



Use of Individual Learning Model Class Meetings in Improving Student Learning Outcomes in Religious Subjects

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ABSTRACT

Religious studies are one of the most important lessons in the world of education, but student learning outcomes are still low. One way to improve student learning outcomes is to use available learning models. One of the learning models that can be used is the individual learning model. This research aims to determine student learning outcomes in religious subjects using an individual learning model. This research uses quantitative methods with a survey model using Google Form and in-depth interviews using the WhatsApp application. The objects of this research are students studying religious subjects and teachers of religious subjects. The results of this research show that individual learning using the class meeting model is very effective in improving student learning outcomes in religious subjects. For this reason, this learning model can be used by teachers in carrying out the teaching and learning process. The limitation of this research is that the researcher did not include a learning design that can be used by students and teachers to further maximize individual learning using the class meeting model, so the researcher hopes that future researchers will create a learning design that can make it easier for related parties to maximize individual learning by class meeting model.

Keywords: *Individual, Religious, Student*

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INTRODUCTION

Learning is a process that can change behavior through experience and practice, this change includes knowledge, skills and attitudes themselves (Raissi et al., 2019; Zoph et al., 2018). Learning is a process of interaction between educators and students that occurs in a learning environment (Aletti et al., 2020; Favale et al., 2019; Iacopini et al., 2020). Learning is also a process that can unleash cultural potential and transformation that is useful for the future of the nation, therefore its management must be directed, planned and

systematically integrated.(Asad et al., 2022; Pan et al., 2019). Likewise, learning carried out individually can be seen in the teacher's behavior and actions in teaching which focuses on providing learning guidance to individual students(Weinstein et al., 2019). So, with individual learning using the class meeting model, it is hoped that it can improve students' skills and learning outcomes.

One of those includedThe learning model is individual learning(Koerber & Osterhaus, 2019; Wiewiora et al., 2020). Individual learning is a type of learning that focuses on providing guidance to each individual(Salas Vallina et al., 2019; Wu et al., 2018). Individual learning is a strategy in the teaching and learning process in each subject, arranged in a certain way that is given to students in order to increase their learning speed.(Fei et al., 2019; Liu et al., 2018). This individual learning is also a strategy for organizing learning activities in such a way that each individual gets more attention than in learning that uses grouping into large groups.(Howe, 2021; Krishnagiri et al., 2019). Individual learning is also a method or strategy used to organize the learning process in each lesson, arranged in a certain way that is available for each student to make progress in their learning under the guidance of the teacher.

The purpose of individual learning itself serves to make it easier for teachers and students to carry out learning, as well as being a means of being able to develop every potential that exists in themselves so that it can be of benefit both to themselves and in life in the surrounding environment.(M.-C. Chang et al., 2022; Y.-C. Chang et al., 2019; Mixtaj, 2019). The implementation of quality learning is also influenced by the teacher and also how the teacher teaches so that it is easy for students who are learning to understand, because the learning process is fundamental to achieving the goals of national education which has justice and inner and outer welfare without any differences.(Francisco, 2019; Mello & Zedu Alliprandini, 2022). Individual learning also has the aim of separating learning conditions, because each student definitely has individual differences when teaching and learning(Guimarães et al., 2020; T. Han et al., 2019; Suh et al., 2018). Among these differences are the different ages of each student, different levels of intelligence, different abilities to accept learning, and different genders.

A learning model is something that can describe the learning environment, including teacher behavior in the teaching and learning process (Chiari et al., 2022; Elson et al., 2019). The learning model is also a planning pattern that is used as a reference in designing learning in the classroom(Lagerström et al., 2018; McConachie et al., 2020). There are many kinds of models used in the learning process, one of which is using individual learning using the class meeting model to improve student learning outcomes in religious subjects. At this time, individual learning using the class meeting model can be one way to make it easier for students in the teaching and learning process, because it has material coverage that is suitable for a student's daily life. So that it can be and in the end it is easier for students to understand the material being studied, while a teacher only becomes a provider or facilitator for these students in individual learning(Crisp et al., 2020; Steyn, 2021). The individual learning process using the class meeting model is also more effective and efficient in its use for the learning process(Ahmadi et al., 2020; Tuzen

et al., 2018). Therefore, individual learning using a class meeting model is one form or learning method that can be used.

