundari, S.Pd., and used source triangulation, to determine data validity.

RESULTS AND DISCUSSION

From the previous theoretical basis, the definition of learning effectiveness has been presented, which in this study the Islamic Boarding School is able to carry out effective learning if it meets several criteria that can be outlined in several learning indicators, namely:

Indicators of Management and Student Learning

The indicator appears in the way the ustadz manages the class from the beginning of the lesson until the lesson ends in accordance with the lesson plan that was previously distributed to the students (Azlan dkk., 2020). How to process the situation and conditions in the learning process will greatly affect the quality of ongoing learning (Musalib & Dylan, 2021). Meanwhile, according to the indicators, learning management is a core activity that is carried out carefully, as well as mastering all the material that has been prepared, and providing clear illustrations (Roshayanti dkk., 2023). The point is that the learning carried out must be in accordance with the material that has been prepared by the ustadz carefully and in class management, the ustadz can condition the class as well as possible (Widiyani et al., 2016).

Based on these two theories, it can be found in the learning that takes place in the wustha program students at Riyadlul Muta'alimin Islamic Boarding School. Before the learning begins, the ustadz first shares the online lesson plan with the students, so that the students know the flow and material to be learned in the learning (Suryaningsih, 2021). Ustadz is very concerned about how the learning material can be conveyed properly. In delivering learning material in accordance with the lesson plan (Learning Implementation Plan) that has been prepared by the ustadz (Fuadi & Mirsal, 2023). So that activities during learning take place in the opening, core, and closing or evaluation in learning can be carried out properly (Pamungkas & Halimah, 2023). During the learning process, there is good interaction between the ustadz and the students so that the learning objectives of the ustadz can be conveyed well to the students.

Communicative Interaction between students and Ustadz

Communicative interaction is a foothold in measuring the success of online learning implemented. Communicative learning is a learning system that emphasizes aspects of communication, interaction, and the development of linguistic competence (Nurzen dkk., 2022). There are characteristics of learning that can be said to be communicative, if the learning is in accordance with these characteristics then the learning can be said to be communicative, namely prioritizing true meaning, interaction, competency orientation,

finding language or communication rules, and meaningful teaching materials (Ansori, 2015).

These characteristics were found when learning at the Pondok Pesantren was taking place, where the ustadz continued to convey learning material more easily (Ulum dkk., 2023). The delivery of material delivered by ustadz uses formulas or keywords that are prepared, the goal is that students are able to memorize and understand learning material more quickly and easily remembered (Mustajab dkk., 2023). The material conveyed by the ustadz is inseparable from the interaction that the ustadz successfully creates with the students (Minarti dkk., 2023). This process was clearly seen during the research, the ustadz conveyed learning material using keywords that had been prepared by the ustadz and many students responded by asking or refuting. *Respon Aktif Santri*

The attitude in the form of willingness and ability to learn santri, santri response is the result of an impression obtained from observations in the form of subjects, events by concluding information and messages can be conveyed properly. In this case, students are required to be able to respond to what is conveyed by the ustadz when learning takes place (Yeltriana dkk., 2023). Ustadz delivered learning material and students responded to what was conveyed by the ustadz by responding to the material or asking questions (Lumban Gaol, Hansrainer, dkk., 2023). Ustadz can also occasionally ask questions to his students when students can answer questions and express their opinions, then students can respond to the ustadz and can participate in learning. In addition, when the students remain seated and follow the learning, they do not leave the place of study, so it can also be a characteristic that the students have the willingness to learn (B. Beribe, 2023). Paying attention to what the ustadz says enthusiastically without feeling tired or sleepy can characterize the effectiveness of learning (Widiyani et al., 2016).

The existence of interesting material delivery activities from the ustadz, then this can be a foothold that students will respond more actively to learning material because students have a deeper curiosity about the material presented.

