

THE USE OF ARTICULATION LEARNING MODELS IN PAI SUBJECTS AT SMPN 1 PONTANG, BANTEN

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Abstract

This study aims to determine the application of the articulation learning model at SMP Negeri 1 Pontang, especially in the subject of Islamic Religious Education. The method used is a qualitative method using SWOT analysis. The approach in this study is presented descriptively. This research was conducted at SMP Negeri 1 Pontang, Pontang District, Serang Regency, Banten Province. This research explains in detail the flow of articulation learning and also presents about Strength, Weaknesses, Opportunities and Threats. The results of this study show that the articulation learning model on the strength aspect can train students' absorption and train students' readiness. On the aspect of weakness, this learning model can only be used by certain subjects. The opportunity aspect of this learning model, students are trained in speaking, can speak loudly and clearly. Meanwhile, on the threat aspect, this learning model can not be completed if a teacher is not able to manage learning time, because the articulation learning model requires a lot of time. With the implementation of the articulation learning model in PAI subjects, there are no longer students who think that PAI subjects are boring subjects.

Keywords: Articulation Learning Model, Islamic Religious Education

INTRODUCTION

The learning process in primary and secondary education units must take place in an inspiring, interactive, motivating, and fun manner and can foster the interest of students in actively participating in the continuation of the learning process, as stated by the Minister of National Education of the Republic of Indonesia Number 41 of 2007. The emphasis of the learning process on learners as subjects should be maximum. It aims to improve learning outcomes and create quality human resources. Aspects of life can grow and develop rapidly based on the availability of human resources that hold tight to education and skills. Excellent human resources also send a

nation in competing and competing for the national and global. ¹²Arenas. Education is a spearhead for the emergence of noble people with superior, optimal, quality human resources. Through education, the various potentials humans possess can be born and increased at a higher level. Both his physical, intellectual, social potential and spiritual potential.

Various reports were also born from the many surveys conducted. A report formulates that the level of learning achievement of students in Indonesia is below the safe line. This means that student learning achievement has generally decreased far above the maximum number. One of these reports was born from a survey agency, The International Association for the Evaluation of Education, the IEA. The IEA is one of the international institutions engaged in the aspect of large-scale research in measuring the achievement of students spread across more than 60 countries³. Meanwhile, a survey conducted by the Programme for International Student Assessment or PISA showed that Indonesia was ranked 64 out of 65 countries in the field of science.⁴

Education certainly has a purpose in it. A directed education system can give birth to an optimal educational goal. The most important factor of the educational process is that it can give birth to educational goals that boil down to the learning process. In the process, quality learning can be carried out while creating quality human resources.⁵ In the learning process, there are two most crucial factors, namely factors arising from the teacher and sources from students. In the learning process, teachers and students have a direct interaction between the two. Teachers and students always establish interaction and communication in an educational form as a form of the learning process to achieve optimal educational goals. This mutual interaction gives birth to activeness that is born in students while the teacher acts as a mentor or facilitator in the learning process. Therefore, in this context, a teacher can create a pleasant learning atmosphere, which gives a different impression to students to motivate students to carry out the learning process.

The unique learning process certainly gives a special impression for students who are members of the learning class. Unique and fun learning is born from a learning model that is suitable for its application.⁶ A learning model that is suitable in its application can lead students to achieve their learning achievements.⁷ Learning achievement is a barometer that functions as a measure of student success after participating in a learning series. The qualifications of student learning achievement can be seen from cognitive, affective, and psychomotor aspects. Low student learning achievement is influenced by two factors: factors from within the student and sources from outside. What is meant by factors from within is factors that come from within student learning, such as needs or encouragement, while factors sourced from the outside can be described

¹ I Made Yastiari. (2019). Application of Articulation Learning Model with Image Media to Improve Science Learning Achievement. *IJEE : International Journal of Elementary Education.*, 3, 431–438.

² Zughrofiyatun Najah, L.M. L. (2022). Islamic Education: A New Face facing the Challenges of Globalization. *Encyclopedia: Saburai Journal of Education and Learning Innovation*, 2, 9–18.

³ Nestor Ramos-Garcia, Sergio González Horcas, tavros K. (2022). Investigating the floating IEA Wind 15 MW RWT using vortex methods Part I: Flow regimes and wake recovery. *Wind Energy published*, 25, 468–504.

