APPLICATION OF PORTFOLIO-BASED LEARNING MODEL ON ISLAMIC RELIGIOUS EDUCATION SUBJECTS IN SMP NEGERI 2 PERCUT SEI TUAN

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ABSTRACT

This study aims to determine how the application of portfolio-based learning models in Islamic religious education subjects at SMP Negeri 2 Percut Sei Tuan. This research was obtained on the assumption that the application of a portfolio-based learning model at SMP Negeri 2 Percut Sei Tuan went well and was able to make students enthusiastic about learning Islamic Religious Education subjects. This research method uses qualitative research, with the type of case study research. Data collection techniques used in this study were observation, interviews and documentation. While the data analysis in this study used ethnographic analysis of James. P Spradley. The data validity technique uses the technique according to Lincoln and Guba in Moleong. Based on the results of research and data analysis, it can be concluded that the application of portfolio-based learning models in Islamic Religious Education subjects has been running well and is able to increase students' interest in learning.

1. INTRODUCTION

Humans are basically created as complex creatures so that they can become quality and noble creatures, namely by optimizing their potential well and being able to master science, for example in an educational institution (Kasduri, 2022). Education is one of the most important aspects to form a generation that is ready to replace the baton of the older generation in order to build the future. Therefore, education plays a role in disseminating new abilities to teachers in order to be able to anticipate the demands of a dynamic society. In a dynamic society, education plays a very decisive role in the existence and development of society (Muslich, 2007). The success of the learning process cannot be separated from the ability of teachers to develop learning models that are oriented towards increasing the intensity of student involvement effectively, especially for a religious teacher, he must have more value than teachers in other subjects, this is so that students are interested To learn PAI, besides that, teachers also carry out educational tasks, namely fostering students properly and correctly according to the teachings of the Prophet Muhammad. Namely

كُونُوْا رَبَّانِيِّيْنَ حُلَمَاءَ فُقَهَاءَ وَيُقَالُ اَلرَّبَّانِيُّ الَّذِى يُـرَبِّـى النَّاسَ بِصِغَارِ اَلعِلْمِ قَبْلَ كِبَارِه:

"Be an educator who is forbearing, an expert in jurisprudence, and a scholar.

It is called an educator if someone educates humans by giving knowledge a little bit which eventually becomes a lot (HR. Bukhari).

قَالَ لَهُ مُوسَىٰ هَلْ أَتَّبِعُكَ عَلَىٰ أَن تُعَلِّمَنِ مِمَّا عُلِّمْتَ رُشْدًا

"Moses said to Khidhr: May I follow you so that you teach me the true knowledge of the knowledge that has been taught to you?" (Surat al-Kahf: 66). From this it can be concluded that Islam really values a system called education and the people who are active in it. Therefore, the use of the right learning model can encourage the growth of students' enjoyment of the lesson, grow and increase motivation in doing assignments, make it easier for students to understand the lesson so as to enable students to achieve good learning outcomes.

There are various learning models that can be used by teachers, for example direct learning, cooperative learning, problem-based learning, competency-based learning, learning with a contextual approach, thorough learning, constructivism, and so on, one of which is the Portfolio-Based Learning Model (MPBP). is one of the learning models that can be offered to improve these conditions. The Portfolio-Based Learning Model emphasizes the consideration of the progress of the student learning process which is arranged so that students are able to see the progress of each work. Monitoring progress is carried out by comparing the work of the first, second and so on so as to minimize errors that occur and are expected to be able to motivate students to produce better works. The implementation of the learning is; 1) There is an integrated collaboration between students and other students or between students and teachers. 2) Students can improve their work. 3) Students concentrate on individual work or group work.

One of the innovations, portfolio-based learning models do not position students as listeners, but students are empowered to be willing and able to take action to enrich their learning experience (learning todo) by increasing interaction with their environment, both physical, social, and cultural, so as to be able to build their understanding and knowledge. to the world around them (learning to know). It is hoped that the results of the interaction with the environment can build knowledge and self-confidence (learning to be). Opportunities to interact with various individuals or groups that vary (learning to live together) will shape their personality to understand pluralism and give birth to positive and tolerant attitudes towards diversity and differences in life. The use of portfolio assessment by teachers and students can help monitor progress and diagnose learning difficulties experienced by students, assessing the needs, interests, academic abilities and characteristics of individual students. So that parents can see how much cognitive, affective, and psychomotor development of students during the process of teaching and learning activities take place.