The existence of class meeting model learning is due to problems often experienced by students due to failure to adapt themselves to their school environment.(Eldeniz Çetin & Sönmez, 2018; Tang et al., 2021). Class meeting model learning will be successful if a teacher is able to carry it out well, so that this class meeting model becomes a learning model that aims to develop a social group to be able to love each other, have discipline, respect each other, and be committed to always doing the right thing. positive(Alvarado et al., 2022; Beltou et al., 2021). The class meeting learning model is carried out by educators and students in a warm atmosphere, easy for students to understand, and if there are problems in understanding the material then they can be discussed in this class meeting.(Kato et al., 2018; Wang et al., 2021). This class meeting model has six stages, namely creating a conducive atmosphere, presenting problems in discussion, providing personal assessments, identifying alternatives or solutions, and designing actions to be taken next.

In its application, the classroom learning modelIt can be done once a day, which is sufficient according to the problem that is occurring, and at most it can be done three times a day(Çiçek & Yalçın, 2022; Sangsawang, 2020). In general, class meetings are held when the teacher and students sit in a circle and are close to each other. The application of this model can be used for all types of functions, such as academics, and most importantly it is used to develop the individual's own function.(de Oliveira Silva et al., 2019; Yang et al., 2018). So it is hoped that it can develop the abilities of students so that they become individuals with integrity, responsibility, discipline, and can direct and review the abilities that grow within themselves.(Beshai et al., 2020; DeMarchis et al., 2022). The learning process of class meetings can cause students to become motivated in learning and become more active when in class.

Individual learning in the class meeting model can also be a means of providing reinforcement of religious learning material in schools by giving students several questions or tests regarding the material being studied, in order to find out to what extent students understand the material.(Todd & Norman, 2020). And it has two goals, namely the first goal for an educator to be able to see and know how capable students are in receiving learning and this can be seen to what extent the students have mastered the material, which is a benchmark for the success of learning which can be seen from how effective it is. to change student behavior in a better direction, placing students in the right learning process and in accordance with their existing abilities, the second goal is for students to see what shortcomings students face in mastering the material during learning , because this is very influential in determining the success of students.

Based on relevant research related to the study material that the researcher is discussing, there is research conducted by Restu Wibawa as a Lecturer in the Educational Technology Study Program at FIP IKIP Mataram. In his research, Restu Wibawa said that learning carried out individually must be adapted to the individual's existing abilities, both within and outside the individual, in absorbing and capturing learning.(Wibawa, 2016).

This aims to achieve increased learning felt by an individual without any pressure during the learning process. And implementing individual learning that adapts to the individual's abilities will make it easier for the individual to absorb learning and will also make it easier for the teacher during the learning process, but if an individual still has difficulty absorbing the learning material then the teacher can provide guidance again by paying attention to the aspects contained in the learning process. within oneself and outside the individual to support success in the learning process.

Apart from that, according to Desriana Sovia and Nursalim, students of the Madrasah Ibtidaiyyah Teacher Education Study Program, Sultan Syarif Kasim State Islamic University, in their research said that class meeting learning is aimed at building a bond between each individual so that there is a feeling of affection, mutual respect, self-discipline, and responsibility. responsibility in commitment that leads to goodness (Sovia & Nursalim, 2020). Meanwhile, according to Wina Sanjaya, teachers must have the ability to design a strategy that is in line with the goals to be achieved, because not all goals can be achieved with a particular strategy. Therefore, teachers are required to be able to implement and build a bond between the teacher and individuals and individuals with other individuals so that a feeling of affection can be established. Through the relevant research that has been obtained, it can be concluded that the individual learning model of class meetings carried out must be in accordance with the individual's ability to absorb learning and the teacher must also have the ability to design a strategy in learning to support the success of the class meeting learning process.

