

Improvement Of Habituation Methods In Learning Islamic Education At Mts Al-Jumhuriyah Sei Rattan

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ABSTRACT

Realizing a generation that is able to compete in the future, teachers as designers of education in the scope of change, should be able to design learning using models, strategies, methods and even learning media in every lesson. This type of research is classroom action research, this research uses the Kurt Lewin model, which is action research consisting of four main components, namely: planning, action, observation, and reflection. The subjects in this study were class VIII at MTs Al-Jumhuriyah Sei Rattan as many as 25 students. The data collection instrument used is an observation sheet. From the research carried out, it was concluded that the habituation method in Islamic Religious Education lessons for grade VIII students can increase. This improvement can be seen from the observation sheet given by the researcher. The result of the action in cycle 1 was an average of 38.74 and cycle II was an average of 84.7. Judging from the results of cycle I to cycle II, there is an increase that shows an increase in the learning outcomes of Islamic Religious Education. Thus the research hypothesis is acceptable.

Keywords: Method, Habituation, Islamic Religious Education

A. INTRODUCTION

Creating a generation that is able to compete in the future, teachers as educational designers in a small scope, should be able to design learning using models, strategies, methods and even learning media in each field of study, with the aim that students can be actively involved in every learning process and students can better understand the concepts of what they learn and the learning carried out is fun in all subjects.

The learning process occurs, students only always listen to explanations from the teacher. Students simply record what the teacher has recorded on the board. If the teacher explains a material and opens a question session, students tend to make noise and tell stories during the learning process, some are just silent. This shows the lack of enthusiasm for learning students in the subject of Islamic Religious Education. The enthusiasm for learning of students who are still lacking greatly influences them in understanding material related to the subject of Islamic Religious Education.

The subjects of Islamic education as a whole within the scope of the Qur'an and Al-hadith, faith, morals, fiqh / worship, and history, as well as illustrates that the scope of Islamic religious education includes the manifestation of harmony, harmony and balance of human relationships with Allah SWT, oneself, fellow humans, other creatures and their environment (*hablun minallah wa hablun minannas*) (Manizar, 2018). According to Firmansyah said that Islamic Religious Education is an effort to nurture and nurture students so that they can always understand Islamic teachings thoroughly. Living the purpose, which in the end can practice and make Islam a view of life (Firmansyah, 2020).

One of the methods used in learning is the habituation method. Habituation is a spearhead point in developing early childhood discipline (Fahmi & Rantika, 2021). In the field of education, the habituation method is known as the operant condition, teaching children to get used to commendable behavior, discipline, study hard, work hard, be sincere, honest, and be responsible for every task that has been given (Nurhasan, dkk, 2019). Habituation in the learning process of this discipline is very influential in student learning outcomes. If since children are instilled with discipline through habitual methods, then later after adulthood he will be more accustomed to achieving things with habituation methods (Fahmi & Firmansyah, 2021). The habituation of this discipline will make it easier for him to interact with society and will certainly make him more confident and live regularly.

The habituation method is a way that can be done to accustom children to think, behave, act in accordance with the teachings of Islam. This method is very practical in coaching and building children's character in increasing habituation in carrying out an activity at school

(Kroya, 2021). The essence of habituation actually has a core to be an experience. Habituation is something that is practiced. Therefore, the description of habituation is always a series of the need to do habituations that are carried out every day. The essence of habituation is repetition. In attitude coaching, the habituation method is very effective because it will train good habits. Habituation is the cultivation of the skills to do and say something, so that the right methods can be liked by the subject. The habituation method is a way of acting acquired through repeated learning which eventually becomes sedentary and automatic (Maisyanah & Inayati, 2019).

B. LITERATURE REVIEW

Habituation

Habituation is a behavior that leads to a decrease or increase in response to a given stimulus. From research results. The same or different stimuli or stimuli that are interconnected can provide an interaction effect on habituation. The habituation model performed in conducting therapeutic treatment emphasizes the use of individually tailored functional analysis during treatment. The habituation model that is needed in the treatment the process involves three conditions namely activation of fear, minimization of behavior that reduces anxiety and habituation. On the other hand, the habituation process can be carried out using Orient Reflexes (OR), which is an interaction models of organisms with their environment Orient reflex is the novelty of the stimulus that is raised, generally operationalized in terms of reduction by repetition of the stimulus.