Ustadz Motivation with various Innovations

Learning activity is an activity in which there is a process of interaction between students and ustadz and related matters such as teaching and learning activities at school. Learning activities are activities carried out in the interaction process (ustadz and santri) in order to achieve learning goals (Makniyah & Khotimah, 2023). Learning activities that occur at the Riyadlul Muta'alimin Islamic Boarding School ustadz provide learning innovations by providing flexibility to students in conducting learning in the outside environment, meaning that learning is not only carried out in the classroom, majlis ta'lim or mosque (Asman dkk., 2023). But the ustadz also directs students to learn in the surrounding environment. Learning can also be done by means of environmental management, for example planting plants, vegetables, fruits with the result that it is linked to science learning, religious science learning and also skills. With the motivation delivered with innovation by the ustadz proves that this activity is very influential on the results of the enthusiasm of students in participating in learning.

Learning Achievement

Learning outcomes are a benchmark given by schools to students as a sign that they have completed learning well. Santri learning outcomes are a measure of the extent to which students can master learning after participating in the teaching and learning process activities, or the success that has been achieved by students after participating in learning activities which are marked with letters, numbers, or certain symbols agreed upon by the education provider.

Students at the Riyadlul Muta'alimin Islamic Boarding School managed to get a score exceeding the KKM (Minimum Completeness Criteria). The learning they carry out can be carried out well, and the learning outcomes of almost 90% of students pass the KKM. With activities that trigger a higher desire to learn santri, this provides a good learning achievement and according to the expectations of the ustadz and santri. By operational definition, learning achievement is the final result achieved by students at Riyadlul Muta'alimin Islamic Boarding School and is used as a measure of the success of a student. Indicators of santri learning achievement include:

1. Can explain and define orally the material conveyed by the ustadz to the students.
2. Can give concrete examples and use them appropriately learning that has been conveyed by the ustadz.
3. Able to categorize
4. Can summarize the material conveyed by the ustadz to the students.

There are two factors that influence a santri to excel, namely:

Internal Factors

Internal factors are where a santri must have the willingness to learn, motivate himself so that he can learn both independently and in groups. Internal factors are influenced by physical (physical) and psychological factors. First, physical factors, namely factors related to the physicality of a student, in this case it is considered that the health of students includes the nutritional intake of a student. Given that at the Riyadlul Muta'alimin Islamic Boarding School the students are forced to make their own food to meet the nutritional needs of the students. Because someone who is malnourished can cause the body to become weak and lethargic. If that happens it can interfere with learning activities. Second, a person's psychology must be different and it will affect the learning process and learning achievement. Psychology is influenced by several factors, including: attention, interest, talent, attitude, intelligence, and personality (Suparyanto and Rosad, 2020).

External Factors

Many external factors affect student achievement, including: nonsocial factors include: facilities and infrastructure, school atmosphere, curriculum, student grouping and teaching methods and social factors include: family, environment, social factors, (Suparyanto and Rosad (2015, 2020). By looking at the various championships attended by the students and also the KKM scores that have been achieved, it can be said that the students of the Salafi Riyadlul Muta'alimin Islamic Boarding School are indeed outstanding. The factors that greatly encourage the achievement of students are external factors, namely the environment. The comfortable atmosphere of the pesantren for

learning, support from ustadz with learning innovations and interest from within are also major factors.

CONCLUSION

Based on the results of the study, it is true that the effectiveness of learning as an independent variable affects achievement as the dependent variable. This can be proven in students who study at the Salafiyah Riyadlul Muta'alimin Islamic Boarding School, with a group learning style, innovative teaching management, good communication between ustadz and students, active student response to learning and shown by the achievement of scores that 90% meet the KKM and the many championships obtained by the students. Despite the fact that the daily activities of the students are very busy, starting from having to get used to implementing a religious environment, being required to meet their own personal needs and also following solid learning hours starting from learning religious knowledge to general knowledge. In essence, the key to the success of the students applied at the Salafiyah Riyadlul Muta'alimin Islamic Boarding School according to researchers is the discipline and time management applied by the Islamic Boarding School to all students who do not escape of course from the guidance and guidance of the caregivers and ustadz and ustadzah.

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