Implementation of PAI Textbook to Improving Student Achievement Grade 11 in SMAN Plandaan

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ABSTRACT

This study aims to determine: 1) implementation of PAI textbooks for class XI students at SMAN Plandaan, 2) implementation of textbooks at SMAN Plandaan can make changes to learning and is good for students who are taught using textbooks. The population in this study is Class XI students of SMAN Plandaan, amounting to 66 students. Class XI Ips 2 as the experimental class, as many as 33 students who received treatment using PAI textbooks and class XI Ipa 1 as the control class as many as 33 students who received treatment without using PAI textbooks. The data collection methods used are tests and observations. Hypothesis testing was using Mann-Whitney test. Mann Whitney U test was carried out, the results obtained were the Asymp value. Sig (2-tailed) of 0.013 <0, 05 so it can be said that there is a significant effect on learning achievement in using Islamic Education textbooks. This can also be seen from the average value of student achievement in the experimental class which is higher than the average score of the control class students. So that the use of PAI textbook is highly recommended in teaching and learning activities to help students more easily understand the material to be conveyed by teacher.

Keywords: implementation, learning, textbook, effect

INTRODUCTION

Education plays an important role regarding the progress and future of the nation, without good education it is impossible for a nation to progress. Almost all countries in the world deal directly with problems related to education. The law states that education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Kusuma, 2015). Implementation is a process of applying ideas, concepts, policies, or innovations in the form of practical actions so that they have an impact, either in the form of changes in knowledge, skills, as well as values and attitudes (Wulandari & Khotimah, 2019).

Van Meter and van Horn stated that the task of implementation is to build a network that enables public policy objectives to be realized through the activities of government agencies involving various interested parties. (Rohmatin, 2020); (Satiti et al, 2018). Textbooks are a type of book that is used as a basic science, and is used as a learning tool. According to Suharjono, textbooks are books that are used as learning media that are equipped with teaching facilities that are compatible and easily understood by students so that they can support a learning program. (Nurdyansyah & Lestari, 2017).

The learning achievement that the author means in this study is achievement-oriented academic aspects which include: success on school exams, semester exams, national standard exams and national standard madrasah exams. (Nurdyansyah & Lestari, 2017).The factors that influence student achievement are interrelated with one another. An outstanding student with high intelligence and positive support from parents will certainly produce good quality learning outcomes. Conversely, if students are conserving of science or influenced by external factors (extrinsic motive), usually their learning achievement tends to be very simple. From these factors give birth to students who are high achievers (high achievers) and under achievers (low achievement) or fail at all. (Anshar, 2013).

METHOD

This research took place at SMAN PLANDAAN which is located on Jl. Raya Bangsri No. 38, Brumbung, Bangsri, Plandaan, Jombang Regency. The researcher chose this location in order to find out the implementation of the PAI Textbook in Improving the Learning Achievement of Class XI Students at SMAN Plandaan. This research tool in class XI uses pre-test and post-test tools, and one experimental class and one control class. The experimental class received a pre-test and then applied learning using the Islamic Education textbook and after that was given a post-test. The control class received a pre-test and then applied learning using the Islamic Education textbook and after that was given a post-test.

Table 1. Quasi Experiment Design

Class	*Pre-test*	*Post-test*
Experiment	O1	O2
Control	O1	O2

information:

O1   : *pre-test* (test learning outcomes before receiving treatment)
O2   : *post-test* (test learning outcomes after receiving treatment)
experiment   : use module
kontrol   : using a lecture model

(Burhanudin, 2020)

Before all data is collected, the use of PAI textbooks will look effective, when the data will be analyzed with the following conditions that testing must be carried out (1)Normality test. This normality test is intended to be carried out to find out whether the sample being studied is in a normal distribution or not. The normality test used is the Kolmogorov Smirnov. The hypothesis is as follows Ho: The data comes from a population that is normally distributed and Ha: Data comes from populations with abnormal distribution. (2)Homogeneity Test. Populations with the same variance are called homogeneous populations. This homogeneity test uses the Levene test. The hypothesis is as follows Ho: both groups come from a homogeneous population and Ha: both groups come from a population that is not homogeneous. (3) Hypothesis Testing Mann-Whitney U-Test. The Mann-Whitney U-Test hypothesis is used to test the comparative hypothesis of two independent samples if the data is in ordinal form. If in an observation the data is in the form of intervals, it is necessary to convert it into ordinal data first. If the data is still in the form of intervals, you can actually use the t-test for testing, but if the assumptions of the t-test are not fulfilled (for example, the data must be normal), then this test can be used.

