Implementation Of The Kemp Model In The Subject Of Islamic Religious Education And Character At SMP IT Baitul Ilmi Cianjur

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ABSTRACT

This paper aims to describe the implementation of the Kemp model in PAdBP subjects at Baitul Ilmi Cianjur IT Junior High School. The method used is descriptive qualitative which is analyzed using four important elements of the Kemp model including problem identification, learning objectives, methods and evaluation. Based on the findings, the implementation of the Kemp Model in the planning stage is: RPE, annual program, semester program, syllabus, and lesson plan (RPP). In the implementation stage of the Kemp Model implementation, teachers identify learner information and student characters, determine learning objectives, determine learning methods and conduct evaluations. The evaluation stage of implementation with the Kemp Model uses written tests, memorization tests, PTS and PAS as assessment instruments. Through the stages of the Kemp Model, learning becomes more effective and efficient, making it easier for teachers to design learning.

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INTRODUCTION

The development of the times in the era of globalization and digitalization requires everyone to have a way to keep up with the rapid development of the era, various things are very easy to get both positive and negative, including in the world of education and learning, teachers and students have a huge challenge so that the rapid development of this era can really bring more optimal goodness, especially for students who still need direction, strategies and the right learning model to lead to better things (Syarnubi, 2022). As the law says; "National culture develops skills and forms the character and civilization of a nation that is valuable in the context of the education of the nation's life with the aim of developing the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy. healthy to become conscious, capable, creative, independent and democratic and responsible citizens" (Sidiknas, 2012).

Learning is a process or effort to direct student learning, or an effort to teach someone (Fitriani et al., 2022). Learning, formerly known as teaching, which in Arabic is called "ta'lim", which is defined in the Elias & Elias Arabic-English Dictionary (1982) as "to teach; train; lead; train, (1996) agreed to use the expression put forward, namely "allamal ilma" which means "teaching", or "tetus" (teaching or instructing) according to Tardif (1987) means "teaching", defined as a planned

educational process that is ongoing. Reber (1988) defines it as a process of knowledge accumulation and Degeng (1989) uses the term "learning" to describe efforts to teach students. Based on the above limitations, it indirectly follows that learning: Select, create and develop "methods" to achieve desired results. The selection, definition and further development of the method is based on the existing learning conditions. This activity is essentially the core of learning design (Setyosari, 2019)

When learning activities, teachers need an approach as the main reference (Syah, 2007). This is driven by the current traditional learning. In theory, the learning approach serves as a basic reference that inspires the designer to strengthen the learning methods inherent in the learning process (Widodo, A., Indraswati., Radiusman, Umar, 2019). In terms of system design and approach, professional teachers must show their creativity in designing learning models. According to Herbert Simon in Wina Sanjaya's book, this means that the teacher's role in designing learning is to generate ideas to analyze the problem-solving process using available information. Teachers can use the lesson plans they design to implement systematic problem solving activities (Wina Sanjaya, 2008).

A teacher must know different design models to create effective, efficient and interesting learning programs when implemented in learning (Syarnubi, 2019). The learning model becomes a reference for lesson planning and examples of learning methods so that learning becomes interesting and effective (Harto & Syarnubi, 2018). At this point, Kemp's learning model is a model that has been discussed and applied to PAdBP learning.

The Kemp model, sometimes referred to as the Morrison, Ross, and Kemp model, has four essential design elements for course development: Students, objectives, methods and evaluation. The focus of this model is to connect all levels of learning. The model is also meant to be a curriculum, a continuous cycle of iteration that can be improved and adjusted as needed. In addition, the model is unique due to its non-linear structure and the connection of key components, allowing for flexibility during the nine design phases (Soraya et al., 2022).

The Kemp learning model is a model developed by Jerrold E. Kemp (1985). Jerrold E. Kemp received his PhD in Audiovisual Education from Indiana University Bloomington, USA in 1956. He was a professor of instructional technology and coordinator of instructional development services at San Jose State University in California for 30 years (Mustaina, Andrizal, 2019).

The instructional design or learning design developed by Jerrold E. Kemp is based on four elements summarized in the following questions: (1) Who is this program aimed at? (students), (2) what skills do you want to learn? (Objectives), (3) How is a good way to teach these skills? (Methods), (4) How is competency management defined? (Evaluation) (Sutarmizi & Syarnubi, 2022).