Habits have an impact on the value shown on one's behavior. The development of a person's behavior is determined by the ability to form habits. Thus it can be said that habit is a determining factor in seeing one's behavior in everyday life. The value of habit can also be seen in the attention shown by someone through their visuality. Research results. Habits can make the system of attention and vision focused so that it will help the brain plasticity. This brain plasticity can affect cognitive function which is very important for learning. From the results of this study it can be seen that the value of a person's habits can affect cognitive functions which are very important for learning. Types of habits consist of movement habits, verbal habits, moral habits, social habits, habits of way of thinking and trusting. These types of habits provide the opportunity to study general habits before they appear in the scope of specific habits. Thinking is a strength of one's soul that can put relationships between knowledge or dialectical processes about knowledge. Moral habits are the types of habits that are more inclined to one's character. Character is defined as the operative value (value in action) that is

related between a person and another person. Habits that occur in our daily movements can be caused as reflexes and skilled movements.

Reflex motion is a movement that has become part of our natural talents while skilled movement is a movement that must be learned and shaped based on our experience. In terms of social habits it divides into four types namely associative type, psychological or subjective type, character type and objective type. Of the four types that someone who is a good social habituator is someone who has an objective type. While according to learning achievement is anything that has been achieved by students after conducting learning activities. In addition, defining achievement is the overall skills acquired in teaching and learning in schools expressed by values based on learning tests. Learning achievement here is evidenced by the acquisition of scores from the results of learning tests. The achievement of ideal learning achievements includes all psychological domains that change as a result of students' learning experiences and processes. However, the disclosure of changes in behavior throughout the domain, specifically the student domain, is very difficult. Therefore, what the teacher can do in this case is just to take a snapshot of the behavior changes that are considered important and are expected to reflect the changes that occur as a result of student learning, both the dimensions of creativity and taste and the dimension of the initiative. Measures and data on student learning outcomes as described above can be done if we know the outlines of indicators (indicative of certain achievements) associated with the type of achievement to be revealed or measured. The realm or type of achievement that can be measured is divided into three realms, namely 1) The realm of cognitive / cognitive includes observation, memory, understanding, application, analysis, and synthesis; 2) The realm of affective includes acceptance, greeting, appreciation, internalization and characterization; and 3) Karsa (psychomotor) domains include moving and acting skills, and verbal and nonverbal expression skills. The minimum limits of learning achievement need to be set in the teaching-learning process.

This is important because considering the lowest level of student achievement that is considered successful in the broadest sense is not an easy matter. Success in a broad sense means success which includes the realm of students' creativity, taste and intention. Determination of the minimum limit for student learning success is always related to efforts to disclose learning outcomes. So that in this study will be discussed knowing the habits of habits / habits of students in increasing multiple intelligences and determining the influence of behavior habits of students on multiple intelligences.

C. METHODS

This research is a Classroom Action Research or PTK (Classroom Action Research). Classroom action research is part of action research, and action research is part of general research (Connelly, 2003). This study was conducted to see the learning conditions in the classroom (Suyanto, 2016).

This research is class-based with a location at MTs Al-Jumhuriyah Sei Rotan. The subject of the study was class VIII MTs Al-Jumhuriyah Sei Rattan students involving 25 students. The subjects studied are Islamic Religious Education subjects. This research took place at MTs Al-Jumhuriyah Sei Rotan, Deli Serdang Regency, North Sumatra Province.

