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THE EFFECTIVENESS OF PEDATI LEARNING DESIGN IN LEARNING EDUCATIONAL PSYCHOLOGY FOR PROSPECTIVE TEACHERS OF ISLAMIC RELIGIOUS EDUCATION

Hamdi Abdillah

Sekolah Tinggi Agama Islam Nur el-Ghazy, Indonesia (hamdi@neg.ac.id)

Miftahul Jannah

Sekolah Tinggi Agama Islam Nur el-Ghazy, Indonesia (miftahul.jannah@neg.ac.id)

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ABSTRACTS

This research is motivated by the fact that studying educational psychology is very important. By understanding educational psychology, prospective Islamic religious education teachers can form Islamic personalities in students through understanding behavior and stages of development. Educational psychology is also a bridge in realizing good social interaction between teachers and students, between teachers, or between students and other parties. This research aims to determine the effectiveness of the PEDATI learning design in educational psychology learning for prospective Islamic religious education teachers. The approach in this research is a mixed method with a survey method. The respondents in this study were students taking Educational Psychology courses. The research results show that the PEDATI learning design implemented is in the medium category, and respondents perceive its effectiveness as good. Student perspective Islamic religious education teachers become better prepared for learning, and discussions in learning become more lively, especially in analyzing student growth and development, student environment, differences in student character, and student potential.

A. INTRODUCTION

Nur El Ghazy Islamic College is an educational institution in Bekasi. It aims to organize a superior, quality, and competitive higher education system in Islamic religious education (PAI) and produce professional teachers in their fields. Educational Psychology is one of the materials given to students who will become prospective teachers. This material is a fundamental science and must be mastered by a teacher as an educator and teacher. As educators, teachers must understand all aspects of student behavior or character to carry out their duties and roles (Andani & Fitriani, 2023).

Understanding the character of today's students is not easy. This is due to the dependence of the younger generation on the sophistication of technology, information, and transformation, which was initially intended to facilitate activities but turned out to make the more youthful generation busy with their world and seemed indifferent to the natural world conditions around them (Hanafiah, 2022).

Research shows that Generation Z uses smartphones to connect with others through social media (Hinduan & Agia, 2017)—high attachment to technology. The challenge becomes clear if teachers do not understand the characteristics of Generation Z students. Learning becomes more enjoyable for Generation Z students when learning is a continuous and innovative part of the Digital Age.

On that basis, psychology with education or learning cannot be separated. Educational psychology is a branch of psychology that examines the behavior of individuals or groups in their interactions through the teaching and learning process as part of education. Studying educational psychology is very important. By understanding the psychology of Education, prospective teachers can form Islamic personalities in students through understanding behavior and stages of development. Educational psychology is also a bridge in realizing good social interaction between teachers and students, between teachers, or between students and other parties. One will establish good social relationships by deeply understanding oneself (Andani & Fitriani, 2023). By understanding educational psychology material, students will be able to analyze the growth and development of students, their environment, and differences in their character and potential.

To ensure that the material delivered by educators or lecturers can be adequately absorbed, educators must be able to determine good learning designs. Learning design is a work procedure used by teachers in carrying out the learning process, which aims to carry out learning properly (Jultri, 2020). The urgency and role of learning design in the success of the learning and teaching process, among others, a) so that the learning process can be meaningful and effective, b) to be available or utilize existing learning resources; c) so that learning opportunities or patterns can be developed and d) so that learning can be done by anyone on an ongoing basis (Fitria, 2023).

With learning design, the material is delivered and absorbed optimally. One of the designs known during the pandemic is the PEDATI learning design. This design is an alternative to asynchronous learning (Jultri, 2020). Asynchronous lectures that adapt the PEDATI system align with the blended learning standards issued by the Ministry of Research, Technology, and Higher Education.

What is meant by asynchronous learning is one of the learning systems that does not require educators and students to meet face-to-face. Asynchronous learning activities are divided into two types, namely, self-asynchronous and collaborative-asynchronous. Self-asynchronous learning activity occurs online, making students more likely to learn independently. Independent learning activities are more focused on students. Students are required to have a high sense of responsibility in learning (Apiyani, 2022).

This study analyzes the effectiveness of the PEDATI learning design in learning educational psychology for prospective teachers of Islamic religious education.

Effectiveness

Iga Rosalina (Arifudin, 2024) suggests that the word effectiveness comes from English, namely effective, which means it succeeds or something that is done works well. Popular scientific dictionaries define efficiency as the accuracy of use, use, or support of purpose. Further, according to (Djafri, 2024), effectiveness is the main element to achieving the goals or objectives determined in every organization, activity, or program and is called effective if the goals or objectives are achieved as determined.