The results of previous research related to the design of the Kempi learning model. The study by Tarsono Evi Syarif Hidayat, "Inovasi Pendidikan Agama Islam 1, no. 2 (2020). entitled "Kemp Learning Design Model Based on STAD Cooperative Learning with Fiqh Material". The purpose of this research is to find out how through the application of the Kemp model developed with the STAD collaborative learning model, PAI learning that seems boring and tedious must be changed with lesson plans that encourage active student participation in learning experiences. The Kemp Model lesson plan, developed with the help of cooperative learning strategies, should be able to answer the fact that PAI learning is fun and stimulate further learning. Mustaina, Andrizal, and Soopiatun Nahwiyah conducted a similar study of the Kemp model with the title "Study of the Application of the Kemp Model in Grade V Elementary School Subjects".

The purpose of this study was to increase students' interest in learning PAI through the use of Kemp's learning model. The method used in this research is Classroom Action Research (CAR). The results showed that the Kemp model was good for learning PAI class V and learning outcomes increased in each cycle before being treated with the Kemp model of 65.00% after intervention in cycles I and II learning outcomes increased continuously to 75% then 95% (Martina,

Martina, Nyayu Khodijah, 2019). The similarity with the author's research design is that both use the Kemp model. The difference lies in the method used, but the author uses content analysis and this researcher uses group action research methods. Another thing that the author tries to connect is the Kemp model with lesson plans. Therefore, the author is interested in implementing the Kemp model in PAdBP subjects at Baitul Ilmi IT Junior High School, whether the model is effective or not.

METHODS

The methodology used by researchers is descriptive analytical. With the help of analytical descriptions, a description of the current state of the research object is made based on available facts, data collection, data processing, and data analysis are carried out to draw conclusions (Erihadiana, 2022). This research is field research, because the data is obtained directly from the object concerned using a qualitative approach. According to Sugiyono, the qualitative approach is also called the interpretive method, namely the research data is found from the interpretation of data in the field (Sugiyono, 2017).

The location in this research is Baitul Ilmi IT Junior High School, which is located on Jl. H. Jupri, Kp. Gasol, Kec.Cugenang, Kab.Cianjur. Data collection techniques in this study were collected through interviews, observation and documentation. The main technique used by researchers in data collection is Interview. The interview guidelines used aim to obtain information about PAdBP subjects using the Kemp model at Baitul Ilmi Cianjur IT Junior High School. In this case, the researcher interviewed the PAdBP Subject Teacher, namely Nasrullah Al Karimi, S.Pd.I. Meanwhile, in the process of data analysis, researchers observed the activities of the learning process in class VII A in PAdBP subjects which were then processed, analyzed and obtained research results.

FINDINGS AND DISCUSSION

A. Definition of Kemp Model

The Kemp learning model is a model developed by Jerrold E. Kemp (1985). Kemp's model is a circular model. According to Kemp, the development of a learning system plan consists of components that are developed according to the needs, objectives and various constraints that arise (Yusuf et al., 2019). Kemppi's model does not specify from which component teachers should start the development process. A teaching system according to Kempi will be developed elsewhere as long as the order of the components is not changed and each component must be mastered to achieve maximum results. Therefore, the Kemp model is a very flexible model (Hamdani, 2019).

Then, the author briefly describes the biography of Jerrol E. Kemp, the developer of the Kemp learning model, Kemp was born on April 23, 1921 in New York. He served in the US Army Air Force from 1942-1947 and lives in California with his wife Edith. Kemp is a former president of the Association for Educational Communications and Technology. Kemp is the author or co-author of five textbooks and consults on educational projects and practices in various schools, universities, and institutions abroad and UNESCO. Kemp was Technos Press Writer of the Year 2000. Kemp's education and career, he received his doctorate in instructional technology from Indiana University. Kemp began his career in academia at San Jose State University as a professor of education, where he also worked as coordinator of media production and instructional development services. Kemp taught at San Jose State University for 30 years. University of Florida Education. BS 1942 (Chemistry Major) University of Miami, Coral Gables, Fl. MS 1952 Indiana University D.Ed. 1956 (Yusuf et al., 2019).

Kemp's learning model can be used at all levels and levels of educational units. Kemp's model guides students to think about the general problem and learning objectives. This model also guides the development of lesson plans to examine student characteristics and determine appropriate learning objectives (Fitriani et al., 2022).

