Implementasi 0f the Brainstorming Method to Improve Learning Outcomes of Aqidah Akhlak Subjects

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ABSTRACT

Teaching and learning activities should use appropriate learning strategies so that student learning outcomes increase. The right alternative method used in learning Aqidah Akhlak is one of the Brainstorming methods because it can make students learn more active, enthusiastic, and make it easier to understand the lessons being taught. This TA discusses the Implementation of the Brainstorming Method to Improve Learning Outcomes of Aqidah Akhlak Subjects. The formulation of the problems discussed in this TA are (1). How is the application of the brainstorming method in the Aqidah Akhlak folder? (2) How are student learning outcomes using the brainstorming method in the Aqidah Akhlak folder. In this study using a quasi-experimental research method (quase experimental research) in the form of a nonequivalent control group design by applying the Brainstorming method (brainstorming method) while the control class applies the traditional method. From the results of the study, the average (x) of the experimental class (19.86) looks higher than the control class (12.12). From the results of this study, it can be concluded that the implementation of the brainstorming method can improve the learning outcomes of class VIII students at MtsN 14 Jombang.

Keywords: Brainstorming Method; Aqidah Akhlak; Learning Outcomes.

INTRODUCTION

In Indonesian law. Number 20 of 2003 explains that: education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have the spiritual strength of security, self-control, personality, intelligence, noble character, and the skills needed by themselves. society, nation and state. In connection with the development of morals and noble character, what needs to be studied further is the role of religious education, as formulated in the National Education System Law Number 20 of 2003 concerning National Education System article 30 which reads: "Religious education functions to prepare students to become members of the community who understand and practice the formation of teachings. religion and/or become an expert in religion". Akidah Akhlak is one of the clumps of Islamic Religious Education which includes subjects which are an improvement from the Akidah Akhlak subjects that have been studied by students in Madrasah Tsanawiyah / SMP. This improvement is carried out by studying and deepening the Akidah Akhlak in preparation for continuing to higher education and entering the workforce and more importantly for living in society (Darojah, 2020).

Akidah Akhlak is one of the sub-subjects taught in Madrasah Tsanawiyah both private and public contained in the national curriculum. The purpose of this learning is to instill Akhlak Akidah students in order to achieve good behavior so that it can be applied in everyday life. Substantially, Akidah Akhlak subjects have contributed in motivating students to practice good, polite and unified behavior in everyday life as a manifestation of their faith in Allah SWT. However, in practice, there are still many deviant incidents, such as the lack of manners and

manners of children towards parents and teachers, delinquency and chaos that are often carried out by school children. The problem faced in religious education, especially morals, is how students can implement it in everyday life, not just teaching knowledge about religion but how to direct students to have the qualities of faith, piety and noble character. Thus, the moral content is not only teaching knowledge about religion but also how to shape the personality of students so that they have strong faith and piety and their lives are always decorated with noble character wherever they are (Darojah, 2020). The theoretical benefits in this research are expected to provide benefits and new knowledge regarding the development of the design of Islamic Religious Education learning methods, and can be a guide regarding students' interest in learning in Islamic Religious Education subjects, especially in Aqidah Akhlak subjects.

METHOD

This study uses a quasi-experimental method (quase experimental research) in the form of a nonequivalent control group design. In this design, the class under study was divided into two groups, namely the experimental group 1 and the experimental group 2, which were chosen not randomly. In the first stage, what was done was to determine the group that would be used as experimental group 1 and experimental group 2. Experimental group 1 as the group that was treated using the brainstorming method and experimental group 2 as the group that was given the traditional method. The next step, before being given treatment, the two groups were first given a pretest with the aim of knowing the initial state of the quality level of student learning outcomes in Aqidah morality subjects between the experimental group 1 and the experimental group 2. The results of the pretest were good if the value of the experimental group 1 and the experimental group 2 not much different (Arisan Candra Nainngalan, 2018).

RESULT AND DISCUSSION

Implementation is important to realize an idea. One has to implement the idea to achieve the goal. Implementation is a process that is applied in various fields, without any limitations. Implementation is the application of ideas with a fairly broad meaning. Implementation is the fundamental practice for implementing any strategy or goal. The purpose of the implementation plan is to implement the strategy (Astuti & Haryono, 2017). Method In the process of Islamic education, the method is appropriate if it contains intrinsic and extrinsic values in line with the subject matter and functionally can be used to realize the ideal values contained in the goals of Islamic education. Among the methods, curriculum, and objectives of Islamic education contain relevance and operations in the learning process. As one of the operational components of Islamic science, the method must be directing the subject matter to the educational goals to be achieved through a step-by-step process, both in formal and non-formal institutions. Thus, according to Islamic education, a good method must have character and relevance that is in line with the goals of Islamic education (Irfangi, 2017).