With the description above, the aim of carrying out this research is to find out how effective the use of individual learning with the class meeting model is in improving student learning outcomes in religious subjects and to find out the advantages and disadvantages as well as the benefits of using the class meeting model in the learning process, which will make it easier various related parties, such as teachers and students, to improve communication in learning. Problems or factors that often become obstacles when implementing class meeting learning include sometimes there is still a lack of student activity in interacting with religious subject teachers and there are also students who still have difficulty interacting with their friends in class. This can be seen when the teacher explains the lesson but students find it difficult to understand the material presented and there are also students who are embarrassed to express their opinions. So that with the individual learning model, this class meeting can be re-evaluated and designed to provide quality that is in line with the objectives of learning, especially in religious subjects. Given the problems and obstacles in using individual learning using the class meeting model in improving student learning outcomes in religious subjects, researchers will discuss how to use individual learning using the class meeting model in improving student learning outcomes in religious subjects in schools/madrasahs in Tanah. flat.

RESEARCH METHODS

The research model used is a quantitative method, the type used is a survey model (S. Han et al., 2019; Mueller et al., 2020; Xu et al., 2019). The use of a survey is because it is in accordance with the research objectives themselves, where researchers want to know and analyze data related to the application of individual learning with the class meeting model to religious subject teachers and students regarding the use of individual learning with the class meeting model. The quantitative research method itself is a researcher's attempt to find knowledge through data in the form of numbers (Smith & Hasan, 2020; Song & Zhang, 2019). The figures obtained are used to help draw conclusions through valid research. This research was carried out using a sample of several religious subject teachers and also students studying religious subjects in Tanah Datar when school implementation was taking place normally, namely at the beginning of the 2022 semester. This time was chosen because in previous years, learning was still carried out in a normal way. online or online.

This research data comes from religious subject teachers and students studying religious subjects who were selected by random sampling. Random sampling is a method of using samples that are carried out randomly, so that everyone who participates as a sampler has the same opportunity to participate as a sample. This technique is used to ensure that researchers obtain valid data using numbers that are easy for readers to understand through the sample results that have been obtained. From this random sampling technique, a research sample was obtained from several questions related to this problem with a total of 100 (one hundred) people. From this number, we will review the background of the samples involved consisting of religious subject teachers and also students who study religious subjects at several schools/madrasahs in Tanah Datar.

Research data was obtained through questionnaire survey techniques by filling out questionnaires or several questions to several research samples. Data collection techniques using survey techniques are techniques for collecting data and information from large populations using relatively small samples. The characteristics of this survey technique are that it involves a sample that is able to represent the population. Apart from survey techniques, quantitative data collection in this research also used interview techniques via the WhatsApp application. Thus, in this study the researcher carried out a survey technique by giving questionnaires to respondents who were sampled in this study, by asking several questions related to the application of individual learning using the class meeting model in improving student learning outcomes in religious subjects.

RESULTS AND DISCUSSION

Education is a guide to a child's growth and development. Therefore, education is an effort to guide each child to be able to grow and develop as a person who can achieve safety and happiness in life. Apart from that, education can also be interpreted as an effort to guide and direct someone to become better. There are three aspects that are the source of education, namely the family environment, school environment and community environment. The same is true with education in Islam. Islam as a perfect religion, through the Qur'an and hadith, has explained the instructions for human life, even the smallest

things have been regulated and explained. Likewise, education in Islam has been regulated very clearly, including directions and instructions in the Al-Qur'an and hadith.