The portfolio learning model can bring about change for the better because it is an innovation designed to help students understand theory in depth through practical, empirical learning and make educational programs that encourage competence, responsibility, student participation, learn to assess and influence general goals. Through all these steps, the portfolio learning model is thought to have a positive influence on students' problem solving abilities. Based on the initial observations that the researcher made in June 2022 at SMP Negeri 2 Percut Sei Tuan, Deli Serdang Regency, as for interviews conducted with one of the Islamic religious education teachers at the school that the implementation of portfolio-based learning models in PAI subjects is relatively new and already implemented one year ago, Ms. Rohani M.A as a teacher of Islamic Religious Education who teaches especially class IX said that using the portfolio learning model will teach students to be more active and always think critically in participating in learning.

Before using the portfolio-based learning model, many students tend to be inactive and do not even want to give arguments or opinions, therefore with this new model the teacher hopes that the learning process will be more fun and make students more enthusiastic in participating in the teaching and learning process in class. , especially in Islamic religious education subjects. Yet this lesson is an important lesson for them to understand. Because through this lesson they will understand that life is not only limited to the world but there is life after death that awaits them, therefore Islamic education is always taught in every school, even religious education we have received from us is still in the womb of our parents but mostly they do not understand. Based on the description above, the researchers are interested in conducting research with the title "Application of Portfolio-Based Learning Models in Islamic Religious Education Subjects at SMP Negeri 2 Percut Sei Tuan"

2. METHODOLOGY

The type of research used by the author is a qualitative research method known as descriptive qualitative, what is meant by qualitative research is a type of research that produces findings that cannot be achieved (obtained) by using statistical procedures or other means of quantification (measurement). . Qualitative research in general can be used for research on life, society, history, behavior, organizational functionalization, social activities, and others. One of the reasons for using this approach is the experience of researchers where this method can be used to find and understand what is hidden behind phenomena that are sometimes difficult to reach satisfactorily.

Qualitative research is one of the research procedures that produces a description of the data in the form of speech or writing and the behavior of the people being observed (Rahmat, 2009). This research will be described in depth about speech, writing, and or what can be observed from a particular individual, group, community, and organization in a certain context which is studied from a complete, comprehensive, and holistic point of view. This study aims to gain a general understanding of the social reality that is the focus of the research. This research is also called: interpretive research, naturalistic research, phenomenological research.

3. RESULT AND DISCUSSION

Based on the results of interviews with Ibuk Rohani M.A as a religion teacher for PAI subjects and students at SMP Negeri 2 Percut Sei Tuan, the following are the questions and answers that the researchers describe:

1. What learning model did you use before using the portfolio-based learning model?

"Before using the portfolio-based learning model, I used the lecture method. Because many students are less active using this method, now I try to use a portfolio-based learning model, and in fact my students are now more active in participating in the teaching and learning process in class. To use learning models in learning activities I see the situation of children, if children feel bored in learning, so that it has an impact on their morals, then I use appropriate learning models so that learning becomes more effective and efficient.

The answer to the results of the researcher's interview with one of the students named Aidil who said:

"Usually the teacher teaches by explaining the material after that gives assignments and questions and answers to all of us, then the teacher forms groups to discuss, when discussing sometimes the problems discussed expand so that it takes time and makes other friends passive and bored in responding and follow the ongoing discussion.

Based on the data above, it can be seen that the teacher at SMP Negeri 2 Percut Sei Tuan before using the portfolio-based learning model, the PAI teacher used the lecture method. Because this method does not make students more active, the teacher switches to using a portfolio-based learning model in which students become more active and more fun in participating in the teaching and learning process in class.

2. Do students like the portfolio-based learning model that you use?

"Students of SMP Negeri 2 Percut Sei Tuan who took part in the teaching and learning process with me, the students really enjoyed the portfolio-based learning model that I am using now, the students became more active and often gave arguments about the material I gave. The teacher here also gives examples. especially in terms of responsibility in following the teaching and learning process in class. They as people who are growing very easily imitate habits and what they see. Therefore, the nature of the responsibilities that we give first is in smaller matters such as doing schoolwork, speaking and having good character."

