

Original Reserach Article

**ABILITY TO READ QURAN AND UNDERSTANDING OF
TAJWID FOR SRIWIJAYA UNIVERSITY STUDENTS**

Sri Safrina, Muhammad Irfan

**ISLAMIC RELIGIOUS EDUCATION (PAI) LEARNING
THROUGH POWER POINT MEDIA ON STUDENTS
OF SMAN 5 PONTIANAK**

Rianawati, Sumar'ih, Yapandi Ramli, Khairawati

**RELIGIOUS FUNDAMENTALISM AMONG STUDENTS:
Descriptive Study on Rohis Activist Students in Probolinggo City**

Benny Prasetya, Ulil Hidayah, Robiatul Adawiyah

DOMINO GAMES IN LEARNING ARABIC

Endang Switri, Abdul Gafur, Zaimmuddin

**THE PRINCIPLES OF ISLAMIC GUIDANCE AND COUNSELING
IN MENTAL DEVELOPMENT ACTIVITIES IN THE STATE
POLICE SCHOOL OF THE NORTH SUMATERA
REGIONAL POLICE**

Siti Asiyah, Saipul Achyar, Abdurrahman

**STUDENTS' UNDERSTANDING AND ATTITUDES TOWARDS
SCHOOL BASED MANAGEMENT, FACULTY OF SCIENCE
EDUCATION, MAKASSAR STATE UNIVERSITY**

Ermi Sola

CONCIÊNCIA

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Introduction

Alhamdulillah, with deep gratitude Vol 20, No 2, December 2020 edition. *Conciencia* Journal can finally be republished. There are six dominated articles related to Islamic education in Indonesia and it is started with the article” **ABILITY TO READ QURAN AND UNDERSTANDING OF TAJWID FOR SRIWIJAYA UNIVERSITY STUDENTS**” authored by **Sri Safrina and Muhammad Irfan**. The results of this study showed that the ability to read Al-Qur’an and understand Tajwid for Sriwijaya University new students must be improved. It also was found that there was a significant correlation between understanding Tajwid and reading Al-Qur’an. The better Tajwid mastery, the better every new student can read Al-Qur’an at Sriwijaya University.

Second article, written by **Rianawati, Sumar’ih, Yapandi Ramli and Khairawati** entitled **“ISLAMIC RELIGIOUS EDUCATION (PAI) LEARNING THROUGH POWER POINT MEDIA ON STUDENTS OF SMAN 5 PONTIANAK”**. The findings of this study were 1) The display of the PowerPoint design was not good in every aspect, and the appearance of solid material, images, colors, and films did not match with the material. 2) PAI learning activities were less conducive, active, and creative because students were not comprehending enough and less able to explain the material.

Another thought- provoking article authored by **Benny Prasetya, Ulil Hidayah and Robiatul Adawiyah** entitled **“RELIGIOUS FUNDAMENTALISM AMONG STUDENTS: Descriptive Study on Rohis Activist Students in Probolinggo City**. The findings of this study were students of SMAN / SMKN /MAN in the Probolinggo City have a high fundamentalist attitude, for the Al-Quran indicators should not be reinterpreted, government indicators must be based on Islamic *syari’at* intolerant indicators. In line with the results of previous studies, there were several forms of tendencies that encouraged fundamentalist thoughts and movements. Islamic fundamentalism tends to be rigid and literalist in viewing and understanding various problems, especially issues related to (a) *ijtihad*, (b) precedent (role model) of early Islam, (c) *ijma*, (d) pluralism and (e) wisdom.

The fourth article, written by **Endang Switri, Abdul Gafur and Zaimuddin** entitled **“DOMINO GAMES IN LEARNING ARABIC”**. The findings of this study were the Arabic language learning results increased, students became enthusiastic in receiving learning, and educators were comfortable seeing the high learning spirit of learners.

The fifth article, written by **Siti Asiyah, Saipul Achyar and Abdurrahman** entitled **“THE PRINCIPLES OF ISLAMIC GUIDANCE AND COUNSELING IN MENTAL DEVELOPMENT ACTIVITIES IN THE STATE POLICE SCHOOL OF THE NORTH SUMATERA REGIONAL POLICE**. The findings in this study showed that the role of guidance and counseling in Mental Development activities at the State Police School of the North Sumatra Regional police is carried out by means of physical guidance. Parenting plays an important role in carrying out counseling guidance to students. With the process of Islamic counseling guidance can give birth to mentally healthy students. The mental assessment of students in terms of student responses has restrictions and obligations.

The sixth article, “**STUDENTS' UNDERSTANDING AND ATTITUDES TOWARDS SCHOOL-BASED MANAGEMENT FACULTY OF SCIENCE EDUCATION MAKASSAR STATE UNIVERSITY**” authored by **Ermi Sola**. The results showed that there was a significant correlation between students' understanding and their attitudes towards SBM. In other word, the higher level of students’ understanding of School Based Management, the better the student’s attitude towards School Based Management.

Editorial Team

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ABILITY TO READ QURAN AND UNDERSTANDING OF TAJWID FOR SRIWIJAYA UNIVERSITY STUDENTS

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Abstract: The ability to read the Al Quran and understanding the tajwid are two things that cannot be separated. Good reading skills without understanding the knowledge of tajwid will make the reading misleading. This study aims to determine the ability to read AlQuran, the ability to understand tajwid, and the correlation between these two variables in Sriwijaya University students. This research data was taken from 100 new Sriwijaya University students in 2019 and analyzed using statistical methods. The results of this study indicate that the majority of Sriwijaya University new students (42%) have reading skills in the range of 64-71 values and the majority of mastery of tajwid (36%) in the range of values 56-63. The results of this study also indicate that there was a significant correlation between the mastery of tajwid and the ability to read AlQuran with a correlation coefficient (r) of 0.98.

Keywords: Ability; Correlation; Reading Al-Quran; Understanding of Tajwid.

INTRODUCTION

Tajwid is the science used to determine the place where the letters (makhraj) come out along with their characteristics and readings. As a scientific discipline, tajwid has certain rules that must be used as guidelines in pronouncing the makhraj letters in reading the Quran. The ability to read the Quran and understand the knowledge of tajwid are two things that cannot be separated. Being able to read the Quran without being

followed by an understanding of the science of tajwid will make reading misleading (Fitriana et al., 2020; Magee, 2017; Nasution, 2017; Priyanti, 2016; Usman et al., 2016).

Every Muslim believes that the Quran is the main source of Islamic values. However, true belief cannot be confused with belief based on knowledge and understanding. That is why studying the Quran with correct knowledge and understanding is a must for Muslims. To know the contents of the Al Quran, Muslims must be able to read the Quran properly and correctly in terms of tajwid. The correct use of tajwid in reading the Al Quran will make it easier to understand the meaning of the verses of the Quran that are being read (Ishaq et al., 2017; Sudiarjo et al., 2015; Yullah, 2015; Mustafidah et al., 2010;).

In line with the obligations of researchers as lecturers of Islamic Religious Education who must improve new students' mastery of science, the researchers are interested in knowing the students' ability to read the AlQuran, mastery of tajwid, and the correlation between the two variables. If it is known that the results will be used as material for consideration in the development of teaching materials for Islamic religious education, especially regarding the new student's ability to read the AlQuran properly and correctly in accordance with

the principles of tajwid. Thus this research is focused on answering questions:

1. How is the ability of Sriwijaya University new students in reading the Quran?
2. How is the ability of Sriwijaya University new students in mastering tajwid?
3. What is the correlation between the ability to read Al Quran and mastery of tajwid?

LITERATURE REVIEW

This study analyzes the ability to read the Quran, understanding of tajwid, and the correlation between these two variables. The method used in analyzing the ability to read Al-Quran and understanding of the tajwid is the tabulation method, while the statistical method used in analyzing the correlation between the ability to read the Quran and understanding the tajwid is the linear regression method.

The tabulation method is a method used to calculate the parameter range, class length, class number, and class interval from a group of measured data. The steps used in the tabulation method are: (Ates, 2019 & Kim, 2015):

a. Calculating Range (*R*) value

Range is the largest data score minus the smallest data score. The data referred to here are the test scores of the ability to read Al Quran and understanding of the science of tajwid.

b. Determining Class Length (*L*)

Class length is the number of numbers covered by a class interval.

The equation is:

$$L = 1 + 3,3 \log n, (1)$$

where *n* is amount of data

c. Counting the number of classes (*N_c*)

The number of classes is the number of class intervals needed to group a data set. The equation is:

$$N_c = R / L (2)$$

d. Specifying Class Intervals

The class interval is determined by:

- 1) Specify the smallest value for the lowest (lowest) interval
- 2) The smallest score should be a multiple and must be less than or equal to the smallest score.
- 3) Draw a List of its Frequency Distributions.
- 4) Create a frequency distribution table as needed.

As described above, this study also uses a linear regression method. Regression is a statistical method that functions to help estimate the value of an unknown variable from one or more known variables (Irfan et al., 2020; Yoshihiro, 2020; Irfan et al., 2019).

Regression analysis is defined as a study of the relationship of one variable called the affected variable or dependent variable with the influencing variable or the independent variable. The regression methods that are often used are linear and non-linear regression analysis. If the dependent variable is discrete, linear analysis is not feasible because the dependent variable in the linear regression method must be continuous (Scott et al., 2020; Tatjana et al., 2019; Yan et al., 2018).

Regression test is used to produce a relationship between the two variables in numerical form where it is known which variables are affected and which variables influence it. This regression equation is the line equation that best represents the relationship between these two variables. Some of the statistical assumptions

required in conducting regression analysis are (Yasumasa, 2020; Aigwln et al., 2015):

- The dependent variable is a function of the independent variable
- The independent variable is measured without error
- There is no correlation between independent variables
- The value of the dependent variable must be normally distributed or close to normal In estimating the relationship between two variables, first make assumptions about the form of the relationship expressed in terms of a particular function.

In some cases, this assumption can be checked after the relationship is estimated, for example linear regression. Linear regression has the following functions (Jianhong et al., 2020; Masato et al., 2019; Kabacoff et al., 2011):

- Test the relationship / correlation / effect of one independent variable on the dependent variable.
- Make predictions or estimates of the dependent variable based on the independent variable.
- The data to be analyzed must be in the form of data with an interval / ratio scale.

Linear functions, apart from being easy to interpret, can also be used as an approximation to a nonlinear relationship.

Linear function, has the following form of equation:

$$y = p + qx, (3)$$

Where p is the intersection point of the linear line with the y axis and q is the coefficient of x . In this study, the variable x is the mastery of tajwid and the variable y is the ability to read Al Quran.

The values of p and q can be calculated using the following equation (Aigwln et al., 2015).

$$p = \frac{(\sum y \sum x^2) - (\sum x \sum xy)}{n(\sum x^2) - (\sum x)^2}, (4)$$

$$q = \frac{n(\sum xy) - (\sum x \sum y)}{n(\sum x^2) - (\sum x)^2}, (5)$$

Where is amount of data.

To determine the closeness of the relationship between two data variables, a statistical test can also be carried out, including by doing the t test. The t test of a sample is classified as a descriptive hypothesis. The t test is used to determine whether the independent variables partially have a significant or not significant effect on the dependent variable (Ates et al., 2019; Gerald, 2018; Kim 2015).

In the t test, calculations are carried out to obtain the value of t count and t table. To calculate the t count (t_c), the following equation is used:

$$t_c = r_{xy} \sqrt{\frac{n-2}{1-r_{xy}^2}}, (6)$$

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}, (7)$$

where r_{xy} is the correlation coefficient, x is the mastery of tajwid, y is the ability to read Al Quran and n is the amount of data.

The t table value is obtained from the t critical value distribution table as shown in Table 1. The value of the critical t distribution can also be found through the Excel program using the command $TINV(\alpha, df)$.

In this study the degree of freedom (df) value is $n-2$ because it only consists of 2 variables, while the degree of significance is 95% or $\alpha = 0.05$. Therefore,

the command in the excel program used to get the *t table* value is TINV (0.05,98).

Table 1
The critical value of the *t* test distribution

<i>df</i>	<i>α</i>				
	0,10	0,05	0,025	0,01	0,005
1	3,078	6,314	12,706	31,821	63,657
2	1,886	2,920	4,303	6,965	9,925
3	1,638	2,353	3,182	4,541	5,841
4	1,533	2,132	2,776	3,747	4,604
5	1,476	2,015	2,571	3,365	4,032
6	1,440	1,943	2,447	3,143	3,707
7	1,415	1,895	2,365	2,998	3,499
8	1,397	1,860	2,306	2,896	3,355
9	1,383	1,833	2,262	2,821	3,250
10	1,372	1,812	2,228	2,764	3,169
11	1,363	1,796	2,447	3,143	3,707
12	1,356	1,782	2,365	2,998	3,499
13	1,350	1,771	2,306	2,896	3,355
14	1,345	1,761	2,262	2,821	3,250
15	1,341	1,753	2,228	2,764	3,169
....					

The determination of the closeness of the relationship between the mastery of tajwid and the ability to read Al Quran is done by comparing the values of *t* count and *t table*. If $t\ count > t\ table$, the two variables have a close relationship (Ates et al., 2019).

METHOD

This research is a quantitative research by taking a sample of 100 new students of Sriwijaya University class 2019. The reason for taking this sample of new students is because Islamic Religious Education is given to semester 1 students or semester 2 students so that the results of this study can be followed up in parallel with the Islamic Religious Education curriculum.

Reading ability is tested through reading (tartil) of the Al Quran, while mastery of tajwid is done through a written test on the material of tajwid. The score scale for the ability to read the Quran and comprehension of tajwid is 0 until 100.

The data from the test results of the ability to read the Quran were analyzed using the tabulation method to obtain class intervals on the ability of the test participants (Ates, 2019 & Kim, 2015). To make it easier to analyze, the class intervals that have been obtained are described in tables and graphs. The same calculation is also carried out on the data from the test results of understanding the tajwid.

To find the correlation and its significance, a linear regression statistical analysis and *t* test were carried out on the data of the two test results (Irfan et al., 2020). Based on this analysis, it can be seen how the closeness of the relationship between the ability to read the Quran and the understanding of tajwid for Sriwijaya University students.

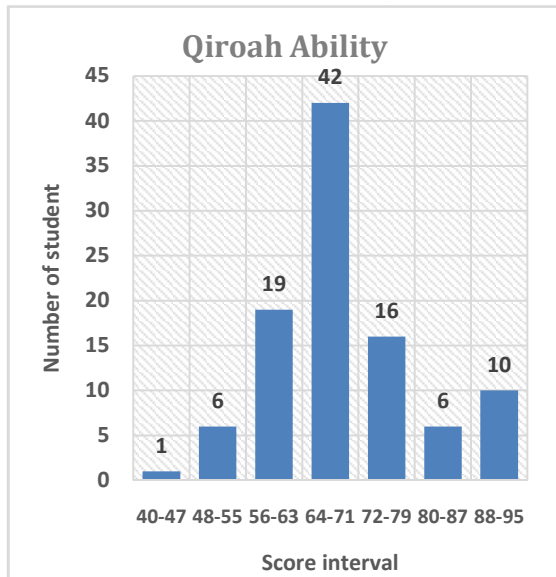
RESULT

To make the results of a calculation easier to analyze, it can be displayed in tables and graphs (Yasumasa, 2020). Based on the results of calculations using the statistical method as described in the methodology section, several pictures and table were obtained relating to the ability to read the AlQuran, mastery of tajwid and the correlation between the ability to read the AlQuran and the mastery of tajwid for Sriwijaya University new students.

The ability of Sriwijaya University new students to read the holy Quran is shown in Figure 1.

Figure 1

Graph of Unsrinew students' ability in reading the Al Quran



The mastery of tajwid by Sriwijaya University new students is shown in Figure 2. The comparison between the ability to read Al Quran and the mastery of tajwid of Sriwijaya University new students is shown in Figure 3.