Educational success relies heavily on a teacher. Because, a teacher is someone who has a responsibility to students to develop themselves both physically and spiritually. A teacher is also someone who can make changes to students so that they lead to good/positive things. They become the fulcrum in the teaching and learning process, providing and creating a comfortable learning atmosphere for students so that they are able to maximize the teaching and learning process. Thus, teachers are required to be good role models for their students. Therefore, teachers have an important role in the world of education, teachers act as teachers, as educators, as guides, and as motivators in creating active students in participating in the teaching and learning process.

In this case, the teacher's task is not only as an educator who is sufficient to provide learning knowledge, but the teacher must also be able to direct and educate the character of a student. In particular, the role of teachers in implementing and practicing religious learning, which is a benchmark for success a child, both in their daily behavior towards themselves and their social environment. So teachers also need appropriate methods or methods to make it easier to educate students. One of them is using individual learning using the class meeting model, as one of the learning models it is hoped that it can help teachers improve student learning outcomes, especially in religious studies which is a very important fulcrum. Nowadays, technology is developing very rapidly, making it easier to obtain information, but it is also a factor in laziness which can reduce student learning outcomes. So, teachers must have new ways and innovations to implement the use of individual learning in the class meeting model.

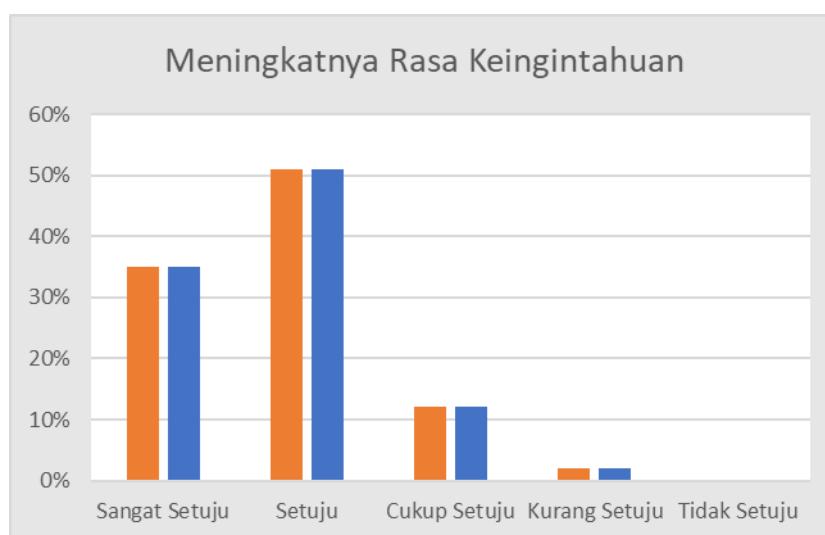
With the role of teachers in improving student learning outcomes through individual learning in this class meeting model, it makes it easier and maximizes teachers during the teaching and learning process. So Therefore, the results of this research related to improving student learning outcomes will be described as follows:



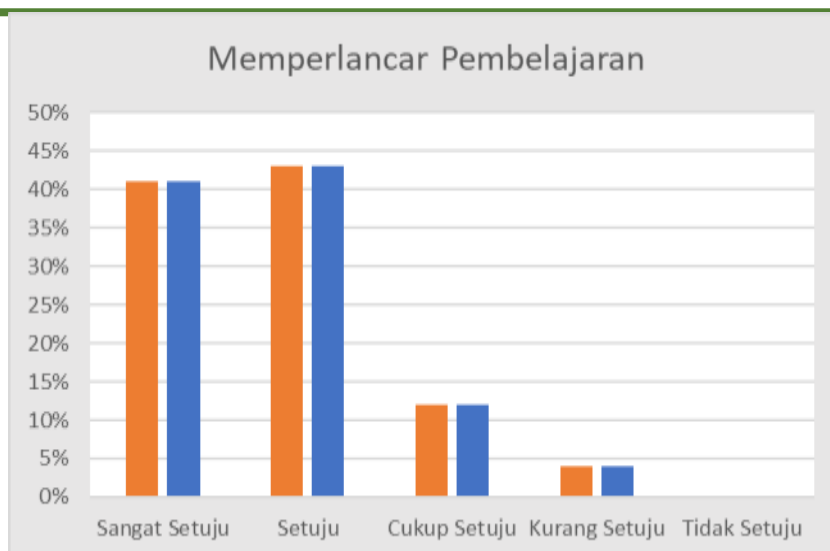
Based on the results of the respondents' answers through the diagram above, it can be seen how the respondents' responses and opinions are regarding the use of individual learning using the class meeting model to improve student learning outcomes. It can be seen that respondents chose different answers, there were those who strongly agreed, agreed, quite agreed, and also disagreed. This research was obtained through Google Form with 100 samples or respondents. It can be seen that most respondents strongly agree that individual learning using the class meeting model can improve student learning outcomes. Through the acquisition of this data, 60 teachers and students chose to strongly agree, 35 teachers and students chose to agree, 2 teachers and students chose to quite agree, and 3 teachers and students chose to disagree. Based on the survey results, it was found that most people strongly agree, because if we look at the learning carried out individually, this class meeting model has more engagement between the teacher and students, so that students can immediately listen and understand the material presented by the teacher. In this way, the learning process can be maximized and improve student learning outcomes.



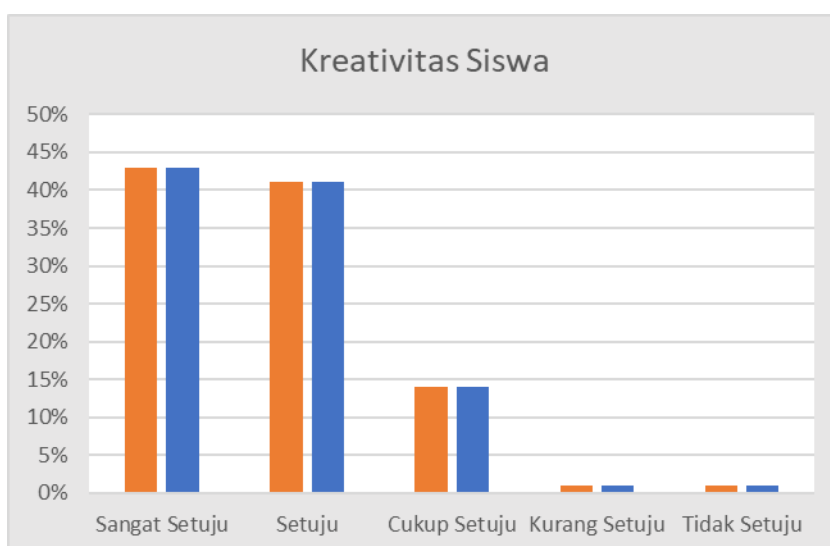
Based on the respondents' answers in the diagram above, it can be seen that on average teachers and students who study religious lessons choose to agree with the use of individual learning using the class meeting model. Through these results, it can be understood that teachers and students have felt the benefits of the class meeting model to increase students' self-confidence in learning, such as being active when asking and answering questions given by the teacher, especially in religious subjects. So it can be concluded that by utilizing this class meeting model in learning, it will make it easier for teachers to convey lesson material and for students to be active in the ongoing teaching and learning process. Thus, based on the survey results obtained above, one of the factors that teachers and students choose to agree is because increasing students' self-confidence can be done through individual learning using the class meeting model.



Based on the results of the diagram above, it has been found that teachers and students studying religious subjects provide arguments regarding the use of individual learning using the class meeting model as having benefits, such as increase students' curiosity about the subjects being discussed. Through the diagram above, it can also be seen that 51 teachers and students chose to agree with the increasing sense of student curiosity based on individual learning using the class meeting model, 35 teachers and students also chose to strongly agree, 12 teachers and students chose to quite agree, and 2 teachers and students chose to disagree. Through these results, it can be concluded that increasing students' interest in learning will make it easier for teachers in the teaching and learning process, and students who already have an interest in learning will also easily understand the learning that has been conveyed by the teacher. So, it becomes a benefit for both teachers and students themselves.