Learning can be done using scientific methods that are integrated with approaches, strategies, models and learning methods. One of them is the brainstorming learning method which is expected to improve critical thinking skills by students because students are given the opportunity to express their opinions without fear of criticism (Dzaalika Aldeirre1), Ratna Komala2), 2018). A teacher must be good at choosing the right method used in the student learning process. In fact, not all teachers can choose the right learning method in learning.

The brainstorming method is a learning method that is carried out by collecting ideas from a group of people in a short time to solve or solve creative problems, generate enthusiasm for learning and a fun atmosphere and develop creative ideas for each student on a particular topic (Karim, 2017).

This method trains students' activeness in asking and processing questions so as to encourage students to participate in the learning process. This method aims to collect ideas or opinions in order to determine and select various statements as answers to questions related to

learning. With the implementation of this method, there will be a more active learning process with ideas that arise from students. According to Roestiyah (2008:73) the brainstorming method is a teaching technique carried out by the teacher by throwing a problem into the class by the teacher, then students answer, express opinions, or make comments so as to allow the problem to develop into a new problem. In short, it can be interpreted as a way to get a lot of ideas from a group of people in a short time. Meanwhile, according to Rawlinson (1977:27) brainstorming is a way to get a lot of ideas from a group of people in a short way.

From the two opinions, it can be concluded that with this brainstorming method students are trained to seek, find and express their ideas as much as possible in the learning process. Learning outcomes are a culmination obtained by students in learning in the form of changes in knowledge, skills and attitudes. The success of the student learning process can be seen through evaluation, which means knowing the level of student understanding. The learning outcomes absorbed by students vary, there are students whose learning outcomes are complete with the desired criteria and there are students whose learning outcomes have not been completed. It takes student activity in the learning process, both physical and mental activities to achieve the desired learning outcomes. Without activity, learning reactions will not occur, meaning learning is doing, not learning if there is no activity (Wahyudi & Agustin, 2018). The most principal role of educators in learning procedures is environmental management to create student activities. In order to support the progress of students, the teacher is responsible for knowing everything that goes on in the classroom.

In the Law on the National Education System (UUSPN) No. 20 of 2003, "Learning is a process of interaction of students with educators and learning resources in a learning environment" (UU RI No. 20 of 2003, 2006: 6). Learning is basically an engineering that seeks to help students grow develop in accordance with the intent and purpose of its creation. In the context of the learning process at school or madrasah, learning cannot only occur by itself, namely students learn to interact with their environment as happens in the learning process in society (social learning). always tied to goals (goal based). (Nur, L. C. N, 2017)Therefore, all interaction activities, methods, and learning conditions must be planned by always referring to the desired learning objective (Putra, 2018). One of the important factors in human life is education, therefore there are many people who have an interest in education, eventually giving birth to several interpretations of the meaning of education, including conscious guidance by educators to students towards the formation of the main personality. Another opinion says that education is a series of communication aimed at providing assistance to the development of the child as a whole towards an adult and responsible human being. The learning process is the interaction and communication of the learning process that occurs between teachers and students. From start to finish in learning. The learning process can be done in the classroom, in the lab, in the open field, outside the classroom or in the open. As much as possible the teacher should involve students as a whole in order to achieve learning objectives. The purpose of a learning can be seen from the evaluation or learning outcomes of students and teachers. If the teacher has professionally carried out his role as a teacher, then the success of a learning can be seen from the student learning outcomes (Sariah, 2017).

Learning aqidah akhlaq at Madrasah Tsanawiyah is not the only thing that determines the morals of students. However, substantively the subjects of aqidah morality have a very large contribution to the cultivation of the morals of students. Because the teacher is a substitute for parents when students are in the madrasa environment, a teacher is obliged to educate, guide and direct students so that the goals of religious education can be achieved (Darojah, 2020). Moral aqidah subjects focus on the affective domain. So that students can know, understand, reflect on, see and apply the learning of the moral creed. Akidah morality is a subject that teaches aspects of belief (faith) and behavior (attitude) to students. Akidah is a belief in Allah SWT, namely Islam. Morals are a reflection of a person's heart that directs the person to act or behave or behave in everyday life. A person's character is also a reflection of his faith/belief. If a person's faith is