⁴ Ummi Fitriyani, Dwi Yulianti, S. (2022). Analysis of Chemical Literacy Ability of Sma Negeri 6 Bandar Lampung Students Against the Level level of Buffer Solution Material Questions. *JEMS : Journal of Mathematics and Science Education*, 10, 193–204.

⁵ I Made Sila, Ida Bagus Rai, I.M. S. (2022). Merdeka Belajar Dan Kampus MerdekaIn Welcoming LinkAndMatchThe World of Education. *WIDYA ACCARYA: Journal of FKIP Education Studies, Dwijendra University*, 13, 41–52.

⁶ Harlina Ramelan, Y. (2022). Application of the Cipp Model natural Evaluation of Early Childhood Service Provision. *Yaa Bunayya : Journal of Early Childhood Education*, 6, 43–52.

⁷ Sulle Eppun. (2022). Increased Student Activity and Learning Outcomes on the Theme of Natural Events Through The Make Learning Model a Matchstudent Class 1 SD Land 2 Tabak Kanilan Semester 2 Academic Year 2019/2020. *Journal of Education Partners (JMP Online)*, 6, 154–167.

such as facilities and infrastructure, curriculum to the competence of a teacher in delivering the material. From the many observations, a factor was detected to cause students' low achievement in learning. Students are believed to have a relatively low concentration level during the learning process. This results in students' ability to understand a material delivered by the teacher. Meanwhile, another factor, namely the learning process that takes place, is identified as lacking direction on the target.

Based on the observations above, it is also known that a teacher delivers his material using a direct learning model, using the lecture method and giving his assignments simultaneously. The lecture method is a learning method that emphasizes the teacher delivering the material orally.⁸. In the development of education in the 5.0 era, the lecture method is considered a boring learning method. But this method is considered a method that many teachers rely on in creating a conducive learning atmosphere or classroom environment, it is also considered a strategy for minimizing student stress⁹. Teachers' delivery of learning materials is sometimes less directed to produce less than optimal learning. It happens a lot in the field that a teacher is very minimal in conveying his focus and learning objectives, but the teacher directly assigns tasks to his students. Of course, this activity fosters disinterest among students in learning and tends to get bored quickly. This can be reflected in the continuity of the learning process in the classroom. It can be proven that the students sitting in front are students who maximally pay attention to their teacher in delivering the material, while the students sitting behind who are far away from the teacher do not pay attention to what is explained by the teacher, and even look indifferent and do not do tasks. Students who are in the back position actually seem to have fun talking to their deskmates and even students who fall asleep on their study tables. Of course, this phenomenon gives birth to students who are not optimal in absorbing, understanding and analyzing the learning material presented by the teacher.

Another cause is that a teacher thinks that all students can have a good understanding after the learning process is complete. This thinking pattern is certainly not justified, because it has been proven that after the learning is completed and then the teacher offers the opportunity to students to ask questions, then students are more silent and tend to agree with what the teacher said. On the other hand, the opportunity for students to ask questions about the material that has just been delivered by the teacher is considered to understand and understand when there are no questions spoken from the students. However, at the time of the evaluation, it was clear that most of the students did not master the material presented by the teacher during the teaching and learning process.¹⁰

Based on the above phenomenon, an effort is needed to improve the quality of student learning by combining an interesting learning process packaged by applying suitable learning methods so as to give birth to an optimal learning process. Therefore, a learning model should be chosen by a teacher in carrying out learning that is in accordance with the character and needs of students. The learning model is a conceptual framework that describes the rules that are systematically arranged in grouping learning activities in achieving a learning goal¹¹. In addition,

⁸ Dori Oktavian, S. (2022). Comparison of Role-Playing Learning Methods With Conventional Methods (Lectures) To Student Learning Outcomes. *An-Nuha: Journal of Islamic Education*, 2, 408–416.

⁹ Muhammad Alpin Hascan, N. S. (2022). Perceptions of BKI UIN Sunan Kalijaga Study Program Students towards the Application of The Lecture Method di Online Learning Period. *TARBIYATUNA: Islamic Education Studies*, 6, 12–26.