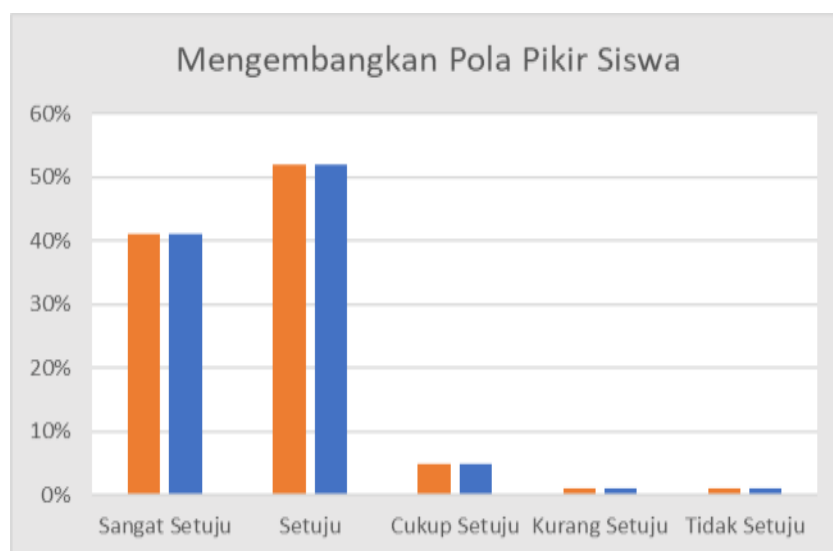


Based on this diagram, it can be seen through respondents' responses or opinions regarding individual learning, the class meeting model can facilitate the learning process. In line with this, 43 teachers and students chose to agree, 41 teachers and students chose to strongly agree, 12 teachers and students chose to quite agree, and 4 teachers and students chose to disagree. By seeing these results, many teachers and students chose to agree with the intended statement. Because one of the factors in the success of the learning process depends on the smoothness of learning, without the smoothness of the teaching and learning process, it is certain that students will find it very difficult to understand the learning being carried out. So that initially learning aims to be a process of transferring knowledge will not be implemented and the goals of education itself will not be achieved.



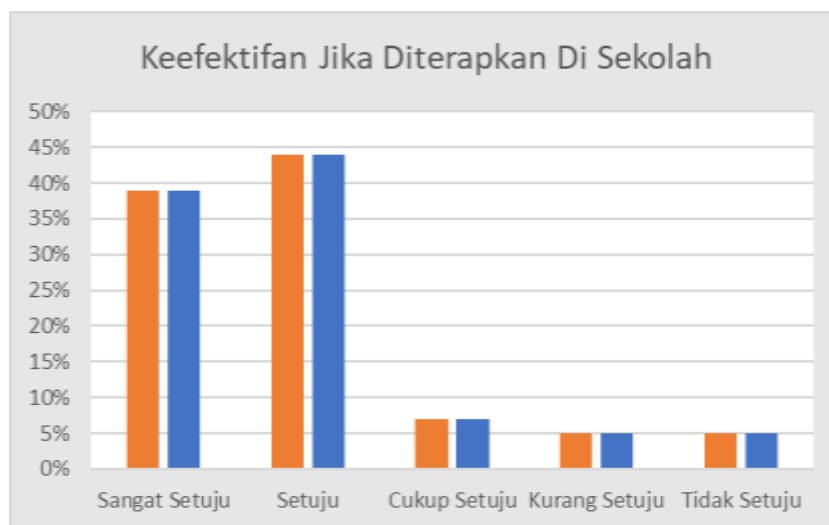
In relation to student creativity by implementing individual learning using the class meeting model, it can be seen that teachers and students who study religious subjects more often strongly agree regarding student creativity. The data obtained from the diagram

