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The Effect of The Quick on The Draw Model on The Learning Achievement of Islamic Education Students in SMP IT Darur Rasyid Aceh Singkil

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ARTICLE INFO	ABSTRACT
	This is what causes the learning process to be very boring and disliked by students, not only that, they are not able to develop their skills, confidence and life skills. The purpose of this study was to determine whether the quick on the draw model affects the learning achievement of grade VIII students in the Field of Fiqh Studies at SMP IT Darur Rasyid Aceh Singkil. The method used in this study is an experimental method with a quantitative approach, the research design is a pretest-posttest randomized control group design. The population in this study was all grade VIII students of SMP IT Darur Rasyid. The population in this study consisted of 3 classes in class VIII totaling 131 students. The sample in this study was class VIIIB as an experimental class totaling 44 people and class VIIIC as a control class totaling 43 people. The instrument used is a test in the form of a description with a total of 5 essay questions. Based on data analysis at a significant level of α = 0.05 obtained tcalculate = 2.78 and ttable = 1.99, and this means that because –ttabel ≤ tcalculate ≥ ttable which is -1.99 ≤ 2.78 ≥ 1.99, Ho is rejected and Ha is accepted: namely "There is an influence of the Quick On The Draw Learning Method on the learning achievement of Darur Rasyid IT Junior High School Students.

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1. INTRODUCTION

Education is a strategic means to improve the quality of a nation. Therefore the progress of a nation can be measured by its educational progress, and that

statement is strongly believed by this nation. But in reality, the education system in Indonesia has not achieved fixed goals, has not succeeded in improving reliable human resources, let alone creating the quality of the nation.

Education Law Number 20 of 2003 concerning the National Education System article 1 explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence. , noble character, and skills needed by himself, society, nation, and State. (UUD. RI. No. 20/2003 : 2)

Islamic strict training is a subject created from the essential lessons contained in Islam. These lessons are found in the Qur'an and Hadith. For instruction, through the course of ijtihad the researchers created Islamic strict schooling materials at a more itemized level. Islamic strict training subjects not just lead understudies to dominate different Islamic lessons. Yet, the main thing is the way understudies can rehearse these different lessons in regular daily existence. Islamic strict schooling subjects stress the respectability and combination of the mental, full of feeling and psychomotor spaces extensively. A definitive objective of Islamic strict schooling subjects is the development of understudies who have respectable ethics (Depdiknas, 2013 : 2)

The learning objectives of Islamic Religious Education (PAI) can be ascertained in accordance with the guidance of education and learning that strengthens Islamic values by equipping students to be able to: (1) Know, explore and understand the rules of Islamic law in detail and thoroughly, both in the form of naqli and aqli propositions and they must also be accustomed to applying them in everyday life (2) From all the material they learn must be applied consistently in accordance with guidelines set forth in Islamic law correctly (Sofan Amri, 2012:47). Students' knowledge and understanding of the principles of Islamic law are expected to be

a guide for life in personal and social life, while The experience is expected to foster obedience. practice Islamic law, discipline and high social responsibility in personal and social life.

Islamic learning given to students demands cooperation between schools, teachers, parents of students and the environment. Parents should not just let go because they feel they have handed over the responsibility of children's education to the madrasa. In addition, teachers are the main role of education in formal institutional environments, teachers must be professional so that they can provide good Islamic knowledge and education to their students.

The government is responsible for the implementation of a national education that is able to ensure the equitable distribution of a national education that is able to ensure equal distribution of educational opportunities. Quality improvement as well as relevance and efficiency in accordance with the changing demands of society. Various laws and other regulations have been made by the government. In terms of organizing education. Indonesia actually has various sets of rules and regulations that can be said to be adequate. But it is actually not enough to produce human resources.

The educational process in a setting for learning has learning at its core. Learning quality is dynamic and complicated, and it may be seen from several perspectives and vantage points across time. It is necessary to implement a method of achieving the quality of learning that can be done through educational institutions and also through individual teachers. In relation to the quality of human resources, education plays a very important role in the process of improving the quality of human resources. Educational institutions are required to continue improving the quality of learning and the process of providing education. The process of raising the standard of human resources includes raising the standard of education as a byproduct.

On a micro scale, The professional duty of a lecturer or instructor is to ensure that students learn in a quality manner, for instance by designing relevant learning experiences for them and helping them get the resources they need to get the most out of their education. On a larger scale, educational institutions are accountable for the development of competent teaching personnel, namely those who contribute to the intellectual, attitudinal, and moral growth of each individual student as a member of society. This is done through a quality learning system.

Teachers' responsibilities as educators include planning and carrying out the educational process, evaluating learning results, providing guidance and training, doing research, and performing community service. He plays a variety of roles in carrying out his responsibilities as an educator, positions that must be played by all teachers. According to Natawijaya in Sutirna, teachers have a crucial role in every aspect of education, particularly formal education and community development in general. (Sutirna, 2014:77)

Factors that affect the learning process include: teachers, materials, interaction patterns, media and technology, learning situations, and systems. The teacher who masters the material and in assessing students demands the exact answer as he describes; In other words, students are not given the opportunity to think creatively. Teachers also have limitations in accessing new information that allows them to know the latest developments in their field (state of the art) and the possibility of further development than what has been achieved today (frontier of knowledge). Learning materials are seen by students as too theoretical, lack of contextual examples, monotonous delivery methods, do not utilize various media optimally (Departemen Pendidikan Nasional:2004)

Teachers (educators) are an important factor in the learning process, because teachers will deal directly with students in the teaching-learning process. Through teachers, knowledge can also be transferred. Teachers hold various types of roles

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that inevitably must be carried out as teachers. What is meant as a role is a certain pattern of behaviorwhich is characteristic of all officers of a particular job or position. Teachers must be responsible for the results of children's learning activities through teaching and learning interactions. Teachers are factors that affect the success or failure of the teaching and learning process, and therefore teachers must master the principles of learning in addition to mastering the material to be taught. In other words: the teacher must be able to create the best possible learning conditions.

