ANALYSIS OF THE USE OF GUIDED NOTE-TAKING METHODS IN INCREASING THE RESULTS OF SKI LEARNING IN CLASS X MAS SABILAL AKHYAR KUALA BEGUMIT LANGKAT REGENCY

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Abstract: *This research aims to find out several things regarding the implementation of the guided note-taking method to improve SKI learning outcomes in class X MAS Sabilal Akhyar, the use of the guided note-taking method to improve learning outcomes and improving student learning outcomes in the SKI subject in class X MAS Sabilal Akhyar Kwala Begumit Kec. Binjai Kab. Langkat. Theoretically, this research is expected to obtain a general repertoire of knowledge, especially for writers in the fields of education related to learning methods for improving SKI learning outcomes. This study uses a qualitative research method, which is carried out by taking the steps of collecting information, data collection, classification and analysis of data, and interpretation before making conclusions and reports. It is done with the primary objective of making an accurate description of a situation. The qualitative approach uses "natural characteristics" (natural setting) as a direct, descriptive data source. In this case, the process is more important than the result. The qualitative research analysis tends to be carried out in an inductive manner, and meaning is essential in this study. The results of this study indicate that the guided note-taking method is a learning method that is effective and efficient enough to be applied to the types of SKI lessons that contain lots of explanations and explanations of each material concept explained by the teacher in class.*

Keywords: Learning Methods, Supervised Notes, SKI

A. Introduction

The learning process also requires good communication between teachers and students, a comfortable learning environment, and supported means and facilities to support the teaching and learning process. When seen from the results, the quality of education refers to the achievements obtained by students and the school's ability to improve the quality of education by producing the best graduates for a certain period.

Learning results are essential in the educational process because they affect student understanding and the value of student success in learning. Moreover, the learning of SKI (Islamic Cultural History) subjects is where the learning material is discussed, which is very many and compact, as well as the content of its broad speech, covering various issues and historical events—the history of Islamic culture that occurred in the past. Usually, the discussion of history begins when history arises and forms up to the process and end of history. Because of the many discussions about history, many students are less interested and follow the learning process of SKI with full hearts. It is still difficult to remember and re-understand the history of Islamic culture that has been taught.

According to the results of the writer's observation carried out in class X MAS Sabilal Akhyar Kwala Begumit, the Binjai district of Langkat Instruction Year 2022, during the study, students sometimes still pay less attention to the learning material that teachers are bringing. Students also need more interest and enthusiasm in following ongoing SKI learning during the learning process. Students need more interaction in their learning and actively ask or answer teacher questions. When someone answers, it is just that. The teacher should designate one of the students to answer it to revive the classroom learning atmosphere. When tasks are given in a group, some students only hand out the work to their friends who are considered more skilled. Less-appropriate teachers' learning methods trigger such class conditions, i.e., they only apply the lecture method at the time of learning, in which most students only listen to the learning material, and then there is no initiative from the students themselves to record it in their respective books. As a result of the conditions, SKI teachers began to implement more diverse learning strategies, such as guided note-taking learning methods, which remained combined with lecture methods.

Based on the description of the problem, the teacher must be able and have the insight to know how to solve various problems encountered by students during the learning process, as well as apply a proper and effective learning method. Applied learning methods must make students active participants in teaching and learning activities. It aims to improve student's learning outcomes and skills during the learning process. In the Qur'an and some hadiths, it is also advised to use methods in learning. The hadith regarding learning methods can be seen in the words of the prophet Muhammad SAW:

Meaning: "Be a compassionate educator, fiqh expert, and scholar. It is called an educator if they educate people by giving them a little knowledge that gradually becomes a lot." (Narrated by Bukhari).

With the application of the correct method of learning and under the objectives of the materials to be submitted, it is hoped that it can help the learning process in students so that students are better able to understand and understand the subject matter of the SKI and have a good learning outcome. Therefore, maximum efforts are needed to improve the learning outcomes of SKI for students. It is necessary to apply learning methods that involve student activity and improve student learning outcomes. One of the methods of learning that can be used by students so that they participate in the learning process is using the method of learning Guided Note Taking.

Using Guided Note Taking is expected to improve student activity in learning and develop the student's mindset to reconsider the lesson material that has been heard and be able to read and understand it again. In this way, you can improve the learning outcomes according to the learning goals you want to achieve.