Figure 2

Graph of Unsrinew students' ability in tajwid

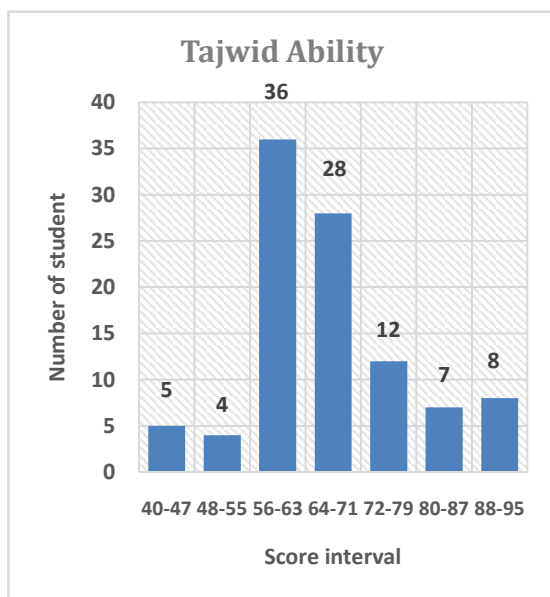
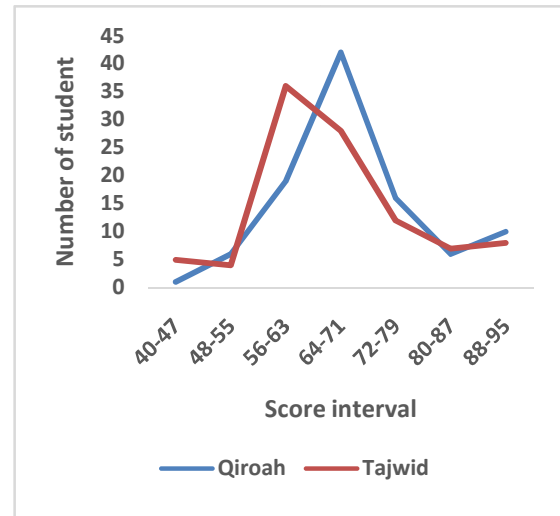


Figure 3

Graph of comparison of the ability to read Quran and mastery of tajwid



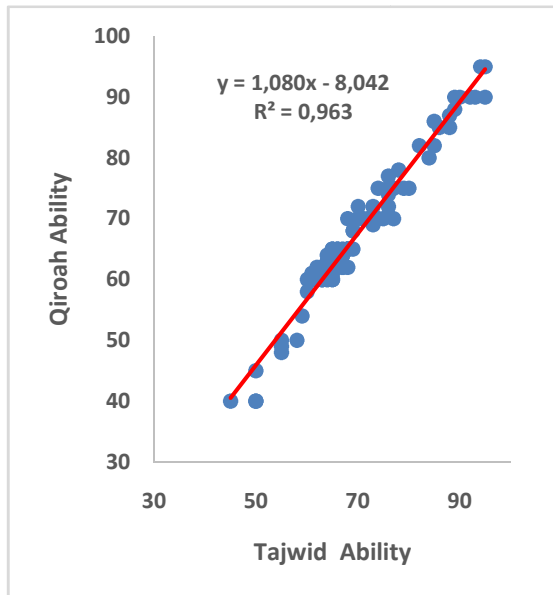
The results of the calculation of the linear regression method will be easier to understand if displayed in tables and figures (Ates et al., 2019; Gerald, 2018). The results of statistical analysis (SPSS) on the correlation between the ability to read the Quran and the mastery of tajwid are shown in Table 2, while the graph depicting the linear correlation between the two variables is shown in Figure 4.

Table 2
Correlation Analysis Result

No.	Parameters	Value
1.	R squares	0.963559
2.	Adjusted R squares	0.963187
3.	Standard Error	2.202777
4.	t count	50.90444
5.	t table	1.984467
6.	Intercept	-8.042658
7.	Coefficient of x	1.080251
8.	Coefficient of Correlation (r)	0.981420

Figure 4

Graph of the correlation between the ability to read Al Quran and mastery of the tajwid.



DISCUSSION

In Figure 1, it can be seen that 42% of Sriwijaya University new students have the ability to read with a value interval of 64-71. It was also seen that 68% of them got a score under 72. These results indicate that almost half of Sriwijaya University new students have poor abilities in reading the Quran. This fact is quite concerning because a Muslim must be able to read the Quran properly and correctly. To achieve a good quality of faith, several things are needed including the ability to read and understand the verses of the Quran. Good humanresources must have a balanced ability between science and faith.Efforts need to be made in the form of studies to improve the ability to read the Quran properly and correctly for these students (Ma'mun, 2018 &Anggrati, 2016).

The mastery of tajwid of Sriwijaya University students is shown in Figure 2. In Figure 2 it can be seen that only 28% of students got grades ranging from 64-71. The largest percentage, namely 36% of

students have scores ranging from 56-63.As many as 73% of them have a score below 72.These results indicate that they also have weak abilities in understanding tajwid. Therefore, the application of the proper tajwid teaching method is needed so that their abilities can increase rapidly.A creative method is needed so that students are interested and easier to understand, for example using the Tajwid Quartet Card (Umihani, 2018).

When compared to their ability to understand tajwid with the ability to read the Quran, their understanding of tajwid is lower, as shown in Figure 3. This shows that more serious effort is needed in increasing their understanding of tajwid.

Based on Table 2 and Figure 4, it is found that some information is related to the correlation between the ability to read the Quran and understanding the tajwid. Figure 4 illustrates the linear correlation between mastery of tajwid and the ability to read AlQuran, that is, the better the mastery of tajwid, the better the ability to read Al Quran. The empirical equation that describes the correlation between the two variables can be obtained from Figure 4, namely:

$$y = 1.0803x - 8.0427 \quad (8)$$

where y is the ability to read Al Quran and x is the mastery of tajwid for Sriwijaya University new students. Statistically, if we know the value of x , then the y value can be found using this equation. It can also be said that if we know the value of the mastery of tajwid of a Sriwijaya University new student, then we can calculate the value of the ability to read the Quran using equation (8).

Table 2 provides important information including the value of $t_{count}(t_c) = 50.90444$ and $t_{table} =$

1.984467. Because the value of $t_{count} > t_{table}$, the correlation between these two variables is significant (Gerald, 2018).

Based on the results of the study of the ability to read the Quran, mastery of the tajwid, and the correlation between the two variables, efforts are needed to improve both these skills. It is hoped that this ability can be improved by providing additional education outside of class hours considering that Islamic Religious Education only has 2 credits.

CONCLUSION

Based on this research, it was concluded that the ability to read Al Quran and the mastery of tajwid science of Sriwijaya University new students still need to be improved. It was also found that there is a linear correlation between understanding the tajwid and the ability to read the Quran. The better the mastery of tajwid, the better the ability of Sriwijaya University new students to read (tartil) Al Quran. The lecturers of Islamic Religious Education at Sriwijaya University are expected to be able to design additional learning for students whose abilities are still low in these two things. This activity is expected to be carried out outside of Islamic Religious Education lecture hours considering that this course only consists of 2 credits.

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ISLAMIC RELIGIOUS EDUCATION (PAI) LEARNING THROUGH POWER POINT MEDIA ON STUDENTS OF SMAN 5 PONTIANAK

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Abstract: PAI subjects seem monotonous, stiff, and unattractive due to the lack of mastery of Islamic Religious Education teachers in using PowerPoint media. This study was used qualitative method with data collection techniques through interviews and observations. Data analysis was used data reduction, data display, and data verification techniques. Data validation did by using member checking techniques, data triangulation, and extending the observation period. The informants were 3 PAI teachers. Research focus: 1) How was the PowerPoint display design in Islamic Religious Education learning? 2) How were Islamic Religious Education learning activities using PowerPoint media? The objectives of this research were: 1) To describe the PowerPoint display design in Islamic Religious Education learning. 2) To describe Islamic Religious Education learning activities using PowerPoint media. The findings of this study were 1) The display of the PowerPoint design was not good in every aspect, and the appearance of solid material, images, colors, and films did not match the material. 2) PAI learning activities were less conducive, active, and creative because students were not comprehending enough and less able to explain the material.

Keywords: Design; Activities; PAI Learning Media; Power Point

INTRODUCTION

Religious education in schools has

been considered as a strategic area for national development. Humans who are physically and mentally healthy, responsible, independent, and ethical can be obtained from sufficient religious education. In reality, however, there is a moral decline among children and even the elderly.

Religious education is salvation for humans that depends on the condition of their souls. Al-Gazali said in the book *Ihya Ulumu Al-Din* that the soul is a religious subject and a principle for those who walk in the path of Allah with human obedience to their Lord. Educators find it very difficult to monitor children's behavior because a child's environment has become more widespread. Through religious education, educators instill religious values, control, and monitor student behavior (Rianawati, 2020).

The current apprehension was the phenomenon of adolescent moral decline. It started from light things to heavy moral damage, such as cheating, truancy, neglecting prayer, for wearing clothes that do not cover one's intimate parts. Severe cases of moral damage include drinking alcohol, drugs, promiscuity, abortion, and other crimes (Suharman, 2018).

In PAI learning, for instance, students did not want to memorize short chapters or learn about Islamic Religious Education. They read but did not

understand the meaning of a question. Students unable to digest the information obtained quickly give up when unsure of how to solve certain problems. This everyday student behavior in such classrooms results in a deterioration of their character (Rianawati, 2020).

Islamic Religious Education (PAI) subjects in schools seem boring, stiff, and there was no renewal, especially in its delivery, even though PAI teachers have used Powerpoint media. Mudhar explained that the main weakness in PAI learning is the limitation of the curriculum (cited in Rianawati & Nurasmah, 2020). The limitation of that curriculum was the problem of facilities and infrastructure, and teacher competence was the main weakness in Islamic Religious Education learning.

The development of science and technology increasingly encourages renewal efforts in the use of technological results in the learning process. Teachers were required to be able to use the tools that can be provided by the school, and these tools may be in line with developments. With the rapid development of science, behaviorism, communication, and the rapid improvement of electronic technology, the media in its development appear in various types and formats, such as print modules, films, television, slide films, videos, VCDs, and so on.

According to Sanaky (2010), instructional media must be relevant to the learning objectives, methods, learning materials, and learner conditions. The development and use of instructional media were highly dependent on teachers' creation and initiative in designing, creating, and developing instructional media that was absolute and should not be

ignored.

One of the media that can assist teachers in teaching was Power Point media, where the source of learning presentation contains material, methods, limitations that presented and designed systematically and attractively to achieve the expected competencies. According to Seasew et al. (2015), Power Point (further referred to as PPT) is an important instrument for teaching and learning activities. Craig and Armenic (2006) stated that students like to learn with PowerPoint because it is clear, practical, and easy to obtain.

The competency approach requires the use of PowerPoint media in the implementation of learning, especially Islamic Religious Education. PowerPoint media could help in realizing quality learning. The application of PowerPoint media can modify learning activities to be more well-planned, independent, complete, and clear results (output), not limited by space and time. Students can do study activities alone or in groups.

Through this PowerPoint media, several learning principles were needed to support the success of learning to make it run optimally. For instance, the role of the teacher as a facilitator was carried out optimally through the provision of complete teaching materials and assistance in making assignment reports. Students participate in learning with adequate initial abilities, as they have read the teaching materials provided before learning takes place. The construction of knowledge was carried out by students, such as take notes as first understanding the summarized material. Then, PowerPoint media can be used independently anywhere and anytime without being bound by time and place on

a scheduled basis thus making it possible creation of optimal competency achievement.

Based on the initial survey, especially the notes on the daily test results of the odd semester students of Senior High School 5 Pontianak showed that the majority of class XI students had a sufficient average score of 70% thus affecting the social behavior of students in school. Students' learning attitudes had not shown good attitudes, such as being independent.

Based on preliminary observations, students already had learning resources and learning media. Even though the teachers of Senior High School 5 Pontianak had used PowerPoint media in the learning process, the application of PowerPoint media was not optimal. Teachers had not been able to compile material on PowerPoint media. The arrangement of letters, pictures, and colors was not attractive enough.

Based on the above problems, the researcher was interested in researching Islamic Religious Education Learning (PAI) through PowerPoint Media for Students at SMAN 5 Pontianak. This research was conducted to describe the Media PowerPoint Display Design and Student Learning Outcomes.

LITERATURE REVIEW

Islamic Religious Education Learning

Learning is an activity or a process to acquire knowledge, improve skills, improve behavior, attitudes, and strengthen personality (Hariyanto, 2011). Oxford Advanced Learner's Dictionary defines learning as the activity of gaining knowledge or skills through study, experience, or because of being taught.

Furthermore, what was meant by learning (Instruction) was an accumulation of the concept of teaching (Teaching) and the concept of learning (Learning). The emphasis lies in the combination of the two, namely the growth of student subject activities.

This concept can be viewed as a system where there were student components, objectives, materials to achieve the goal of facilities, procedures, and tools or media that must prepare. Meanwhile, according to Gagne et al. (1992), learning is a series of activities designed to allow the learning process to occur in students. Instructional is a set of events that affect learners in such a way that learning is facilitated.

In this regard, PAI material, the substance in these activities basically came from the Al-Quran and Al-Hadith as a source of Islamic teachings. For this reason, the substance of the material for Islamic Religious Education was inseparable from issues of faith, knowledge, charity, morals, and society that then become the primary criteria for the learning material.

Power Point Media

According to Arsyad (2013), Power Point is a presentation application program in which widely used by people to present their slides. Power Point is also applied to help design and make great presentations, present slides attractively and professionally, add various kinds of special effects to slides, print slides to paper, package presentations on a CD that is ready to use anywhere, and even can put it as Web pages on internet servers. Meanwhile, Sukiman (2012) explained that Power Point media is one of the superior products of Microsoft Corporation for designing and making

attractive and professional presentations.

Darmawan (2011) explained that the role of Power Point media. They are as follows:

1. The use of PowerPoint media is very effective in achieving learning objectives.
2. PowerPoint is used as a presenter and channel of messages, it can represent the teacher to convey information in a more accurate, clear, and interesting way.
3. Stimulate the learning process. An attractive and fun design will encourage learner motivation to learn.
4. Creating a learning environment that is not monotonous.
5. Presenting a systematic and logical subject matter.
6. Represents information consistently.

Murti (2013) explained the strengths and weaknesses of Powerpoint media. They are as follows:

1. The strengths of PowerPoint Media:
 - a. The teacher or instructor is free to write anything.
 - b. Displays any images.
 - c. Displays animation (moving image) and video (film) as needed.
 - d. It can be saved and reused anytime.
 - e. It presents text, images, animations, and videos that are impossible on the blackboard.
2. Weaknesses: Schools must be able to provide tools as well as the teachers who are proficient in using and able to design messages through the Microsoft PowerPoint computer program.

Meanwhile, Sanaky (2013) also explains the strengths and weaknesses of PowerPoint media. The strengths are as follows:

- a. Practically, it can be used for all class sizes.
- b. Provides face-to-face possibilities, and someone who sent the message can

observe responses from message recipients or learners.

- c. Give the recipient the possibility to take notes.
- d. It has a variety of attractive presentation techniques and is not boring.
- e. Allows serving with various color combinations.
- f. It can be rearranged based on the order of material or learning sequences and can use repeatedly.
- g. Healthier than blackboard.
- h. It does not require room darkening.
- i. Encourage learner motivation to learn.

Furthermore, Sanaky (2013) explained that Power Point media also has weaknesses. The weaknesses of Power Point media are as follows:

- a. PowerPoint media procurement is expensive, and not all schools can have it.
- b. PowerPoint media emphasizes specific hardware for projecting messages, namely computers and LCDs.
- c. It requires careful preparation and planning, especially when using complex presentation techniques (animation).
- d. It takes special skills and schematic work to use it.
- e. This requires special skills to translate useful messages or ideas into the design of a Power Point computer program so that the message recipient can easily understand the meaning of the message.
- f. For messengers who do not have the skills to use, they may need special operators or helpers.
- g. There is always hard disk damage, solid and virus attacks.

