

The Effectiveness Of Assure Model Using The Listening Team Method In Increasing Learning Motivation On Tajwid Law Material

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ABSTRACT

This study aims to explore the effectiveness of the ASSURE learning model in increasing student motivation in the subject matter of tajwid law. This research is important to be researched to provide knowledge to all educators or readers about a learning model and method that can encourage the growth of student motivation in studying PAI. This study uses a qualitative approach and an analytic descriptive method. Data collection techniques include observation to explore the learning process, interviews to obtain data on student learning characteristics and teacher teaching methods, and documentation to find relevant data according to research. The research subjects were students and teachers of PAI subjects. The results showed that the use of the ASSURE learning model for Tamansiswa Rancaekek High School students with the listening team method was able to increase student learning motivation, which can be seen from the students' activeness in answering questions, the suitability of answers to questions, and providing explanations based on what students have understood.

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INTRODUCTION

Human resources that are substantial and of high quality certainly come from teachers' guidance and teaching that align with individuals' character and needs (Selvia, 2021); (Nurainiyah, 2013) The field of education is tasked with providing guidance and instructional guidance to achieve the goal of education, which is to enlighten the nation's life in cognitive, affective, and psychomotor aspects (Helmiati, 2012); N(Nurjan, 2016); (Ruqaiyah & Syah Putra, 2021)

The first step in determining learning is selecting the learning model (Ulfa & Saifuddin, 2018) The learning model is the framework for implementing learning that includes strategies, methods, and learning techniques to be carried out. (Sutarmizi & Syarnubi, 2022) Based on this, the researcher is interested in the ASSURE learning model as a research choice because it encompasses the overall needs in the learning process. (Syarnubi et al., 2022) In addition to the teacher's learning model, appropriate learning methods synchronized with the learning model used are also required (Budiman, 2021); (Lola Fadhillah, 2020) The learning method that can complement the ASSURE model here is the listening team method, as it requires students to actively participate in learning tasks given by the teacher and convey them back to each group (Helmiati, 2012); (Ramayulis, 2005)

These learning models and methods aimed to provide ease and effectiveness in learning, especially in Islamic Religious Education (PAI) (Rahmah, 2012); (Zulvia, 2013), which is often overlooked. Due to the repetitive nature of the learning material and the inappropriate delivery

methods, PAI learning is increasingly less attractive (Khobir, 2019). Therefore, the researcher chose the title "Effectiveness of the ASSURE Model Design in PAI Learning Using the Listening Team," with previous research serving as references, such as the article titled "The Use of the ASSURE Model to Improve Integrated Thematic Learning Outcomes in Elementary Schools" by (Darlis & Adyna Movitaria, 2021). Their research explains using the ASSURE model at the elementary school level without specifying the learning method used. (Harto & Syarnubi, 2018)

The journal article by Ahmad Muzakki et al. titled "Design of Multimedia-Based ASSURE Learning Model in the Subjects of Al-Quran Hadith" explained the role of media in learning using the ASSURE model at the high school level but still does not explain how its implementation is assisted by suitable learning methods (Muzakki et al., 2021). Similarly, the research results of Tessa Qoriah Rasidi's study titled "Implementation of the ASSURE Model in PAI Subjects with Material on the History of Umayyad and Abbasid Scientific Developments" explained the implementation of the ASSURE model using the discovery learning method and learning together method in their study, not using the listening team method (Qoriah Rasidi, 2012).

RESEARCH METHOD

The research method used was qualitative and analytical descriptive ((Sugiyono, 2015). Data collection techniques included observation to gather data on the ongoing learning process in PAI classes; interviews to obtain data on student learning methods and the teaching process conducted by educators in the class; and documentation to collect relevant data according to the research undertaken (Anggito & Setiawan, 2018). research location was at SMA Tamansiswa Rancaekek Jl. Rancanilem, Bojong Loa, Kecamatan Rancaekek, Kab. Bandung. The research sample was 30 students from class 12 SMA IPS 2, and the PAI teacher was the primary source of research.