B. Literature Review

a. Guided Note Taking Method

Guided Note Taking consists of three words: guide, note, and taking. The word guided is derived from guidance when in the word form object means guidance or guide, and if in the term formwork, the word means driving, leading, being a guide, guiding, and thinking.[2] Note means Note, and takes as the word object that originates from taking has the meaning of take.

Hisyam Zaini dkk stated that Guided Note Taking is a method in which the teacher prepares a chart or scheme or another that can help students make notes when the teacher delivers the lesson material.[3] Meanwhile, Melvin L. Silberman stated that Guided Note Taking is a method in which the teacher provides a form or a sheet prepared to make notes while the teacher teaches.[4]

Guided Note Taking is a learning method that uses an active learning approach. (active learning). Active learning is any form of learning that aims to optimize the use of all the student's potential so that all students can achieve satisfactory learning outcomes according to their characteristics. In addition, active learning is also intended to keep the attention of students or pupils to stay focused on the learning process.[5]

So, from some of the opinions of the experts above, it can be concluded that the Guided Note Taking method is a method that focuses on students' ability to pick up essential points by distributing guidelines in the form of rudimentary grids so that the teacher's lecture method gets more student attention. This guide in the form of a grid is called a Guided Note Taking handout, namely a handout whose contents are in the form of a grid or essential points in the form of points that students must fill in during the learning process.

The method of learning Guided Note Taking focuses the student's attention on the critical points on the handout paper provided by the teacher to his pupils when the teacher brings the teaching material with lectures. With a writing activity on the handout, students are more focused on writing the handout. Students do not do any other activity but record and listen carefully.[6] The aim of the learning method Guided Note Taking is that the method of lectures developed by the teacher gets the attention of the students, especially in a class whose number of pupils is enough and less motivated in following the teaching process.[7]

b. Guided Note Taking Method Steps

The steps in the Guided Note Taking method are as follows:

1) Give students a guide that contains a summary of the main points of the learning material delivered by the lecture method.

2)   Clear some of the points that are important so that there are blank spaces in the guide.

Some ways to do it are:

1)   Give a term with its meaning; empty the term or its definition.
2)   Empty a few questions if the main points consist of several questions.
3)   Remove a few keywords from a paragraph.
4)   It can be made of hand-out materials listed in the learning material sub-topics. Give enough space so that students can make notes in it.
5)   Share the hand-out material you make with your students
6)   After submitting the material, ask students to read the results of their notes.
7)   Please clarify.[8]

Based on the steps in the Guided Note Taking above, it can be concluded as follows:

1)   Initially, prepare a record containing the entire learning material to be mastered by the student, and some critical parts of the record are deliberately empty.
2)   Core activities, as follows:
3)   Stage I: Distribute the note sheet to the students.
4)   Stage II: Explains that some records are deliberately empty and must be filled in by the student when the teacher explains the material.
5)   Stage III: Delivering materials through the method of sermons.
6)   Finally, after delivering the material with the lecture method completed, the teacher asked the student to read the sheet of his notes.

c. Learning Outcomes

Learning outcomes are achievements after students complete several subject matters. *Learning achievement* is ideal for all psychological domains that change due to experience and student learning processes.[9] Achievement is the result obtained because of the learning activities that have been carried out. In the learning process at school, learning activities are the most critical activities, meaning that the success or failure of achieving educational goals depends a lot on how students experience the learning process as students.[10] The test for measuring success in learning, namely the Criterion Referenced Test (CRT), consists of items that directly measure the behaviour of a learning process. must achieve.[11]

Furthermore, evaluating learning outcomes is the overall activity of measurement (collection of data and information), processing, interpretation, and consideration for making decisions about the level of learning outcomes achieved by students after carrying out learning activities to achieve the stated learning objectives.[12] In evaluating the activities of student learning or student learning outcomes, the teacher should pay attention to the psychological aspects of students. The psychological condition of students greatly influences their learning activities and results.[13]

d. Determinants of Learning Outcomes

The factors that influence the process and learning outcomes at its core can be grouped into internal and external factors. Purwanto states that the factors that influence the process and learning outcomes are external factors (natural environment, social environment, curriculum/learning materials, teachers or teachers, facilities, and administration or management) and internal factors (physical condition, state of the senses, talent, interests, intelligence, motivation, and cognitive abilities.