¹⁰ Sanisah, S., Rochayati, N., & Mas'ad, A. (2022). Teachers' Perceptions of Education for Persons with Disabilities di Central Lombok Regency dan East Lombok. *GEOGRAPHY: Journal of Educational Studies, Research and Development*, 10, 92–104.

¹¹ Ridwan Abdullah Sani. (2014). *Learning Innovation*. PT. Earth Script. 97.

it is also mentioned that the learning model carried out by teachers in the learning process also produces an innovation and actual ideas that are rich in critical thinking skills and patterns¹².

In this study, the problem solving offered in overcoming problems and problems that occur during the learning process is an articulation learning model. The articulation learning model is a learning model that assigns students to act as messengers and recipients of messages. This articulated learning model is like a chain message, and of course it is carried out by students throughout the learning process¹³. By applying this learning model, it is hoped that it will be a solution in fostering students' understanding of the material presented by the teacher, so that teachers can analyze which materials are not understood and understood by students. Then, a teacher can also provide material reinforcement to students who must then confirm if it is detected that students are mistaken in understanding the material presented. Thus, the interpretation of students understanding the learning material can be seen in the presentation section.

In the process, articulated learning models take a lot of time¹⁴. This is certainly a special concern for teachers who want to apply this learning model to every learning in the classroom. In this case, the application of Islamic Religious Education subjects in Junior High Schools (SMP) has a lot of time in each meeting. Thus, if the learning process is carried out by applying the articulation learning model, it is considered suitable and in accordance with the available time allocation. In addition, PAI subjects in Junior High Schools do not have a wide scope, so this is the reason for their suitability if applied with articulatory learning models. The implementation of this ethical learning model is considered appropriate in the subject of Islamic Religious Education because this learning model also trains students in aspects of their skills, and can improve students' understanding and memory seen during the presentation of the material. The articulation learning model is also considered as a learning model that can be used as a substitution in PAI learning¹⁵.

At SMP Negeri 1 Pontang, students think that the subject of Islamic Religious Education is a boring subject, this is mentioned because the subject of Islamic Religious Education in the process of implementing learning is not effective. This is the reason why students are not serious about learning it. In the process, the teacher provides a learning design that is then accepted directly by the students. The teacher gives material to his students in the form of information which is then packaged in the form of notes that are stored, memorized and poured back when the students carry out the evaluation. The series of learning processes mentioned are a pattern of learning approaches that are very dependent on teachers who are considered very boring, so that it has the effect of being bored, sleepy, and providing a sense of laziness to enter school. This phenomenon does not motivate students to be enthusiastic in learning and causes a decline in student learning outcomes. Thus, Islamic education teachers at SMP Negeri 1 Pontang are expected to be able to choose and analyze in applying learning models that are suitable for various conditions, both the conditions of students, schools to be able to organize learning materials and objectives. The selection of the right

¹² Susanti. (2022). Application of the Index Card Match Learning Model to Student Learning Activities in Islamic Religious Education Subjects. *Tajdid : Journal of Islamic Thought and Humanity*, 6, 22–36.

¹³ Duwi Ratnasari, Ida Bagus Kade Gunayasa, H. H. S. (2022). The Effect of Articulation Learning Models on Class IV Speaking Skills in Indonesian Subjects. *Basic Education Plan*, 2, 39–45.

¹⁴ Khasanah, S. U., & D. (2022). Implementation of Project-Based Learning nature Psychomotor Development of Primary School Age Learners. *Flobamorata Journal of Basic Education*, 3, 281–287.

¹⁵ Sari, M. D. L., Suniasih, N. W., & Suadnyana, I. N. (2018). The Influence of Articulation Learning Models Using Booklet Media on Science Knowledge Competencies. *Journal of Pedagogy and Learning*, 1, 154–161.

learning model provides more effective, interactive learning outcomes and motivates students in following the learning series.¹⁶

Thus, based on the picture above, one of the solutions carried out by the teacher in changing the learning process in the classroom, so as to provide student motivation in learning, increase student enthusiasm in learning interactions, must go through the right learning model. This of course must be adjusted to the curriculum used. Alternative learning models used in supporting the teaching and learning process using articulation learning models.