good, then his morals are also good (Wahyudi & Agustin, 2018). Moral aqidah akhlak education is one way to instill good and religious values in students, and can become the character of these students. The purpose of this moral aqidah education is so that students can have good character according to the Islamic religion, be it attitude to Allah SWT, to themselves, to others and to nature and the environment, even to the nation and homeland (Sy, Hairunnisa, & Rahmawati , 2014). The problem faced in the problem of religious education, especially morals, is how students can implement it in everyday life, not just teaching knowledge about religion but how to direct students to have the quality of faith, piety and noble character. Thus, the moral content is not only teaching knowledge about religion but how to shape the personality of students so that they have strong faith and piety and their lives are always decorated with noble character wherever they are (Darojah, 2020). As a monotheistic religion, Islam places faith in Allah as a keyword as well as an obligation. In Islam, the main point is that we must know Allah, that is, we must believe that He is the true God, and that there is no other God who must be worshiped except Allah, Allah is the Creator, He is the One who must exist, the First and no beginning and no end. end, there is nothing like Him. All-powerful, self-sufficient, All-hearing and all-seeing, All-willing over all. When he wishes for something, He simply says, Be!! then so be it. Belief in God is based on fear of Him. Fear of Allah means fear of Allah's punishment if one violates His prohibition. This fear is accompanied by vibrations of the soul when doing things that are forbidden by Allah.

Result

The number of samples can be seen in the following table.

Table 1. Number of Class VIII Students

Class	Total Students	
	VIII D	VIII E
Boy	8	6
Girl	12	14
Total	40	

Data analysis of pretest and posttest learning outcomes for class VIII E MtsN 14 Jombang for the control class or students who were not taught by using the brainstorming method, the average pretest score for the control class was 74.25 and the control class pretest average was 83.23. Then the average value of the increase in student learning outcomes in class VIII E in the control class as seen from the results of the pretest and posttest to determine the level of ability of students is 12.12%. Data analysis of pretest and protest learning outcomes for class VIII D MtsN 14 Jombang for the experimental class or students who are taught using the brainstorming method, the average pretest score for the experimental class is 74.25 and the average pretest score for the experimental class is 89. Then the results increase The learning process of class VIII D students in the experimental class seen from the pretest and posttest to determine the ability level of students was 19.86%.

Discussion

In this literature review, the researcher found several previous studies that have relevance to the research to be carried out, including : Journal of "Abdul Karim" 2017 which examines the Application of Brainstorming Methods in Social Studies Subjects to Improve Class VIII Learning Outcomes at SMPN 4 Rumbio. Journal of Accounting Economics Education FKIP UIR. Based on the results of the data analysis and discussion carried out, it can be concluded that the application of the brainstorming method has been able to improve student learning outcomes in Social Studies Subjects in Class VIII of SMPN 4 Rumbio Jaya on employment and economic systems.

Journal of "Diyah Nur Fauziyyah Amin" 2016 which examines the application of the Brainstorming Method to Improve Students' Ability to Express Opinions. Journal of PPS UNJ History Education. Based on the results of research that has been done, after the implementation of the brainstorming method in the history learning process, the ability to express opinions gradually increases in each cycle after the implementation of the brainstorming method. in the implementation of action I the ability to express student opinions is still in the sufficient category with a percentage of 45%, but in the implementation of action II the percentage of good category is 41%, in action III the percentage of good

category is 73%, and in action IV a good percentage is 82%, so in action IV the ability to express opinions already looks very good.

Based on the conclusions of the journal above, the authors can find out that research related to the Implementation of the Brainstorming Method to Improve Learning Outcomes of Aqidah Akhlak Subjects and several studies that have the same title or variable are actually different from those studied by the author. Here the author focuses more on the Implementation of the Brainstorming Method to Improve Learning Outcomes of Aqidah Akhlak Subjects.

Table 2. Implementation of the Brainstorming Method to Improve Learning Outcomes of Aqidah Akhlak Subjects

Grup	Pretes	Treatment	Posttest
(Experimen) A	Q1	X1	Q2
(Kontrol) B	Q3	X2	Q4

Keterangan:
A = Kelompok eksperimen 1
B = Kelompok eksperimen 2
Q1 = Pretest sebelum diberikan perlakuan pada kelompok eksperimen 1
Q2 = Posttest setelah diberikan perlakuan pada kelompok eksperimen 1
Q3 = Pretest sebelum diberikan perlakuan pada kelompok eksperimen 2
Q4 = Posttest setelah diberikan perlakuan pada kelompok eksperimen 2
X1 = Perlakuan dengan menggunakan strategi Brainstorming.
X2 = Perlakuan dengan tidak menggunakan strategi Brainstorming. (Arisan Candra Nainngalan, 2018)

CONCLUSION

From the results of data analysis on the application of the brainstorming method to the learning outcomes of students at MtsN 14 Jombang, it can be concluded that: 1. Islamic Religious Education learning outcomes for class VIII E (control) students who were taught without using the brainstorming method had a pretest score of 74.25 and Posttest value of 83.25 with an average percentage increase in learning outcomes that is 12.12%. 2. Learning outcomes of Islamic Religious Education students of class VIII D (experimental) who are taught using the brainstorming method have a pretest score of 74.25 and a posttest score of 89 with an average percentage increase in learning outcomes of 19.86%. From this average, it can be concluded that there is an increase in learning outcomes after the brainstorming method is applied to the class.

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