The Effectiveness of Core Learning in Terms of Student Confidence

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ABSTRACT
The moral Aqeedah subject is a branch of Islamic Religious Education (PAI). Islamic Religious Education is an effort to foster and nurture students so that they can always understand Islamic teachings as a whole. Then live the goal which in the end can practice and make Islam as a way of life. The notion of learning is the process; the way of action makes people or living things learn. The purpose of this research is to the effectiveness of core learning in terms of student confidence in class X moral Aqeedah material. This study uses a quantitative approach in the form of a quasi-experimental design (pseudo-experiment). The research instrument used was a problem-solving ability test, student learning independence questionnaires, and observation sheets. Instruments used to measure must be validated to get truly valid data. For validating the test of understanding the moral Aqidah that was carried out was by carrying out validity and reliability tests, as well as analyzing the level of difficulty and determining the differential power of the instrument items. The implications of the results of the research for the practical benefits of research are the influence of the CORE (Connecting Organizing Reflecting Extending) model on learning the moral creed does not rule out the possibility that it can be applied to other learning so that the teacher can make variations and liven up the classroom atmosphere as a facilitator, motivator, evaluator and informatory.

Keywords: Core Learning; Students Confidence; moral Aqeedah

INTRODUCTION

The moral Aqeedah subject is a branch of Islamic Religious Education (PAI). Islamic Religious Education (PAI) is an effort to foster and nurture students so that they can always understand Islamic teachings as a whole. Then live the goal which in the end can practice and make *Islam* as a way of life. The notion of learning is the process; the way of action makes people or living things learn. Learning in the educational process is the process of interaction between students and educators and learning resources in a learning environment. The scope of learning can occur at any time, condition, place, or environment and the range of material, including in this case the subjects of moral Aqeedah being taught. Islamic Religious Education is an effort and process of planting something (education) continuously between teachers and students, with moral *karimah* as the ultimate goal. Instilling Islamic values in the soul, taste, and thought; as well as compatibility and balance is its main characteristic (Firmansyah, 2019).

The word *" moral"* comes from Arabic, which means *"ma'uqida 'alaihi al-qolb wa al-dlomir",* which is something that is firmly believed by the heart and feelings (conscience); and means *"matadayyana bihi alinsan wa i'tiqoduhu"* which is something that is held and believed (truthfully) by humans. Moral in terms of language means "bond". Moral someone means "one's bond with something". The word moral also comes from Arabic, namely *Aqodaya'qudu-aqidatan*. Moral is an act of the heart, namely the belief of the heart and its justification for something. There are also experts who define moral as a conclusion of views or conclusions of teachings that are believed by one's heart. Thus, etymologically, moral is a belief or belief that is truly settled and embedded in the human heart.

Meanwhile, according to Abu Bakar Jabir al-Jaziry as quoted by Yunahar Ilyas said *' moral'* is a number of truths that can be generally accepted by humans based on reason, revelation, and *fitrah*. The truth is established (by a human) in the heart and certain validity is believed and everything that is

contrary to the truth is rejected. One aspect that is emphasized in Islamic education is morals. Where the purpose of education is to change individuals intellectually and morally to a better level. Sometimes morals become a benchmark for someone's good and bad regardless of their physical appearance. Therefore, at this time the discussion about morals is mostly done considering the degradation of morals which creates a crisis in human life today (Sabila, 2020).

In moral lessons learned about the Oneness of Allah SWT, also means about faith. Belief in the existence and the Oneness of Allah is a central principle in the religion of Islam. Moral is a religious teaching about faith or belief in God. All heavenly religions teach about faith as the basis and principle of monotheism, so from an early age, the material of faith is taught to students (Kodina et al., 2016).