Efforts to evaluate the course of an organization can be made through the concept of effectiveness. This concept is one of the factors determining whether significant changes need to be made to the form and management of the organization or not. In this regard, Iga Rosalina is quoted (Rifky, 2024) as saying that effectiveness is the achievement of organizational goals through efficient utilization of resources in terms of input, process, and output. Further, according to (Sanulita, 2024), resources include the availability of personnel, facilities, and infrastructure and the methods and models used. An activity is said to be efficient if done correctly and by procedures. In contrast, it is said to be effective if it is carried out correctly and provides valuable results.

So, an organizational activity is said to be effective if an organizational activity runs according to the rules or the target set by the organization.

Pedati Learning Design

Uwes Anis Chaeruman stated that PEDATI is short for PElajar – DALami – Apply and evaluate, which is the learning flow cycle offered in the blended learning system. The cart's design is the same as the design of the blended learning system.

Pedati, as a learning design, describes a systematic and logical work procedure with transparent and interconnected components (Chaeruman, 2018).

What is meant by LEARN is learning material, such as reading through text, seeing/paying attention through visuals, listening through audio, watching through video and animation, trying and practicing through simulations and games, and others. All of that must be provided in various types and forms of digital media. This digital media is called a learning object. Meanwhile, DALAMI means deepening what has been learned by actively participating in online discussion forums. This online discussion forum is also a form of assessment in asynchronous learning because participation and the quality of responses given in the discussion are used as an integral part of the assessment of overall learning outcomes. What is meant by APPLY is that it is trying to apply what has been learned by doing the online assignments given. Like discussion forums, this online assignment is also a form of assessment in Asinkro learning. Finally, EVALUATION means to do assessments using objective tests such as multiple choice, true-false, matching, short answers, and others.

Educational Psychology Learning

According to Rustaman (Arifudin, 2022), the learning process involves interaction activities between teachers and students and mutual communication in educational situations to achieve learning goals. Teachers and students are two components that cannot be separated in the learning process. Between these two components, interactions must support each other so that student learning outcomes can be achieved optimally. In Bafadal's opinion (Paturochman), learning can be interpreted as "all efforts or teaching and learning processes in order to create an effective and efficient teaching and learning process." Correspondingly, Jogiyanto (Ramli, 2024) also argues that learning can be defined as a process by which an activity originates or changes through the reaction to a situation encountered, and genuine reaction tendencies, maturity, or transient changes cannot explain the characteristics of that activity change.

Understanding the learning process, among others, according to Rooijackers as quoted (Hasbiyallah, 2021) that the learning process is a teaching and learning activity concerning the activities of educators, student activities, patterns and processes of interaction of educators and students, and learning resources in a learning environment within the framework of the implementation of educational programs. Almost the same opinion was expressed by Winkel as quoted (Hoerudin, 2020) that the learning process is a psychic or mental activity that takes place in active interaction in the environment, which produces changes in knowledge, understanding, skills, and attitudinal values.

Educational psychology is a branch of psychological science specializing in understanding teaching and learning in an educational environment. Educational psychology is the contribution of psychological science to the world of education in

learning education activities, curriculum development, teaching and learning processes, evaluation systems, counseling services, and some of the main activities in the education of students and educators (Purwanto, 2002). Educational psychology is the science that studies how humans learn in educational settings, the effectiveness of educational interventions, the psychology of teaching, and the social psychology of schools as organizations. Educational psychology is concerned with how students learn and develop and is often focused on subgroups such as gifted children and those subject to unique disabilities. According to (Shah, 2007) the understanding of educational psychology is a discipline of psychology that investigates psychological problems that occur in the world of education. Educational psychology is a more principled science in the teaching process that involves discovering and applying principles and ways to increase efficiency in education. Meanwhile, according to Witherington (Sappaile, 2024), educational psychology is the systematic study of the processes and factors related to human education. Tardif (Ulfah, 2019) states that the understanding of educational psychology is a field of study that deals with applying knowledge about human behavior to educational efforts.

Based on several expert opinions on educational psychology, it can be concluded that the understanding of educational psychology is the study of human behavior in the world of education, which includes the systematic study of processes and factors related to human education, whose aim is to develop and increase efficiency in education.

Teacher

Teachers are also called educators and teachers, but we know that not all educators are teachers because teachers are professional positions that require specific technical skills and personality attitude requirements that can all be obtained through teaching, learning, and training (Ulfah, 2021). Roestiyah (Septinaningrum, 2020) said: "A professional educator is a person who has knowledge, skills and professional attitudes who are able and faithful to develop his profession, become a member of an educational professional organization upholding the code of professional ethics, participate in communicating professional development efforts in collaboration with other professions."