In essence, the factors that affect the process and learning outcomes can be grouped into internal and external factors. Purwanto states that the factors influencing the process and learning outcomes are external factors (natural environment, social environment, curriculum/learning materials, teachers or instructors, facilities, and administration or management) and internal factors (physical conditions, five-dimensional conditions). Senses, talents, interests, intelligence, motivation, and cognitive abilities.[14] The factors that influence learning outcomes are:

1) The characteristics or characteristics of the student determine how far the learning is carried out. The differences in the characteristics of the student will determine which media will be used in the class.

2) The differences between the duties of the student (student participant), the results of Dryden and Vos's research against the tasks given to the teacher to the students are as follows:

   a) Learning tasks by reading will result in 10% success rate in learning.
   b) Learning tasks by listening will result in 20% success rate in learning.
   c) Learning tasks by seeing will result in a 30% success rate in learning.
   d) Learning tasks by seeing and hearing will result in 50% success rate in learning.
   e) Learning tasks in the way of saying will result in a 70% success rate in learning.
   f) Learning tasks by speaking while working will result in 90% success rate in learning.[16]

Thus, teachers must have a creative attitude in giving learning tasks to their students so that learning is helpful in their lives. Indicators of learning achievement are developed by educators taking into account the development and capabilities of each student, the breadth and depth of essential competencies, and the school's capacity, such as the ability of teachers and the means or facilities of support.[17]

Learning outcomes can be successful if they have achieved educational goals. Educational goals based on student learning outcomes can generally be classified into three: cognitive, affective, and psychomotor.

1) The cognitive aspect in the teaching and learning process is the most prominent and can be seen directly from the test results, where educators must carry out all these goals. Educators can do this by incorporating these elements into the questions given. As for the classification of cognitive domain goals, Bloom

suggests there are 6 (six) classes/levels, namely:[18]

     a)   Knowledge, students are asked to recall one or more simple facts.

     b)   Understanding, that is, students are expected to be able to prove that they understand superficial relationships between facts or concepts.

     c)   Use/application, students are required to have the ability to select or select certain generalizations/abstractions (concepts, laws, propositions, rules, methods) appropriately to be applied in a new situation and apply them correctly.

     d)   Analysis is the student's ability to analyze complex relationships, situations, or basic concepts.

     e)   Synthesis is the ability of students to combine the main elements into a new structure.

     f)   Evaluation is the ability of students to apply the knowledge and abilities they have to assess a case.

2)   The affective aspect, the goal of the affective domain, is related to the hierarchy of attention, attitudes, rewards, values, feelings, and emotions. Kratwohl, Bloom, and Masia put forward a taxonomy of cognitive domain goals, including five categories: receiving, responding, assessing, organizing, and characterizing.

3)   Psychomotor aspects, psychomotor domain goals related to motor skills, manipulation of objects or activities that require nervous and body coordination. Kibler, Barket, and Miles put forward a taxonomy of the psychomotor domain, including striking body movements, coordinated movement precision, nonverbal communication devices, and speaking abilities.[19]

e. Islamic Cultural History Subject

     History of Islamic Culture is past events or events in the form of works, initiatives, and creations of Muslims based on sources of Islamic values. The objectives of the Islamic Cultural History course are for students to have the following abilities:

1)   Build students' awareness of the importance of studying the basic teachings, values, and norms of Islam built by the Prophet Muhammad to develop Islamic culture and civilization.

2)   Build students' awareness of the importance of time and place, a process of the past, present, and future.

3)   Train students' critical power to understand historical facts correctly based on a scientific approach.

4)   Growing students' appreciation and respect for Islamic historical heritage as evidence of Muslim civilization in the past.

5)   Develop students' ability to take compassion from historical (Islamic) events, emulate outstanding figures and relate them to social, cultural, political, economic, science and technology, art phenomena, and so on to develop Islamic culture and civilization.

The objectives of studying the history of Islamic culture are:

1) Know the trajectory of events, time, and events related to Islamic culture.
2) Knowing historical places and figures who contributed to the development of Islam.
3) Understand the form of historical heritage in Islamic culture from one period to the next.