Powerpoint Display Design

Power Point as a presentation tool

referred to a variety of text processing capabilities, colors, images, and animations that can be processed independently according to the creativity of the user. In principle, this program consists of several forms and operational controls. Visual elements consist of slides, text, images, and color fields that can be combined with existing backgrounds. Visual elements can be made motionless or made with movements as desired. The entire appearance of the PowerPoint program can be adjusted as desired or run manually by clicking the mouse button. If the presentation is used for learning that emphasizes the interaction between students and teachers, then the operation control will use the manual method (Khamim, 2012). According to Suhendi (2009), flash is a graphic application program for creating web animation, cartoon animation, tutorial CD, product presentation, and games to create interactive applications. Then, the animation was a collection of images that are processed in such a way as to produce movement (Agus et al., 2016).

Furthermore, Kismiantini (2007) has explained that Powerpoint is one of the applications included in the Microsoft Office package. PowerPoint was a graphics program specifically used to create presentations, co-deliveries, draw, color, and animate simultaneously to convey messages effectively. The presentation material contains the main thoughts that will be presented in the presentation in order that in designing the presentation slides, the following matters need to be considered:

1. Color. Color is the first part that will be seen by the audience (especially the background). Use contrasting colors

between the presentation material and the background to make the slides are easy to read.

2. Alphabet. Choose a letter that is easy to read. For example, the letter that can use are Arial, Tahoma, and Times Roman.
3. Composition. Skills are needed to combine presentation components into beautiful slides, namely by making a blend of text with tables, text with images, etc (Kismiantini, 2007).

According to Rusman (2015), the presentation of information with PowerPoint can be done in the following ways:

1. Inserting objects in PowerPoint: Objects that can be inserted in PowerPoint can be text, pictures, sound, and videos.
2. Creating an attractive appearance: there are several facilities provided to create an attractive appearance, such as design facilities for the background and animation for the movement of text and images.
3. Creating a hyperlink refers to the slide that can be connected to other slides, other applications, or an internet network. Hyperlinks or links in one program will allow direct feedback to the learning process. Links with slides or other applications will enrich the facilities that support learning.

RESEARCH METHODS

This study was used a qualitative approach, namely investigating an Islamic Religious Education learning activity in XI class as it is, both in the form of words of the situation and existing conditions. According to Sugiono (2017), qualitative research is a research method for

examining natural objects. The method in this research was descriptive. According to Nazir (2017), the purpose of the descriptive method is to make descriptions, illustrations, or paintings systematically, factually, and accurately regarding the facts, traits, and relationships between the phenomena being investigated.

This research was conducted in the XI class of SMAN 5 Pontianak. Meanwhile, the data sources in this study were primary and secondary. According to Sugiono (2017), data sources are anything that can provide information about data. The primary data sources were 3 PAI teachers from the XI class, and the secondary data sources were 6 students from the XI class who were selected as a reference sample and could provide clear and accurate data.

Data collection techniques were carried out through observation, interviews, and documentation. Enzir (2011) stated that the most commonly used data collection techniques are observation, interviews, and documentation.

In-depth interviews were conducted to explore data about the appearance of the PowerPoint designs compiled by Islamic Religious Education teachers and about student learning activities using PowerPoint media. The non-participant observation was also carried out on the learning process using PowerPoint media. Documentation techniques were also carried out by checking the PowerPoint media used by Islamic Religious Education teachers.

The data analysis technique used in this study was the interactive analysis technique of Miles and Huberman (Sugiono, 2017), namely data reduction,

data display, and data verification or conclusion drawing. Meanwhile, to check the data, researchers used data validity techniques, triangulation, namely checking data by comparing from data sources. In this study, the researcher compared the level of truth from the data obtained from interviews and observations. In addition, the researcher also compared the data sources obtained from teachers and students, and another data validity technique was observational persistence. Persistence of observation is a complex process composed of biological (eye and ear) and psychological (adaptation power supported by critical and careful traits) (Kartono, 1990).

FINDINGS AND DISCUSSIONS

Power Point Media Display

PAI material for the high school level was broad and deep and giving priority to exploring religious values. Besides, PAI material was more textual. Therefore, the teacher must be capable of designing this broad material into simpler, denser, and clearer material. This was where the creativity of teachers was needed to design Islamic Religious Education material by Power Point media. Through the Power Point design, the teacher tried to open students' understanding, horizons, and explore the meaning contained in Islamic Religious Education material. Through Power Point media, the teacher invited students to connect the knowledge with one another and link it with facts that occurred in the field. Because PAI material was complex, abstract, normative, and difficult to understand.

Based on the results of the researchers' observations on the material

contained in the Power Point slides compiled by Islamic Religious Education teachers, it was very monotonous and full of sentences. Moreover, the words were not well organized and made the slideshow looked very boring. In fact, the teachers were challenged to compile PAI material in an attractive Power Point display. Teachers needed to compile a definition in the form of a schema by connecting the schemes with one another to help students understand the definitions easily and conclude the definitions correctly (Ubaidillah, 2019).

The display of pictures on other slides made by Islamic Religious Education teachers was not quality enough, and the images were not relevant enough to the Islamic Religious Education material being studied and were less clear. As a result, the images displayed on the slides were not attractive and unable to understood by students. The image shown did not represent PAI material. Therefore, teachers needed to include relevant pictures and organize them well.

Image media was anything that was manifested visually into two dimensional forms as various outpourings or thoughts such as paintings, portraits, slides, films, strips, opaque projectors, and easy to understand.

Then, on another slide, PAI teacher also presented a film. However, the films shown were less relevant to the PAI material. The voice or sound in the film was not clear enough and reverberate, the images and colors in the film blurry. Some students paid attention, and some were busy with their respective activities. The appearance of the film was also less attractive and the storyline unable to be understood. The lessons was boring.

Indeed, to complement the PAI material study, the teacher could present a film with a short duration. Therefore, an attractive presentation with clear visualization was a combination of text, images, and sound that can arouse the attention and memory of the audience towards the material (Mailoa, 2008).

The design on the slides of the presentation was messy, the color quality in the scheme, and the image was not good. The color combination also lacks contrast. The determination and arrangement of colors in the PowerPoint slide and the background was not attractive enough and confusing, consequently students to comprehend the material.

Therefore, when the teachers making a presentation material, they must understand the meaning of the colors on the slide. Colors that can interfere with the vision were bright and dazzling colors, namely bright yellow, orange, and red. These colors should be avoided as they can over-stimulate the eyes. It should be noted that the colors for the title, text, and background appearance must be chosen carefully so that the presentation remains informative and communicative, the colors must be set with contrast, and must be easy to read. The combination of light text color against a dark background was an ideal option. For example, white or yellow text on a dark blue or black background (Elizabeth, 2008).

The combination of the text and light background color caused the text to be illegible. It was advisable not to choose an orange, yellow or white background color for light writing. For example, the combination of a white background and yellow text. Apart from being illegible,

this combination can cause vision damage (Elizabeth, 2008). It was not recommended to choose a red text color with a blue and black background combination or vice versa. The combination of a blue background and red text gave striking results and detrimental to eyesight. It was recommended that to choose a simple, plain background, and do not select a flower background with various colors, or a panoramic view made the text imprinted was illegible. The background with vertical gradient colors is better than horizontal gradient colors because vertical gradient color lines will produce text that is easier to read (Elizabeth, 2008).

According to Darmawan (2011), Microsoft PowerPoint was a very profitable computer learning programmer, where several versions of PowerPoint were increasingly advance with more complete features. The PowerPoint facilities can be able used to program interactive learning models.

PAI Learning Activities

PAI learning activities were core activities besides the opening and closing of learning activities. Learning activities greatly determine the success of students in understanding subject matter well, being able to explain and practice material, especially Islamic Religious Education in everyday life. Therefore, teachers as educators must be able to convey the material well to make students fully received the material. Teachers must be able to build a conducive, active, creative, and innovative learning atmosphere.

It was not easy for teachers to create a conducive, active, creative, innovative, interesting, and fun learning atmosphere. One way to create these

lessons was to use PowerPoint learning media. How to make PowerPoint media attractive to students in learning?

Good appearance when a teacher explained the material and cannot be ignored. Based on the results of the researchers' notes, the teachers explained the material too quickly and paid too much attention to the PowerPoint slides, so the teachers only read the text. The teachers did not master the material enough. When teachers explained the material, the students can not hear the voice clear, the teachers were read the slides and explaining the material too long and finally, the teachers did not pay attention to the time allocation available. Then, when delivering the material, the teachers' body gestures and facial expressions looked stiff, and it made students boring.

The appearance and style of teachers in delivering the material was one factor that unable to ignore. Several things need to be considered by the teacher when delivering the material through PowerPoint media, they were as follows: First, speak in a clear voice, with the meaning of the right calculations and not too fast or too slow. A fast presentation would be confusing, and a slow presentation would be boring and made sleepy.

Second, keep making eye contact with students, and teachers could be paid attention to student responses, then teachers tried to build communication with students. Third, teachers were not encouraged to read too many slides, as it would give the impression that the teacher was not good at teaching materials and will bore students. Fourth, try not to let point at the screen with a pen or ruler

when explaining, but the teacher can use the laser pointer.

Fifth, show the slide by slide in an orderly manner according to the material orders to be delivered. Sixth, the teachers' position and movements when explaining the material were neither too active nor too passive. Seventh, the explanation of the material should be accompanied by humor so that the presentation will be interesting. Eighth, the presentation must consider the time allocation available to avoid presenting too fast or too long (Elizabeth, 2008).

The design of the Power Point display must be supported by the explaining skills of the teacher. Learning with Power Point would not make students sleepy because some pictures and videos made students curious, and students did not want to miss the learning material. Almost all students liked learning with PowerPoint (Misbahudin et al., 2018).

After students get an explanation from the teacher through Power Point media, learning in the classroom was less active, and the learning situation was less conducive where students were less able to explain the material they have just learned in a question and answer session, both teachers and students and students and students. Based on the results of interviews with PAI teachers, it found that since using Power Point media, students were less motivated in learning.

Meanwhile, it expected that the results of student learning activities after using Power Point media would be better. The learning outcomes according to Sujdana (2002), learning outcomes were a process characterized by changes in a person, changed as a result of the learning process can be shown by knowledge,

understanding, attitudes and behavior, skills, activities something changes aspects that are some individuals have learned. Learning using PowerPoint media can improve learning outcomes, as expressed by Elfira and Ghufro that learning using PowerPoint media could improve learning achievement (cited in Nisawati, 2019).

Information was obtained from the results of interviews with PAI teachers, and it reinforced by findings from the results of observations, students showed less activity and learning creativity. This happened because students feel not interested enough in knowing and digging deeper into the various information contained in PAI.

Wena has explained that the strengths of Media PowerPoint have given students the opportunity to solve problems individually, provides attractive presentations with animations, provides a large and varied choice of learning content, was able to generate student learning motivation, and was able to activate and stimulate good teaching methods(cited in Nurjanah, 2020).

The researcher obtained information from the PAI teachers that the PAI material was broad, including material concepts, principles, and values. According to the teacher's explanation, sometimes PAI teachers felt difficult to deliver material within the limited time allocation. However, with PowerPoint media, teachers could deliver material effectively and efficiently.

Power Point had helped PAI teachers deliver material effectively and efficiently, according to the available time allocation. Media PowerPoint also facilitates active interaction between teachers and students, then students and

students. This was following the research results of Nurjanah (2020), where the application of Power Point media in learning was attractive, power full, interactive, effective, efficient, and the quality of learning were more maintained. Because the teacher could display complex material or events to maximum learning productivity occurs.

Furthermore, the PAI teacher explained that since the teacher used Power Point media, it was less a change in student learning. Students have appeared less diligent and independent in learning. Meanwhile, according to Robinson (2008), if learning uses Power Point media, students will learn with their abilities on main topics that attract attention and encourage students to understand the main topics.

PAI teacher also explained that Power Point media would make it easier for students to complete group assignments. This happened because students can easily open Power Point slides to be better understanding the material and do group assignments when students have difficulty doing group assignments.

According to Daryanto (2013), the use of media in the learning process provides students a positive therapeutic effect. Students learn how to work together to share ideas and thoughts, strengthen each other, respect each other's abilities and views.

CONCLUSION

The display design of the Power Point media at SMAN 5 on PAI learning was full of sentences about the material and too monotonous in every slide, then the words were not well arranged thus the

slide show was boring. Pictures did not connect to PAI material, not interesting, and hard to understand by students. The film was shown not relevant to the PAI material, then the voice or sound in the film was not clear and echo. Images and colors on film were blurry. Poor color quality. The combination of the colors lacks contrast. Determination and settings of colors in PowerPoint slides, in the image, scheme, and background were not interesting enough and confusing. The teacher explained the material too fast and focus on the Power Point slides thus teacher looked like only read the text.

The activities of PAI learning in using Power Point media at SMAN 5 have found the students did not listen well to the teacher's explanation because the teacher did not master well in explaining PAI material. Learning in the classroom was less active, and the learning situation was less conducive, where students were less able to explain the material they had learned in the question and answer session.

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RELIGIOUS FUNDAMENTALISM AMONG STUDENTS: Descriptive Study on Rohis Activist Students in Probolinggo City

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Abstract: This study aims to explain the religious orientation recognized by fundamentalism among students. This research can provide a comprehensive picture and answer regarding the attitude of Islamic fundamentalism. The research approach used is descriptive quantitative research. The method used in this research is the descriptive method. A descriptive method that aims to test a theory and provides a statistical picture with a percentage to show a description of the research data. Researchers took research samples through a random sampling technique of 100 respondents who are actively involved as Rohis activists from five high schools (SMAN/SMKN and MAN). The data analysis produced in this study is a descriptive statistical technique. Descriptive statistical analysis is used to analyze data by describing or describing the collected data as it is without intending to make generalized conclusions or generalizations. The results of the distribution show that some students are classified as having a high Fundamentalist Attitude, and a few others have a very high Fundamentalism Attitude. There are 4 people (4%) who have moderate fundamentalism.

Keywords: Diversity; Fundamentalism; Recognition.

INTRODUCTION

Religious understanding built during this time through religious education departs from a view that positions "religion" as a teaching that is absurd, static and basic (Suradi, 2017).

From this perspective, students do not only need the figure of teacher who is broad-minded and creative in monitoring the learning process, but also really need the figure who has moral values and noble character as a role model for students. Therefore, the role of teachers who can provide deliberate and unintentional moral examples through the latent curriculum is needed (Hidayah, 2018; Khosiah, 2020) Susandi, 2019; (Agustin & Muhammad, 2020).

The issue of religious radicalism aimed at a group of Muslims in Indonesia is no longer a matter of opinion only. In fact, radicalism is developing and increasing every year. The notion of radicalism that has infected some people in Indonesia has even occurred among students and academics (Fikriansyah, 2019).

Historically, the phenomenon of Islamic fundamentalism can be traced in such a long historical span up to the early era of the development of the religion of Mohammed. The assassination attempts masterminded by the Khawarij sect against the figures of the Prophet's companions such as Ali bin Abi Talib, Mu'awiyah and Amr bin Ash as a continuation of the *taḥkīm* incident was the forerunner of the birth of Islamic fundamentalist movements. The argument made by the Khawarij sect for their acts of violence is also of religious

background, namely that those who are victimized are figures who legalize taḥkīm which they think are forbidden to do. In fact, according to their opinion, Muslims must solve their problems based on the Qur'an as the only source of truth (Rosidah, 2016).

The essence of fundamentalism is a flow "which is characterized by romanticism towards early Islam". Fundamentalist groups believe that Islamic doctrine is "complete, perfect, and covers all kinds of problems". The emergence of fundamentalism in the Islamic world is caused by several factors, namely the existence of political repression (oppression), the failure of the secular regime in formulating policies and implementing them in the society, responses to the west (rationalization, modernization, secularization and capitalism), responses to the international political situation often makes the Muslim world cornered or even persecuted, cultural attacks on Islamic societies and last failure of countries with a majority of Muslim population to improve the welfare of society (Abd, 2016).

In Arabic, the word fundamentalism is termed *ushuliyyah*. The word *ushul* itself comes from the word *ushul* which means principal. Thus, fundamentalism is a concept that adheres to basic and principal teachings relating to religious teachings or beliefs (Wahid, 2018).