The work of teachers can be seen as a profession that, as a whole, requires a good personality and a tough mentality because teachers can be an example for their students and the surrounding community. According to Dzakiyh Drajat (Kaffenberger, 2021), the teacher's personality is as follows: "Every teacher should have a personality that will be exemplified and exemplified by his students, either intentionally or unintentionally."

Based on some of the opinions above, it can be understood that the understanding of teachers are people who are responsible for the education of their students, both classically and individually.

Islamic Education

According to (Andayani, 2006), Islamic Religious Education is a conscious effort that is planned to prepare students to know, understand, internalize, and believe in the teachings of Islam, accompanied by its guidance to respect adherents of other religions about inter-religious harmony to realize national unity and unity. As for according to (Firdaus, 2013), Islamic Religious Education is a conscious effort made by educators to prepare students to believe, understand, and practice Islamic teachings through predetermined guidance, teaching, or training activities to achieve predetermined goals.

Zuhairimi, as quoted (Na'im, 2021), interpreted Islamic Religious Education as a systematic upbringing that shapes students to live according to Islamic teachings. As for according to Zakiah Daradjat as quoted (Sinurat, 2022), Islamic religious education is an effort to care for students so that later, after completion of education, they can understand what is contained in Islam as a whole, live the meaning and purpose and purpose and ultimately be able to practice it and make the teachings of Islam that they have adopted as a view of life so that it can bring salvation to the world and the hereafter later.

Based on the description above, it can be concluded that Islamic Religious Education is a conscious and planned effort in order to prepare students to believe, understand, and practice Islamic teachings through guidance, teaching, or training activities that have been determined to achieve predetermined goals and make the teachings of Islam that have been adopted as a view of life so that it can bring salvation to the world and the hereafter.

B. METHOD

This study seeks to analyze and describe the Effectiveness of PEDATI Learning Design in Learning Educational Psychology for Prospective Teachers of Islamic Religious Education. The approach in this study is the mixed-method approach, which combines qualitative research and quantitative methods (Rahayu, 2020).

A qualitative approach was used to trace the implementation of PEDATI learning further (Arifudin, 2023), and quantitative approaches were used to analyze differences in the implementation and effectiveness of PEDATI learning by gender (Hanafiah, 2021). The method used in this study is the survey method. The respondents in this study were Islamic religious education students who took the Educational Psychology course, totaling 50 (fifty) students consisting of 16 men and 34 women. Sapnas and Zeller (Haris, 2023) revealed that a sample size of 50 is sufficient to evaluate psychometric properties at a size of social constructs.

Data collection techniques use Likert scale questionnaire techniques, namely by providing written statements to be answered about a theme or personal information such as attitudes, expectations, and opinions (Sugiyono, 2015). The

statement referred to in this study is related to the reality and effectiveness of PEDATI learning.

The questionnaire in this study combines closed questionnaires, where respondents answer according to the choices provided, and an open questionnaire, in which the respondent answers with what he feels (Fitria, 2020). The closed questionnaire in this study used a Likert scale expressed through 4 (four) alternative answers ranging from very inappropriate to very appropriate. The scoring of questionnaire answers is presented in the table as follows,

Then, in the data analysis, according to Muhadjir (Ulfah, 2020), data analysis is conducting, searching, and compiling records of findings systematically through observations and interviews so that researchers can focus on the research they study. After that, make a finding material for others, edit, classify, and present it using research findings on the management of Islamic religious education learning media management at Ciamis City Elementary School.

Table 1. Scores on Likert Questionnaire Answers

Answer Options	Score
Very Incompatible	1
Not Compliant	2
Appropriate	3
Fits Perfectly	4

From Table 1, researchers use SPSS version 29 to analyze the existing data, which helps them see the frequency, mean, and T-test.