The benefits of studying Islamic Cultural History, namely:[20]

1) Fostering a sense of love for Islamic culture which is the fruit of the works of the Muslims of the past.
2) Understanding scholars' various thoughts and works to emulate in everyday life.
3) Build awareness of the Muslim generation of responsibility for the progress of the Islamic world.
4) Providing lessons to the Muslim generation from every incident to emulate/exemplify the struggles of past figures for improvement from within themselves, society, their country's environment, and for the sake of Islam in the future.
5) Foster enthusiasm and motivation to improve the achievements that the youngest ummah has achieved

C. Research Methods

According to Lexy J. Moleong, "this research uses a qualitative approach which seeks to provide a systematic and accurate description of the facts studied. While this qualitative research design format is descriptive or a qualitative descriptive design format.[21] In more detail, qualitative descriptive research aims to describe and summarize various conditions, situations, or phenomena of social reality that exist in society as the object of research. It seeks to draw that reality to the surface. as a characteristic, character, trait, model, sign, or description of a particular condition, situation, or phenomenon.

This study's data sources were class X SKI teachers, MAS principal Sabilal Akhyar, class X students, and documentation. SKI teachers and class X students as the primary informants to be studied. Class X SKI teachers are research subjects who teach SKI material (History of Islamic Culture) using the Guided Note Taking method to improve learning outcomes. Hence, class X SKI teachers know better what needs to be done using the guided note method. note taking) to improve SKI learning outcomes (Islamic Cultural History) in Class X MAS Sabilal Akhyar Kwala Begumit.

Data obtained in order to be concrete and can be proven authentic, researchers need data in the form of documents needed or related to research. The data is in the form of field notes, school profile data, learning documentation, a list of class X students' names, a list of grade X class SKI learning outcomes, as well as photos and videos of the SKI learning process using the guided note taking method conducted by the teacher. SKI class X MAS Sabilal Akhyar Kwala Begumit.

D. Result and Discussion
   a. Data Description

After conducting research, namely from July-November 2022 to January 2023 in class X MAS Sabilal Akhyar, which is located in Binjai District, Langkat Regency, the data presented here are the results of research obtained from observers/observations during the learning process and direct interviews with research subjects (Islamic Cultural History Teachers) and class X MAS Sabilal Akhyar students as well as documentation to obtain the necessary information about the process of using learning methods and results from the use of Guided Note Taking learning methods in improving SKI learning outcomes in class X MAS Sabilal Akhyar Kwala Begumit Binjai District, Langkat Regency.

1. Implementation of the Guided Note Taking Method in Improving Student Learning Outcomes in SKI Subjects (History of Islamic Culture) in Class X MAS Sabilal Akhyar Kwala Begumit Binjai District, Langkat Regency.

After providing an overview of the condition of the research location based on the results of observations, interviews, and documentation, data can be presented on the Use of the Guided Note Taking Method in class X MAS Sabilal Akhyar Kwala Begumit. After all the data has been collected, it will be presented in a descriptive form, namely presenting the data obtained in the form of an explanation through word descriptions to become an easy-to-understand sentence.

Based on the observations, interviews, and documentation the author did at MAS Sabilal Akhyar Kwala Begumit to school principals and teachers who teach Islamic Cultural History for class X and class X students at MAS Sabilal Akhyar. Then a good data source was obtained from several predetermined sources, such as the MAS Principal Sabilal Akhyar Kwala Begumit as the resource person permitted to conduct research at his school and some data regarding the school and its equipment. The subject of this study was a class X MAS MAS teacher Sabilal Akhyar Umi Sri Lestari, S.Pd. He is the only teacher who teaches Islamic Cultural History (SKI) at MAS Sabilal Akhyar Kwala Begumit, which concurrently holds three classes at once, namely class X, XI, and class XII MAS Sabilal Akhyar Kwala Begumit. As for the results of the observations made by the author at MAS Sabilal Akhyar Kwala Begumit found several teaching and learning activities in class X MAS Sabilal Akhyar running well and smoothly, as the results of the observations I have made below.

The first observation was on Monday, July 4, 2022, on the condition of schools, students, workforce staff, and school apparatus to obtain essential documents for completing the necessary research data.[22]

The second observation was on Wednesday, August 3, 2022, on learning Islamic Cultural History in class X at 1-2 lessons, with material about the history of the Prophet Muhammad SAW in the Mecca and Medina periods.[23]

The researcher must convey the planning for using the method in the subject of Islamic Cultural History at MAS Sabilal Akhyar Kwala Begumit related to that used by the Islamic Cultural History teacher in learning explained in the results of the interviews that the researcher conducted with the Islamic Cultural History teacher that before the teacher teaches in class the teacher must prepare a lesson plan, relevant guidebooks, and other supporting media. The teacher must be able to choose a method appropriate to the lesson concerned and understand students when the lesson takes place.