The Islamic fundamentalist movement in Indonesia is more influenced by domestic and foreign socio-political instability, from the Dutch colonial era to the end of the Suharto era. The reformation era, freedom of opinion and grouping is a

moment for fundamentalists to voice their opinions, offering solutions to overcome the multidimensional crisis that occurred in Indonesia (Koadhi, 2018).

The widespread phenomenon of fundamentalism among students, for researchers can be seen from the rampant phenomenon of berating each other and even consider someone as an infidel that is rife in social media. Researchers observed that most of the social network accounts that developed inter-group prejudice were managed by students. If this condition is allowed, it can lead to a bigger impact, such as the birth of conflict, even more broadly, leading to the disintegration of the nation. Fundamentalism is an attitude towards religious beliefs which is related to the religious tendencies developed by individuals. Religious orientation is a relevant term to explain it (Wibisono & Taufik, 2017).

A surprising fact from the wave of fundamentalism to several cases of terrorism in Indonesia is the involvement of students, university students and young people under 30 years of age. The results of a survey report conducted by LAKIP (*Lembaga Kajian Islam dan Perdamaian*) in 2010 showed surprising results, as many as 48.9% of high school students in Jabodetabek agreed to fundamentalist actions carried out by community groups in the name of religion (Kusuma, 2014).

The results of research conducted by Kusuma (2014) found that the symptoms of fundamentalism among students were found when issues of fundamentalism around the enforcement

of sharia and the enforcement of the Islamic state were confirmed to respondents. However, a strong indication that respondents agree with the enforcement of sharia and the enforcement of an Islamic state does not lead them to agree to acts of violence in the name of Islamic jihad. Even the tendency to be tolerant was confirmed when the issue of tolerance between religious communities which was not labeled heretical was confirmed. Wibisono and Taufik (2017) stated that the widespread phenomenon of fundamentalism among students is seen from the widespread phenomenon of berating each other and even consider someone as an infidel that is rife in social media. This research is expected to have a contribution to obtain a clear identification in the form of written data about the understanding of Rohis Islam activists in the attitude of fundamentalism in Islam. The fundamentalist attitude understood by students can be used as a reference for educators to further direct their understanding in understanding Islam in a kaffah manner. The students' understanding is able to form a Muslim personality who orientates Islam as Rahmatan lilalamin.

RESEARCH METHODS

According to Sugiyono (2011), descriptive method is used in describing or analyzing a research result but is not used to make broader conclusions. Quantitative descriptive research with percentages is a research activity that aims to test a theory and provide a statistical picture with percentages to show a description of research data. This research will be

described the attitude of religious fundamentalism to rohis activists at the highschool in the Probolinggo City. The data obtained will be analyzed using the percentage formula. This research was conducted in six schools consisting of SMAN, SMKN and MAN. The school was chosen based on the consideration that this school was a school with rohis activists who were active with several religious activities. This research was conducted in October 2019. The sampling technique in this research used random sampling. The number of respondents used is 100 students or 30% of the total population obtained. In this research, what will be described is the attitude of religious fundamentalism in high school students of rohis Islam activists. For this research, we analyzed the data collected from questionnaire. Researchers collected data based on the questionnaire instrument of fundamentalism. The data obtained will be analyzed using a percentage formula. Samples are part of the number and characteristics. Quantitative descriptive analysis uses the following formula: 1.) Maximum score: (number of questions x maximum value of questions). 2.) Minimum Score: (number of questions x minimum value of questions). 3.) Range: (maximum score-minimum score)/number of answer options. 4.) Range: range/number of answer options).

FINDINGS

The variable of religious fundamentalism attitudes of high school students in the Probolinggo City in this research is religious thought which tends to interpret religious texts rigidly and literalistically (textually). Indicators of

religious fundamentalism consist of: 1) Religious fundamentalists tend to understand the holy book literally and closed to be discussed and interpreted, which means that the interpretation of the Al-Quran is final, 2) government must be based on Islamic law and emulate the government of the Prophet Muhammad SAW, 3) not accept differences (intolerance), be exclusive, 4) prioritize religious symbols, 5) make Al-Quran and As-sunnah as the only sources of law.

The data of fundamentalist attitudes consists of 36 valid statements so that theoretically the score is in the range between 36-180. Based on the data obtained, it is known that the empirical score is in the range between 100-159 where the minimum and maximum scores are obtained. The calculation of the distribution of these scores produces a total score of 13. Of which 231 standard deviation = 11.9 variance = 142 modes = 137, median = 133 and average 132.

Table 1
Frequency Distribution of
Fundamentalism Attitude Variables
Statistics

Fundamentalisme		
N	Valid	100
	Missing	0
Mean		132,31
Std. Error of Mean		1,198
Median		133,00
Mode		137
Variance		143,509
Range		59
Minimum		100
Maximum		159
Sum		13231
Percentiles	25	123,25
	50	133,00
	75	139,00

Furthermore, from the fundamentalism attitude data obtained, the frequency distribution of the histogram can be made in Figure 1 below:

Figure 1
Fundamentalism Attitude Variable
Histogram

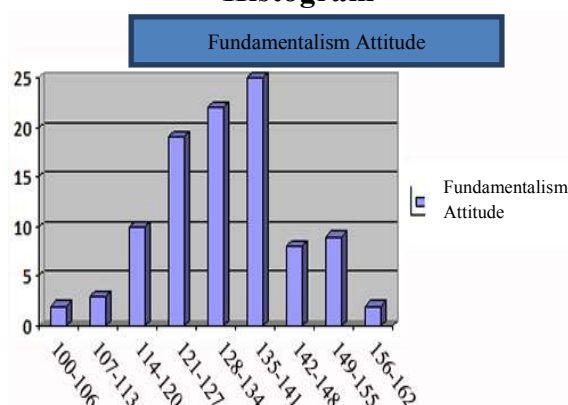


Figure 1 shows the data description for descriptive statistics, then to deepen the study, an analysis is carried out on each item of the statement using a frequency distribution. Frequency distribution analysis is grouped based on variable indicators.

Variable indicators for Fundamentalist attitudes consist of: a) Al-Quran and As-Sunnah are the only legal basis, b) Al-Quran cannot be reinterpreted, c) Government must be based on Islamic law, d) The existence of conflicting forces and must be resisted, e) intolerance. The level of fundamentalism attitudes towards each of these aspects can be seen from the following respondents' answers, which are described in detail on each item of the statement on each indicator.

a) Al-Quran and As-Sunnah are the only legal basis.

The following are respondents' answers related to the first indicator of the fundamentalist attitude variable, namely Al-Quran and As-Sunnah which are the

only legal bases: It is not necessary to study guidelines from other texts.

The first item of indicators of the Al-Quran and As-Sunnah is the only legal basis: It is not necessary to study the guidelines from other texts, namely As a guideline sent by Allah, the Al-Quran has completely described wisdom, truth and life, so there is no need to learn anything else. Based on the results of the questionnaire distributed, it can be seen that 25% stated strongly agree, 17% stated agree, 17% stated neutral, 25% stated disagree and 16% stated strongly disagree. From these answers, it can be seen that the answers to strongly agree and disagree get the first rank, it means that a large number of students who strongly agree with those who disagree are the same.

In the second item, there is only one guideline of truth, namely the Al-Quran, so that people who are not guided by the Al-Quran will not find the truth. It was found that 58% of students stated strongly agree, 23% stated agree, 13% were neutral, 4% disagreed, and 2% strongly disagreed. The results of these answers indicate that students strongly agree that there is only one guideline of truth, namely the Al-Quran.

Whereas in the third item, the Al-Quran contains the truth that must be accepted absolutely, it is known that the majority of the answers are agree, namely 89%. It can be seen that students generally agree that the Al-Quran contains the truth that must be accepted absolutely.

In the fourth item, Al-Quran and As-Sunnah, it has regulated all human life so that no additional legal basis is needed. It is known that the majority of the answers are strongly agree and agree, namely 28%, it shows that in general

students agree that the Al-Quran and As-Sunnah have governed all human life so that no additional legal basis is needed.

In the fifth item, namely the Al-Quran and As-Sunnah, it is sufficient to answer all human problems from economics, politics, to households, it is known that 49% of students agree. It means that some of the students agree that the Al-Quran and As-Sunnah are sufficient to answer all human problems from economy, politics, to households.

Furthermore, the following is a frequency distribution table that shows what percentage of respondents are classified as having very high, high, moderate, low or very low fundamentalist attitudes towards the indicators of Al-Quran and As-Sunnah as the only legal basis: not really necessary to learn the guidelines from other texts.

Table 2
Frequency Distribution of Respondents
Indicators of Al-Quran and As-Sunnah
are the only Legal Basis:
There is no Need to Study Guidelines
from other Texts

No	Category	Frequency	Percentage
1	Very Low	-	-
2	Low	-	-
3	Moderate	9	9
4	High	44	44
5	Very High	47	47
Total		100	100

From the frequency distribution above, it can be seen that respondents who have a very high fundamentalist attitude for the indicators of the Al-Quran and As-

Sunnah are the only legal basis: There is no need to study guidelines from other texts as many as 47 people (47%), who have attitudes there were 44 people with high fundamentalism (44%) and 9 people with moderate fundamentalism (9%). From the results of the frequency distribution, it can be seen that in general, students at the level of SMAN/SMKN/MAN in the Probolinggo City have a very high and high fundamentalism attitude for indicators of Al-Quran and As-Sunnah which are the only legal basis: There is no need to study guidelines from other texts.

b) Al-Quran and As-Sunnah cannot be reinterpreted

The second indicator of the fundamentalist attitude variable is that the Al-Quran and As-Sunnah cannot be reinterpreted: 1) Al-Quran cannot be reinterpreted to suit historical evidence and science, 2) Al-Quran is not may compromise with statements from other texts or sources.

The results of respondents' answers to the indicators of Al-Quran and As-Sunnah cannot be reinterpreted to suit historical evidence and science, it is known that the majority answer is agree as much as 39%. It shows that almost all students agree that the Al-Quran cannot be reinterpreted and adapted to historical and scientific evidence. In the second item, the majority of students agreed, namely as much as 59%. With these results, it can be seen that in general students agree that when there is a discrepancy between the results of scientific research and the Al-Quran, it is science that has to adjust, so that the Al-Quran does not need to be reinterpreted.

In the third item, namely analyzing the Al-Quran critically by questioning the

elements in it are forms of defiance against Allah's will, it is known that 24% of students agree, 23% are neutral and 20% disagree. It indicates that most students agree that when studying the Al-Quran critically by questioning the elements in it is a form of defiance against the will of Allah.

In the fourth item, namely Al-Quran, it must be interpreted as it is. Al-Quran does not need to be interpreted according to the present context, it was found that 31% of students agreed and 29% stated that they were neutral. This shows that most students agree that the Al-Quran should be interpreted as it is, not interpreted according to the present context. In the last item, namely when there is a conflict between the results of scientific research and the holy book, then the holy book must be reinterpreted, it is known that most students disagree, which is as much as 47%. It indicates that most of the students do not agree that the holy book should be reinterpreted when there is a conflict between the results of scientific research and the holy book.

The results of the respondents' answers to the Al-Quran indicator are perfect guidelines, so that one cannot question the elements in it, it is known that the majority of answers are agree, which is 47%. It shows that the majority of students agree that the Al-Quran is a perfect guide, so they should not question the elements in it.

Whereas in the second item, what is contained in the Al-Quran cannot be compromised with statements from other texts or sources, as much as 51% stated strongly agree and 21% agree. It indicates that the majority of students strongly agree that what is contained in the

Al-Quran cannot be compromised with statements from other texts or sources.

Furthermore, the following is a frequency distribution table that shows what percentage of respondents are classified as having a fundamentalist attitude very high, high, moderate, low or very low on the indicators of Al-Quran and As-Sunnah which cannot be reinterpreted.

Table 3
Frequency Distribution of Respondents
Indicators of Al-Quran and As-Sunnah
Cannot be Reinterpreted

No	Category	Frequency	Percentage
1	Very Low	-	-
2	Low	2	2
3	Moderate	18	18
4	High	47	47
5	Very High	33	33
Total		100	100

From the frequency distribution above, it can be seen that respondents who have a very high fundamentalist attitude for the indicators of Al-Quran and As-Sunnah cannot be reinterpreted as many as 33 people (33%) and those who have a high fundamentalist attitude are as many as 47 people (47%). It shows that in general the students at the SMAN / SMKN / MAN level of the Probolinggo City have a high fundamentalism attitude for the indicators of Al-Quran and As-Sunnah which cannot be reinterpreted.

c) The government must be based on Islamic law.

The third indicator of fundamentalist attitude variables is that the government must be based on Islamic law:

The application of a government system as applied to the prophet Muhammad SAW. The results of the respondents' answers to the indicators that the government must be based on Islamic law are most of the answers are agree, namely 30%. With this answer, it can be concluded that in general the students agree that governance at the caliphate is implemented anytime and anywhere. In the second item, it was found that 36% of students stated that they were neutral, 3% of students disagreed, and 19% stated that they agreed. It shows that most students stated neutrality with the statement "Only by implementing a form of government such as during the Islamic Caliphate, the people will be prosperous".

Furthermore, the following is a frequency distribution table which shows how many percent of respondents who are classified as having very high, high, moderate, low or very low fundamentalist attitudes towards government indicators that must be based on Islamic law.

Table 4
Frequency Distribution of Respondents
Government Indicators Must be Based
on Islamic Law

No	Category	Frequency	Percentage
1	Very Low	1	1
2	Low	7	7
3	Moderate	32	32
4	High	36	36
5	Very High	24	24
Total		100	100

From the frequency distribution above, it can be seen that respondents who have a high fundamentalism attitude for

government indicators must be based on islamic law, namely as many as 36 people (36%) and those with moderate fundamentalism attitudes as many as 32 people (32%).

From the results of the frequency distribution, it is known that some of the students at the SMAN / SMKN / MAN level in the Probolinggo City generally have a high fundamentalism attitude for government indicators that must be based on islamic law.

- d) The existence of conflicting forces and must be resisted

The fourth indicator for the fundamentalism attitude variable is the existence of conflicting forces and must be resisted. The result of the respondent's answer to this is that most answers are agree, namely as much as 58%. With this answer, it can be concluded that in general students agree that Islam does not recognize differences in all areas of its teachings, Islam must be one; one thought, one understanding, and one interpretation. In the second item, it is known that 73% of students agree, it shows that most students agree that the main source of evil on this earth is Satan, who with his denial always opposes God.

Table 5
Frequency Distribution of Respondents
Indicator of Conflicting Forces and
Must be Resisted

No	Category	Frequency	Percentage
1	Very Low	-	-
2	Low	5	5
3	Moderate	12	12
4	High	19	19
5	Very High	64	64
Total		100	100

From the results of the frequency distribution it is stated that the percentage of respondents who have a very high attitude of fundamentalism has the largest percentage. So it is known that most of the students at the level of SMAN / SMKN / MAN in the Probolinggo City generally have a very high fundamentalist attitude for indicators of conflicting forces and must be resisted.

- e) Intolerance: in Islam there is no difference, Islam must be one; one thought, understanding, and interpretation

On the indicator there is no difference in Islam, Islam must be one; one thought, understanding, and interpretation. The results of the most respondents' answers were agree, namely as much as 89%. It can be concluded that in general students agree that Islam is the only way to get a noble life in the world. In the second item, it is known that 26% of students disagree. It shows that most students disagree with "Basically there are only two groups of people, namely Muslims who are sure to go to heaven and non-Muslims who are sure to go to hell".

On the third to the seventh item, the majority of students agreed. So, it can be concluded that students agree with the statement of Islamic teachings that they can never be juxtaposed or compromised with other beliefs, even in matters of daily life. Obeying everything that is commanded by Islam is the most important thing in life. Admire those who dare to leave the luxury of life to carry out religious orders. Islam does not need to be changed and will never change. Everyone must accept the teachings of Islam if they do not want to get lost in their lives.

In the eighth and ninth items, the majority of students stated that they were neutral, namely 28% and 47%. It shows that the majority of students claim to be neutral with the statement that non-Muslims are said to be people whose lives are pointless, and keep away from neglecting things such as movies, music, and other entertainment.