Without faith, a person is not considered religious. The main points of Islamic teachings are divided into three aspects, namely moral *shari'ah,* and morals. The aspect of moral is the main aspect of *Islam* and is related to matters relating to belief (faith) and belief in supernatural things. Moral is related to the heart. Aspects of *shari'ah* are related to acts of worship related to the commands and prohibitions of Allah SWT, while morals are aspects that are closely related to issues of norms or ethics, morals, and the association of daily life. These three aspects are closely related to one another. And the connection cannot be separated, described as a house, moral is the foundation*, Shari'ah* is the building, while morals are the roof of *Shari'ah* and morals must be built based on a strong and sturdy moral. A strong and sturdy moral can make *Shari'ah* and its morals stand upright. While morals in terms of language are derived from the Arabic *"Khuluqun"* which means temperament, character, custom, and *"khalqun" which* means events, creation, and creation. The meaning of morality in the Qur'an is the singular form, namely *khuluq.*

Moral education is the formation of good behavior that fosters moral values in humans that will influence human behavior. In this 4.0 era, it is very important to form noble morals starting from early childhood, because we cannot deny that at this time there have been many cases played by early childhood such as the influence of the world of gadgets, disobedience to parents, bullying to cases killings committed by young children. This research explores the Core learning model which provides opportunities for students to be active in group discussions. Students can ask for material that has not been understood by other group members. The Core learning model has clear steps. Students are trained to think again about prerequisite material that can help students solve problems regarding the function of composition. Solving problems in compositional functions requires students' knowledge of algebraic calculations that have been studied previously. Furthermore, students are led to organize the information that has been obtained and then predict how to solve it. Not only organizing the information obtained, but students also practice organizing numbers or manipulating numbers to complete factoring. After predicting how to solve it, with the information available students deepen the knowledge that has been obtained.

In a lesson, there are several models that can be used to make it more effective and efficient, one of which is the Core learning model. The core is an abbreviation for connecting, organizing, reflecting, and extending. The Core model is a learning model using the discussion method which can influence the development of knowledge and reflective thinking by involving students it has four stages, namely Connecting, Organizing, Reflecting, and Extending. It was also revealed that the Core model learning was based on the constructivism theory. The Core learning model provides opportunities for students to develop knowledge to deal with problems presented of various types and trains students to think deeper and develop their creativity.

The explanation of the four stages of the Core model is as follows: (1) Connecting is connecting. This needs to be applied to students because, with good connections, students will remember information and use their metacognitive knowledge to connect and structure their ideas. At this stage, students are invited to connect the concepts they already have with the concepts to be learned which can be done by asking a number of questions to help students remember what they have learned. For example, when the teacher is going to teach trigonometry integral material, the teacher can start the lesson by asking questions related to trigonometry functions that students have learned. From there, it will be easier for students to accept new lessons when they already have "provisions". (2) Organizing, organizing is used by students to organize the information they get, such as what concepts are known, what concepts will be learned, and what relationships between concepts are found at the connecting stage, from this stage student begin to try to build their own knowledge. This stage will get maximum results if in practice students are in groups with several friends, through group discussions, group members can complement each other, so that new concepts are obtained. (3) Reflecting, Reflecting is the stage when students think deeply about the concepts they are learning. Students precipitate what they just learned as a new

knowledge structure, which is an enrichment or revision of previous knowledge.

Students conclude in their own language about what they get from this lesson. With this process, it can be seen that the ability of students to explain the information they have obtained and it will be seen that not every student has the same abilities. If students carry out this stage well, students can find errors or deficiencies in the concepts that have been found at the organizing stage, if there are errors. In other words, students can refine the concepts that have been found. (4) Extend, Extending is the stage when students can generalize the knowledge they have acquired during the teaching and learning process. The expansion of knowledge possessed by students should be adapted to the conditions and abilities of the students concerned.

Expansion of knowledge can be done by using the concepts that have been obtained in new situations or problems as a form of application of the concepts that have been learned, whether it is linked back to other concepts, associated with other sciences, or in everyday life. For example, the teacher presents several problems or questions that are related to the concepts being studied, but the questions relate to different situations, such as everyday life. In short, in the Core model, there are four stages, namely connecting (connecting concepts that have been owned with concepts that will be studied), organizing (organizing the information that has been obtained), reflecting (re-learning the concepts that have been obtained, whether they are correct or still there are deficiencies that must be corrected), and extending (expanding the knowledge/concepts that have been obtained). These four stages are interconnected and continuous (Damayanti et al., 2019). Confidence is one aspect of personality that functions to encourage students to achieve the success that is formed through the learning process of students in their interactions with the environment. Self-concept also means an organized collection of beliefs and self-perceptions about oneself. Self-concept is an individual's understanding of oneself including physical self, personal self, family self, social self, ethical self, emotional aspiration, and the achievements they achieve.

