

Development of an IOC Model Based Learning Implementation Plan to Improve Student Learning Outcomes in Class V MI Al Ihsan Kalikejambon

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ABSTRACT

Education is a means to create a learning atmosphere and learning process so that students are active in developing their potential to have the power of self-control, personality and skills given to themselves and society. This research is motivated by the problem of several Islamic Religious Education teachers who have not implemented the Inside Outside Circle (IOC) learning method. This study aims to produce a model of Learning Implementation Plans for Madrasah Ibtidaiyah students that can be used as a learning resource for teachers. The Learning Implementation Plan is a plan that describes the procedures for, and the implementation of learning to achieve the basic competencies that have been determined. This research is a development research which is also called Research and Development and the application of the Inside Outside Circle (IOC) learning model to the Fiqh subject in class V MI Al-Ihsan Kalikejambon Tembelang Jombang. The results of student responses to the IOC learning model were very good, namely 75.83% in the good category. The results of the implementation of the IOC model-based learning were declared suitable for use by material experts with a validity result of 4.34. Post test results with a value of 84.1 showed a better improvement than the pre test results with a value of 48.9.

Keywords: role, principal, curriculum

INTRODUCTION

Learning and teaching activities are the most basic activities in the whole educational process. This means that the achievement of educational goals depends a lot on how the teaching and learning process is designed and carried out professionally. Every learning always involves two active actors, namely teachers and students. The teacher as a teacher is the creator of student learning conditions that are designed intentionally, systematically and continuously. Meanwhile, students as students are those who enjoy the learning conditions created by the teacher (Rusman, Deni Kurniawan, 2011). The 2013 curriculum complements the 2006 education unit level curriculum. Law number 20 of 2003 concerning the national education system states that the curriculum is a set of regulatory plans regarding the objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve goals. certain education (Shobirin, 2016).

Based on the observations that the researchers found at MI Al-Ihsan Kalikejambon Tembelang Jombang that with the rapid changes in curriculum policies that resulted in more teaching and administrative tasks for teachers, it was 1) PAI teachers were less prepared in implementing the Learning Implementation Plan. 2) Lack of attention from PAI teachers in the Implementation of the Learning Implementation Plan. 3) Teachers are less capable in developing the Implementation of Learning Implementation Plans. 4) There are still teachers in the implementation of teaching programs, educators do not master the class so that many students are noisy and uneasy. 5) Teachers are less able to determine the time allocation in delivering language subjects to students. If this is allowed, it will result in the unpreparedness of the teacher in the preparation of the Learning Implementation Plan format, in the end the teacher prefers to copy the Learning Implementation Plan from the Subject Teacher Conference without revising and reviewing the steps of learning activities, as well as the lack of teachers in developing Learning Implementation Plans both from the material aspect, methods, strategies and media as well as learning evaluation.

From the problems related to the preparation of the various Learning Implementation Plans, both in terms of language and the format of the Learning Implementation Plan forms, they are one, but the teacher faces various student characters and enters different classes, the problems faced are also different, how the teacher can Aligning/adjusting these constraints with the class in question, even the development of Learning Implementation Plans is also a challenge for the educational community and becomes the homework of academics how to make teachers aware that the activity of preparing the implementation of the development of the Learning Implementation Plan is one of the most important parts in developing a teacher's teaching potential. Fiqh learning at MI Al-Ihsan Kalikejambon Tembelang Jombang is taught in the context of an Islamic religious education unit, namely the Al-Qur'an Hadith (as the source), moral aqidah as its ethical foundation, and the history of Islamic culture as a sociological-historical perspective (Arifi, 2011). For Therefore, various efforts must be made to achieve good learning activities effective, purposeful and useful (Azmi, 2015). Possible practical efforts namely the use of learning models (C. Dewi, 2017). The role of the model is very important in learning, because through the selection of the right model can directing teachers to the quality of effective learning. Learning model is the method / technique of presentation used by the teacher in the learning process learning in order to achieve learning objectives (Arbiyanti, 2017). Definition of Model Learning can be interpreted as a way, an example or a pattern, which has the aim of presenting messages to students that must be known, understood, and understood, namely by making a pattern or example with materials selected by educators/teachers in accordance with the material given and the conditions in the classroom.

The preparation of lesson planning is sometimes still a scourge for teachers because they experience several obstacles in making it. For this reason, sometimes they prefer to exemplify existing learning plans and do not combine them with the needs and character conditions of students in their class. One of the teacher's difficulties in preparing lesson plans is that it is difficult to formulate competency readiness indicators and determine learning models in lesson plans (Hidayat *et al.*, 2021). Teachers who already have a lot of teaching experience will certainly find it easier to determine learning models. In contrast to teachers who have little learning experience, they may still be groping in determining the right learning process (Bahtiar, 2019). One learning model that has an influence on student development is the Inside Outside Circle learning model. The Inside Outside Circle Learning Model is a learning model that provides opportunities for students to share information at the same time (Rahmah & Rafika, 2017).