In the tenth item, the majority of students agreed that they felt very angry when someone criticized Islam, which was 49%. Then in the eleventh item, the majority of students stated that being neutral with painting living things is something that is forbidden in Islam, namely as much as 31%.

In the next item, 34% percent of students stated that they disagreed with the statement "not all aspects of my life were based on Islamic teachings". Then in items thirteenth and fourteen, the majority of students stated that they were neutral with the statement "I feel I do not need to highlight my religious identity when in a public space" and "I put forward humanitarian reasons rather than religious reasons in taking action", namely as much as 28% and 34%.

In the fifteenth item, the majority of students agree that "Islam must be continuously studied and adjusted to the times", namely as much as 37%. Then on the sixteenth item, namely as much as 47% of students stated that they did not agree that Islam had to change as humans undergo changes. In the next item, the majority of students stated agree that Islam should adopt modern values such as democracy and human rights, namely as much as 24%.

In the eighteenth item, 41% of students disagreed with the statement

"Islam does not need to be changed and will never change". Then in the last item, the majority of students agree that it is more important to be someone with a noble heart, than to feel the most righteous in a religion.

Furthermore, the following is a frequency distribution table which shows how many percent of respondents who are classified as having a very high, high, moderate, low or very low Fundamentalist attitude towards indicators of intolerance: in Islam there is no difference, Islam must be one; one thought, understanding, and interpretation.

Table 6
Frequency Distribution of Respondents
Indicators of Intolerance: in Islam
There is no Difference,
Islam Must be One; One Thought,
Understanding, and Interpretation

No	Category	Frequency	Percentage
1	Very Low	-	-
2	Low	-	-
3	Moderate	11	11
4	High	82	82
5	Very High	7	7
Total		100	100

From the results of the frequency distribution, it is stated that the percentage of respondents who have a high fundamentalist attitude has the largest percentage. So it is known that most of the students at the level of SMAN / SMKN / MAN in the Probolinggo City generally have a very high fundamentalism attitude for indicators of intolerance.

From the explanation above, it is known that the category of each indicator

for the fundamentalist attitudes variable, then the following is the frequency distribution that shows the fundamentalist attitudes of students in general.

Table 7
Frequency Distribution of
Fundamentalist Attitudes of
Respondents

No	Category	Frequency	Percentage
1	Very Low	-	-
2	Low	-	-
3	Moderate	4	4
4	High	85	85
5	Very High	11	11
Total		100	100

From the frequency distribution above, it can be seen that there are 11 respondents (11%) who have a very high fundamentalism attitude, 85 people (85%) have a high fundamentalism attitude, and 4 people who have a moderate fundamentalism attitude.

From the results of the frequency distribution, it can be seen that some students are classified as having a high fundamentalist attitude, and a few others have a very high fundamentalism attitude. It shows that in general the students at the level of SMAN / SMKN / MAN in the Probolinggo City have an attitude of fundamentalism that is classified as very high and high.

DISCUSSIONS

Orientation of deep religious fundamentalism is the deepening of the teachings and history of religion that it believes in deeply. According to the theory of Allport et al. (2005) describe several

indicators of extrinsic religious orientation, namely: (1) Using religion as protection. Individuals with an extrinsic religious orientation tend to use religion as protection in order to obtain the expected emotional conditions. Individuals will feel comfortable doing a behavior that violates moral values as long as the behavior has a religious justification that is perceived to be correct. (2) Religion as consolation. Religion has various possibilities in the hands of its adherents. For individuals who have an extrinsic religious orientation, religion can be an entertainer in times of trouble. Individuals make religion as redemption that the various difficulties they experience are tests from God, so that they feel stronger to live them. (3) Religion as an ego defense mechanism. Individuals with an extrinsic religious orientation position religion as a mechanism to maintain their egos. One form is when individuals use religion as a tool to repress various negative experiences they have and the real problems they face. (4) Religion to strengthen social status. Individuals who have a religious orientation have a tendency to emphasize the importance of social status in relation to their religion. Therefore, people views that raising religious symbolic matters in the public sphere is something important and a priority. (5) High participation in religious groups. High participation in religious groups is also seen as an indicator of extrinsic religious orientation. Individuals have a tendency to express themselves and their religion through various specific religious groups. Individuals have a tendency to express themselves and their religion through various specific religious groups. Sometimes the exaggerated impact

of this is the tendency of individuals to perceive the religious group they belong to as the most accurate form of interpretation of the religious values they believe in.

The phenomenon of fundamentalization or religious radicalization is a form of Islamic thought and movement that seeks to bring forth a stream of reaffirmation of Muslim identity and ideology and to make efforts to bring political ideals to the stage of national and state life in Indonesia recently (Abd, 2016). This is one of the reasons for the high attitude of fundamentalism among students. This attitude occurs as a reflection of the desire to build an Islamic social order as in the Al-Quran and As-Sunnah of the Prophet.

Abd (2016) stated Islamic fundamentalism views that the Al-Quran and As-Sunnah of the Prophet are the only basic legal doctrines. This is aimed at building an Islamic social order, in accordance with the doctrine as stated in the Al-Quran and As-Sunnah of the Prophet.

Rohis activists in the Probolinggo City have a tendency to orientate Islamic fundamentalism in a literal way. This attitude understands the problems that have to do with exemplary, history, consent and wisdom. In general, they understand Islamic law by placing history in the past, namely the value of Islam at the time of the Prophet Muhammad SAW was final and perfect in terms of worship, social and state politics. According to Pratama and Siraj (2019) stated that fundamentalism has an influence on a person's level of belief. The aspect of faith or belief refers to the degree to which the child believes in fundamental and dogmatic teachings. The most important

things needed in fostering children's religious behavior are; (1) with the formation of faith, which is done by pledging the sentence of tawhid, (2) instilling love for Allah and His Messenger, (3) teaching children to the Al-Quran and As-Sunnah, and, (4) educating children to be sure of their faith and willing to sacrifice for him even greater.

Islam is a religion of rahmatan lil alamin in the sense that it was revealed as a guide for humans throughout nature and the verses in the holy book do not have to be compromised with the times. Islam is the final parameter for human life in this world and in the hereafter. The relationship between Allah (*hablun minallah*) and the relationship between humans (*hablun mannas*) has been regulated in Islam. Everything that is invented that does not exist in Islam (holy book) is considered as heresy. Bid'ah is heresy and is considered as sharia fraud because of the bias of the holy book (Abd, 2016).

Fundamentalism emerged due to the extent to which they were able to reinterpret Islamic values when faced with the clash of modernization. When moderate methods are deemed to have failed in reforming religious traditions and integrating them with modern culture, fundamentalism is born (Kusuma, 2014).

CONCLUSION

From the previous description, it is generally stated that the fundamentalism attitude of SMAN / SMKN / MAN Students in the Probolinggo City are classified as very high. It can be seen from the results of the descriptive analysis of all indicators in the fundamentalist attitudes

variable. Students of SMAN / SMKN / MAN in the Probolinggo City generally have a high fundamentalist attitude, for the Al-Quran indicators should not be reinterpreted, government indicators must be based on Islamic syari'at and intolerant indicators. It confirms the results of previous studies as conducted by Abd (2016) there are several forms of tendencies that encourage fundamentalist thoughts and movements. Islamic fundamentalism tends to be rigid and literalist in viewing and understanding various problems, especially issues related to (a) ijtihad, (b) precedent (role model) of early Islam, (c) ijma, (d) pluralism and (e) wisdom.

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DOMINO GAMES IN LEARNING ARABIC

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Abstract: This research was conducted to find out the improvement of learning outcomes in grammar learning, Arabic by using domino card games. Participants in this study were odd semester students precisely seventh semester. The research was conducted from the results of child observers (students) following the *qowa'id* material. This research method is a class action research. The steps of its implementation; there is planning, implementation, observation and reflection. The instruments are students. As a result of the implementation of this research that Arabic language learning results increased, students became enthusiastic in receiving learning, and educators were comfortable seeing the high learning spirit of learners.

Keywords: Arabic Grammar; Domino's Media Game.

INTRODUCTION

In the teaching and learning process the media plays an important role, because by presenting media or learning tools during studying, it can facilitate the learning process both for teaching and for educators' exposure.

As educators we can understand that formally Arabic is a foreign language, and in public schools Arabic is the foreign language of choice.

Teaching Arabic that is studied in Indonesia is intended to achieve the goal. First, as a tool to study and deepen Islamic knowledge such as in schools, *madrasah* (public or private), Islamic boarding

schools and Islamic universities (public or private). Second, as a goal, namely to form Arabic language experts or to produce alumnus who are able to actively use Arabic as a means of communication for various purposes (Izzan, 2011).

In Nursing Science, Medical Faculty, Unsri itself, the Arabic language course is a foreign language course that requires educators who can understand the students because students in Nursing Science, Medical Faculty, Unsri have different educational backgrounds, therefore teaching staff in Arabic courses in Nursing Science, Medical Faculty, Unsri this element requires patience and enthusiasm in the implementation of learning because not all students can read and write. Moreover, in learning Arabic there are several skills that students will follow, namely listening (*istimā'*), reading (*qirā'ah*), speaking (*kalām*) and writing (*kitābah*), which will be taken by children or students within 100 minutes (2 credits) in every week. In Nursing Science, Medical Faculty, Unsri, also students will take Arabic learning for one semester according to the Competency Standards and Basic Competencies that have been set by the Nursing Study Program, Medical Faculty, Unsri.

Effendy (2009) states that explaining that the appropriate method in the Arabic language teaching system in high school or college is the

communicative method, the *qirāah* method and also supported by other methods.

As for the educational background of students in the Nursing Study Program, Medical Faculty, Unsri is the majority of High School (70% from Public and Private High School) and 30% from Islamic High School/Foundation/Private School. (Document of Nursing Science, Medical Faculty, Unsri 2018). Looking at this educational background, it can be illustrated how the abilities of students from High School and how students from Islamic High School (Interview with Mr. Abdul Gafur, S.S., M.Pd.I., Wednesday, March 20th, 2019).

Meanwhile, in this case students in Nursing Science, Medical Faculty, Unsri, will be happier if they are invited little by little to use Arabic, they feel happy because for them Arabic is an interesting language, but not all students think so, who said that were only for students who understand when learning Arabic takes place.

Moreover, the results of the observation that in the implementation of the teaching and learning process of this Arabic course, when the learning process takes place between students whose educational backgrounds are from High School and Islamic High School, there is almost no difference because there are students from High School but these students can understand (pronounce and write Arabic) and responsive in the Arabic learning process when learning takes place, and there are also students whose educational background is from Islamic High School but these students cannot really understand (pronounce and write Arabic) and are slow to absorb Arabic lessons during the Arabic teaching and

learning process. (Observation while teaching and learning process, on March 20th, 2020). Then, so that learning is gradually successful, students can listen, speak, read and write Arabic, then in the Arabic teaching and learning process, methods and media are needed that can help educators/lecturers to succeed in learning.

This domino learning media plays an important role because if a lecturer or educator can use a variety of relevant media so that the Arabic material to be delivered (taught) to students, the teaching and learning process will run well, especially Arabic courses, which so far have only been found in Islamic Universities, which is very interesting now that Arabic is now in Public Universities and of course the way of delivery is different from Arabic in Islamic Universities.

Based on the real conditions, it will be assumed that efforts are still needed to improve the quality of Arabic grammar learning, especially media in learning Arabic in Public Universities (Unsri). To find out information on how to improve students' ability to understand Arabic grammar through the use of domino game media in Nursing Study Program.

This study aims to improve student learning outcomes / Arabic grammar skills at the Nursing Science, Medical Faculty, Sriwijaya University.

METHOD

The Research Site

This research was conducted in the Nursing Study Program, Medical Faculty, Sriwijaya University. 7th semester class with 29 students.

Types of research

This study is included in qualitative research, and the research used a research approach using a classroom action approach (*PTK*). According to Arikunto (2010), revealed that this classroom action research was conducted by observing then taking action. This research was conducted on how to improve students' ability to understand Arabic grammar through the use of domino game media in the Nursing Science, Medical Faculty, Sriwijaya University, data collection techniques were carried out by observing, documenting, and interviewing tests conducted in each meeting.

Sudijono (2017) reveals the formula for classroom action research as follows:

$$P \frac{f}{N} \times 100\%$$

Explanation:

F = The frequency that is being searched for the percentage.

N = Number of Class (the number of frequencies / number of individuals).

P = Percentage figures.

The success rate intervals and criteria are described in the following table (Arikunto, 2009):

Table 2
Success Rate Criteria

No	Interval	Student Grade Criteria
1	81-100%	Very Good
2	61-80%	Good
3	41-60%	Adequate
4	21-40%	Less
5	0-20%	Very Less

RESULT

In brief, the results of the Pre-Cycle actions, Cycle I and II, the use of the domino card game media application to improve students' ability to understand Arabic grammar in Nursing Science, Medical Faculty, Sriwijaya University, which has been implemented in the field.

The Research Preparation Stages

At this preparation stage, the researcher carried out the following activities: developing learning instruments, such as lesson plans (making Semester Learning Plans (*RPS*), observation sheets, and interview tests) the researcher designs semester learning plans (*RPS*) and observation sheets as well as questions to be interviewed according to the activity to improve students' ability in understanding Arabic grammar through the use of domino game media in Nursing Science, Medical Faculty, Sriwijaya University.

- Determining the research subjects, namely class A students from 29 students including 4 male students and 26 female students in the 2019/2020 school year.
- Preparing domino cards.
- Determining the schedule of meetings, namely 2 x 50 minutes consisting of 1 face to face in the pre cycle and 1 face to face in the first cycle and 2 face to face meetings in the second cycle.

The Implementation of Learning

This research was conducted in 5 times meetings from 29th January, 5th, 12th, 19th February 2020, for students of Nursing Science, Medical Faculty, Sriwijaya University. In the 2019/2020 school year. The data was collected by means of the learning process by filling out an observation sheet containing

indicators to improve students' ability to understand Arabic grammar through the use of domino game media.

A. Pre Cycle

1) Planning

The activities that are given in this cycle are activities that are usually carried out by lecturers or educators in increasing the student's ability to understand Arabic grammar by using word guessing media.

2) Implementation

In this pre-cycle meeting discussed the theme of *ta'aruf* (introduction), while the activity was introducing vocabulary, verbs, nouns and pronouns, and also singing and then using *mubasyaroh*, by making small groups with guidance from lecturer or educator.

3) Observation Results

The results of observations from learning activities using word guessing media in this pre-cycle were that students felt that they did not really understand *qowa'id* (Arabic grammar).

4) Reflection

Learning Arabic grammar when using the media to guess the words, from observations during the learning process, the median cannot help students in understanding Arabic grammar.

B. Cycle I

1) Planning

Cycle I consisted of 2 meetings which were held on February 5th, 2020, in this cycle I students learned about self-identity with the sub-theme *ta'arufat* the first meeting. And at the

second meeting, learned about myself with its sub-theme of self-identity, on the implementation of actions that must be done in this cycle. There were several things that must be prepared by teachers and researchers, including: Semester Learning Plans (*RPS*), media, tools and materials according to the theme, preparing observation sheets to assess students' abilities in understanding Arabic grammar through the use of domino game media.

The activities at the first meeting were: (1) starting the teaching-learning process with apperceptions then questions and answers with students, (2) giving students the opportunity to understand grammar using domino cards, (3) asking students the reasons for composing the sentences they have compiled, (4) provide opportunities for students to ask about grammar that they did not understand and (6) give rewarding pleasant words to students for their participation and for students' understanding. Likewise with the second meeting.

2) Implementation

a. Meeting I

1. Implementation

The lecturer delivered grammar material then guided students to understand grammar by using domino game media.

2. Observation

The observation stage was carried out along with the action. Researchers act as observers in this study. Observations were made on 29 students in the Nursing Science, Medical Faculty. During the implementation of the action, the

observer gave questions that were in line with the grammar material.