The answer to the author's interview with one of the students named Masita Khairunnisa said:

"Yes, I like the way Ibu Rohani teaches and my other friends also become more enthusiastic in participating in the teaching and learning process in class, at first I didn't really like studying PAI subjects and now I like it and don't even want to miss it in attending Mother Rohani's lesson hours".

3. How is the learning process at school using a portfolio-based learning model?

"The conclusion is this, portfolio-based learning positions students as the central point or involves them directly. In the learning process, students must be motivated to want and be able to do something to enrich their work experience by intensifying their interaction with their environment. This interaction is expected to be able to build an understanding of the world around, self-confidence and the personality of students who understand diversity which in turn can grow positive attitudes and tolerant behavior towards diversity and differences in life patterns. In addition, the portfolio is not only a place to store student work, but also a source of information for teachers and students. Portfolios provide follow-up material for work that has been done by students so that teachers and students have the opportunity to develop their abilities.

The answer to the interview results from a student named Muhammad Rifki Pratama said:

"By the way Mrs. Rohani teaches using a portfolio-based learning model, now my friends and I are more enthusiastic and understand more about the material that has been delivered by the teacher in class, because the teacher pays more attention to and helps students see the activities we do during the lesson. take place".

Thus, the portfolio-based learning model is suitable for subjects that demand student learning output in terms of knowledge, skills and attitudes. This assessment is in the form of an assessment of a group of students' works that are systematically and organized which are taken during the learning process within a certain period of time. Therefore, teachers should use this assessment so that the quality of learning is increasing.

4.   How is the implementation of PAI learning in schools after using a portfolio-based learning model?

"The purpose of learning is to use a difference and its emphasis on each subject, so the implication is in the selection of methods, in this case the teacher should be able to see these differences by using a portfolio-based learning model. Islamic religious education learning has the following objectives: introduction of basic Islamic religious education through morals, and sharia, being able to know the good and bad based on the Qur'an and hadith, fostering interest and motivation of students to study Islamic religious education.

The implementation of PAI learning at SMP Negeri 2 Percut Sei Tuan is influenced by the hours which are only 2 hours of lessons, it is not enough for us to provide the material needed by students at school. The implementation of PAI learning has been going well, it's just that other PAI subject teachers do not master the class when the teaching and learning process is in progress.

The results of the researcher's interview with one of the students named Bagus Anandasyah who said:

"In the implementation of PAI subjects in schools, sometimes teachers only deliver material more often by using the lecture method then give assignments by writing the material that has been delivered and rarely explain the material that should be conveyed in a slightly different way, for example, as applied by Spiritual Mother. This is because teachers who teach are less creative in mastering the class during the teaching and learning process, for example, in the use of the learning model, it should be improved again.

From the interview above, it can be concluded that Islamic religious education learning has not been implemented properly, due to several factors including other PAI subject teachers who teach less creativity in choosing learning models that must be applied in the classroom so that students' interest in learning PAI subjects very less.

5.   How do you identify problems in implementing the portfolio-based learning model?

"My way of identifying problems is by giving my own assignments, paying attention to every work that students do, exchanging ideas and appreciating every argument that students put forward. So that in following the learning process in class students become more enthusiastic and responsible in every task that the teacher gives. In addition, I also always encourage students to mingle directly in the teaching and learning process in the classroom, both between students and between teachers, so that students feel that learning is in fact not all boring but can actually make students think actively and students are more daring in arguing with each other. fellow friends and teachers. Furthermore, in the teaching and learning process in the classroom I try to enter the lives of students, why is that because we as educators must be able to understand the extent of the abilities our students have, from there we can provide appropriate explanations so that students can digest and understand the material presented. we have given."

From the conclusions above, it is known that the way Ibu Rohani identifies problems is by giving her own assignments, exchanging ideas, encouraging students to mingle directly with students and teachers, and trying to enter students' lives. So that we can overcome the problems that an educator usually faces in every teaching and learning in the classroom.

6.   What has been achieved by implementing a portfolio-based learning model in Islamic Religious Education?

"The achievement is that students who were initially less enthusiastic or less interested in learning PAI subjects have now been able to change students to be even more enthusiastic in learning PAI subjects. Students are also able to socialize with their peers, the environment, and respect their teachers. By using this portfolio-based learning model, at least it helps students to always be in a better direction, such as, students become more active, more responsible in the tasks given by the teacher and always in a positive environment both in the school environment and outside school.