The Inside Outside Circle learning model is part of the cooperative learning model developed by Spencer Kagan (S. S. Dewi *et al.*, 2020). This learning model consists of students in large groups in the class, namely in the form of large groups and small groups in class. So the researcher concludes that the Inside Outside Circle model is a learning model that involves students in the inner circle and outer circle groups so that students can share information simultaneously (Agustina *et al.*, 2021).

Based on the description above, the author wants to develop a learning device that is developed or made in the form of a Learning Implementation Plan with fiqh material, then the learning model is applied to the Inside outside Circle-based method. So the formulation of the problem in this study is how the process of developing a learning implementation plan based on the Inside Outside Circle model and student learning outcomes and the response of MI Al-Ihsan students to learning using the Inside Outside Circle method on the material of Hajj and Umrah.

METHOD

This research is development research, or also known as Research and Development. A product developed in this research is an interactive fiqh learning tool based on the Inside Outsie Circle model which includes lesson plans and interactive fiqh materials. This development research refers to the Borg and Gall model. Research and Development method is a research method used to produce certain products, by testing the effectiveness of these products (Nasir, 2009). To be able to produce certain products, research that is needs analysis is used and to test the effectiveness of these products, research is carried out in stages so that the results of these products can be useful for the wider community (Sugiyono, 2017). The stages are: Preliminary Study, Product Design, and Development. The data collection used in this research are: Interview Method, Questionnaire or Questionnaire, Observation and Documentation.

RESULT AND DISCUSSION

Result

Based on this learning plan, a teacher is expected to be able to apply learning programmatically. Therefore, the lesson plan must have a high absorption capacity. Without careful planning, it is impossible for learning targets to be achieved optimally. On the other hand, through the lesson plan, the level of the teacher's ability to carry out his profession can be known. Learning Implementation Plan (RPP) is a face-to-face learning activity plan for one or more meetings. RPP is developed in the syllabus to direct student learning activities in an effort to achieve basic competencies (KD) (Permendikbud no 22 Tahun 2016, 2016). Technically, the minimum learning plan includes the following components: a. Competency standards, basic competencies, and indicators of achievement of learning outcomes, b. Learning objectives, c. Learning materials, d. Approaches and Learning Methods, e. Steps of learning activities, f. Learning tools and resources, g. Learning evaluation (Bani, 2015).

Principles in the development of learning designs include:

- **Scientific**
the entire material and activities that are included in the syllabus must be correct and scientifically justifiable. Considering that the syllabus contains outlines of the content/learning materials that will be studied by students, the learning materials/content must comply with scientific truths. For this reason, it is advisable to involve experts in the scientific fields of each subject in preparing the syllabus so that the learning material has high validity.
- **Relevance**
The principle of relevance provides direction that the scope, depth, level of difficulty and sequence of presentation of material in the syllabus must be in accordance with the level of physical, intellectual, social, emotional and spiritual development of students. This principle of relevance also underlies the selection of materials, strategies and approaches in learning activities, timing, consideration of the selection of learning sources and media, and strategies for evaluating learning outcomes.
- **Systematic Principles**
The systematic principle provides direction that the preparation of lesson plans should be systemic and systematic. If the lesson plan is seen as a systemic outline of a learning program, the syllabus components should be synergistic in achieving basic competencies. So the components in the lesson plan must be functionally related to each other in achieving competence because the syllabus is basically a system, therefore the preparation must be carried out systematically. Basic competencies should be a reference in developing indicators, standard materials, timing, selection of sources and learning media and assessment standards.
- **Consistency Principle**
The principle of consistency provides direction that in syllabus development there is a consistent (steady, principled) relationship between basic competencies, indicators, subject matter, learning experiences, learning resources, and assessment instruments that are unidirectional in order to achieve competency standards.
- **Adequate Principle**
This principle provides direction that the scope of indicators, subject matter, learning experiences, learning resources, and assessment systems are adequate enough to support the achievement of basic competencies.
- **Actual and Contextual Principles**
This principle provides direction that the scope of indicators, subject matter, learning experiences, learning resources, and assessment systems pay attention to the development of science and technology that is embodied in the reality of life. Science and technology is developing rapidly in the midst of the development of society and science and technology. Contextual means that syllabus development should be in accordance with the context of the times and the lives of students. Learning experiences designed in the syllabus should use real life situations that are happening in the midst of students' lives.
- **The Principle of Flexibility**
This principle provides direction that the entire syllabus component can accommodate the diversity of students, educators, learning environment, and the dynamics of changes that occur in society and local educational units. The syllabus should be arranged flexibly according to the

conditions and needs of students and the community.

- Comprehensive
This principle gives direction that the development of syllabus indicators should cover all competence domains (cognitive, affective, psychomotor). Besides that, it is also ideally suited to the development of learning materials, learning activities, and learning assessment. This overarching principle needs to be placed in the attainment of competence - as a reflection of knowledge, values, attitudes and actions and manifested in various life skills.