RESULTS AND DISCUSSIONS

Listening Team

The learning method of listening teams is one way to help students stay focused during the learning process. (Fauzi, Andriani, Romli, et al., 2023). It uses lecture methods and aims to form groups with specific tasks and responsibilities related to the lesson topic (Silberman, 2014). From the perspective of student learning, the listening team falls into the category of cooperative learning because its implementation emphasizes interaction and collaboration among students in groups, each with its own assigned tasks (Khasani & Ma'ruf, 2020). Therefore, the listening team, or the team of listeners, is a learning model derived from Silberman's teaching experience at the university for over twenty-five years. This method originates from Active Learning and is (Zaini et al., 2007). Characteristics of the listening team include emphasizing student activity and potential, focusing on how to make students active in maximizing thinking abilities, and expressing ideas or thoughts (Lubis, 2015).

In implementing the listening team, several principles must be considered before implementing them in the learning process to achieve maximum goals. (Syarnubi, 2019). These principles include ensuring that students learn in groups and that everyone must actively participate according to their roles. (Yanti et al., 2021). Teachers must ensure students are active during the learning process for optimal results. If learning activities are conducted actively, it will positively impact students' understanding (Lubis, 2015). The topics discussed should suit the class's ability, level, and the student's situation. (Wulandari et al., 2021). For example, topics for Madrasah Tsanawiyah students should be adjusted to their abilities at the middle school level, not demanding students to produce ideas beyond their capabilities. (Misyuraidah et al., 2017). The selected material for discussion should be topics that can generate questions and opinions to enable students to digest and consider possibilities and ideas related to the topic. (Evanirosa et al., 2022). The discussed material should stimulate considerations from all teams or groups to produce accurate conclusions. (Alimron et al., 2023).

Paying attention to these principles is expected to achieve active participation from all students during the learning process. (Martina et al., 2019) Students should be directed to be responsible for their tasks in the group, (Hartati et al., 2022) find the right answers to solve problems, and find ways to complete the learning activities. (Hawi & Syarnubi, 2018) Consider these principles to ensure that the goals of the listening team learning can be achieved (Khasani & Ma'ruf, 2020) Therefore, teachers should ensure that both the topics or materials to be discussed in groups are suitable for the needs and abilities of the students (Lubis, 2015)

ASSURE Model

The ASSURE instructional design model developed by Sharon Smaldino, Robert Henich, James Russell, and Michael Molenda in the book "Instructional Technology and Media for Learning" (Pribadi, 2011) suitable for large-scale learning activities. The ASSURE model systematically uses technology in learning (Fahriansyah, 2023). This model focuses on technology planning that facilitates teachers in designing and making changes to the teaching environment to support students (Kurniawati, 2017) The advantage of this model is its ability to analyze the components of learning comprehensively, including student characteristics, learning objectives, learning strategies, activities, and the assessment process. (Fauzi, Andriani, & Syarnubi, 2023) It also enhances active student participation by utilizing technology roles, making learning more optimal (Heinich et al., 1996)

The ASSURE model is not named after its authors but is based on the initial letters of the steps in the instructional design model. It consists of 6 components/steps (Gafur, 2012):

1. Analysis of learners

The condition of students needs to be known when planning learning. Aspects that need to be analyzed from the student's perspective include:

a. General characteristics

A teacher generally knows the general characteristics of students as part of the initial learning assessment. (Syarnubi, 2023) According to the teacher's statement (Mrs. Erma, the PAI subject teacher), "In the class, the characters of the students vary, but in general, during PAI learning, students prefer practical and discussion-based learning" (Erma, Personal Interview, November 25, 2022). The active character of the students in this class becomes an attraction for researchers in the learning process and is the main reason for choosing the listening team as the learning method. (Arisca et al., 2020)

b. Basic competencies possessed.