$$U_1 = n_1 n_2 + \frac{n_1 (n_1 + 1)}{2} - R_1$$

$$U_2 = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

Where :
n_1 = sample number 1
n_2 = sample number 2
U_1 = number of ranks 1
U_2 = number of ranks 2
R_1 = number placed in the sample n_1
R_2 = number placed in the sample n_2

Ho: there is no effect of using PAI textbooks to improve the learning achievement of class XI students at SMAN Plandaan
Ha: there is an effect of using PAI textbooks to improve the learning achievement of class XI students at SMAN Plandaan

RESULT AND DISCUSSIONS
Result

Based on the results and data analysis in Figure 4.1 which was carried out in class XI SMAN Plandaan with class XI IPS 2 as the experimental class and class XI IPA 1 as the control class. Graphics

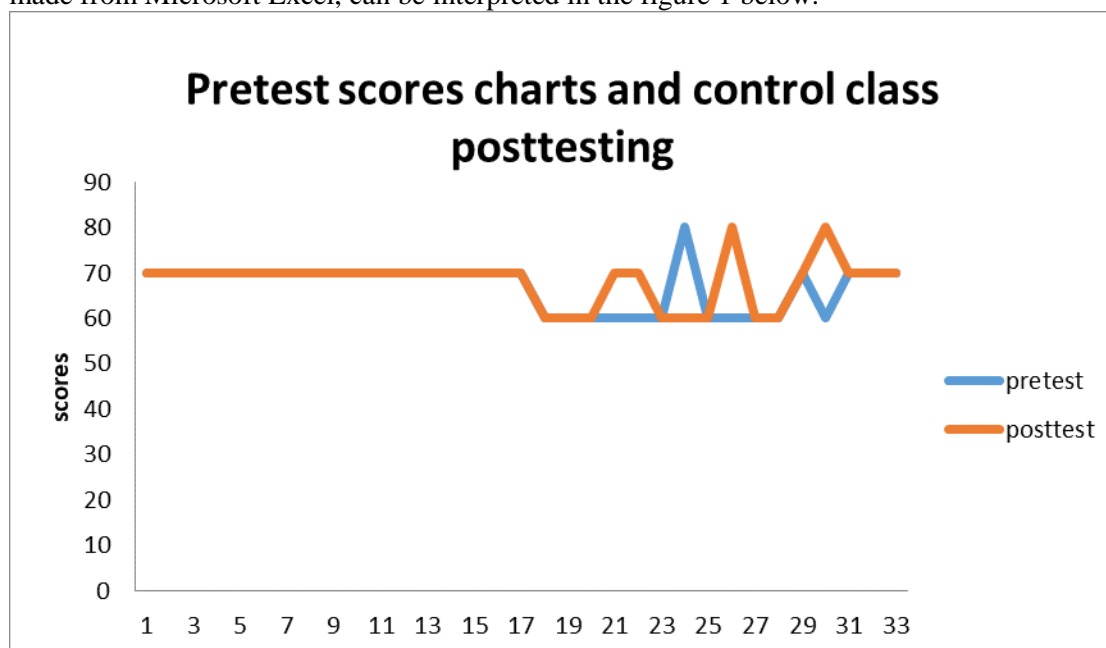made from Microsoft Excel, can be interpreted in the figure 1 below.