The situation in class X when the SKI learning process was taking place, according to Umi Sri Lestari, S.Pd, a teacher of Islamic cultural history, said:

"Students are still not orderly and conducive, there are some who are serious about following the lesson closely, there are also some students who look unenthusiastic as if they were indifferent when I explained SKI learning material in front of the class, their demeanor varied."[24]

The conditions and situations that occurred in class X will undoubtedly affect the level of success that students will get when learning SKI when the teacher conveys learning using the Guided Notes Taking method. To find out more clearly the problems faced by students when participating in SKI learning, the author also re-explains the results of interviews with class X SKI teachers regarding the enthusiasm and feelings of students when participating in SKI learning as follows:

"Not all students in class X like SKI lessons, some students are enthusiastic and like SKI lessons, but some other students also dislike and are less enthusiastic about SKI lessons."[25]

The learning process using the Guided Note Taking method went well and smoothly, as stated by the SKI teacher, he said:

"The learning that was carried out using guided note taking was quite conducive when I applied it in class X, because the students were still easy to direct and willing to follow every process and learning steps properly."

The application of the Guided Note Taking method can be used when the learning process takes place in class and is carried out only four times a month, as stated by Umi Sri Lestari, S.Pd:

"The Guided Note Taking method can be applied to SKI lessons in class and carried out during the learning process when the teacher explains SKI subject matter using the lecture method. This method is also used only 4 times a month. I chose this method because it is suitable for SKI subject matter which requires good and directed notes and can be combined with other methods, such as the lecture method, and can then be developed into a discussion and question and answer method at the end of the delivery of learning material."[26]

However, there are also some difficulties that SKI teachers find when bringing subject matter using this method, as expressed by Umi Sri Lestari, S.Pd:

"The difficulty that was found when teaching SKI using the Guided Note Taking method, namely the lack of focus on listening to students when I delivered SKI subject matter so that it made them ask repeatedly when I was explaining, this hampered the process of delivering the material that I did with the time allocation which has been stated in the syllabus and lesson plan."[27]

Even so, students are still enthusiastic about participating in SKI learning because many students like and enjoy SKI lessons delivered using the Guided Note Taking method. As this statement is in line with what was expressed by the SKI teacher as follows:

"Most of the tenth-grade students like SKI learning by using the Guided Note Taking method. This can be seen from the results of the evaluation that I did during the learning process until the completion of the learning process. I found that some students liked the method I used more than students who didn't like it."[28]

Thus, the application of the guided note taking method will not run well and smoothly if there is no cooperation between teachers and students in its implementation. Therefore, students must actively participate in the teacher's learning activities using the Guided Note Taking method to achieve the expected learning objectives.

2.   The Use of the Guided Note Taking Learning Method in Improving SKI Learning Outcomes in Class X MAS Sabilal Akhyar Kwala Begumit Binjai District Langkat Regency.

The steps taken during the Islamic Cultural History (SKI) learning process used the Guided Note Taking method, namely conveying the learning objectives and competencies that students must master in that day's lesson, then informing them of the importance of studying history. After that, by giving directions to students at the beginning of learning when the learning process will begin, for example, students are guided to complete the main points that are still blank with learning material that will be delivered later using the lecture method, then distributing handout papers to all students. After that, the teacher began to explain the SKI subject matter sub-chapter. All students immediately listened carefully and began recording everything related to the main points on the handout sheet. After presenting the material, students were asked to read out the results of their notes. Then the teacher concludes again and clarifies the learning results of the day and hour.

The guided note taking method also has areas for improvement, namely: If guided note taking is used as a learning method for each subject matter, it will be difficult for the teacher to control the activities and success of students. Sometimes implementation takes a long time, so it is difficult for the teacher to adjust it to the allotted time. Sometimes it is not easy to implement because the teacher has to prepare handouts or plans in advance by sorting out which sections or material should be left blank and considering the suitability of the material for students' readiness to learn using this method. Teachers who have already used the old method need help to adapt to the new method and demand that teachers master the material more broadly than the standards set.