The four key elements of lesson planning are: Students, objectives, methods and evaluation. These four elements are connected to each other and are considered the basic structure (Syarnubi et al., 2023). However, it would be better to have additional components. Jerrold E. Kemp offers additional components to the nine elements, namely: First, identify the main materials or tasks that need to be accomplished and set the general objectives to be achieved. second, identify student characteristics that must be considered in planning; third, define the content of the subject, describing the elements of the task related to more specific objectives; Fourth, the necessary support services are described, such as B. The effort required to develop and implement the program is described. efforts required to develop and implement all functions as well as providing and producing materials; fifth, he stated that he controls the process of learning the subject content by taking an entrance exam or preliminary exam; sixth, determining more appropriate teaching and learning strategies; seventh, we look for media that support the teaching process; eighth, planning learning to achieve the set goals; the ninth concludes the assessment (Mansir & Syarnubi Syarnubi, 2021).

The nine elements of learning design or instructional design according to Kemp's model are depicted in an ovoid shape as follows : (Agustan, 2019)

1. Determine general instructional objectives (TIU), namely the general objectives to be achieved in teaching each subject matter.
2. Make an analysis of student characteristics.
3. Determine specific/special instructional objectives.
4. Determining teaching materials / materials that are in accordance with specific instructional objectives.
5. Determining the assessment or initial test (pre essement).
6. Determine the teaching and learning strategy.
7. Determine media and learning resources.
8. Coordinating the necessary supporting facilities.
9. Conducting evaluation.

Unlike other learning models that have sequential patterns or are marked with straight lines or arrows, Jerrold Kemp uses an oval shape. The reason for using an egg is to show the flexibility of the nine elements. Instructional designers can start anywhere when they begin planning. (Wulandari et al., 2021). Another reason for choosing the oval shape is the dependencies and relationships between each element or phase of the curriculum. Make decisions about the product by reviewing all items (Febriyanti et al., 2022).

Each learning model design has its own advantages and disadvantages (Pribadi, 2010). The advantages of Kemp's model include: 1) In each step or procedure there is a revision, the goal is that if there are deficiencies, improvements can be made. 2) Adaptive and flexible, allowing a learning designer to be creative. 3) It can start or stop the process wherever it is deemed appropriate. Meanwhile, the disadvantages of Kemp's model are: 1) Because of the class-oriented design, the teacher's role here has a big influence. 2) More steps, making it more difficult to remember the process. 3). There is no beginning or end point, making it confusing.

B. Planning for the Implementation of the Kemp Model in PAdBP subjects at SMP IT Baitul Ilmi Cianjur

Learning planning is a realistic decision-making activity about specific learning objectives, using all available learning opportunities and resources, and is one of the main tasks of teachers in learning (Ali & Syarnubi, 2020).

Lesson planning in the implementation of the Kemp learning model at SMP IT Baitul Ilmi Cianjur is applied by PAdBP teachers who say that "planning is important before doing learning, because the success of achieving learning objectives depends on how the planning process takes place, the more mature the preparation of learning planning, the more optimal the expected learning achievement".

Based on document searches, the lesson planning process carried out by PAdBP teachers includes:

a. Preparation of Effective Week Details (RPE)

RPE is the number of days that apply in the current academic year. Based on the results of the interview, it is known that the RPE for the odd semester of the 2022/2023 academic year will begin in June-December. The number of weeks in one semester is 24 weeks, 3 weeks for ineffective weeks and 21 weeks for effective weeks. Furthermore, if multiplied by the number of lesson hours in one week for 3 hours, the details of the effective time owned by PadBP teachers are 63 lesson hours.

b. Annual Program

The annual program is a concept that sets a period of one year to achieve the goals that have been set (SK and CD). Determining the time division is necessary so that students have access to all the basic competencies of the curriculum. The annual program includes core and basic competencies and time reserves. An annual program is created that includes topics and sub-topics in classes, holidays, the beginning of the academic year and effective weeks.(Anwar, 2019) In general, the annual program for the PAdBP subject is as follows:

Figure 1.

Annual Program

c. Semester Program

This is a year-long development program, this semester program is a one-semester teaching program where students are expected to master cognitive, affective and psychomotor aspects as a whole. In general, the PAdBP subject semester program is as follows:
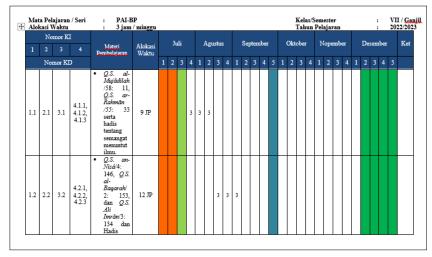
Figure 2.