Pretest scores charts and control class posttesting

Figure 1. Graph of Control Class Pretest and Posttest Values

Based on figure1, it can be seen that there is no significant difference in the scores between the prestest and post test in the control class which only uses the lecture method. Between the pre-test and post-test scores for 17 children, there are values that have the same. And 19 to 33 children showed a difference in value.
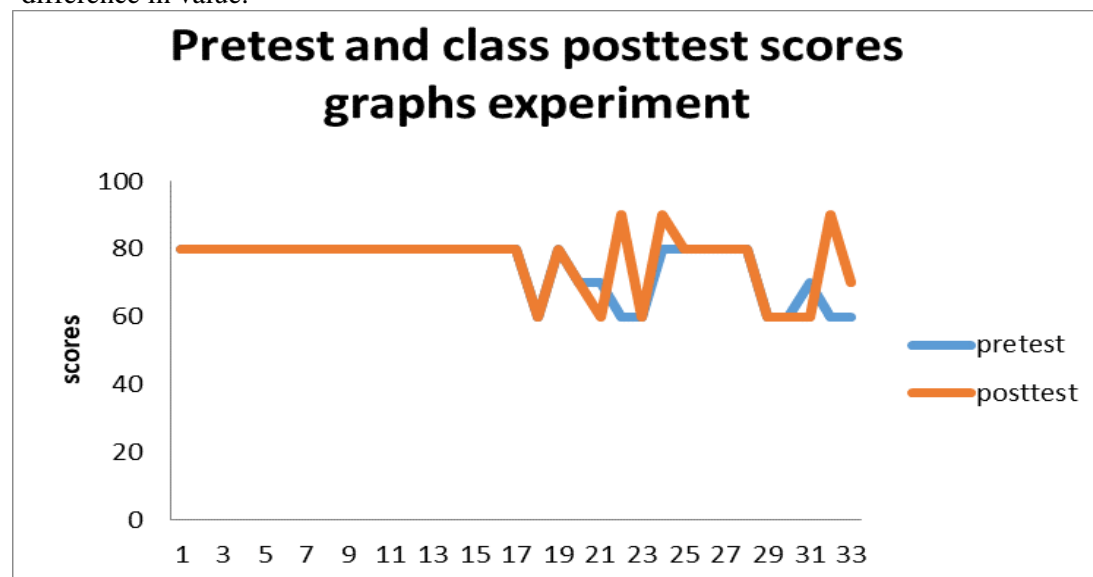
Pretest and class posttest scores graphs experiment

Figure 2. Graph of the Pretest and Posttest Values of the Experiment Class

From figure 2, it can be seen that there are differences in prestest and posttest scores in the experimental class, namely for students number 17 to 33. Visually this shows that the use of PAI textbooks in class 11 ips 2 is quite successful, it can be seen from posttest scores that are higher than pre-test scores. test.
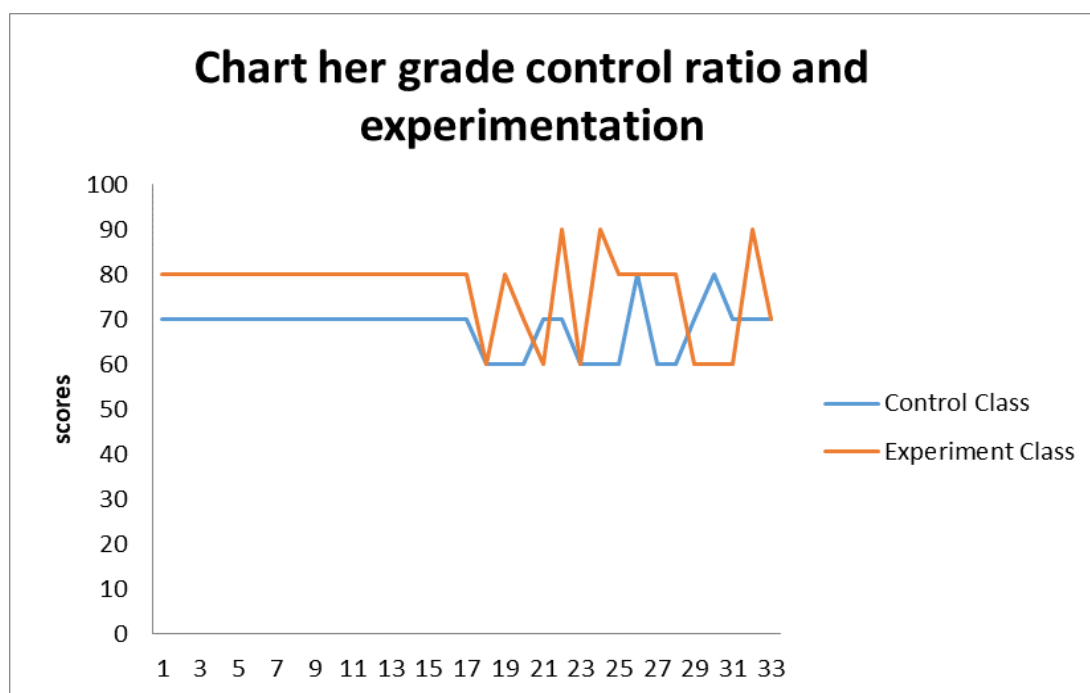
Figure 3. Comparison Chart of Control and Experimental Class Posttest Values

From figure 3 it can be seen that there are differences in prestest and posttest scores in the comparison of the control and experimental classes, namely for students number 1 to 33. Visually this shows that the use of Islamic Education textbooks in class 11 ipa 1 and 11 ips 2 is quite successful as seen from the value posttest which is higher than the pre-test value.