RESEARCH METHODS

A. Research Design

Methods and Approaches

This study uses a qualitative method, based on SWOT. This study focuses more on four aspects, including aspects of strengths, weaknesses, opportunities and threats. This research essay will describe the process of ongoing learning activities using articulation learning model at SMP Negeri 1 Pontang. Articulation learning model emphasizes the concept of active students in the learning process. Students are formed in pairs who can then interview the material that has been delivered by the teacher in turn, such as chain messages.

B. Research Design

This research was held at SMP Negeri 1 Pontang. Pontang Subdistrict, Serang Regency, Banten Province. Some of the participants in this study were all students of class XIII of SMP Negeri 1 Pontang.

A. Data Collection Methods

Because this research carries qualitative research, the data collection method used is in accordance with the type of research. Interviews and observations became methods in data collection in this study. Therefore, the researcher chose these two methods in supporting the content of this research which can then be presented in the next section.

RESULTS AND DISCUSSION

Each of the learning models has different characteristics. The implementation procedures are also very diverse. Each learning model contains positive values for the learning process. the same goes for this articulated learning model. As mentioned that the articulation learning model has the following steps:

**Table 1. Steps
Articulation Learning Model**

No.	Phases	Teacher Activities
1	Phase 1: Delivery of material and competencies by teachers	A teacher first conveys the competencies and materials that will be presented in the learning process

¹⁶ Darmuki, A., & Hariyadi, A. (2019). Jucama Learning Model Experimentation Reviewed from The Learning Style Of Students' Learning Achievement Speaking Courses In The PBSI IKIP PGRI Bojonegoro Study Program. *Journal of the Creed*, 3, 62–72.

2	Phase 2: Material Delivery	Material presented by the teacher to the students
3	Phase 3: Formation of Small Groups	The teacher formed a small group of two, to find out the catching power of the students.
4	Phase 4: Delivery of Material that has just been delivered by the teacher	One student from the group told his group of friends about the material presented by the teacher.
5	Phase 5: Submission of the results of discussions / interviews with their group mates	Students are randomly selected to deliver interviews with their group mates until all students have expressed their views on the interview.
6	Phase 6: If the material is not yet understood, then it is re-explained the material.	The teacher should re-explain the materials that the student did not already understand.
7	Phase 7: Inferring from a series of materials	The teacher provides direction as well as guidance in implicating the material learned by students.

Source: (Suprijono, 2014) *Cooperative Learning Theory & Application of PAIKEM*¹⁷

Based on the steps formulated above, of course, this articulation learning model provides a myriad of innovations, especially in forming students' interests and motivations in learning. The reason is, if you look carefully, this articulation learning model involves all student activities during the teaching and learning process. This certainly provides a sense of fun for students and keeps away from boredom, laziness and drowsiness. In addition, the articulation learning model in its implementation contains many benefits. As explained in the table below which is described using a SWOT analysis.

**Table 2. Strength (*Strengths*)
Articulation Learning Model**

No.	Strengths (<i>Strengths</i>) Articulatory Learning Models
1	In the learning process, the articulation learning model involves all students in the class
2	The articulation learning model also trains the readiness of the students so as to give rise to the value of being capable.
3	Trains absorption of experiences from their cohorts.

Source: (Aris Shoimin, 2014), 68 *Innovative Learning Models in the 2013 Curriculum*.¹⁸

¹⁷ Agus Suprijono, (2014). *Cooperative Learning Theory & Application of PAIKEM*. Student Library, 127

¹⁸ Aris Shoimin. (2014). *68 Innovative Learning Models in the 2013 Curriculum*. Ar-Ruzz Media, 127.

**Table 3. Weaknesses
Articulation Learning Model**

No.	Weaknesses of Articulation Learning Models
1	This articulated learning model does not apply to the entire subject. But it is only suitable for use in certain subjects.
2	This articulated learning model requires a lot of time in the process of its implementation.
3	In the process, the resulting material is relatively small.

Source: (Adang Heriawan, Darmajari, 2012), *Methodology of Learning/ajaran Theoretical Studies Praktis*¹⁹.

**Table 4. Opportunities
Articulation Learning Model**

No.	Opportunities for Articulation Learning Models
1	Fostering students' pronunciation in speaking so that it is easier to interact with and communicate with
2	Increase student participation in learning
3	Increase student comprehension value
4	Produces a clear and loud style of speech.
5	In the formation of the group is classified as very easy and does not take long.