Based on observations and research at the location, the basic competencies in learning are around 30% because most students derive conclusions and learning material from the internet rather than from understanding previous learning. (Sari et al., 2020)

c. Learning styles

Learning styles are viewed from two sides: the student's and teacher's learning styles in class. (Fitriyani et al., 2020) The following results from an interview with the PAI teacher are: "My learning style is varied. (Syarnubi et al., 2022) If delivering material through lectures, students will get bored, so I focus more on discussions and presentations, and in collecting assignments, I vary them with videos, voice notes, and manuals/sheets. (Febriyanti et al., 2022) They prefer submitting assignments in the form of PPT and also Canva." Meanwhile, from the results of class learning, most students prefer learning without using many materials/points and expressing their opinions about the material. (Syarnubi & Ahmad Syarifuddin Sukirman Sukirman, 2023)

2. Stating specific learning objectives (State Objectives)

Formulating specific learning objectives is based on the teacher's lesson plan (RPP).

3. Selecting media and learning packages (Selection of media and materials)

Choosing the learning method refers to student characteristics based on previous interviews with the relevant teacher. (Malta et al., 2022) Students with active characters in the class are more suitable for using the discussion method, and the researcher strives to ensure that

students in the class can be actively involved as a whole to achieve more effective learning objectives (Mardhiyah & Aldriani, 2021)

Gambar 1. Penggunaan Metode Ceramah Dalam Pembelajaran Oleh Guru Mata Pelajaran PAI



Image 1 shows the PAI (Islamic Religious Education) teacher explaining the material on TAJWID using the lecture method and instructing students to find additional materials independently.

The school uses a variety of media, and one commonly used medium is the use of mobile phones; as mentioned in the interview with Mrs. Erma, "Because the kids tend to use phones, I utilize mobile phones more. I did not prohibit students from using their phones during my lessons because I use a phone for learning media. Since we did not know everything about what we taught, and their knowledge might be limited, by allowing them to explore on their own and then asking questions, we could summarize the information while reflecting on it" (Erma, Personal Interview, November 25, 2022).

Gambar 2. Penggunaan Media Belajar Handphone



Picture 2 depicts a learning activity using mobile phones in a group to implement the steps of the ASSURE learning model in the stage of using electronic media as a learning tool.

The selection of teaching materials/learning materials from the school varies, and their use is often modified according to the student's needs. This could be seen from an interview with the PAI instructor: "Teaching materials often use videos, YouTube, and books. If there was no internet quota, they still present videos. So, they were not limited to one learning media; they chose which one they wanted to use as long as they understood. If from the book, I modify it into a module

according to the needs of the material to be delivered" (Erma, Personal Interview, November 25, 2022).

The listening team method has four general stages in its implementation, namely:

1. Presentation of material and learning instructions to each group.

The material used by the researcher in teaching about the rules of TAJWID, which the teacher previously presented, includes three Quranic verses: Surah Al-Humazah, Surah At-Takathur, and Surah Al-Zalzalah. An explanation of the teaching method is provided after the delivery of the learning material.

Gambar 3. Penjelasan Materi, Intruksi Pembelajaran dan Pembagian Kelompok



1) Group Division and Roles

The researcher divided the class into 3 groups of 9 students. Although the total number of students was 30, three were absent due to illness, leaving 27 students in the class. Each group was given 40 minutes to analyze the TAJWID rules of each assigned Quranic verse. Group 1 analyzed TAJWID rules in Surah Al-Humazah, with each member assigned to analyze one verse individually and then discuss it within the group. Group 2 analyzed Surah At-Takasur, with each individual analyzing its TAJWID rules and two jointly analyzing verse 8, followed by a group discussion of their analyses. Group 3 analyzed Surah Al-Zalzalah, and two individuals analyzed verse 6, discussing their work within the group. In the second stage, students were allowed to search for TAJWID rules with the researcher's supervision.

2) Presentation/Explanation by Each Group

Each group member explained TAJWID's rules, while other groups provided counterarguments. Other groups also provided justification or feedback in case of errors.

3) The Researcher Provides Reinforcement and Corrections to Each Group

After completing the learning session, the researcher corrected each individual's explanation in the class due to some inaccuracies, such as the TAJWID rule for verse 4 of Surah Al-Zalzalah. Appreciation was extended to all students who actively participated in the learning process.