3. Improving Student Learning Outcomes in SKI Subjects (History of Islamic Culture) Using the Guided Note Taking Learning Method in Class X MAS Sabilal Akhyar Kwala Begumit Binjai District, Langkat Regency.

After conducting learning activities using the Guided Note Taking method, the teacher gives evaluations to students individually, which are attended by 30 students, which are divided into 16 female students and 14 male students in class X. Scores of learning evaluation results from students can be seen in the following table:

Table I
Student Evaluation Learning Score

No	Name	Working Results Handouts	Information
1	Ade Putra Maulana	80	complete
2	Alya Azura	80	complete
3	Aura Ahiri	70	complete
4	Dinda Julianti	80	complete
5	Dwi Salsabila Br. Napitupulun	80	complete
6	Fathan Al-Habsyi Salam	80	complete
7	Hanny Luthfiana Azizah	90	complete
8	M. Aji Pranata	80	complete
9	M. Rafli	75	complete
10	Maga Aryo Tri Utomo	70	complete
11	Marsha Kaila	80	complete
12	M. Chailizar Azzura	80	complete
13	M. Fahri Fahreza	90	complete
14	M. Rizki Syahidan	60	Not Completed
15	Mukhlisina Lahuddin SRG	60	Not Completed
16	Nabila Aula Fiska	80	complete
17	Noval Apriansyah	70	complete
18	Raisyah Ramadhani	85	complete
19	Rayya Gislind Fitria	90	complete
20	Rhaihani Cahaya	60	Not Completed
21	Rhozatul Jannah	50	Not Completed
22	Ridho Fadlan Rizaldi	70	complete
23	Sabillah Pratama Putra	85	complete
24	Sri Banun	85	complete
25	Suci Ramadhani	80	complete
26	Sultan Afsyin Nurtaqwin	90	complete
27	Supriadi	80	complete
28	Tiara Maharani	70	complete
29	Vira Zahara	60	Not Completed
30	Yuda Pranata	60	Not Completed
Amount		2.270	
Average		75, 66	complete
% Student Completeness		80	complete

Note: KKM score = 70

Based on the scores above, students have done the handout well and achieved individual learning mastery of 24 students or 80% of student completeness. In contrast, six students with a 20% score still need mastery. The average learning outcome obtained by students is 75.66%, and they have met the KKM standard scores in SKI lessons. Using the Guided Note Taking method at SKI increased student learning outcomes in listening and understanding learning and achieving completeness of learning outcomes.

b. Research Findings

Based on the data described above, several things were found in this study as follows:

1. Implementation of the Guided Note Taking Method in Improving Student Learning Outcomes in SKI Subjects (History of Islamic Culture) in Class X MAS Sabilal Akhyar Kwala Begumit Binjai District Langkat Regency

Using the Guided Note Taking Method in Improving Student Learning Outcomes in SKI Subjects (History of Islamic Culture) in Class X MAS Sabilal Akhyar Kwala Begumit starts with making a Learning Implementation Plan (RPP) before the school year. Study hours are only 120 minutes, with 30 students in the class. The RPP format is also filled with learning steps involving observing, asking, telling, associating, and communicating the subject matter. For the effectiveness of learning, each learning step is limited by the time limit of learning activities.

The learning method used by the Islamic Cultural History (SKI) teacher in class X MAS Sabilal Akhyar is quite good in the current situation and conditions. Using the Guided Note Taking method applied by the teacher provides enthusiasm and interest for students to know and participate in Islamic Cultural History (SKI) learning.

2. The Use of Guided Note Taking Learning Methods in Improving SKI Learning Outcomes in Class X MAS Sabilal Akhyar Kwala Begumit Binjai District Langkat Regency

In applying the Guided Note Taking method to Islamic Cultural History (SKI) lessons, it can be seen as follows:

1) The teacher gives directions on how to work on handout assignments to students before the paper
2) handouts were distributed and learning materials were given.
3) The teacher explains that the blanks in the handout are filled in by the students when the teacher explains the material and the students seem serious about paying attention to the teacher's directions
4) The teacher gives the handout paper to each student in the class. After the students have received all the handout papers, the teacher instructs the students to pay attention and listen to the explanation of the Islamic Cultural History (SKI) subject matter and fill in the main points that are still in the form of blank spots to be completed on the handout paper.

