

**USE OF LEARNING MODELS BASED ON YOUR OWN
EXPERIENCE (SELF DIRECTED LEARNING) TO INCREASE
STUDENTS' INTEREST IN LEARNING PAI AT MTS BABUL
ULUM PAJAK RAMBE MEDAN LABUHAN**

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Abstract: Abstract

This research uses a qualitative method. The aims of this research are, (1) to determine the application of the learning model, (2) to determine interest in learning, (3) to determine the supporting and inhibiting factors, and (4) to determine the evaluation of the use of the self-directed learning model in the subject. PAI at MTs Babul Ulum Tax Rambe Medan Labuhan. The results of this research show that students' interest in using self-directed learning methods at MTs Babul Ulum Tax Rambe Medan Labuhan when studying PAI subjects has gone well. This can be seen in: (1) there is a feeling of joy when following lessons, (2) students are active in asking questions, actively answering questions from the teacher, and actively participating in discussions, (3) there is interest and enthusiasm when participating in class learning, and (4) students' attention when listening to the teacher's explanation while teaching. Supporting and inhibiting factors as well as evaluation in the use of self-directed learning methods include factors such as teachers, students and madrasah infrastructure.

INTRODUCTION

Education comes from the Indonesian language, namely "didik" which means maintaining and providing training related to morals and intelligence which is the forerunner of education. A lifelong need that must be met is education. Without education, people cannot live and grow in accordance with their worldview, progress towards goals, prosperity and happiness (Fuad Ihsan, 2011: 2). When talking about the educational process, one of the things we want to achieve in the field of education itself is to focus attention on the goal of maturation. Therefore, regarding students' potential has long been a topic of conversation (Surawan, Anshari, & Wirda, 2022).

Oemar Hamalik emphasized that education is the process of teaching students how to best adapt to their environment (Oemar Hamalik, 2014: 3). Therefore, education can help students to play a role in society and make a difference in their lives. Positive collaboration has an impact on improving students' learning. This is in accordance with the educational objectives stated in Law Number 20 of 2003 article 3 which states that, "National education has the function of developing abilities, forming the character and civilization of the nation, in order to develop learning potential, to become human beings who believe and are wholeheartedly devoted to God Almighty, have noble character, be healthy, knowledgeable, creative, independent, and be democratic and responsible citizens."

Interest is the desire to take part in things or activities that are interesting and satisfying. It is an internal drive that prompts a person to focus their attention and energy on a particular area, and is very often triggered by interesting and relevant information relating to an individual's needs or interests. Therefore, doing activities or things that give someone joy, value, or a sense of satisfaction is intrinsically related to interest and satisfaction (Muhammad Ridwan and Afrinaldi, 2022).

A person's learning outcomes can be influenced by their intrinsic interests. For example, dislike, interest, or lack of engagement are strongly related to interest. Matter This in accordance with view Slameto Which quoted by Anise Sulistyani in the journal, that individuals who like to imitate will mostly really focus on it, and individuals who are less interested are reluctant to learn it (Anis Sulistyani, 2016).

Based on information obtained by researchers at MTs Babul Ulum, students' interest in learning in the subject (PAI) is still lacking. This is characterized by the tendency of students to be passive and still reluctant to do the assignments given by the teacher. For example, when asked to find the main idea in a paragraph, when a student finds it difficult, the student will complain and give up on doing the assignment that has been given by the teacher.

Learning models can be used by selecting several examples. This means that teachers can choose examples or models that are appropriate and effective to achieve the goals that have been set. The advantages of the self-directed learning model include: (1) students have the right to choose a learning style according to their abilities, (2) it provides freedom in seeking knowledge for both teachers and students, (3) increases interest and ability, (4) increases awareness of their abilities and needs, (5) knowing how to develop skills

appropriate to their field of expertise, and (6) students developing a comprehensive awareness of independent learning (Epin Supini, 2022).

Students are more active when the teacher uses a self-directed learning model in their learning. Students' interest in learning is increasing and not only absorbing knowledge, but also developing it further. Based on the description above, the researcher is interested in conducting research with the title "Using a Learning Model based on Own Experience (Self-Directed Learning) to Increase Student Interest in Learning PAI at MTs Babul Ulum Tax Rambe Medan Labuhan."