After conducting a preliminary study to the school through observation and seeing directly the values or learning outcomes of students and also the state of the learning process, an analysis is carried out by looking at the causes of the gap between reality and expectations so that a solution is offered in the form of research actions. In this study, the data collection instrument was carried out by the researchers themselves using the research model procedure by Kurt Lewin in Wilson, by observing the results of cycle I and cycle II (Desmond & Wilson, 2019). The procedure for this research uses the Kurt Lewin model using four action research processes, namely planning, action, observation and reflection. In classroom action research, researchers will collaborate with peers who are tasked with observing each research action. This study used 2 cycles, namely cycle I and cycle II. The implementation of each cycle is carried out with an allocation of 2 x 40 minutes (Burnes, 2004).

In the implementation of these actions, 5 minutes are used by researchers to open lessons, 35 minutes are used by researchers to convey the content of the subject matter with habituation methods while using audio-visual media. At the end of the action, researchers conducted a 15-minute review aimed at measuring students' understanding of the material. Data collection is a very important step in a study, so accuracy and accuracy are needed to obtain good and valid data.

D. RESULTS AND DISCUSSION

The results of this study were obtained from data that had been collected starting from cycle I, cycle II, and cycle III.

1) Cycle I

a. Planning

Before carrying out the planning actions of cycle I, researchers plan things that are done at the planning stage using the Habituation Method and actions are carried out once in a meeting. The planned matters are as follows:

1. The teacher prepares a Learning Implementation Plan (RPP) with the material "The Quran as a Guideline for Life".
2. The teacher makes a list of absent students, to find out which students are present or absent when learning takes place.
3. Furthermore, the teacher prepares material materials, assessment instruments, namely observation sheets, habituation methods, and lessons related to the subject matter.
4. Teachers apply habituation methods while using audio-visual media aids.
5. After students finish watching the learning video of the Qur'an material as a Guideline for Life, students will practice reading the Quran in front of the class. Then another student chimed in.

b. Action

Cycle I will be held on Thursday and Friday February 9 and 10, 2023 from 10.00 to 10.45 and learning lasts for 2 x 40 minutes. The activities using the Habituation Method include the following steps:

1. The teacher opens the lesson with greetings and equally recites prayers and absenteeism from students.
2. Teachers provide motivation for students to be more enthusiastic in the learning process.
3. The teacher explains the learning objectives according to the achievement of basic competencies and explains the core subject matter.
4. Teachers apply the Habituation Method with routines every time they start learning such as lighting or shaking hands with the teacher's father/mother, dressing neatly, praying before learning, praying after learning, giving greetings.
5. The teacher displays learning videos with the use of audio-visual media in the form of videos about the Story of the family which is Always Full of Quranic Nuances in His Life
6. The teacher invites and instructs some students to practice reading the Qur'an and understand the meaning of the contents in it. This is done by the teacher

to find out the extent to which students understand the material that has been conveyed by the teacher with the media.

7. The teacher gives the conclusion of the material about the Qur'an as a Guide to Life studied to the students.
8. The teacher closes the lesson by reading prayers and saying greetings.

c. Observations

At this stage, teachers and observers make observations made when the habituation method is applied. In the learning process with the habituation method, students are guided to observe and imitate what is in the video in the family story in order to apply it in everyday life.

Observations are made at a time when the action is in progress, so the habituation method is carried out at the beginning and end of learning. This observation was carried out by colleagues who aimed to observe the use of habituation methods implemented by the researchers themselves and record every activity and change that occurred during the implementation of learning. Observations are made according to the indicators on the observation sheet. However, in implementation, there are still advantages and disadvantages.

The advantages of implementing this habituation method students have begun to carry out habituation such as always coming to school on time, entering the classroom not late, entering the classroom on time after breaks, saying greetings when entering or leaving the classroom and starting to read prayers in an orderly manner. The lack of implementation of students is still a lot who are not serious in learning and there are still those who play around when learning. In time that is too short, many students complain because time is too fast. And resulting in learning conditions become uncondusive and undisciplined so that the classroom atmosphere becomes noisy.

Then, the teacher told the students to practice reciting the Quran from the family story in the video. It can be seen that other students did not pay attention and did not give a response. Because it is disorderly and not disciplined in learning. Meanwhile, students who will practice how to read the Quran properly and correctly.