3. Reflection

At the first meeting with indicators of increasing student ability in understanding Arabic grammar through the use of domino game media, differentiating word forms, creating fun learning, cooperating and independent learning. There were 19 students (65%) who were in the good starting criteria (*MB*), but there were still 7 students (20%) who were not good, and there were 3 students (15%) who were good as expected. It happened because the students still do not understand how Arabic grammar is good and correct, to plan the next action to explain again how to understand Arabic grammar and increase practice in recognizing the forms of Arabic verbs and how to harmonize them with pronouns.

b. Meeting II

1. Implementation

In this second meeting, the educators delivered Arabic grammar material and guided students to understand Arabic grammar using domino media.

2. Observation

The observation stage was carried out along with the action. Those who act as observers in this study were researchers. Observations were made on 29 children of nursing science students, Medical Faculty. During the implementation of the action, the observes provided a

question sheet that the researcher had previously made.

3. Reflection

At the second meeting with the verb form indicator still recognized the noun around them. At this second meeting there were 16 students (55%) who had reached the criteria for understanding according to expectations (*MSH*), but there were still 13 students (55%) who were on the criteria for starting well / understanding (*MB*). It happened because students still do not understand the activity of matching verbs in sentences and learning independently, to plan actions to be taken in the second cycle, the researcher planned the next action to motivate students and increase the practice in composing sentences (words) be the number (sentence).

3) Observation Cycle I

Based on observations that took place for 2 meetings in cycle 1, it was seen that there was an increase in understanding the grammar of nursing students in the medical faculty. From the preliminary or pre-cycle data, there was an increase, but the increase has not yet reached the indicators of success. Therefore, it needed to be more efforts to increase grammar understanding in students through the use of domino playing media.

4) Reflection Cycle I

After cycle I in the process of improving grammar skills through the use of domino game cards media, the next step was to reflect. Reflection was

carried out by class A researchers and teachers at the end of cycle I. The results of learning activities using image media to increase student creativity had not yet reached the 80% success indicator or 17 students were on the *MSH* criteria. It can be seen from the results of the percentage increase in grammatical skills through the use of domino game card media in each meeting at:

- 1) The first meeting with indicators of recognizing colors, distinguishing shapes, creating creativity, cooperating and learning independently, there were 7 students (15%) who had reached the criteria for understanding as expected (*MSH*), but there were still students who were at the underdeveloped criteria (*BB*) and starting to develop (*MB*), this was because they do not understand or understand in learning activities through the use of domino game card media.
- 2) The second meeting with indicators of recognizing colors, distinguishing the form of verbs from other verbs, recognizing nouns around them, creating fun learning, collaborating and learning independently, 17 students (55%) had reached the criteria for understanding / good as expected, but still there were 13 students (45%) who were in the criteria to start well / understand (*MB*), this was because the students were still wrong and confused and there was a lot of help from their friends and directions from the lecturers.

Based on the observations that made in Cycle I, there were some

obstacles in conducting research in cycle I, therefore the researchers discussed with senior lecturers to find solutions so that later they would be fixed in cycle II, as for the obstacles found including the following:

- 1) There were some students who did not understand and made mistakes in arranging sentences (words) into good numbers (sentences).
- 2) There were still many students who have not been able to create their own creations in composing themselves, and cannot cooperate well.
- 3) There were still many students who were engrossed in memorizing vocabulary rhythmically and careless about what their friends did in arranging words (sentences) into good numbers (sentences) / according to Arabic grammar rules.
- 4) Lack of motivation and rewards given by educators makes children less enthusiastic in participating in learning activities.

The shortcomings of educators in understanding grammar through the use of the domino game card media were as follows:

- a) Educators must increase children's practice with media that can help make it easier to absorb learning.
- b) Educators explain again how to differentiate one work from another.
- c) Educators must condition the class atmosphere.
- d) Educators must provide motivation for students so that they remain enthusiastic about learning Arabic.

Seeing and paying attention to the conditions above, it was necessary to make improvements to the learning

process. After discussing with the teacher, a plan for improvement can be drawn up as a refinement in the next cycle class action, including:

- 1) Giving rewards (*shalawat* rhythm) to children who understood the grammar in groups or independently.
- 2) Educators provide an easy way to understand Arabic grammar.
- 3) Educators set the classroom atmosphere.
- 4) Educators must provide motivation and enthusiasm so that the students relish in learning to understand Arabic grammar.

C. Cycle II

1) Planning

Cycle II consisted of 2 meetings which were held on 12th and 19th February 2020. In this second cycle students studied the theme of introducing family members to the sub-theme of my house at the first meeting. And at the second meeting still studying the environmental theme with the sub-theme of my school, the implementation of the actions that must be taken in this cycle. There were several things that must be prepared by teachers and researchers, including: Semester Learning Plans (*RPS*), media, tools and materials according to the theme, preparing observation sheets to assess grammar skills improvement through the use of domino game card media.

The learning activities carried out in cycle I at the first meeting were: (1) discussing how to memorize easily to absorb vocabulary, respect, cooperate with each other in learning, and say

thank you (2) motor physical, arrange words into sentences which is intact according to the theme (3) cognitive, imitates correct speech according to Arabic spelling (4) language, mentions the vocabulary of family members (5) shows an attitude of willing to wait their turn in practicing and arranging cards towards good sentences (6) the art of applauding a friend who finished the wording well.

Then the next learning activities at the second meeting were: (1) learning to know the home environment, appreciating the work of others, being tolerant, admitting mistakes (2) motor physical, distinguishing vocabulary themes related to verbs, nouns and other words (3) cognitive, imitated simple vocabulary words (4) language, was able to pronounce vocabulary well (5) showing the attitude of willing to wait their turn to compose sentences (words) towards a good number (sentences) (6) the art of giving applause to friends who were finished sentence (words) towards the number (sentence) was good and correct.

2) Implementation

a. Meeting I

1. Implementation

Learners delivered material and guided students in understanding Arabic grammar learning material.

2. Observation

The observation stage is carried out along with the action. The researcher act as an observer in this study. Observations were made on 29 students of Nursing Science, Medical Faculty, Sriwijaya

University. During the implementation of the action, the observer gave the questions that had been made and prepared by the researcher.

3. Reflection

At the first meeting with indicators of recognizing vocabulary about “my house”, differentiating the form of verbs as well as nouns and other verbs, creating a pleasant learning atmosphere, cooperation and independent learning. There were 9 students (40%) who have reached the criteria for very well developed (*MSB*), there were 10 students (50%) who have reached the criteria for understanding as expected, and there were still a few students who were on the *MB* criteria, amounting to 10 students (10 %). It was because students have begun to master grammar understanding in learning through the use of domino card media. To plan the actions that will be carried out in the second cycle of the meeting of the two researchers and senior lecturers to plan the next action to give rewards by giving books to students who have understood grammar in learning through the use of domino card media.

b. Meeting II

1. Implementation

At this second meeting students provide material and help students understand Arabic grammar using domino media.

2. Observation

The observation stage is carried out along with the action. The researcher acts as an observer in the study. Observations were made on 29 students in the Nursing Science, Medical Faculty. The observer during the implementation of the action also provided a question sheet that the researcher has prepared.

3. Reflection

At the second meeting with indicators of recognizing the vocabulary of the home environment, differentiating the forms of verbs, nouns and other words, creating a pleasant learning atmosphere by means of group and independent study. There were 12 students (40%) who have achieved the criteria of good / understand according to expectations and 17 students (60%) who have reached the criteria of good / understand according to expectations (*BSH*) and have met the established success criteria, so the researchers did not need to continue to the next cycle.

3) Observation Cycle II

Based on observations that took place for 2 meetings in cycle II, it was seen that there was an increase in grammar skills through the use of domino game cards as media. From the preliminary or pre-cycle data, there is an increase, but the increase has not yet reached the indicators of success.

The Differences in Student Learning Outcomes in Pre Cycle, Cycle I, Cycle II

The data from the recapitulation results can be seen from the increase in grammar skills through the use of domino game cards in Nursing Science, Medical Faculty from pre-cycle, cycle I, cycle II to experience an increase. For more details, see the table below.

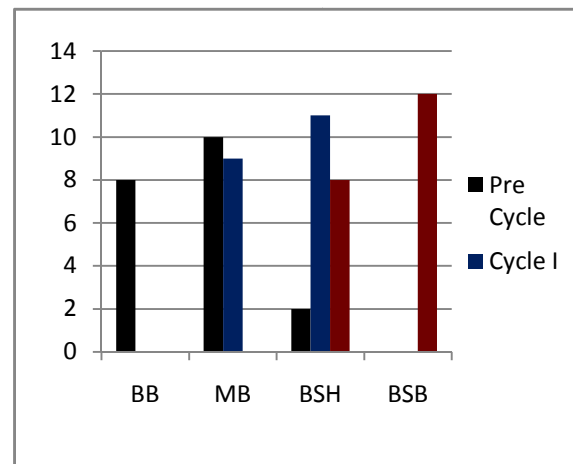
Table 11
Overall Recapitulation of Grammar Ability Improvement through the Use of Domino Game Media in Pre Cycle, Cycle I, Cycle II

No	Improving grammar skills by using domino games	Pre Cycle		Cycle I		Cycle II	
		F	%	F	%	F	%
1	BB (not good / understand)	11	40%	7	20%	0	0%
2	MB (starting well / understand)	13	50%	19	65%	13	45%
3	BSH (good / understand as expected)	5	10%	3	15%	16	55%
4	MSB (understand very well)	0	0%	0	0%	0	0%
Total		29	100%	29	100%	29	100%

For more clearly the data was visualized from the research results as the pre-cycle, cycle I, cycle II above can be seen in the following graph:

Graph 04

The Improvement of Recapitulation Results in Pre Cycle, Cycle I, Cycle II



Based on the graph above, it can be seen that there was an increase in the results of recapitulation in pre-cycle, cycle I, cycle II, from the initial data on increasing student's creativity through collage activities in the learning process. In the first cycle, an increase was achieved as shown in the diagram, but it has not increased maximally so it was continued in the second cycle, in the second cycle the students have a score of 80-89 in the category of good/understand as expected (BSH) there were 16 students (55%) and those who has understood very well (MSB) were 13 students (45%). This value has reached the success criteria set by the author.

Therefore, Learning Arabic in Nursing science is a foreign language and students have different religions and not all of them can read and recognize Arabic letters so this is a difficulty and a challenge for educators in carrying out learning. Arsyad (2007) states that media in learning can help generate a sense of joy and joy for students and will arouse students enthusiasm for learning, helping to easily digest students' knowledge so that learning is created alive.

Moreover, Switri (2019) emphasizes that in learning an educator must understand the criteria for selecting media so that the media used is relevant to the material. Furthermore, Khoiriyah (2020) stated that apart from the media in Arabic learning, methods that are relevant to the material, for example during *qiro'ah* learning, need a *qiro'ah* method. Mustafa (2020) asserts in learning media and methods all have an important role because they complement each other. Switri (2020) claims the *manhaji* method is very relevant to be used when learning Arabic grammar is taking place and is also assisted by the use of domino media.

Then, the use of domino game media in Arabic learning in Nursing Science, Medical Faculty, Sriwijaya University is very good to be used as an example for educators to be used later in learning, this was answered based on the results of the research that has been carried out. While the results of the different research showed that this domino game greatly contributes to improving students' Arabic syntactic abilities, with the results in the pre-cycle learning outcomes of 57%, but after the researcher did treatment using this domino, there were very significant results with 81 results (Hendrawan, 2015).

Meanwhile, learning Arabic in Nursing Science before proceeding to the next material the educator introduces Arabic letters first, even though some students were already familiar with Arabic letters. Fitriana (2020) states that getting to know *hijaiyah* letters / Arabic letters at the beginner stage is very good at applying the *Al-Barqi* method when educators deliver the material because the method is fun and easy for students for beginners.

DISCUSSION

From the results of this study, the domino game media can improve the ability of students to understand grammar. Domino learning media is not only relevant to Arabic grammar learning, but *Balaghoh* learning is also very much needed (Mabrurroh & Gustiana, 2020). According to Mumpuni (2020), this domino card game media can improve the ability of students to master vocabulary. Hastuti (2016) stated in the results of his research that this domino card can improve children's cognitive abilities and learning interest. Furoidah (2020) argues that media in learning plays an important role for young learners and adult students.

Furthermore, from the research results it can be revealed that this domino card was not relevant to learning grammar and vocabulary mastery will still be relevant to mathematics material; trigonometry courses (Tantra & Yunianta, 2019). Aminudin (2014) revealed that media is very helpful for the success of a lesson. Kusuma et al. (2019) state that learning using the median has an impact on success in learning, including by implementing classrooms.

Therefore, As'ari (2020) explains that in learning grammar the *nahwu* method plays an important role in facilitating students' understanding. Thus, from several findings that domino card games can improve learning outcomes not only in Arabic but in other subjects also can be used.

CONCLUSION

The results of this study were that by using the domino card game media there was an increase in student understanding of learning Arabic grammar. It can be seen from the results of the action; in the pre-

cycle there were 11 students (40%) who were not good / understood, there were 13 students (50%) who started to understand, and there were 5 students (10%) who understood / good. Then in cycle 1; there were 7 students (20%) who were not good / understood, there were 19 students (65%) who started to understand, and there were 3 students (15%) who understood / were good. Furthermore, in cycle 2; there were 13 students (45%) starting to understand, and there were 16 students (55%) understanding / good. In short, the domino card game media is relevant to be used to improve grammar understanding in Arabic learning.

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THE PRINCIPLES OF ISLAMIC GUIDANCE AND COUNSELING IN MENTAL DEVELOPMENT ACTIVITIES IN THE STATE POLICE SCHOOL OF THE NORTH SUMATERA REGIONAL POLICE

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Abstract: This research was conducted preceded by the desire of the researcher himself to explore the principles of counseling guidance at the State Police School (SPN) of the North Sumatra Regional Police. This study aims to determine the role of Guidance and Counseling in Mental Development activities at the North Sumatra Regional Police State Police School. The method used in writing this research was qualitative in a case study approach. The research data were collected through interviews and observations. Furthermore, the data were analyzed using thematic analysis techniques. The results showed that in terms of motivating the State Police School students to apply the principles of Islamic guidance and counseling, so as to achieve good learning outcomes and mentally healthy. This can be seen from the success of these students in completing the learning process. Furthermore, the mental assessment of students in terms of problems that did students have restrictions and obligations. If you violated the prohibition, you will be mentally reduced. Personality mentality reflected in student learning outcomes, so if the student's mentality was good then the performance will be good.

Keywords: *Guidance; Health; Counseling; Mental*

INTRODUCTION

Education is a conscious and planned effort in the process of mentoring and learning for individuals to develop into independent, responsible, creative, knowledgeable, healthy and noble human beings (Suyadi 2013). In addition, education is a human effort to foster their personality according to the values in their society and culture (Hamalik, 2004; Dewey, 2003). Thus, however simple the civilization of a society is, an educational process occurs or takes place. That's why it is often stated that education has existed throughout human civilization.

Education is essentially a human effort to preserve his life. In Article 39 of Law No. 20 of 2003 concerning the National Education System, which states that educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service. As part of education, guidance is the process of providing assistance to people continuously and systematically by mentors so that individuals or groups of individuals become independent individuals.

The term guidance and counseling as stated in Winkel and Hastuti (2012) is a translation of the words Guidance and Counseling. Basically guidance and

counseling is an effort to provide assistance to students so that they can understand themselves so that they are able to direct themselves and act properly in accordance with their mental development. . This effort is carried out systematically and continuously (Azet, 2012; Prayetno & Emti (2009). Meanwhile, according to the government no 28/1990 on Basic Education, article 25 paragraph 1. Guidance is assistance provided to students in an effort to find personal, know the environment and planning for the future”.

According to Dunsmoor and Miller (1949), guidance and counseling aims to help individuals to understand and make extensive use of the educational, position, and personal opportunities they have or can develop, and as a form of systematic assistance through which students are assisted to obtain adjustment of both his school and personal life

The National Police School (SPN) POLDA SUMUT has implemented the Counseling Guidance program in the Counseling Guidance Principle according to applicable programs and procedures. In selecting the Counseling Guidance teacher, it also has several requirements, namely that it must have an appropriate scientific background, in other words, the teachers who are in charge of providing guidance and counseling to students have a scientific background of guidance and counseling. One of the programs for providing guidance and counseling is the provision of Islamic guidance and counseling.