Semester Program

d. Syllabus

Based on interviews, the syllabus is part of the learning tools that include competency standards, core competencies, learning materials, indicators, assessments, schedules and learning resources developed by each education unit (Hamonangan & Sudarma, 2017). The following is the syllabus for the PAdBP subject at Baitul Ilmi IT Junior High School:
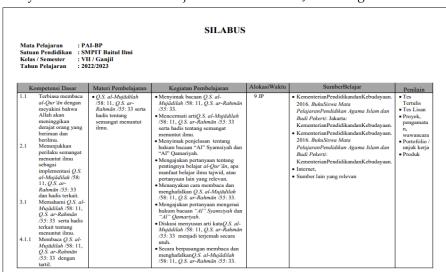

Figure 3.

PAdBP Course Syllabus

e. Learning Implementation Plan (RPP)

RPP is a teacher's guide for classroom teaching that includes the process and organization of learning summarized in the content standards and outlined in the syllabus to achieve core competencies (Lembong et al., 2023).

Based on the results of the interview, it is known that the PAdBP lesson plan is a teaching material. In delivering the material, the teacher uses the lecture method between discussion rooms, with varied learning tasks. The lesson plan about the material can be seen in the following lesson plan picture:

Figure 4.

Draft Learning Plan (RPP)

Based on this description, it can be concluded that in learning planning at SMP IT Baitul Ilmi Cianjur there are several components that support such as the determination of RPE, annual program, semester program, syllabus and lesson plans.

C. Implementation of the Kemp Learning Model in PAdBP Subjects at SMP IT Baitul Ilmi Cianjur

Implementation of learning is an interaction between teachers and students, students and students, conveying topics to students to achieve learning goals (Misdar et al., 2017).

The implementation of the Kemp learning model in PAdBP subjects is learning that requires the active involvement of teachers and students. Based on the observation, it is known that PAdBP learning using the Kemp model pays attention to several important components, such as the learner analysis stage. PAdBP teachers try to explore learners' academic information, examine learners' backgrounds, observe personal and social characteristics, and observe the characteristics of non-conventional learners (Alimron et al., 2023). So that PAdBP teachers are not just delivering material verbally but are able to dive into what the needs of students are (Arisca et al., 2020). In addition, PAdBP teachers also pay attention to the 4 elements of the Kemp model which include identification activities, determining objectives, determining methods which are all summarized in the lesson plan and completed with evaluation activities.

The learning program will run effectively if it is in accordance with the characteristics of the learners (Syarnubi, 2020). Analysis of learner characteristics by teachers can be done through pre-test. Meanwhile, the evaluation stage carried out by PAdBP teachers is by carrying out a post-test.

Based on the description above, it is known that in the implementation of the Kemp model in PAdBP subjects there are 9 steps which are summarized in 4 main elements, including: 1) Problem Identification, 2) Learning Objectives and 3) Evaluation.

D. Evaluation of the Implementation of the Kemp Learning Model in PAdBP Subjects

Evaluation is the final stage of learning implementation, where the teacher evaluates students' understanding of the material taught in order to assess whether learning is effective or one of which can be seen from the learning outcomes of students (Syarnubi, 2023).

Based on the results of interviews with PAdBP teachers at SMP IT Baitul Ilmi Cianjur, that after using the Kemp model through written tests with questions contained in the package book, memorization tests related to the material that has been delivered, and the final assessment through PTS and PAS.

The results showed that the learning outcomes of students after using the Kemp model increased, meaning that this Kemp model is an effective learning model to be used in learning so it needs to be developed and implemented in teaching and learning activities.

CONCLUSION

Kemp's model is a learning design model that can be applied to different levels and levels of education, although it has many steps, the learning designer can start this learning design at any point that is considered important. In addition, in this lesson plan, each step needs to be reviewed or evaluated so that the lesson designer can sharpen and strengthen the steps before moving on to the next step/level.

Based on the results of the research, it is known that in the planning, implementation and evaluation stages of learning when implemented using the Kemp model provides convenience for teachers and this model is an effective model to achieve learning objectives. Kemp's model provides steps and stages according to the needs of teachers and students.

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