above is that 43 teachers and students studying religious studies chose to strongly agree, 41 teachers and students chose to agree, 14 teachers and students chose to quite agree, 1 person chose to disagree, and 1 person chose to disagree. Based on the results of the respondents' responses, if we look at the number of teachers and students who chose the statement given, they were found to be more inclined towards strongly agree. This is because in individual learning in the class meeting model the teacher has the mandate to direct students to understand the material or teaching materials given to them according to their respective abilities so that little by little the students will get used to developing their creativity according to their abilities and the things they like. Thus, teachers must also be able to develop and apply this individual learning model of class meetings as best as possible to achieve the goals of education, and most importantly, to achieve the goals of religious education which is very necessary in life, both for oneself and for socializing in society. .



Based on the results of the diagram obtained above, it can be seen that more teachers and students who study religious subjects choose to agree based on the results of implementing individual learning in the class meeting model which can develop students' thinking patterns. From the data obtained, there were 52 teachers and students who chose to agree, 42 teachers and students who chose to strongly agree, 5 teachers and students who chose to quite agree, 1 person who chose to disagree, and 1 person who chose to disagree. Through these results it can be seen that there are differences of opinion between several teachers and students who study religious lessons regarding students' mindsets, but most of the teachers and students choose to agree and strongly agree. This is because when implementing individual learning, the class meeting model, which is done well, will be able to change the mindset of each individual student through learning which students are most interested in and how to learn more easily for students to understand the material according to their abilities and capacities. owned by the student. So that in the end,

students' thinking patterns will also improve through implementing learning that is easy for them to understand.



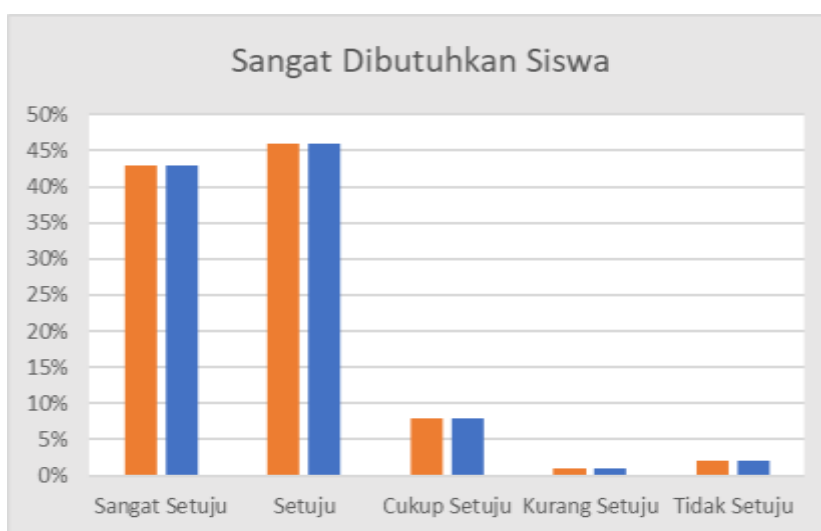
Regarding the results in the diagram above, it was found that there were 44 teachers and students who chose to agree, 39 teachers and students who chose to strongly agree, 7 teachers and students who chose to quite agree, 5 teachers and students who chose to disagree, and there were also 5 teachers and students who choose not to agree. Even though there are teachers and students who choose to disagree, more teachers and students who study religious lessons choose to agree and strongly agree to the implementation of individual learning using the class meeting model in achieving learning effectiveness when applied in the school environment. This is because individual learning with the class meeting model is one of the ways and methods that is very useful when applied in a school environment, because the use of this model can encourage students to learn thoroughly and each student learns at the speed of their own understanding without having to be afraid of left behind with his other friends.