Because of the importance of this Islamic guidance and counseling process, we conducted a study aimed at knowing the role of Islamic Guidance and

Counseling in Mental Development activities at the North Sumatra Regional Police State Police School.

METHOD

The method used in this research was qualitative research method. While the research approach used was a case study approach. Qualitative method is a research method in which the research process is based on a way to investigate a social phenomenon and a human problem (Creswel, 2012; Cohen, Manion & Morrison, 2007). The case study approach is taken because case studies were a qualitative research approach to understanding individuals that is carried out integratively and comprehensively in order to obtain a deep understanding of the individual (Heigham & Croker, 2009; Gall, Gall & Borg, 2007).

This research conducted at the State Police School (SPN) Polda North Sumatra. Participants in this study were selected using a purposeful sampling technique (Creswell, 2012; Fraenkel, & Wallen, 2012). Participants in this study were the coordinator of guidance and counseling activities, teachers and students who were given Islamic counseling guidance.

To answer the formulation of research problems, the research data were obtained from interviews and observations. Interviews conducted with the coordinator of the Islamic Counseling Guidance program, teachers and students to find out how the impact of the implementation of Islamic Counseling Guidance on student performance, while observations were made to observe the phenomena that occurred during the implementation

process of the Islamic counseling guidance program.

Data obtained from observations and interviews analyzed using thematic analysis (Heigham & Croker, 2009). The thematic analysis stage started from reducing the data that has been obtained, then collecting data codes that were similar and concluding the coding data that has been carried out in the form of a theme which will then be described in a narrative.

RESULT

Based on the results of interviews and observations, the results of data analysis obtained two main themes which will then be described in a narrative manner. The two themes are: 1) Principles of Islamic Counseling Guidance at the North Sumatra Police State Police School (SPN) and 2) Reflection on the implementation of Islamic Counseling Guidance at the North Sumatra Police State Police School (SPN).

Principles of Islamic Counseling Guidance in State Police Schools (SPN) POLDA SUMUT

Based on the results of interviews of researchers with the head of teaching (Koogadik) related to the guidance and counseling process every day at the State Police School (SPN) POLDA SUMUT, he said

"Counseling activities are carried out in congregational prayer activities for those who adhere to the Islamic religion. After completing the prayer service, there is guidance or direction such as lectures and other motivational words." (Personal Communication, 2020)

The results of this interview were also supported by observations where the

provision of guidance and counseling in congregational prayer activities was a program that originated from the initiative of religious teachers and teachers of Guidance and Counseling and has been carried out regularly at SPN Poldas SUMUT. As explained by the SPN Poldas Sumut Train above, the objective of implementing this congregational prayer program is to increase the love of worship for students.

With the goal to be achieved in a counseling guidance principle, it was necessary to look at the role of guidance and counseling teachers properly. To find out this, the researcher conducted an interview with the National Police School Train (SPN) POLDA SUMUT regarding learning motivation in the process of Guidance and Counseling Principles, information can be obtained as follows:

In the Principles of Guidance and Counseling at the State Police School (SPN), POLDA SUMUT is very closely related to the learning adopted at the State Police School (SPN) POLDA SUMUT. Because the cooperation between all parties must run properly and coordinate with each other. We also add the Counseling Guidance subject at the National Police School (SPN) POLDA SUMUT to class 4. The lesson hours for the formation of cultural character every week to shape the character of these students to be better. This is done to synchronize subject teacher reports to BK teachers (student caregivers) in helping solve existing problems, as well as assisting students in increasing enthusiasm for learning and also not being separated from the Deputy Principal of the National Police School (SPN) POLDA SUMUT for Student Affairs. This is not limited by the

National Police School (SPN) POLDA SUMUT and does not interfere with the learning process in the classroom while still in reason and wisdom (Personal Communication, 2020)

Based on the explanation presented above, we could understand that in principle, Guidance and Counseling at the State Police School (SPN) POLDA SUMUT has a significant positive impact on students. Providing guidance and counseling means to support the optimal development of students. In principle, Counseling gave priority to the development of communication and socialization skills. The ability to communicate and socialize is very important for students so that students can be active and can communicate and socialize well.

The implementation of the Counseling Guidance has had a positive effect on students. By cooperating with each other between class teachers, subject teachers and Guidance and Counseling teachers, students felt comfortable and calm because they were paid attention. This is an evident from the results of interviews with Guidance and Counseling teachers about the steps in implementing Islamic Counseling Guidance which was oriented to increase student learning motivation as follows:

The steps in the Counseling Guidance Principle need to be done, 1) Determine the goals to be achieved, 2) Analyze the sources and constraints to be faced, 3) Analyze the needs needed, 4) Determine more goals. specific and measurable so that what you want is achieved, 5) Determining what priorities should come first, 5) Determining strategies and activities related to specific goals,

6) Conducting an evaluation of planning, and finally , 7) Making some changes that are necessary for improvement and increasing learning motivation. (Personal Communication, 2020).

Based on the description above, it can be understood that in the implementation of Counseling Guidance there are many things that need attention. Because, the implication is direct to what students feel. To find out how students feel about the Counseling Guidance process at the North Sumatra Police State Police School (SPN), researchers conducted an interview with one of the students of the North Sumatra Police State Police School (SPN). Based on the results of interviews with students of the State Police School (SPN) POLDA SUMUT, the following information was obtained:

In my opinion, the Principles of Guidance and Counseling in the National Police School (SPN) POLDA SUMUT, are always actively implemented. Because there are so many different characters of students because students come from various regions in North Sumatra, even outside of North Sumatra. And also a lot of support received from various parties. This activity really helped me to express my opinion. After participating in this counseling activity, my classmates and I who participated in this activity can increase enthusiasm for learning. (Personal Communication, 2020)

Interview results are also supported by observations. From the results of the analysis of the observational data, it can be concluded that the role of the Guidance and Counseling teacher in implementing Guidance and Counseling is an effort to

provide guidance and direction to students who experience difficulties at the National Police School (SPN) POLDA SUMUT. The process of implementing activities is directed to help students understand themselves, increase their motivation to learn, express their own opinions, and respect each other's opinions.

At the beginning of the activity, the class dynamics were not fully in accordance with the expectations of the researchers. This is because students come from different cultural backgrounds. After carrying out the activities of Islamic Guidance and Counseling, there is a change in students. Class dynamics slowly occur in each class that is formed, ranging from discipline, courage to express opinions while guidance is taking place to exchange opinions with other class members.

Based on the results of field observations and interviews conducted by researchers with BK teachers at the National Police School (SPN) of the North Sumatra Police, it was found that the components in the implementation of the Counseling Guidance activities carried out at the State Police School (SPN) POLDA SUMUT Hinai District Langkat are class leader and class members.

According to the data obtained by the researcher, the class leader in this case has an important role in bringing members to an atmosphere that supported the achievement of the objectives of the Counseling Guidance. In this case, as class leaders were BK teachers who knew the role of class leaders and as class members were students of the North Sumatra Police State Police School (SPN).

Reflection on the implementation of Islamic Counseling Guidance at the North Sumatra Police State Police School (SPN)

Based on the interview with the counseling teacher about reflection after the implementation of the Counseling Guidance activities are as follows:

After all the planning and implementation of the Counseling Guidance Principle has been carried out, it can be seen that the result of the implementation of the Counseling Guidance in SPN schools is that students become active and have good grades in general subjects. Next thing to think about is to arrange a follow-up in the future. After the Counseling Guidance at the State Police School (SPN) POLDA SUMUT was carried out well.

Based on the above interview, it can be understood that, after all stages of the individual Islamic counseling process have been carried out, then there is a follow-up to the implementation of the Islamic Counseling Guidance. The aim is to measure the extent to which the principles of Islamic counseling have been carried out and the level of success that must be seen.

Based on the results of observations made regarding the results obtained after the holding of Islamic counseling guidance activities at the State Police School (SPN) POLDA SUMUT, it can be seen that the student response is very good. This can be seen from the attitude of students who want to provide answers when the counseling teacher asked questions and when the Islamic Counseling Guidance process is carried out the students were quite active in participating in the ongoing teaching and

learning process. At first, students were a little embarrassed to express or convey the opinions they wanted to express for fear that their answers were wrong. Then the Guidance and Counseling teacher and subject teacher gave encouragement to students that there are no wrong or right answers. After that, students began to actively respond to what was asked by other classmates.

Furthermore, based on the results of observations, information was obtained that students were active in participating in the Counseling Guidance activities. In the process of implementing Islamic Counseling Guidance, students always provide feedback on the feedback given by their teacher. When students feel they do not know what the Guidance and Counseling teacher has expressed, students have the courage to ask their teacher. In addition, the students showed body gestures that looked very enthusiastic in following all the stages in the Islamic Counseling Guidance process.

Furthermore, from the observations it can be seen that after the counseling teacher conducts counseling, students take changes in terms of communication, namely in terms of issuing opinions, students begin to give their contribution which was not previously predicted by the guidance and counseling teacher at the beginning of the implementation of the Islamic Counseling Guidance. At first the teacher thought the students would find it difficult to follow the stages of the process, but in practice the students gave their opinion on understanding the material given.

From the observation results also obtained information that the Counseling Guidance implementation technique used

is class discussion and home room. Home room is a technique of Counseling Guidance Principles which is done by creating a family situation (an atmosphere like at home).

From the explanation above, it can be concluded that the implementation of the stages of the Islamic Counseling Guidance process at the State Police School (SPN) POLDA SUMUT has been going well. As for Islamic counseling guidance efforts in increasing student motivation at the State Police School (SPN) POLDA SUMUT carried out by applying the Islamic concept, namely inviting all students to perform congregational prayers, in this case performing Dhuha prayers and zhuhur prayers, performing prayer rituals before carrying out activities academic at school and class. According to the information provided by the Counseling Guidance teacher (BK), so far the counseling guidance program carried out at the State Police School (SPN) POLDA SUMUT especially for all students has been very effective in increasing student learning motivation.

DISCUSSION

Based on the results of data collection, both from observation and from interviews, it can be concluded that the implementation of the stages of the process of Islamic Counseling Principles in the State Police School (SPN) POLDA SUMUT has been going well. The efforts of Islamic counseling guidance in increasing student motivation in the North Sumatra Police State Police School (SPN) are carried out by applying the Islamic concept, which is inviting all students to perform congregational prayers in this case

do dhuha prayers and dzuhur prayers, perform prayer rituals before carrying out activities academic at school and class. According to the information provided by the Counseling Guidance (BK) teacher that so far the counseling guidance program conducted at the SPN Hinai school, especially for students, has been very effective in increasing student learning motivation.

The process of implementing the counseling guidance program is carried out by the Counseling Guidance teacher with a police education background, not a counseling education background, so that the learning materials and methods provided to students of SPN Hinai Langkat Regency by the teacher are only based on information obtained from package books and from sources that can be accessed on the internet. The sources he summarized himself (Own Initiative). In addition, the materials and implementation methods were also obtained by following the training process and workshop that the teacher participated in. However, it does not reduce the ability and quality of the teacher to apply the theory and methods of learning counseling guidance to students of SPN Hinai, Langkat Regency. This can be seen from the success of these students in completing the learning process at the SPN Hinai school, Langkat Regency.

The inhibiting factors in carrying out Islamic counseling guidance efforts in increasing learning motivation of the North Sumatra Police State Police School (SPN) are: 1) Background of the Counseling Guidance Teacher who is not from the Counseling Guidance Education; 2) Parents who are not open to student problems requiring counseling; 3) Islamic counseling guidance learning methods and

materials that are not in detail (do not have specific standards as a measure of the success of a theory) and 4) less supportive facilities and infrastructure.

CONCLUSION

Based on the results of the above research, it can be concluded that the role of Guidance and Counseling in Mental Development activities at the State Police School of the North Sumatra Regional Police is carried out by means of physical guidance. Parenting plays an important role in carrying out counseling guidance to students. With the process of Islamic counseling guidance can give birth to mentally healthy students. The mental assessment of students in terms of student responses has restrictions and obligations. If he violates the prohibition, his mental assessment is reduced. Mental personality has been reflected in student learning outcomes, so if the student's mentality is good then the performance will be good.

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STUDENTS' UNDERSTANDING AND ATTITUDES TOWARDS SCHOOL BASED MANAGEMENT, FACULTY OF SCIENCE EDUCATION, MAKASSAR STATE UNIVERSITY

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Abstract: This study aimed to determine whether there was a correlation between the level of students' understanding of SBM (School Based Management) and students' attitudes towards SBM in the Department of Educational Administration, Faculty of Education, Makassar State University. This research was a correlational research. The total population was 180 students and 42 of them were selected as samples taken through purposive random sampling technique. The research data were analyzed using Pearson Product Moment Correlation. The results showed that there was a significant correlation between students' understanding and their attitudes towards SBM. It can be concluded that the higher the level of students' understanding of School Based Management, the more positive their attitude towards School Based Management.

Keywords: Attitude; School Based Management; Understanding

INTRODUCTION

Since the reform era, various policies and decisions have been issued by the government that have brought major changes, including in the field of education. For example Republic of Indonesia Law Number 22 of 2000 and Government Regulation of the Republic of Indonesia Number 25 of 2000 which regulate the authority of the central government and the authority of the

Province as autonomous regions. The two regulations also contain logical consequences for education, namely the change of Central-Based Management to School-based Management.

This is interesting to study because there are assumptions why school-based management is important to implement. First, schools are seen as non-profit educational service institutions in which the principal is the education manager. As a manager, the principal is responsible for all components of the school. The principal must be able to improve service quality and school achievements, both internal and external. Internal achievement is related to student learning achievement, and external achievement is related to the community around the school, stake holders, and industrial institutions (world of work). Furthermore, school-based management will be effectively implemented if it is supported by a system of power sharing between the central government and local/provincial governments in school management. Finally, schools know best about the strengths, weaknesses, opportunities and threats so that they can strive to optimize all the resources they have in order to develop and advance the school.

The bureaucratic and centralized system in our education system is one of the reasons for the deteriorating quality of

education. Schools where the principal and teachers cannot carry out activities freely (develop creativity). They are controlled and helpless (Danim, 2006).

Conceptually, school-based management is a school management model that provides autonomy to schools and emphasizes joint/ participatory school decisions from all school members in order to improve the quality of education based on national education policies. SBM provides the possibility for schools to have great authority in managing their schools to be more creative so they can develop programs that are more suitable to the needs and potential of the school (Syukur, 2011).

In general, school-based management is an attempt to 1) delegate school organization and governance, 2) empower people who have close relationships with schools, namely teachers, parents and school principals, 3) create new roles and responsibilities for all those involved in school-based management, and 4) transforming the teaching and learning process that takes place in the classroom (Kubic & Kathleen, 1998).

Several studies have been conducted related to this School Based Management. First, the results of study from Suprihatin, Akbar, and Supriyati, (2017) which showed that 1) curriculum management was integrated between the curriculum of the Ministry of Education and Culture and the curriculum of Islamic boarding schools. 2) personnel management (for) educators, 3) student management was divided into two parts, namely teaching and parenting, 4) financial management was managed by *LKMS La Tansa Mandiri*, 5) infrastructure

management, 6) public relations management, 7) management of services such as libraries, laboratories, health clinics, dormitories, and business units; and 8) monitoring and evaluation management in the form of a team consisting of the principal, committee and teaching section. All the above points were managed by school-based management.

Next, Winarti (2011) put forward the idea that school-based management allowed the distribution of authority from the central government to local governments. In addition, she concluded that the implementation of school-based management actually creates problems.

Lastly, a study conducted by Lazwardi (2018). This study focused on the implementation of school-based management. He reported that the implementation of school-based management was essentially the provision of autonomy to schools with the ultimate goal of improving the quality of education. School-based management guaranteed schools to manage all resources and funds and allocate them according to school needs. In addition, the aim of school-based management was to increase the efficiency of the quality of education in an independent and flexible manner in managing the available resources. Furthermore, there were eight components of school-based management, namely curriculum management and teaching programs, education staff management, student management, financial management, infrastructure management, public relations management, and special service management.