5) Then the teacher begins to explain the subject matter of Islamic Cultural History (SKI) at the learning meeting at that time and students pay attention and hear and record essential things already listed in the main points which are the keywords to complete the notes.

6) After the teacher has finished explaining and explaining the theme of the subject matter, then at the end of the lesson, the teacher asks several students to read the results of their notes in front of the class.

7) The teacher provides clarification relating to student notes.

3. Improving Student Learning Outcomes in SKI Subjects (History of Islamic Culture) in Class X MAS Sabilal Akhyar Kwala Begumit Binjai District Langkat Regency

From the results of observations made by researchers during the SKI learning process in class X MAS Sabilal Akhyar Kwala Begumit, starting from the stages carried out with planning in learning the History of Islamic Culture towards material that explains the substance of the history of the Prophet Muhammad SAW in the Mecca and Medina periods and Travel Events Isra' Miraj of the Prophet Muhammad SAW to the learning outcomes in the form of learning evaluations for each student who found an increase in understanding the subject matter being explained by the teacher in front of the class using the Guided Note Taking method in the form of assignments to students in the form of paper handouts that need to be completed as a neat and structured note.

Based on the observations and observations made by the authors, the results of learning Islamic Cultural History using the Guided Note Taking method combined with the lecture, question and answer, and discussion methods in increasing student understanding are likely successful.

c. **Discussion of Research Results**

The guided note learning method (Guided Note Taking) in SKI lessons in class X MAS Sabilal Akhyar Kwala Begumit is an active learning that can eliminate a small quantity of boredom in a subject because students are not only required to hear explanations from the teacher but are also invited to be active, take notes and understand the main points that need to be supplemented by choosing their own words that they easily understand. Thus, students are not passive, just listening but also actively assembling words into a complete record that is even better and of better quality and direction. The interactions between teachers and students show that the implementation of learning using the Guided Note Taking method has achieved quite excellent and significant learning outcomes, judging from the results of student evaluation tests on handout assignments which achieved a completeness score of 80%.

Thus, it can be concluded that the guided note learning method (Guided Note Taking) is a learning method that is quite effective and efficient to be applied to the types of SKI lessons, which contain lots of explanations and explanations of each material content explained by the teacher in class. So, it is hoped that by using this method, students can have better quality notes and be able to listen carefully to every presentation of the material delivered by the teacher and be able to summarize themselves by choosing words in the form of the student's language style which they understand better.

E. Conclusion

After paying attention to the research results in Chapter IV, the researcher concludes this research as follows:

1) The Use of the Guided Note Taking Method in Improving Student Learning Outcomes in SKI Subjects (History of Islamic Culture) in Class X MAS Sabilal Akhyar Kwala Begumit, Binjai District, Langkat Regency starts with making a Learning Implementation Plan (RPP) before the school year. Study hours are only 120 minutes, with 30 students in the class.

2) Steps for using the Guided Note Taking method, namely (a) The teacher gives directions on how to work on handout assignments to students before handout papers are distributed, and learning materials are given. (b) The teacher explained that the students filled in the blanks in the handout when the teacher explained the material, and the students seemed severe about paying attention to the teacher's directions. (c) The teacher gives the handout paper to each student in the class. After the students have received all the handout papers, the teacher instructs the students to pay attention and listen to the explanation of the Islamic Cultural History (SKI) subject matter and fill in the main points that are still in the form of blank spots to be completed on the handout paper. (d) Then the teacher started explaining the subject matter of Islamic Cultural History (SKI) at the learning meeting at that time, and the students paid attention and heard and noted down the important things listed in the main points: the keywords to complete the notes. (e) After the teacher has finished explaining and explaining the theme of the subject matter, then at the end of the lesson, the teacher asks several students to read the results of their notes in front of the class. (f) The teacher provides clarification relating to student notes.

3) Using the Guided Note Taking method in SKI in class X MAS Sabilal Akhyar Kwala Begumit, Binjai District succeeded in increasing student learning outcomes in listening and understanding learning, which had achieved complete learning outcomes of 80% of student completeness. In contrast, six students with 20% score results have yet to achieve mastery learning. The average learning outcomes obtained by students are 75.66% and have met the KKM standard scores in Islamic Cultural History (SKI) lessons.

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