METHOD

This study uses a quantitative approach in the form of a quasi-experimental design (pseudo-experiment). According to Sugiyono (2014), the quasi-experiment has a control group, but cannot fully function to control the external variables that affect the experimental results. This study used two classes, namely the experimental class and the control class. The experimental class is a class that is deliberately given a set of treatments, namely the learning process that uses metacognitive strategies while the control class learning process uses learning strategies other than metacognitive. This study used the nonequivalent posttest-only control group design.

The research instrument used was a problem-solving ability test, student learning independence questionnaires, and observation sheets. Instruments used to measure must be validated to get truly valid data. For validating the test of understanding the moral *akidah* that was carried out by carrying out validity and reliability tests, as well as analyzing the level of difficulty and determining the differential power of the instrument items. To validate the independent learning questionnaire done is to test the validity and reliability. Data analysis techniques used to test the hypothesis are t-test while for hypothesis and using two-way ANOVA.

RESULT AND DISCUSSION

The research data was compiled based on research that had been conducted from September 20 to September 26 2022 at Islamic Building School Private 2 Tambak Beras. The research subjects were 28 students of class X Religion 3 on the subject of moral principles. This study uses learning tools including Learning Implementation Plans (RPP) with the Core learning model, Student Worksheets (LKPD), as well as cognitive learning outcomes tests, each of which has been validated by two validators. Apart from being validated by the validator, test questions are also tested for validity and tested for reliability.

Learning Implementation Plans were prepared by researchers as guidelines for implementing learning in class. This lesson plan was prepared using the Core learning model which has 4 stages in the core activities, namely connecting, organizing, reflecting, and extending. This lesson plan is designed to be used in 2 meetings. The first meeting was about discussing material moral *akidah*. The second meeting is about testing students using the questions that have been provided. The RPP used has been validated by two validators and revised by the researcher. The revision includes unclear learning steps as well as the division of time on learning activities.

Result

Normality Test

A data normality test is used to determine whether the data is normally distributed or not. Each research variable to be analyzed forms a normal distribution. Each variable to test whether the test scores are normally distributed or not, it can be calculated using SPSS (Statistics Program for Social Science) version 21 for windows. The data is declared normally distributed if the significance is greater than 0.05, as follows:

Table 1. Normality Test

Classes	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
learning outcomes of experiment class	.128	24	.200[*]	.929	24	.094
posttest experiment class	.128	24	.200[*]	.929	24	.094
pretest control class	.114	28	.200[*]	.950	28	.203
posttest control class	.145	28	.137	.934	28	.078

Based on the value of Sig. Kolmogorov-Smirnov is 0.200 which indicates that it is greater than 0.05 so that the pretest data for the control and experimental classes are normally distributed. While testing the normality of the post-test data was carried out using Lilliefors with the help of SPSS version 2.1 by looking at the Kolmogrov-Smirnov. If the significance value is greater than 0.05, the data is normally distributed. Following are the results of posttest normality test calculations: It can be seen that the Kolmogorov-Smirnov significance value for the control class is 0.137 which indicates that it is more than 0.05 so that the posttest data are declared normally distributed, and the Kolmogorov-Smirnov significance value for the experimental class is 0.200 which indicates that more than 0.05 so that the posttest data are declared normally distributed.

Homogeneity Test

Data homogeneity testing is to determine whether there are similarities in the sample variants. After the data is normally distributed, homogeneity is then tested, if the variance in the sample is not much different then the research results can be generalized. The homogeneity test is done by comparing the significant value with a significance level of ≤ 0.05, so the data is not homogeneous. The results of calculating the homogeneity of the data using SPSS.