**Table 5. Threats
Articulation Learning Model**

No.	Threats of Articulation Learning Models
1	The learning process is not complete
2	The information that students provide to their groupmates is different from the material presented by the teacher
3	There was a miscommunication in the group

Source: (Miftahul Huda, 2014), *Model-Model Teaching and Learning*²⁰.

In the learning process using an articulation model, at first a teacher conveys competencies to students about the learning material that will be discussed at this meeting. Learning materials are also delivered by teachers to students with material delivery techniques that are easy to understand, understand and digest by students. The material presented by the teacher should be

¹⁹ Adang Heriawan, Darmajari, A. S. (2012). *Learning Methodology Practical Theoretical Studies "models, approaches, strategies, learning methods and techniques"* (1 ed.). Coaching Institute and Preacher professional development (LP3G), 122.

²⁰ Miftahul Huda. (2014). *Teaching and Learning Models of methodical and paradigmatic issues*. Pustaka Students, 269

understood by students so that in the future students do not feel confused about the material and learning model that will be used. After the material is delivered well, then the teacher gives direction to his students on what learning model will be used in today's learning meeting. The articulation learning model is also explained to students so that students understand the techniques in carrying out the articulation learning model.

After the stage is completed, the next activity is for the teacher to form a small group of two students. Or the formation of this group is formed based on student seating so that it shortens the time more and does not take much time in forming a group in the learning process. The small group that has been formed consisting of two people is then assigned by the teacher to deliver the material that has been explained by the previous teacher. In this process, the teacher instructs the students so that in the group one person becomes the recipient of the message and the other person becomes the messenger. After various instructions and directions are given, it is time for the articulation learning model to be applied.



Figure 1. Students formed small groups with their deskmates.

The series of articulation learning models begins with students establishing interactions, communicating with friends who are in front of them, by delivering material that has been delivered by the previous teacher. The delivery of the material can be loaded according to what the teacher conveys or add it with his own understanding. With the note that the addition of the material is still a family of understanding with the material sourced from the teacher. This process is carried out for approximately 5-10 minutes in each group. After one student has finished delivering the material to his groupmates, the next activity is the delivery of the results of discussions or interviews with his group friends in front of the teacher and the whole student. In this process, the teacher randomly appoints a group to move forward and then the group reiterates the results of the discussion with their group mates. And this is done to the entire formed group.



Figure 1. Students convey the results of the discussion in front of the class.

After the entire group conveyed the results of the discussion in front, the next activity was for the teacher to give an explanation again as a form of emphasis on understanding to students. This is done because it is feared that there are students who still do not understand the material described by the teacher. This activity is certainly a stimulus for students in understanding the material presented. Then, after all these series are completed, the next activity is to conclude the entire series of materials. In concluding this series of materials, a teacher can provide direction and guidance in concluding the material discussed by students. This activity is intended to provide a re-explanation so that the material for the study carried out at this meeting can be handled by mi, understood to the maximum.

The findings of the study resulted in a unique learning model, which encourages students to be more active in carrying out their learning process. The subject of Islamic Religious Education, which is relatively boring, has now turned into a subject that is favored by students. This is due to the implementation of the right learning model in the implementation of learning. The difference between the articulation learning model and other learning models lies in the aspect of student communication with their deskmates. In the process, there were interviews with their group friends and students conveyed in front of other groups about the results of discussions obtained from discussions with their friends. Therefore, in this learning model, each student has the opportunity to speak in front of other groups, resulting in a slick collaboration between friends the group also trains students' activeness and comprehension skills.

CONCLUSION

Based on the results of the research above, it can be concluded that the model articulation learning at SMP Negeri 1 Pontang can foster interest and motivate students in learning. Especially in the subject of Islamic Religious Education which is considered a subject that is not interesting to some students. By applying the articulation learning model in the course of Islamic Religious

Education, it produces students who are active and able to formulate a large part of their minds to focus on following the series of learning. The implementation of the articulation learning model results in an increase in student understanding and can train students' absorption of various other learning understandings. In addition, articulation learning models result in an increase in student participation in learning, train public speaking to produce students who are rich in literacy interests.

In the future, the author hopes that this articulation learning model research can be developed more widely, especially for further researchers. Because from the observations that researchers have observed, the Articulation learning model contains many benefits if it is applied and developed in a sustainable manner in other subjects or discussions of material.

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