Table 1. Data Normality Test

	Code	Kolmogorof-smirnov			Shapiro-wilk		
		Statistics	Df	Sig.	Statistics	Df	Sig.
Score	Control	.392	33	.000	.700	33	.000
	Experiment	.404	33	.000	.718	33	.000

Based on table 1 we know that the significant value of the control class is 0.000 <0.05, so it can be said that the data does not spread according to the normal distribution, while the experimental class has a significant value of 0.000> 0.05, so it can be said that the data spread does not follow the normal distribution. The data normality assumption has not been fulfilled.

Table 2. Data Homogeneity Test

Levene statistics	df1	df2	Sig.
6,596	1	64	.013

From table 2 the significant value is 0.013 <0.05, so it can be said that the data variant is not homogeneous. The assumption of data homogeneity has not been fulfilled. Based on the results of the assumption test for data normality and data homogeneity, which shows that the results have not met, the next analysis does not use the independent t test but uses the Mann-Whitney U test.

Hypothesis test Mann-Whitney U test
Ho: there is no effect of using PAI textbooks to improve student achievement in class XI at SMAN Plandaan
H1: There is an effect of using PAI textbooks to improve student achievement in class XI at Plandaan Senior High School

Table 3. Mann-Whitney Test

	Code	N	Mean Rank	Sum of Ranks
Score	Control	33	23.76	784.00
	Experiment	33	43.24	1427.00
	Total	66		

Statistics Test

	Score
Mann-Whitney U	223,000
Wilcoxon W.	784,000
Z	-4,375
Asymp.Sig. (2- tailed)	.000

Based on table 3, it can be seen that the Asymp. Sig (2-tailed) of 0.000 <0.05, so it can be said that there is an effect of using PAI textbooks to improve the learning achievement of class XI students at SMAN Plandaan.

Discussion

Based on table 1 using the normality test shows that the significant value of the control class is 0.000> 0.05 so it can be said that the data does not spread following the normal distribution while the experimental class has a significant value of 0.000> 0.05, so it can be said that the data spread does not follow the normal distribution. The assumption of data normality has not been fulfilled, so it cannot be tested through the normality test. Then, in the homogeneity test presented in table 2, the significant value is 0.013 <0.05, so it can be said that the data variant is not homogeneous. The assumption of data homogeneity has not been fulfilled. Based on the results of the assumption test for data normality and data homogeneity, which shows that the results have not met, the next analysis does not use the independent t test but uses the Mann-Whitney U test. Mann Whitney U test is carried out in table 3, the results obtained are the Asymp value. Sig (2-tailed) of 0.013 <0.05, so it can be said that there is a significant effect on Islamic Education Textbooks.

Teaching materials using the PAI Textbook according to the theory being studied basically can be applied in the learning process to improve the cognitive learning outcomes of students. The learning outcomes achieved by class XI students at SMAN PLANDAAN can be maintained because they are already in the good category, but still need improvement or look for other factors that can improve student learning outcomes. The results of this study are in line with the theory put forward by S. Nasution which explains that the purpose of teaching Textbooks is to provide students to recognize their strengths and weaknesses, and to improve their weaknesses through remedials, tests or other learning variations. Because in this textbook there are many ways to improve and provide wide opportunities for them to achieve the highest results (Usman, 2002). Tjipto revealed some of the advantages obtained when learning to use the PAI Textbook, namely giving higher student motivation because every time students do a lesson task is clearly limited and in accordance with their abilities, after the lesson is completed the teacher and students know exactly which students are doing well and which ones are. less successful, students achieve results in accordance with their abilities, and education is more efficient. (Utomo, T 1991).

CONCLUSIONS

Based on the results of research conducted at SMAN PLANDAAN, it can be concluded that the implementation of this textbook makes students more active, critical, tolerant and increases the desire to learn, this final result. After the Mann Whitney U test is carried out, the result obtained is the Asymp value. Sig (2-tailed) of 0.013 <0.05, so it can be said that there is a significant effect of using PAI textbooks on student achievement of class XI. This can also be seen from the average value of student learning achievement in the experimental class which is higher than the average score of the control class students. So that the use of PAI textbooks is highly recommended in teaching and learning activities to help students more easily understand the material to be conveyed by teacher.

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