THEORETICAL STUDY

Interest in Learning

Interest (interest) in a way simple understood as trend And excitement or desire Which tall to something. Term interest is aspect terminology personality Which describe exists will, encouragement (strength) Which appear from in self individual For choose object other Which similar (Doni Junni Priansa: 2017). According to Mahfudh Salahudin, interest is attention that includes an emotional component. Interest is the desire to pursue objects or activities that stimulate and satisfy. This is an internal force that motivates individuals to focus their attention and energy on certain aspects, and is often triggered by something interesting and relevant to personal interests or needs (Andi Achru, 2019). The researcher concluded from the definition of interest, that interest is abstract psychological processes expressed in all states of activity. Interest is the same as the mental process of creating a feeling tendency, or desire for something. Interest can also be said to give rise to a strong desire for something. This desire is fueled by the feeling of achieving it. It can manifest itself in the form of objects, activities, etc., whether they are happy or scary, or someone's tendencies outside and inside the mind to encourage them.

Learning model

According to Joyce, Weil, and Calhoun quoted by Shilphy A. Octavia, a learning model is a description of the learning environment, including teacher behavior that applies in learning. Learning models have many uses, from lesson planning and curriculum planning to designing learning materials, including multimedia programs (Shilphy A. Octavia, 2020: 12). And according to Arend as quoted by Mulyono, a learning model is a set of concepts that describe systematic steps in organizing learning activities) to achieve learning goals

(Mulyono, 2018: 89). Researchers concluded that this learning model is very effective in improving the quality of teaching and learning. Because learning activities require students to play an active role in their learning, they are expected to be able to use higher order thinking skills, build cohesion and work together as a team.

Self Directed Learning Model

According to Holec, quoted by Miftahul Huda, Self-directed learning is students who are able to take over their own learning. Meanwhile, according to Dickinson, this is a condition where students have full rights in the decision-making process relating to their own learning and consent. Take full responsibility (Miftahul Huda, 2013: 263). According to Knowles, quoted by Sugerman, Self-directed learning is implementing an independent learning system. This learning system encourages students to be more active and flexible in deciding what they want to achieve (Sugerman, Hasan & Adi, 2022).

Researchers concluded that self-directed learning is also called independent learning. Self-directed learning is a learning process that encourages students to act independently and may involve one person or a group. Independent action should connect academic knowledge to the student's daily life in such a way that meaningful goals are achieved.

RESEARCH METHODS

Study This carried out at MTs Babul Ulum Tax Rambe, which is located on Jl. Rambe Tax No. 58 Martubung Village, Medan Labuhan District. The research was carried out in the even semester of the 2022/2023 academic year on February 20 – April 10 2023 using qualitative methods. According to Bogdan and Taylor, as quoted by Moleong, qualitative methods are research methods that produce descriptive data in written or verbal form from people and observable behavior.

This research uses two methods, namely, field research and library research. Where to obtain or collect the data and information needed for this research through observation, interviews and documentation. In conducting data analysis, this research uses three methods, namely first, data reduction is a selection process activity that focuses on simplifying and transforming raw data obtained from written notes in the field. Data reduction begins at the beginning of research activities and continues as long as data collection activities are carried out. Second, data presentation is the process of collecting information systematically, drawing conclusions as a result of research, and taking action.

Third, the conclusion, namely the direction to this conclusion, is of course based on the results of data analysis obtained from observation, interviews and documentation.

DISCUSSION AND RESEARCH RESULTS

Data on the Use of Learning Models Based on Your Own Experience (Self-Directed Learning) in PAI Subjects at MTs Babul Ulum Tax Rambe Medan Labuhan Academic Year 2022/2023

The implementation of learning at MTs Babul Ulum went quite smoothly, because the educators shared experiences and information about various methods and implementation of learning in PAI subjects. With the participation of PAI teachers, the learning model used by PAI teachers during the teaching process is an independent learning model.

Examples of the application of self-directed learning at MTs Babul Ulum include: (1) students are able to work on individual assignments creatively and independently, (2) students are able to complete each chapter of PAI learning with satisfactory results, and (3) students are able to apply learning materials based on what has been implemented by the teacher. Judging from the interview results, teachers at MTs Babul Ulum adhere to madrasa rules, namely making a learning plan before teaching, such as preparation and guidance before teaching so that learning occurs as expected. Thorough preparation before teaching certainly has a positive effect on learning in class

This self-directed learning method aims to make students more active. Active learning is a natural form of activity that can create stress-free learning conditions and improve predetermined learning goals. So that students can enjoy active learning, what is needed is students' interest in learning. Students' interest in learning must be developed first.