Based on the results of the diagram above, it can be seen that there are differences of opinion among several teachers and students who study religious subjects regarding the use of individual learning using the class meeting model. This is due to because the use of this learning model, apart from making it easier for students in the teaching and learning process, also has negative impacts, such as making it easier for students to feel bored with the lesson being discussed, the cause of boredom among students is due to the teacher's lack of ability to apply the learning carried out, such as a lack of the teacher's ability to create a comfortable learning atmosphere for students, or the lack of explaining the context of the problems being discussed. So, it is hoped that educators or teachers can maximize this learning model by creating a conducive and comfortable teaching and learning atmosphere for students and can also provide small quizzes involving prizes so that students become more enthusiastic in the learning being carried out.



Based on the results obtained with the diagram above, it can be seen what the respondents' views are regarding solving problems faced by students using individual learning in the class meeting model. The average result given by respondents is agree. This is because when the learning process is guided by a teacher or student, it will be very easy to solve a problem that occurs to a student, such as if a student finds a problem regarding the difficulty of the material being studied, the student can immediately ask a teacher who explains the subject being discussed and the teacher can also provide a more in-depth explanation regarding the learning material being discussed or the teacher provides material reinforcement so that problems that arise can be resolved with the explanation of the material provided by the teacher.



Based on the results that have been obtained through the diagram above, it is found that, The results obtained were that 46 teachers and students who studied religious subjects agreed, 43 teachers and students chose to strongly agree, 8 teachers and students chose to quite agree, 1 person chose to disagree, and 2 people chose to disagree. So it can be seen that more teachers and students choose to agree and strongly agree with the implementation of individual learning with the class meeting model which is really needed by teachers and students to support the learning process. Likewise, as previously explained, with the existence of individual learning, this class meeting model can facilitate and also make it easier for teachers and students in the teaching and learning process, because the teaching and learning process requires models or strategies to be applied in learning to make the learning process easier. With the existence of a learning model, teachers and students will be greatly helped to master the material being studied. Thus, this class meeting model of learning is really needed by students to support and improve student learning outcomes in religious subjects in particular.

Through the results that have been obtained from several diagrams above by giving a survey to 100 samples or respondents, the results obtained state that, on average,

teachers and students who study religious subjects agree and also strongly agree with the application of individual learning in the classroom meeting model. improving student learning outcomes and is also really needed by the students themselves, because implementing this learning model can increase student creativity, grows students' self-confidence, can solve problems that students are facing, and is also really needed by students in the learning process. In line with this, the role of the teacher is also very important in being able to maximize the related learning model. Without the role and guidance of a teacher, the learning model that has been implemented will not be able to run perfectly.

CONCLUSION

From the results of the research and discussions that have been obtained, it can be concluded that the use of individual learning using the class meeting model in improving student learning outcomes in religious subjects can be used as a tool or method in developing or improving the teaching and learning process which in the end can also maximize the results. from the learning being carried out. Through the survey results that have been obtained, it can also be understood that the use of individual learning has a very positive impact on the continuity of the teaching and learning process, although there are still shortcomings in the related learning models, it does not rule out the possibility that the existence of this learning model can really help teachers to explain and provide directions to students, and vice versa, students can easily understand the learning material that is being explained by the teacher so that every material presented can be absorbed by students, but provided that the teacher is able to maximize the potential, both the potential that exists in the related learning model and also the potential that available to students by providing learning that is appropriate to the students' abilities in understanding the learning material without any sense of coercion and burden for the students, but rather a sense of comfort and affection felt by the students.

Related to the title above, one way or method to improve student learning outcomes is through the application or use of individual learning in the class meeting model. Regarding the quantitative method that the researcher used, this method really helped the researcher in describing the results of the diagram where the respondents had given their respective opinions regarding the use of the related learning model. And the aim of this research is to find out how effective the application of individual learning with the class meeting model is in improving student learning outcomes in religious subjects and to find out the advantages and disadvantages of the related learning model. Thus, it can be concluded that based on the survey using the diagram that has been explained, it can be seen that both teachers and students who study religious subjects provide satisfactory opinions regarding the application of individual learning in the class meeting model.

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