The results of the habituation method obtained in the first cycle were not satisfactory because students did not understand the subject matter. Then this research will make improvements for Cycle II.

d. Reflection

Based on these observations, researchers and observers conducted an analysis of the use of habituation methods in improving learning religious education in the past at MTs Al-Jumhuriyah Sei Rotan. The results of this analysis show that there are still some students who are still not fully active in participating in learning with habituation methods.

This can be seen from the learning carried out by students who are not optimal. This implementation certainly still has drawbacks so that improvements are needed for cycle II. The drawbacks and improvements are as follows:

1. Shortcomings in implementation

- a) The results of the student learning process have not been satisfactory because not all students are orderly when the learning process using media is ongoing and the time given is only a little.
- b) Students are not yet familiar with learning using media because it is very rarely used in schools. so students need adjustments.
- c) The learning process is less effective because of disruptions in learning such as talking to friends, whispering, noisy disturbing friends.

2. Improvements for the implementation of cycle II

- a) Teachers maximize learning activities effectively by using habituation methods.
- b) The teacher will direct students to pay more attention when watching learning videos.
- c) The teacher will instruct each student to understand more deeply the subject matter by using the media.

2) Cycle II

a. Planning

Cycle II is carried out on February 16 and 17, 2023 at 10.00 to 10.45 to overcome the drawbacks in cycle I. Learning activities are carried out by applying the use of habituation methods, the steps are:

1. Teachers make Learning Implementation Plans (RPP) and prepare Qur'an materials as Life Guidelines using audio-visual media.
2. Teachers prepare materials, assessment instruments, namely lesson observation sheets related to the material using audio-visual media as previously planned.
3. The teacher prepares audio-visual media in the form of videos about the explanation of prayer. Preparation of audio-visual media by teachers as supporting materials and as an attraction in delivering material to students.
4. Teachers apply habituation methods while using audio-visual media aids.
5. After students finish watching the learning video of family story material in the nuances of the Qur'an in their lives, students will practice in front of the class. Then another student noticed and responded.

b. Action

Based on the plan that has been prepared, the teacher and assisted by observers carry out cycle I. The activity will last 2 x 40 minutes as follows:

1. The teacher opens the lesson with greetings and equally recites prayers and absenteeism from students.
2. Teachers provide motivation for students to be more enthusiastic in homework learning
3. The teacher explains the learning objectives according to the achievement of basic competencies and explains the core subject matter.
4. The teacher displays learning through audio-visual media and then applies the habituation method. By doing the habit of lighting or shaking hands with the father / mother of the teacher, dressing neatly, praying before and after studying, giving greetings, prayers in accordance with the recommendations of the Holy Prophetsa, which begins with the intention, holding takbir at both hands, then the recitation of Al-Fatihah and the recitation of a short Surah, then bowing, then sitting between two prostrations until the end ends with greetings.
5. Teachers use audio-visual media by showing videos about the Quran as a guideline for life.

6. The teacher invited and instructed some students to practice reading the Qur'an fluently. This is done by the teacher to find out the extent to which students understand the material that has been conveyed by the teacher with the media.
7. The teacher gives the material conclusion about the Qur'an studied to the students.
8. The teacher closes the lesson by reading prayers and saying greetings.

c. Observations

After the action was carried out in cycle II for 2 x 45 minutes, use habituation methods to improve the learning process of Islamic religious education class VIII at MTs Al-Jumhuriyah Sei Rattan. looks to be increasing. Learning activities with habituation methods through audio-visual media make students more enthusiastic and passionate about learning.

Using the habituation method makes students have a spirit of learning and better understand the subject matter thus the results of learning discipline obtained by students increase. So that the deficiencies that occur in cycle I after being overcome have a positive influence on cycle II. This is what proves that learning discipline makes better and every student has understood the material of the Qur'an as a Guide to Life.

d. Reflection

Based on the results of observations made by researchers and observers during the second cycle of action that through the habituation method can improve the learning process of Islamic religious education in class VIII at MTs Al-Jumhuriyah Sei Rotan.