Table 2. Homogeneity Test

Levene Statistic	df 1	df2	Sig.
.353	1	50	.555

Based on the table above, it can be seen that the significance value is 0.555, more than 0.05, so it can be concluded that the variance of moral Aqeedah pretest results between the control class and the experimental class is homogeneous.

Hypothesis test

Testing the research hypothesis by using the t-test to find out the research conclusions, and whether the null hypothesis is rejected or accepted. The provisions of the t-test are significance values > 0.05, then Ho is accepted, and if the significance value is ≤ 0.05, then Ho is rejected. The two data are homogeneous so the calculation results can be seen in the Equal Variance Assumed Sig column. The calculation of the t-test using the independent sample t-test formula results in a known significance value (2-tailed) $0.000 \leq 0.05$ so that it can be concluded that Ho is rejected and Ha is accepted, meaning that the average learning outcomes of moral Aqeedah using the Core (Connecting Organizing Reflecting Extending) learning model greater than the average student learning outcomes with conventional models.

Table 3. Independent t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper
LeraningoutcomesEqual variances assumed	.130	.720	10.669	50	.000	9.494	.890	7.707	11.281
Equal variancesnot assumed			10.625	47.882	.000	9.494	.894	7.697	11.291

Discussion

The discussion in this research examines the meaning of the findings, the implications of research results, namely the results of the pretest and posttest in the control class and the experimental class, activities, and theoretical and practical implications. The researcher chose to use the Core (Connecting Organizing Reflecting Extending) model to be able to find out students' self-confidence by connecting and organizing new knowledge with old knowledge and then rethinking the concepts being studied and it is hoped that students can expand their knowledge during the teaching and learning process. In addition to the several advantages of the Core (Connecting Organizing Reflecting Extending) learning model, it is also in accordance with moral Aqeedah material which is synonymous with rote learning so that the more students are actively involved in learning, the easier it will be to understand the material.

The research results obtained in the control class and experimental class students are described in the meaning of the findings as follows: (1) Meaning of Research Findings, the purpose of this study was to examine the effect of the Core (Connecting Organizing Reflecting Extending) learning model on the self-confidence of students studying the moral creed of Class X on the topic of Repentance as follows: (2) Pretest and posttest results. The research was started by giving the pretest to both classes, the average value of the control class was 64.82 and that of the experimental class was 64.70 so students' initial abilities regarding repentance tended to be the same. This is also proven by the homogeneity test, the significance value of 0.555 is greater than 0.05 concluding that there is no difference in the variance of the two groups. Before giving treatment to the experimental and control classes, variables were controlled, namely learning ability, learning materials, number of hours, school facilities, teacher qualifications, employment status, and gender. 2 hours' x 3 meetings. As for teacher qualifications, each class is civil servant and female.

After the treatment was carried out, the average value of the posttest experimental class obtained the average value of the posttest control class, was 75.22, and that of the experimental class was 84.58. Then a test for normality and homogeneity of the data was carried out, it was concluded that the control class and the experimental class were normal and homogeneous. Then a t-test was carried out to answer the final hypothesis and draw research conclusions. Sig value $0.720 \leq 0.05$ so that it can be concluded that Ho is rejected and Ha is accepted, meaning that the average learning outcomes of moral Aqeedah using the Core (Connecting Organizing Reflecting Extending) learning model are greater than the average student learning outcomes with conventional models. According to the research of (Nasrulloh et al., 2022), The results showed that the implementation of the Core learning model (Connecting, Organizing, Reflecting, Extending) can increase students' problem-solving activities and abilities effectively. This means that the Core learning model is an alternative that can increase student activity and problem-solving abilities.

CONCLUSIONS

The implications of the results of the research for the practical benefits of research are the influence of the Core (Connecting Organizing Reflecting Extending) model on learning the moral creed does not rule out the possibility that it can be applied to other learning so that the teacher can make variations and liven up the classroom atmosphere as a facilitator, motivator, evaluator and informatory. This model also encourages students to be active, participatory, and think critically so as to foster student learning

enthusiasm and can influence student self-confidence. This model also requires students to be able to communicate learning so that their understanding lasts longer.

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