The learning process in schools in Indonesia so far is still mostly conventional which is centered on the lecture method so that it only optimizes the activeness and main ability of teachers. Learning with this system positions students as passive learning objects, only acting as recipients of teaching materials and not subjects which is active and plays a whole role in the learning process, so that the learning process is only one direction. As a result, the learning process becomes tedious and students cannot develop their skills and life skills.

Teachers as guides in the process of teaching and learning activities must have the right learning model. Because in formal education, all fields of education and fields of study must utilize the mental basis of each child. This aims to improve mental abilities in each child. It aims to improve mental abilities towards maturity and maturity in the broadest sense in a directed and orderly manner. Education with all its tools must have insight into the days ahead. Therefore, teachers must be smart in adjusting the subject matter to the methods to be used. So that it will create an effective learning atmosphere and not monotonous.

Against the background of the problems that occurred above, researchers tried to conduct experimental research by applying the *quick on the draw method*. This learning model requires students to be active in the learning process, where students will learn in teams and develop their cooperation in the team. The

success of the team is the responsibility of every student who is a member of it, so the participation and cohesiveness of all members is needed for the success of the team. *Quick on the draw* is a model in which research activities are carried out with built-in incentives for teamwork and speed (Paul Ginnis, 2008:163).

This activity encourages group work, the more efficient the group work, the faster the progress. Groups can learn that task division is more productive than duplicating tasks. This model provides experience of a wide range of reading skills, driven by the speed of activity, plus self-study and other exam skills read questions carefully, answer questions appropriately, distinguish between important and unimportant materials. This activity helps students to get used to basing their learning on non-teacher sources.

With the selection of the right learning model, it is expected to affect the progress of student achievement. As a result of the teaching and learning process, the achievements achieved by students are reflected in learning achievements and report card scores obtained by students each semester. Each student is given the same service in the teaching and learning process, but the results are not necessarily the same between one child and another.

Learning achievement is the result obtained through learning efforts. Every teaching and learning activity carried out certainly expects good and optimal learning achievement. Factors that affect learning achievement can be broadly divided into two factors, namely internal factors and also external factors. Factors that originate from within the individual include psychological factors such as intelligence, motivation, attitudes, interests, and learning habits, while factors originating from outside the individual are the influence of the learning process in schools such as curriculum, learning faility, school and teacher discipline and methods applied by teachers in the teaching and learning process.

2. METHODS

In this study, researchers will use a type of quantitative research with experimental methods. This study used the research design of the Pretest-posttest Randomized Control Group Design using the division of two research groups, namely the experimental research group using the *Quick On The Draw* learning model and the control research group using Conventional learning which is usually used in schools.

3. FINDINGS AND DISCUSSION

Based on the results of research data analysis, it was found that there was a significant influence of the use of the Quick On The Draw learning method on student achievement in fiqh material on compulsory fasting and sunnah fasting in class VIII of SMP IT Darur Rasyid. This is because the learning method used is guiding and digging so that there is a thinking process that relates the knowledge of each student and his experience with the new knowledge he is learning, thereby making students more creative and innovative in achieving new knowledge. One of the learning methods used in this study is Quick On The Draw learning.

The Quick On The Draw learning model is learning by the way the teacher presents a series of guiding and digging questions so that there is a thinking process that connects each student's knowledge and experience with the new knowledge learned, then students construct concepts, principles and rules. into new knowledge.

In the Quick On The Draw learning process, the question and answer process can be done by randomly appointing students so that this makes each student inevitably have to participate actively, students cannot avoid the learning process, they all participate because at any time they can be involved in the question and answer process. In giving a series of questions by the teacher accompanied by a friendly face, soothing voice, and soft tone. In addition, there are interesting things

that can be applied here, namely jokes, smiles, and laughter or jokes are also raised so that the learning atmosphere becomes comfortable, fun and cheerful..

This method provides experience of a wide range of reading skills, driven by the speed of activity, plus self-study and exam prowess as well as reading questions carefully, answering questions correctly, distinguishing between important and unimportant material. This activity helps students to get used to basing their learning on non-teacher sources. Students are required to have responsibility for themselves and their groups. In the learning process, students are adhered to have the same goal. In learning students are given individual and group tasks. This model can motivate students to understand more deeply a problem to reach an intended answer. The process of finding and finding answers to these problems students try to connect the knowledge and experience they already have with the questions they will answer.

There are two interconnected student activities in Quick On The Draw Learning is the learning process of students which includes activities using the mind and physical activities that can awaken and increase their knowledge, in addition to teacher activities that try to guide and supervise students by presenting a number of problems that demand their ability to think low-level so that later they are able to lead to higher-order thinking.. Both activities strongly support learning activities between students and teachers in building their knowledge.

4. CONCLUSION

Based on the results of research and discussion, it can be concluded that at a significant level $\alpha = 0.05$ obtained tcalculate = 2.78 and ttable = 1.99, and this means that because -ttabel ≤ tcalculate ≥ ttable, which is -1.99 ≤ 2.78 ≥ 1.99, Ho is rejected and Ha is accepted: namely "There is an influence of the Quick On The Draw Learning Model on the learning achievement of SMP IT Darur Rasyid Aceh Singkil Students"

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