Cycle I

The results of the implementation of the habituation method in cycle I are shown in the following table:

Table 1. Results of habituation method

Cycle I Score	Average rating	Category
1166	38,73	2

Based on the research hypothesis of learning Islamic Religious Education Qur'an material as a Guide to Life, as contained in the table above, it can be seen that the ideal score that must be achieved is a score of 80. While 38.73 is the score of the student observation sheet. This result shows that the average score obtained by students is less than the ideal score that has been determined. These results prove that the method of habituation of students is still lacking in school and learning. To get information about the results of cycle I actions.

Cycle II Result

The results of the implementation of the habituation method in cycle I are shown in the following table

Table 2. Results of habituation method

Cycle II Score	Average rating	Category
2545	84,8	4

Based on the research hypothesis of learning Islamic Religious Education Qur'an material as a Guide to Life, as contained in the table above, it can be seen that the ideal score that must be achieved is a score of 80. While 84.7 is the score from the observed student observation sheet. This shows the results of observation actions and observation sheets that prove that the student learning process is improving. To get information about the results of cycle I actions.

This shows that the student learning process has increased in the completeness of the student habituation method increased from the achievement criteria for obtaining habituation method results 84.7 out of 38.73.

Comparison of Action Results

The results of cycle I and cycle II actions were carried out, then a comparison of the assessment of habituation methods for grade VIII students in Islamic Religious Education subjects at MTs Al-Jumhuriyah Sei Rattan was obtained as shown in the comparison table below:

Table 3. Results of Comparison of Habituation Methods for Each Cycle

Cycle	Average rating
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I	38,74
II	84,8

From the results of the research above, habituation methods continue to improve from cycle I and cycle II using audio-visual media. This media is very suitable for teachers to use in learning (in Islamic Religious Education subjects) because it can improve the learning process. So that the habituation method can improve the learning process of Islamic Religious Education class VIII at MTs Al-Jumhuriyah Sei Rotan.

Action Hypothesis Tester

The hypothesis proposed in this study is the Improvement of Islamic Religious Education Habituation Method in grade VIII students at MTs Al-Jumhuriyah Sei Rotan. Based on the results of the observation sheet obtained, the results of the habituation method continue to increase from cycle I to cycle II as evidenced by the average value of each cycle.

Thus, the Improvement of the Method of Habituation of Islamic Religious Education in grade VIII students at MTs Al-Jumhuriyah Sei Rattan is effective to be used and accepted.

Based on the results of the study above, it shows that the results of the Islamic Religious Education Habituation Method starting from cycle I and cycle II show an increase in the method of habituation of Islamic Religious Education in class VIII at MTs Al-Jumhuriyah Sei Rotan.

The results obtained are in line with the theory that the habituation method is a way of acting obtained through repeated learning which eventually becomes sedentary and automatic. And Audiovisual media is a medium of delivering information that displays elements of images and elements of sound simultaneously when communicating messages and information. Likewise, various data actions each cycle carried out by researchers make the learning process more interesting and foster enthusiasm in the student learning process in learning. Therefore, the habituation method is suitable for improving Islamic Religious Education learning in accordance with Behavioristic theory.

Behavioristic theory is a theory that studies human behavior. This theory argues that humans at birth are the same. According to behaviorism the educator is almighty, man is only a creature that develops by habits, and education can affect the reflexes of the desires of the heart. Human behavior occurs through based stimuli (stimuli) that give rise to reactive behavioral relationships (responses). Research conducted at MTs Al-Jumhuriyah Sei Rattan.

shows the results of research with the Habituation Method can be used in improving Islamic Religious Education learning in grade VIII students.

E. CONCLUSION

Based on the results of the discussion above, it can be concluded below: The improvement of this refracton method can be seen from the results of the observation sheets given in each cycle. From cycle I with a score of 2 or an average of 38.74 and cycle II with a score of 4 or an average of 84.7, there was an increase in the number of score scores that showed an increase in the process of student learning. The habituation method is very effective to be applied during the learning process because it can improve the learning process of Islamic Religious Education for grade VIII students in the learning process. The habituation method can support an effective and efficient learning process in the classroom.

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