1. Utilization of Instructional Materials

Weekly materials and media usage varied. The media commonly used for delivering materials included presentations assisted by projectors, using mobile phones for task searches, and creating projects within groups. Mrs. Erma explained media utilization, stating, "The choice of media depends on needs. For discussions, we use stickers, projectors, and laptops. For drama or role-playing, students sometimes bring their media from home and adapt it to the theme" (Erma, Personal Interview, November 25, 2022). The instructor tailored the use of media to assist students in being more active and conducive to their learning. (Nurahman et al., 2021)

2. Require Learner's Response

Student assignments encouraged interaction with media and learning materials. (Sukirman, Baiti, et al., 2023) Students engaged mentally and physically by answering questions, asking questions, summarizing, commenting, critiquing, practicing, expressing opinions, and simulating activities (Gafur, 2012). According to Mrs. Erma, students respond well in class, answering questions, completing assignments, and participating in presentations (Erma, Personal Interview, November 25, 2022).

3. Evaluation

After the learning session, it must be evaluated to understand its impact and effectiveness. (Sukirman, Masnun, et al., 2023) Evaluation should cover both the process and outcomes. Process evaluation considers whether the media and methods used positively impact students (e.g., engaging, easy to grasp the learning message). Outcome evaluation assesses whether students can achieve the competencies or objectives set (Gafur, 2012). The implementation of the ASSURE model, assisted by the listening team method, motivated students and encouraged them to be active and responsive in class. Most students actively participated, although the media used in the learning process was considered inadequate. The results of the learning application showed that students were enthusiastic and understood the material by approximately 75%.

School assessments were divided into two categories: student attitudes and cognitive aspects. Mrs. Erma emphasized the importance of good attitudes, even if the knowledge is lacking, and assessments were made through daily activities, mid-term exams, and final exams (Erma, Personal Interview, November 25, 2022).

Learning Motivation

Motivation is the driving force for individuals to engage in activities to achieve goals. There are various terms related to motivation, such as pressure, motive, need, and desire for something (Darmawan, 2018).

According to Uno, there are six important points related to learning motivation:

1. Desire and Willingness to Succeed

The initial learning activities showed students feeling lazy about learning PAI subjects, compounded by the late timing of the lesson, resulting in low interest and learning motivation. To rekindle motivation, the researcher initiated a discussion about students' interests and plans after graduation, which led to increased student enthusiasm and responses. (Ali & Syarnubi Syarnubi, 2020)

2. Impetus and Needs in Learning

After the sharing session, students became more active and listened to the lecturer's instructions. Some students could explain the material and answer questions from the researcher.

3. Hopes or Future Aspirations

Some students expressed their desire to pursue higher education, serving as an individual drive for them to stay focused and active in class. (Ballanie, Dewi, & Syarnubi Syarnubi, 2023) One student, Novi, expressed her intention to continue her studies in financial management.

4. Appreciation in Learning

Every successful student explanation received verbal appreciation, such as "good, thank you, applause,

5. Engaging Learning Activities

The listening team learning method provides a different approach in the classroom, sparking students' interest in following the researcher's instructions.

6. A Conducive Learning Environment

Active and focused participation of students in following instructions and learning provides balance in the learning process, even though students may feel tired towards the end of the class.

Implementing the ASSURE learning model using the listening team method motivates students to learn and encourages active and responsive participation. This happens through

effective communication between students and the researcher and clear and easily understandable instructions.

The learning process towards the end of the class increases students' interest in completing the given tasks. Students help each other and provide answers within their assigned groups. Each group that explains in line with the Minimum Completion Criteria (KKM) receives appreciation in the form of points, which are then given to the relevant PAI teacher.

Implementing the ASSURE model in the field is supported because students in the class can follow instructions well at each stage. This is evidenced by the conducive atmosphere in the class, even when working on tasks until the end of the lesson.

CONCLUSION

The effectiveness of learning using the ASSURE learning model was evident in the increased motivation of students, as seen in their focus on the researcher's instructions, their responses in discussing TAJWID materials, and the conducive learning environment. Technology also plays a crucial role in this model, allowing students to search for and gather information on TAJWID rules during discussions and explanations in their respective groups in the classroom. Based on the discussion above, the researcher suggests that using the ASSURE model with the listening team method should focus on the learning outcomes, guide students in the learning process, especially in sharing within their teams, and ensure the correct understanding of the materials used.

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