As for the results of my interview with one of the students named Shinta Maulidina who said:

"Now I am more enthusiastic and very happy in participating in the learning process in class, including myself and my friends every time I take lessons, now I am more daring to ask questions and express opinions and I am even more responsible with the tasks that have been given by the teacher. What I get is better and more satisfying than before the teacher changed the way of teaching.

Based on the results of the interview above, it can be concluded that the portfolio-based learning model is very well used in the teaching and learning process in the classroom. It is proven that the students are getting better and have the nature of responsibility towards their respective duties.

7.   What are the obstacles to the implementation of the portfolio-based learning model that you use?

"From the start, the real obstacle in teaching lies in choosing learning methods, because we as educators at SMP Negeri 2 Percut Sei Tuan have to adjust and see the character of the students first so that students are easy to respond to the material that has been conveyed by the teacher and who secondly, it is a matter of time, so as a teacher or educator, you must be able to divide your time so that learning can run smoothly and in accordance with the educational goals that have been determined. As for other obstacles, there are still teachers who lack mastery and understanding of the portfolio-based learning model, and insufficient time, limited facilities and environmental factors. In the implementation of the portfolio-based learning model on PAI subjects, it is also constrained by the influence of the surrounding environment. Because no matter how great the learning model and the form of teaching and learning programs are, if students are still affected by a negative environment, both school and outside, students will be easy to follow that influence.

Thus, in the teaching and learning process using a portfolio-based learning model, there are several obstacles, namely insufficient time, limited facilities, environmental factors and student responsibilities.

Discussion

After the data is obtained from the results of observations, interviews and documentation, the analysis is in descriptive form, namely the search for facts from the formulation of the problem by looking at the existing theoretical basis, it will obtain a form of writing that is described descriptively. Based on the author's interview in September with teachers and students at SMP Negeri 2 Percut Sei Tuan about the application of portfolio-based learning models in PAI subjects, they were analyzed and summarized in the following indicators:

Application of portfolio-based learning model in PAI subjects?

Based on the results of observations and interviews regarding the application of the portfolio-based learning model, the researchers obtained information that if it became an obstacle for PAI teachers, it was because teachers who had served in this school for a long time did not understand and understand the portfolio-based learning model, and their time was inadequate and limited facilities. sometimes there is also a lack of interest in models in PAI learning, it is not even uncommon for teachers to use mediocre learning models such as using the lecture method and so on. However, there are some teachers who support the use of the portfolio-based learning model, because many students are actively participating in the lesson by the PAI teacher. So that the objectives to be achieved in the learning process can be achieved as what has been formulated. The learning model also determines the success or failure of a learning process and is an integral part of a teaching system.

Constraints in using a portfolio-based learning model.

a. Time, in busy opportunities and activities, teachers must be able to use time as well as possible so that the learning process is not carried out in vain.

b. Facilities and infrastructure, learning facilities include textbooks, reading books, school laboratory tools and facilities, and various other teaching media. Learning infrastructure includes school buildings, study rooms, sports fields, worship rooms, art rooms, and sports equipment. Complete learning facilities and infrastructure is a good learning condition.

c. School curriculum, learning programs in schools based on a curriculum. The curriculum is prepared based on the demands of the progress of society. If the curriculum applied in a school is in accordance with the demands of society and in accordance with the times, the results of the curriculum will be good and vice versa.

4. CONCLUSION

Based on the results of the research that the author did, it can be concluded that in the application of portfolio-based learning models in Islamic Religious Education subjects at SMP Negeri 2 Percut Sei Tuan, Deli Serdang district, it went well so that it could encourage students to think actively and be able to do something to enrich their work experience. By intensifying interaction with their environment, in the learning process students must be willing and able to do something to enrich their experience and it is hoped that students will be able to build an understanding of the world around them.

Then students are given the opportunity to find information via the internet/TV/radio or people, determine the object to be discussed and then students formulate steps to overcome problems related to the topics discussed. The factors that influence the application of portfolio-based learning models in Islamic Religious Education subjects at SMP Negeri 2 Percut Sei Tuan are: Lack of time in implementing portfolio-based learning models as a whole, Lack of available facilities related to the implementation of portfolio-based learning models, lack of environment supportive, character of students who tend to be less disciplined and responsible in making assignments and lack of training on innovative learning models.

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