The results of the three studies and articles above are different from the research that the researchers conducted.

The differences are first, the three articles only discussed the implementation of school-based management. Second, the researchers only looked at how school-based management was implemented and its relationship with school-based management components. Third, the three researchers did not see the role of students in implementing school-based management. Finally, the three researchers did not investigate the relationship between school-based management and other variables. These four reasons show the difference between the research that the researcher did and the three previous researchers where the results of this study show its strength and novelty because 1) this study involved students majoring in Educational Administration, Faculty of Education, 2) this study tried to see the level of understanding of students majoring in Educational Administration, Faculty of Education on school-based management, 3) This research involved psychological variables, namely attitudes.

Different from the reality on the ground that the implementation of school-based management is not as expected. The implementation of school-based management has been slow at the primary to secondary education levels. One of the assumptions is the lack of understanding of school-based management, especially the understanding of students majoring in Education Administration which focuses on improving the quality of education.

Based on the assumption that by understanding school-based management, students majoring in Education Administration, Faculty of Education, Makassar State University would have a positive attitude towards school-based management. Thus, this research was

conducted with the aim of knowing whether there was a positive relationship between understanding and attitudes of students, especially those in the Department of Educational Administration, Faculty of Education, Makassar State University on school-based management.

METHOD

This research used a quantitative survey approach (Creswell, 2012). This research was conducted at the Department of Educational Administration, Faculty of Education, Makassar State University. The population of this research was 180 students. Samples were taken by using purposive sampling technique. A total of 42 students in semesters 4 and 6 who have obtained school-based management courses were selected as samples.

The research instrument was a questionnaire that was used to collect data of the understanding and attitudes of students majoring in educational administration towards school-based management. The questionnaire had 4 categories (Likert scale); very good (score 4), good (score 3), fair (score 2), and bad (score 1). In this case, school-based management indicators were focused on mastering 3 pillars, namely management, the teaching-learning process, and community participation. Attitudes were focused on feeling like / dislike, happy or unhappy with the school-based management program.

The questionnaire was validated by using expert validation techniques (Creswell, 2012). Where each questionnaire item had been read and corrected by two experts. Meanwhile, to see whether the questionnaire was reliable or not, the questionnaire has been tried out.

The response to the try out results was analyzed using reliability analysis with a Cronbach alpha value of 0.8.

Then, the data obtained were analyzed by using descriptive and inferential statistics. Descriptive statistical analysis was used to describe the level of understanding and attitudes of students towards school-based management. Meanwhile, inferential statistical analysis in the form of Pearson Product Moment Correlation was conducted to find the relationship between students' understanding and attitudes towards school-based management.

FINDINGS

The results of descriptive statistical analysis of the results of students' responses to questionnaires to see students' understanding of school-based management showed that the highest score was 93, the lowest was 34, the range was 59, and the mean was 65.2. The details are in table 1 below.

Table 1
Students' Understanding of School Based Management

Category	Interval	Frequency	Percent age
Very good	79-93	8	19.05%
Good	64-78	15	35.71%
Fair	49-63	13	30.95%
Bad	34-48	6	14.29%
Amount (N)		42	100%

From table 1 it can be seen that students' understanding of school-based management still needs to be improved. This was because only 54.76% of the 42

sample people were in the very good and good categories. Meanwhile, 45.24% in the fair and bad categories.

Furthermore, from the results of descriptive statistical analysis of students' responses to questionnaires showing student attitudes towards school-based management, the results showed that the highest score was 99, the lowest was 50, the range was 49, and the mean was 74.95. In detail, it is in table 2 below.

Table 2
Students' Attitudes towards School Based Management

Category	Interval	Frequency	Percent age
Very good	88-100	6	14.29%
Good	75-87	16	38.10%
Fair	62-74	15	35.71%
Bad	49-61	5	11.90%
Amount (N)		42	100%

From the data in Table 2 it can be seen that students' attitudes towards school-based management still need to be improved. This was because only 14.26% or 6 of the 42 samples of people had very positive attitudes towards school-based management, 38.10% or 16 of 42 people were positive, 35.71% or 15 of the 42 samples were quite positive, and 11.90% or 5 of 42 people behaved very badly to school based management.

At the end, from the results of data analysis to show the correlation between students' understanding and attitudes towards school-based management were analyzed by using the inferential Pearson Product Moment Correlation statistics, which showed that there was a significant

correlation between students' understanding and attitudes towards school-based management where the R value was calculated. 0.852 is more than R table 0.304 with $N = 42$ at $\alpha 0.05$. at the significance level $\alpha 0.05$.

DISCUSSION

Conceptually, the students in semester 4 and 6 had received school-based management courses. However, the results showed that there were several assumptions or reasons why students' understanding of school-based management still needs to be improved. Among them were 1) students are not serious during PBM, 2) students were not active, 3) the way the lecturer teaches was not attractive — conventional techniques; not student-centered, 4) lecturers did not master the material, 5) lecturers focused on mastering school-based management theory; lack of practical elements such as giving “project” assignments seeing the implementation of school-based management in certain schools, and 6) lecturers focusing more on one aspect of school-based management (learning); did not touch the other two aspects; management and public relations.

These six assumptions could influence students' attitudes towards school-based management. It was possible that students with high scores on school-based management had very good attitudes towards school-based management, or vice versa. This argument was strengthened by the results of the Critical Values for Pearson Product Moment Correlation Coefficient. The results showed that there was a significant correlation between students' understanding and attitudes towards school-based management. The

result meant that the higher the students' understanding of school-based management, the better or positive the students' attitude towards school-based management.

The conclusion above was reinforced by the opinion of Mulyasa (2004) that school-based management could be implemented effectively and efficiently if the four management functions are integrated. These functions were planning, organizing, implementing, supervising. 1) Planning was a systematic process in making decisions related to actions to be taken. Planning was formulated based on data. Educational planning manages various activities in an effort to achieve educational goals. 2) Organizing was related to how the planning is organized or formulated by a systematic procedure. 3) Implementation was related to the implementation of planning by empowering the resources owned by the school in a professional manner. 4) Supervision controlled how planning was implemented properly.

In more detail, the implementation of school-based management required 9 strategies to get optimal results (Slamet, 2000). These strategies were 1) Socialization of community school-based management concepts such as school principals, teachers, parents, supervisors, and stake holders. This socialization could be done through seminars, training, Focus Group Discussion (FGD), scientific forums, and parents. 2) Internal and external analysis of schools in order to face the reality of the change from center-based management to school-based management. 3) Formulation of situational objectives and readiness criteria for each function. 4) Identification of important

functions involved in achieving goals, namely the curriculum, teachers and other staff, students. 5) Determining the readiness of each function through a SWOT analysis. 6) Best solution selection; from an unprepared function to be ready or from weakness and threat to strength and opportunity. 7) Short, medium, and long term planning and programs based on priority scales. 8) Implementing the program by considering inputs. 9) Process control and evaluation of school based management results.

Decentralization was a school-based management concept that emphasizes 1) school flexibility in making decisions that are appropriate / approaching school needs, 2) accountability to parents, stake holders, and parents were increasing, 3) school performance would increase, especially quality, effectiveness, efficiency, productivity, innovation, and character (Bailey as cited in Sunset: 2000). Volansky and Friedman (2003) suggested 5 conditions for successful school-based management; 1) supported by the school community as a whole, 2) implemented sustainably, 3) school staff should be trained on how to adapt to new roles and communication networks, 4) availability of financial support, and 5) transferred of power from the center to the principal, continuing to teachers and parents.

Attitudes were conceptually not reactions or activities. Attitudes were still in the form of behavioral predisposition or readiness to behave, not action. Cascio (1991) and Gibson (1996) suggested 5 dimensions of attitude. 1) direction (agree / disagree, positive / negative), 2) intensity (depth of attitude towards a certain object may not be the same even though the

direction is the same, 3) flexibility (disagreement with an object can occur in certain aspects), 4) consistency (suitability between attitude and response; a stable attitude means consistent; a volatile attitude means inconsistency), 5) spontaneous (to what extent a person's readiness to express their attitude spontaneously).

Therefore, the theories that supported the results of the study showed that understanding school-based management required a strategy that was taken into account other important functions and requirements. In addition, direction, consistency, flexibility, intensity, and breadth as part of attitudes are variables that determine the success of school-based management. However, socialization was often forgotten during the dissemination of school based management. Even in the classroom, teachers often ignore the importance of understanding school-based management, for example by assigning students a "class project" on how school-based management is implemented in schools. This situation would affected student attitudes towards school-based management.

CONCLUSION

From the results of the study it can be concluded that there was a significant correlation between students' understanding and attitudes towards school-based management. In other words, the higher the students' understanding of school-based management, the better or positive the student's attitude towards school-based management.

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Abstract: The abstract must be written in English and Indonesian paragraphs. Abstract length must be short (between 150-250 words). In this abstract you must write your research goals /objectives, your research methods (design, participants, data collection, and data analysis). After that you must describe the main findings of your study.

Keywords: word; another word; lower case except names (require alphabetically order of 5 keywords)

Abstrak: Abstrak harus ditulis dalam paragraf bahasa Inggris dan bahasa Indonesia. Panjang abstrak harus pendek (antara 150-250 kata). Dalam abstrak ini, Anda harus menulis tujuan/sasaran penelitian, metode penelitian Anda (desain, peserta, pengumpulan data, dan analisis data). Setelah itu, Anda harus menggambarkan temuan utama studi Anda.

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INTRODUCTION

The introduction, you have to describe clearly the reasons why you are interested in conducting your research study. Describe the citation from the literatures (previous related studies from reputable journals) that support your

research study. You also have to describe the gap that you found in the literature between what has happened and the differences to your research that shows the novelty of your research study. At the end, you have to describe the research problems/ research questions of your study. (References should be cited both in text and in the references list and should conform to the most recent APA style guide. <https://owl.english.purdue.edu/owl/resource/560/02/>)

METHODS

The research design (qualitative, quantitative or mixed method) is clearly described and appropriate for the purpose of the study. The purpose, content and usage of data collection tools are explained and justified.

Setting and participants (for qualitative study) and Setting, population and sample (for quantitative study)

If the research design is qualitative then you have to describe the research setting (the place where you conduct your research study), the participants that become your data sources in terms of their characteristics and their selection methods are described in detail and justified

If the research design is quantitative, then you have to describe the

research setting (the place where you conduct your research study), the population of the study in terms of the number of people in the population, the characteristics. After that you describe the sample of your study in terms of sampling technique that you use to draw the sample from the population of your study.

Data collection

If the design is qualitative, then, the data are usually collected by using interview and observation. If you use interview as one of your research instruments, you have to describe in detail the purpose of conducting the interview, the questions that you give to your respondents, how many times that you conduct the interview, how many hours for one person that you interview. If you conduct the observation, you have to describe who you observe, how many times you conduct the observation, what aspects that you observe, and how you conduct the observation. You also have to describe the way you conduct the observation

If the design is quantitative then you also have to describe the instruments that you use for your research study. If you use test, you have to describe what kind of test that you use, describe the test items briefly. Then describe the way you ensure that your instruments are valid and reliable. If you use closed response questionnaire items, you have to describe how you administer your participants to give response to your questionnaire and you also have to describe the way you ensure that your questionnaire is valid and reliable.

Data analysis

If your data is qualitative, you have to mention the procedures of thematic analysis to analyze your qualitative data into themes and codes.

If your data is quantitative data, you have to describe the steps of inferential statistical analysis tool that you use to analyze your quantitative data.

FINDINGS

Findings respond to the purpose of the study, and are presented systematically based on the numbers of research questions.

If your research method is qualitative, the finding describe the themes and codes gained from data analysis.

If your research method is quantitative, then the findings describes the results of statistical analysis.

For example

The example of Findings for quantitative data

The Influence of Students' Anxiety towards Students' Final Performance

Regression analysis of the data of students' anxiety level and students' performance was done in order to find out whether students' anxiety affected students' performance or not. The results of regression analysis can be seen in table 1:

Table 1
Regression analysis of the data students' anxiety and students' performance

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	104,228	,5843		17,837	,000
	Questionnaire	-,259	,062	-,677	4,213	,000

Based on the data listed in table 1, it can be seen that the significance value was .000 which was lower than .05 and the t-value was (4.213) which was higher than t-table (1.724). Therefore, it can be inferred that students' anxiety significantly influenced students' performance.

In addition, R-square was obtained to know the percentage of how students' anxiety influenced students' performance. The results can be seen in table 2:

Table 2
Model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,677 ^a	,458	,432	3,724

a. Predictors: (Constant), questionnaire

From table 2, it can be seen that the R-Square value was .458, it means that students' anxiety could influence their performance for about 45.8%.

The example of Findings for qualitative data

The Factors caused Students' Anxiety

After analyzing the data from observation and interview, we found that there were some factors that caused students with high and moderate anxiety level felt anxious during the learning activity. The themes and code gained from thematic analysis were described in table 3:

Table 3
Theme and codes for students' factors of anxiety

Theme	Code
1. Mood	A. One of the students with high anxiety level was easy to get anxious in learning when she had personal problems.
2. Health Condition	A. Some of the students with moderate anxiety level were easy to get anxious in learning when they felt sick or hungry. B. One of the students with moderate anxiety level was easy to feel anxious because she had hearing disorder.
3. Classroom Condition	A. Some students with high and moderate anxiety level would easy to feel anxious in learning when there was noise in or outside the classroom. B. One of the students with high

anxiety level felt
anxious when the
room was hot.

The themes and codes described in table 8 were explained as follows:

Health Condition

Based on the data from observation and interview, I found that health condition could affect a student's performance in learning process. In this case, I found that the students who felt sick, hungry, and had hear disorder could not follow the class well.

Based on the interview data, I found that some students with moderate anxiety level were easy to get anxious when they were in unhealthy condition. For instance, one of student named ART said that, *"I usually felt anxious when I was sick because it was hard for me to focus on that condition"* (personal communication, December, 3, 2018). Similarly, one of the students also felt anxious when she felt sick and hungry. For example, student named IDL confirmed that, *"I felt anxious because of personal factor such as, when I felt hungry and sick, those usually hampered me to listen the material from my teacher"* (personal communication, December, 3, 2018).

In the same way, after I analyzed the data from observation, I found that the lecturer never arranged the student's seating position such as, placing students who had hearing problems in the front seat. She never asked whether the students had the hearing problem or not, so the lecturer did not know that there was a student who had the hearing problem in her class.

DISCUSSION

Findings are discussed with a reference to relevant and recent literature. Discussion or description and analysis consist of reasoning process of the article's main argumentation based on research findings which is compared to other research findings and supporting theories

CONCLUSIONS

Conclusion should be consisting of answering research problem, based on the main research findings, theoretical significance/conceptual construction.

REFERENCES

References must be written properly. In writing the citation, it would be better and suggested to use software of citation manager, like Mendeley and Zotero, with following standard of APA Style 6th Edition

For example

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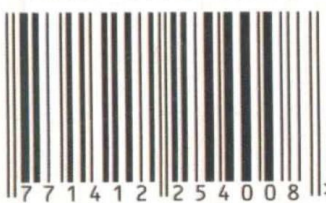
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5. Articles from the basis of research consisting of various parts: namely title, author's name, relationship, e-mail address, abstract (150-250 words), keywords (maximum 5 words), introduction, research methods, discussion, research findings, discussions, conclusions, and references.
6. Title cannot be more than 15 words. This is your chance to attract the reader's attention. Remember that readers are potential writers who will quote your article. Identify the main problems of this paper. Start with the subject of the paper. The title must be accurate, not ambiguous, specific and complete. Don't use abbreviations that are rarely used. The title of the writing must be typed in bold 14 pt Times New Roman.
7. The author's name must be 12 pt Times New Roman. Author affiliation must be 12 pt Times New Roman.
8. The author's name must be written in full language without an academic degree (degree), and equipped with security membership according to the appropriate address (email address).
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11. The Research Method consists of a description of research design, data collection techniques and data analysis techniques.
12. The research findings consisted of the results of data analysis for each research question.
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