Students' Interest in Learning in PAI Subjects at MTs Babul Ulum Tax Rambe Medan Labuhan

The teacher's method is an effort to vary teaching methods to create a comfortable learning atmosphere, so that students participate and are interested in learning. Interest in learning is related to feelings of interest and enjoyment in learning, active participation, high concentration, positive attitude and increased learning, comfort in learning, and talent for making decisions. Interest in learning can be said if students meet the indicators of interest in learning, namely, enjoyment, student involvement, interest, and student emotionality.

Students are said to be interested in participating in learning, for example listening to the teacher's explanation of teaching materials and paying attention to the teacher's assignments. Students' willingness to be involved in learning means that students enjoy

learning, are interested in following it, and do not cause boredom in the learning process. If students experience this, it can be interpreted that students do not want to participate in learning.

Supporting and Inhibiting Factors in the Use of Independent Learning Models (Self-Directed Learning) in Islamic Religious Education Subjects at MTs Babul Ulum Pajak Rambe Medan Labuhan

Learning cannot be separated from supporting and inhibiting factors, many factors determine learning motivation, one of which is the teacher, because teachers help students learn so they can develop their potential. There are factors that support and hinder the use of self-directed learning methods in studying PAI subjects at MTs Babul Ulum. Based on research conducted at MTs Babul Ulum, data was obtained regarding the factors that support and hinder the use of self-directed learning methods in teaching PAI subjects.

Supporting factors are divided into two, namely internal factors and external factors.

a. Internal Factors

1) Learners

The personality and responses of students here have a big impact on the self-directed learning model. Because students are interested in the learning process, motivated, and have internal awareness to really learn, so it influences the independent learning process.

2) Educator/Teacher

Learning requires teacher skill or creativity. Creative teachers always make lessons fun because students don't get bored. The use of self-directed learning methods at MTs Babul Ulum uses various methods to become supporting factors in the learning process. The challenge is that teachers are required to be innovative so that students do not get bored.

b. External Factors

1) At MTs Babul Ulum, there are not too many students per class, namely 30-35 students, which makes it easier for teachers to deal with the class atmosphere. So that independent learning goes well.

2) There is cooperation between students and students in learning activities, it can be seen that when students experience difficulties in learning, other students help.

3) There is discussion between teachers and students in the learning process in achieving the expected goals and vision and mission. This step will be successful if the teacher is able to discuss with students the methods used in implementing learning.

Evaluation of the Use of the Self-Directed Learning Model in Increasing Interest in Learning PAI at MTs Babul Ulum

Evaluation of the independent learning method (self-directed learning) is found in: (1) students can evaluate the results of the knowledge they have obtained, (2) teachers can help provide feedback such as knowledge they already have with other knowledge in reaching a level of understanding appropriate.

CONCLUSION

The use of the self-directed learning model at MTs Babul Ulum, especially PAI lessons, has gone well and as expected. What can be seen from: (1) students do not get bored easily, (2) interest in learning increases, (3) students are more active, (4) students think critically, (5) students are more independent in working on questions from the teacher.

Interest in learning among students at MTs Babul Ulum has increased, especially PAI lessons. This can be seen in: (1) the feeling of enjoyment when attending lessons; (2) students actively ask questions, respond to questions asked by the teacher, and participate in discussions; (3) there is interest and enthusiasm when participating in class learning; and (4) students' attention when listening to the teacher's explanation while teaching.

At MTs Babul Ulum, there are two factors that hinder students from using the self-directed learning model when studying PAI, namely internal factors and external factors. Where the supporting variables consist of students and teachers. Student characteristics and reactions here impact the independent learning experience. Because they are aware of their potential, motivated, and interested in the independent learning process. Apart from that, teachers are required to teach with creativity and skill so that students do not get bored if the teacher's teaching style is creative which makes learning fun. Meanwhile, class conditions, collaboration between students, and collaboration between teachers and students are external supporting factors that ensure the smooth learning process and the achievement of the expected goals. The fact is that not all PAI subject teachers use independent learning models, one of which is Fiqh subjects because the teacher qualifications have not been met, and Fiqh subject teachers use traditional lecture-based learning models. Apart from that, madrasa facilities and infrastructure are also evidence of the existence of limiting factors.

The use of the independent learning model to increase interest in learning at MTs Babul Ulum, especially PAI lessons, is effective. Evaluation of the use of the independent learning model shows this, namely (1) students' ability to absorb learning and achieve high

achievement both individually and in groups; and (2) individually and in groups, student behavior as outlined in the teaching objectives or indicators has been met.

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