Discussion

Learning Device Validation Results and Student Responses

The development of lesson plans can be done by teachers independently or group in a school or several schools, the Subject Teacher Consultative Group (MGMP) at the Teacher Activity Center (PKG), and the Education Office.

- Compiled independently by the teacher if the teacher concerned is able to recognize the characteristics of students, school conditions and their environment.
- b. If the subject teacher for some reason has not been able to carry out the development of a lesson plan independently, the school can seek to form a group of subject teachers to develop a lesson plan that will be used by the school.
- c. In SD/MI all class teachers, from class I to class VI, compile shared lesson plans.
- d. Schools that have not been able to develop lesson plans independently should join with other schools through the MGMP/PKG forum to jointly develop lesson plans that will be used by schools within the local MGMP/PKG.
- The local education office can facilitate the preparation of lesson plans by form a team consisting of experienced teachers in their fields each.

The feasibility of this learning plan is seen from the results of the validators given to 3 material experts who get the following results:

Table 1. Validator Questionnaire Assessment Results

No	Komponen	Scale	Results			Number of Indicators
		Material Expert Assessment	1	2	3	
1	RPP Identity	4	4	4	4	17
2	SK and KD	5	5	5	3	
3	Learning objectives	5	5	5	4	
4	Learning materials	4	13	14	14	
		4				
		5				
5	Learning methods	4	14	14	10	
		5				
		5				
6	Learning Activity Steps	5	28	28	23	
		4				
		4				
		5				
		5				
7	Learning Resources	4	9	9	7	
		5				
Total Score			78	79	65	
Validation Result Assessment			4,58	4,64	3,82	4,34
Validity Criteria			Very good	Very good	Good	

The feasibility of this study plan is seen from the results of the validators given to 3 material experts who get the following results: Validation 1 + Validation 2 + Validation 3) $3 = (4.58 + 4.64 + 3.82) / 3 = 4.34$. It can be concluded that the results obtained by the researcher are based on the validation table from 3 Material Experts on the Learning Plan with the Inside Outside Circle (IOC) Learning Model with an average of 4.34. Based on the results of this validation, the study plan is included in the Very Good category, used without revision. The validator's suggestions regarding the validated lesson plan include: 1) there are still many non-standard words found in the preparation of lesson plans; 2) still needs a little improvement related to the writing of KD, indicators, learning objectives that are in accordance with the indicators; 3) The style and size of the letters still need to be uniform; 4) the order and depth of the material still needs to be clarified.

The results of student responses to the use of learning plans with the Inside Outside Circle (IOC) learning model that have been made by researchers, were obtained from the results of the assessment of responses to students totaling 39 students, class V MI Al-Ihsan Kalikejambon Tembelang Jombang. Based on the results of questionnaires from students, the researchers performed calculations manually and then presented them into the category of the validity of student responses to the Learning Design with the Inside Outside Circle learning model which got the following results:

Table 2. Result of Calculation of Validity Percentage Category

Category	Very Poor	Fair	Well	Very good
Presentation Results	0 %	1.70 %	22.73%	75,83%

The results of the above calculations are then presented into the category of validity of student responses to the Lesson Plan using the Inside Outside Circle learning model is 75.36%. Based on these results, the Learning Plan with the IOC learning model, then this achievement score is included in the criteria "Very Good".

Student learning outcomes collected in this study came from the pretest and posttest scores of class V MI Al-Ihsan Kalikejambon Tembelang Jombang which the researchers gave during the study. The initial condition data was obtained through a written pretest and carried out before the research was conducted, while the final condition data was obtained through a written posttest and was carried out after the research was conducted as follows:

Average score : (Total grades)/(Number of students)

Average Pretest score = $1910/39 = 48.9$

The average posttest value = $3281/39 = 84.1$

From the research that has been done, it shows that the average of the results of the Pretest learning Islamic Religious Education for the fifth grade students of MI Al-Ihsan Kalikejambon Tembelang Jombang is 48.9% and for the average Posttest results using the Inside Outside Circle (IOC) learning model is equal to 84.1%. Based on the test conducted by the researcher, it shows that the average posttest score is greater than the pretest score, so it can be concluded that the average student learning outcomes by applying the Inside Outside Circle (IOC) learning model produce better scores.

CONCLUSION

After the development process was carried out until the learning device was validated by the validator, the results of the research and discussion were obtained, the following results were obtained: the development of a learning device based on the Inside Outside Circle learning model to improve student learning outcomes for class V MI Al-Ihsan Kalikejambon, it can be concluded that the results of the device learning based on the Inside Model Outside Circle is declared feasible to use. This is in accordance with the results of the validation of three material experts with an average total validity of the learning plan of 4.34, each of which is in the "Very Good" category. Furthermore, the results of the post test with an average score of 84.1 show a better improvement than the results of the pre test with an average value of 48.9, this shows that learning with the Inside Outside Circle model is very effectively used in PAI learning. Results Student responses to the Inside Inside Circle learning model were very

good, as evidenced by the results of the questionnaire showing that 75.83% gave a good response to learning using the Inside Inside Circle learning model.

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