C. RESULT AND DISCUSSION

PAI teacher candidate students who were respondents in this study were 50 (fifty) students with the following numbers:

Table 2. Gender Percentage

Gender	Sum	Percentage
Man	16	32%
Woman	34	68%

From Table 2, the majority of respondents in this study were women, with a percentage of 68%. This percentage will be used to see the difference in the level of reality of PEDATI implementation and the level of effectiveness of PEDATI

implementation, shown through the T-Test using the Independent-Samples Mann-Whitney U Test. The results shown are as follows:

Table 3. T Test Results

No	Aspects	T Test Results	Information
1	Learn Reality	0.106	There is no difference
2	The Reality of Dalami	0.380	There is no difference
3	Apply Reality	0.982	There is no difference
4	Evaluation Reality	0.041	There is a difference
5	Learn Effectiveness	0.882	There is no difference
6	The effectiveness of Dalami	0.333	There is no difference
7	Apply Effectiveness	0.797	There is no difference
8	Evaluation Effectiveness	0.281	There is no difference

Table 3 shows no difference of opinion in understanding the reality and effectiveness of implementing PEDATI, except in one aspect: the reality aspect of evaluation. This shows differences of opinion in understanding the reality of evaluation, namely in implementing quizzes to ensure students understand and absorb the material. Female respondents generally understand better that quizzes have taken various forms, But not male respondents, who argue that the quiz has not been fully implemented, both by lecturers and students who are presenters.

Table 4 is compiled to see respondents' average understanding of the reality and effectiveness of implementing PEDATI. In understanding the range of mean table values, a rating scale is arranged as follows:

Table 4. Rating Scale

Rating Range	Levels
1.00 – 2.00	Low
2.01 – 3.00	Keep
3.01 – 4.00	Tall

In the process, students are directed to read and study the material independently before the lecture begins to gain insight before the material is presented. The lecturer also directed that the discussion session in class become more lively by providing examples and linking the newly gained knowledge with the actual conditions they experience daily. In the evaluation session, at the end of the material, students can elaborate on the material that has been obtained by answering the quiz given.

An overview of aspects related to the reality of PEDATI implementation in learning in student perception is as follows:

Table 5. Description of PEDATI Learning Reality

No	Aspects	Mean	Information
1	Learn Effectiveness	2.90	Keep
2	The effectiveness of Dalami	3.04	Tall
3	Apply Effectiveness	2.84	Keep
4	Evaluation Effectiveness	2.82	Keep

Table 5 shows the reality of PEDATI learning in the medium category of the Educational Psychology course. This shows that lecturers have carried out PEDATI learning, although it is not optimal. This shows that the lecturer and presenter on duty have directed students to understand the material early before learning in class. This includes sharing information and material to be learned.

Through the Dalami concept, lecturers and presenters have provided space to enrich the material through exposure and discussion. Through the concept of Apply, lecturers and presentations have provided real examples so students can duplicate well in daily life. Finally, through the evaluation concept, lecturers and presentations have provided quizzes to measure students' understanding and absorption of the material.

From all concepts, it appears that the concept of Evaluation has a lower value than other concepts. This is in line with the findings of the t-test, which shows that some respondents, in this case, male respondents, think that the quiz given is still not enough to be able to grow an understanding of the material.

To see the effectiveness of PEDATI learning can be seen in the table as follows:

The table above shows that the effectiveness of PEDATI learning in the Educational Psychology course is in the medium category. This means that the benefits of PEDATI learning have been felt by students, although not fully optimal. One concept, namely Dalami, shows a higher value than other concepts. This shows that students can enrich their insights through discussions or other things.

Other concepts fall into the medium category, meaning that through the concept of learning, students can take the time to learn and understand the material before class discussion. Although on the other hand, some students hope that all students will be able to understand the material earlier so that the discussion becomes more lively.

Through the concept of application, it appears that students can implement an understanding of the material received in everyday life. On the other hand, some students ask for more examples to make the material easier to understand and absorb.

Through the concept of Evaluation, students can understand the material based on the quiz. However, some still hope that the quiz given is more attractive to motivate students to do it.

The results showed that the PEDATI learning design was still effectively implemented in offline learning. This is in line with the findings of Mualimah, who emphasized that based on the learning media expert test and the Education expert test, PEDATI LMS is feasible to be applied to students (Mualimah et al.). Mainly, suppose learning is guided by lecturers who have confidence and desire to understand students' language, culture, and characteristics. In that case, it will enable lecturers to determine suitable learning strategies, enabling students to absorb the material well (Narulita et al.)

D. CONCLUSION

From the description above, several things can be concluded that understanding educational psychology is necessary for a prospective teacher. For this reason, students need to understand educational psychology material well, and lecturers can deliver it with learning designs that allow students to absorb the material better. The findings show that learning educational psychology through the PEDATI learning design at STAI Nur El-Ghazy has been carried out, although not fully optimal, and students can feel its effectiveness; students explore the material to be learned before learning in class. Students can enrich the material through material deepening, implement the material in life, and ensure their understanding through evaluation. From the findings, it is expected that lecturers can improve the implementation of PEDATI learning more optimally so that students can also be more optimal in absorbing the material provided.

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