IMPLEMENTATION OF *CRITICAL INCIDENT* TYPE ACTIVE LEARNING MODEL TO IMPROVE STUDENT LEARNING OUTCOMES IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS IN PRIVATE VOCATIONAL HIGH SCHOOLS BUILT BINA TARUNAN MEDAN MARELAN

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Abstract: The purpose of this study is to improve students' learning outcomes in Islamic religious education subjects through the application of *the Critical Incident*type Active Learningmodel. This type of research is qualitative research with a case study approach at SMK Bina Taruna Medan Marelan. The data collection method in this data collection uses observation, interview, and documentation techniques. The results showed that learning improved significantly. Thus it can be concluded that the application of *critical incident* type active learning model can improve student learning outcomes in Islamic subjects smk Bina Taruna Medan Marelan.

Keywords: Critical Incident, Learning Outcomes, and Islamic Religious Education.

INTRODUCTION

Education plays a role in creating quality humanresources. The dignity and dignity of a nation is largely determined by the quality of its education. Education is a process that a person experiences from

childhood to the time of living at any age. The main key in education is learning, so that without the learning process there will be no education. In the process of education, learners are seen as learning parties, educators as teaching parties, and the interaction of both parties will form an activity called learning.

Good learning must meet three stages, namely preparation, process, and results. In the preparation stage, there is a need for the preparation of learning devices such as competent teachers, adequate learning media, conducive classroom conditions, appropriate learning strategies, and others. Furthermore, at the stage of the learning process, all learning devices must be fully prepared to be able to carry out the learning process well. In the end, there is a change in learners in the form of cognitive, affective, and psychomotor mastery that is the result of the learning process.

But in reality, not everything needed in the learning process can be done as expected. As the learning process progresses, teachers are faced with various problems so that students are unable to follow and understand the material being studied. These difficulties include teachers being unable to create an active learning literature, thus ultimately having an impact on low student learning outcomes. If the learning atmosphere is active, students can be encouraged to not only listen but be able to find knowledge, teach something to master, discuss to better understand, and be able to solve problems.

Learning outcomes and student activity are influenced by several factors, including internal and external factors. internal factors are factors derived from the physical and psychological condition of the student. Physical condition is a condition related to the body, such as the health of the body and others. Psychic conditions are those related to psychological states in students such as intelligence, motivation, maturity, interests, talents, and others. While external factors are factors that come from outside the individual such as family circumstances, classroom atmosphere, teachers, media, strategies, learning resources, and so on.

Based on the picture above, researchers try to find ways to overcome these problems by applying learning strategies that can create an active learning atmosphere. The activeness factor of students determines their learning outcomes. The learning process where teachers are more active while students become passive, so that it affects students who become unable to develop their potential and creativity.

A similar situation also occurred in Class XI smk Bina Taruna Medan Marelan. Based on the initial observations that researchers have made, one of the factors that influence the low student learning outcome is the lack of student activeness in the learning process. Therefo re, researchers offer to apply active learning strategies that can be applied to islamic education learning in SMK Bina Taruna Medan Marelan, which is a *Critical Incident* learning strategy.

This strategy is chosen based on the consideration that this strategy is easier to implement to obtain active student participation, and can encourage active learning and invite students to learn to criticize important experiences that are never forgotten that are also associated with the material. Researchers hope that the learning strategies that will be implemented can change the passive attitude of students to be more active and creative so as to improve student learning outcomes.

CRITICAL *INCIDENT* TYPE ACTIVE LEARNING MODEL
a.   Understanding Learning

In general, learning is a process in an individual that interacts with the environment to get changes in their behavior. According to Winkle, learning is a mental or psychic activity that continues in active inteksi with an environment that results in changes in knowledge, skills, and attitudes. The change is gained through effort (not due to maturity), settling for a relatively long time and is the result of experience.[1] Prayitno and Manullang stated that "there is no learning activity, unless there is an attempt to master something new".[2] Furthermore, Slameto defines that learning is a process of effort by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment.[3]

Meanwhile, Singer defines learning as a relatively fixed behavioral change caused by practices or experiences that arrive in certain situations.[4] In addition, Tohirin revealed that in Islam the meaning of learning is not only limited to changes in behavior as follows:

In the Islamic perspective, the meaning of learning is not just an attempt at behavior change. The concept of learning in Islam is an ideal learning concept, because it is in accordance with the values of Islamic teachings. [5] The purpose of learning in Islam is not to seek sustenance in this world alone, but to come to the truth, to strengthen morals, meaning to seek or achieve true knowledge and perfect morals. If the fact of learning is a change in behavior, then there are certain changes

incorporated into the characteristics of learning. Djamarah presents the following learning characteristics: 1) Changes that occur consciously, 2) Changes in learning are functional, 3) Changes in learning are positive and active, 4) Changes in learning are not temporary, 5) Changes in learning are human and purposeful, 6) Changes achieve all aspects of behavior.[6]

b.   Understanding the Learning Model

In learning there are terms of models, approaches, strategies, methods, and techniques used to achieve the goals to be achieved in learning activities. Allah SWT. It reminds us of the importance of using the right ways to get people on a good path. As firman Allah in theQur'an surah An-Nahl verse 125 as follows: "Call*(man) to the way of your Lord with good wisdom and lessons and refute them in a good way. Surely your Lord knows better who strays from His way, and He knows better those who are guided."* (QS. An-Nahl: 125)[7]

The verse offers the use of methods or strategies in delivering lessons. So it takes strategy in every step of ours, as well as in conveying knowledge and instilling noble morals in learners. The development of the right learning model basically aims to create learning conditions that allow students to learn actively and enjoyably so that students can achieve optimal learning and achievement outcomes. The ability of teachers to develop learning models that engage students effectively can determine the success of the learning process.[8]

The learning model refers to the approaches used, including learning goals, stages in learning activities, learning environments, and classroom management, helping learners get information, ideas, skills, ways of thinking, and expressing ideas. [9] Learning model is a pattern used as a guideline in planning learning in the classroom and tutorials.[10] Referring to Huitt's opinion quoted by Aunurrahman stated that, learning models were developed because of differences related to various characteristics of learners.[11]

A teacher must be able to choose the right learning model for learners. Therefore, in choosing a learning model, teachers must pay attention to the circumstances or conditions of students, lesson materials and existing learning resources so that the use of learning models can be applied effectively and support student learning success.

c.   Active Learning Strategies

The learning process held by the teacher must be in accordance with the plan prepared earlier. Learning is organized based on a plan that refers to the curriculum that is being implemented. In order for learning to

According to Kozma, Gerlach, and Ely quoted by Suyadi, the strategy itself is the ways that teachers choose to convey learning materials to learners in certain learning environments.[12] The ideal learning strategy is a strategy that explores the experience of learn ers and brings learners to actively interact with their environment. As stated by Sumiati and Asra: In order for learning to achieve the goals obtained by new understanding or changes in old experiences that a person has, then the learning process should be carried out actively, through various activities, such as experiencing, doing, searching, finding and active learning as a result of learning.[13]

According to Silbermen in Suyadi, active learning is a comprehensive collection of learning strategies, covering various ways to make learners active.[14] According to Hamdani, active learning is: "one way or strategy of teaching and learning that demands the activeness and participation of students in every learning activity as optimally as possible so that students are able to change their behavior effectively and efficiently".[15] Active learning is learning that emphasizes the activeness of students to experience themselves, to practice, to do activities so that with their thinking, emotional and skills, they learn and practice.[16]

The principles of active learning are fundamental behaviors that always appear and describe the involvement of students in the teaching and learning process, both mental, intellectual and emotional involvement which in many ways can be directly hinted at in various forms of physical activity.[17]

According to Bonwell in Suyadi, active learning has several characteristics as follows: 1) Emphasizing the learning process, not on the delivery of material by teachers, 2) Learners should not be passive, but must actively do something related to learning materials, 3) Emphasis on exploring values and attitudes with regard to learning materials, 4) Learners are more required to think critically, Analyze and evaluate rather than just accepting the theory and memorizing it. 5) Faster feedback and dialectical processes will occur in the learning process.[18]

The application of active learning in the learning process, there are several benefits that can be obtained by learners, among others: 1) Encouraging learners to get used to collaborative living that is equally aimed at achieving the success of learning goals, 2) Helping learners find different perspectives due to differences in life experiences, tendencies of

expectations, or demands of their learning outcomes, 3) Encouraging awareness of learners to be tolerant of differences, ambiguity, and complexity, 4) Helping learners discover the roots of their assumptions, 5) Develop an attitude of appreciating the growing differences in views and attitudes, 6) Helping learners to always be impressed with the topic of the lesson, 7) Encouraging learners to have an attitude of respect for their speech and experience, 8) Helping learners discover science, 9) Develop the habit of communicating thoughts and ideas clearly, 10) Cultivate broad insights and make learners more empathetic.[19]

The disadvantages of active learning are: 1) Time constraints and the possibility of increasing time for preparation, 2) Classes that have a relatively difficult number of learners will complicate the implementation of learning activities, 4) Limitations of materials, equipment, and resources. Active learning requires learners to participate in learning poses by involving themselves in several types of activities in which they are physically part of the learning. In active learning, learners use their potential optimally, with the aim that they can achieve satisfactory learning outcomes in accordance with the personality characteristics possessed by participants. In other words, active learning emphasizes more on the process rather than on the outcome. [20]

d. *Critical Incident* Strategy

Critical *incident* strategy is a strategy used by educators with the intention to invite learners to remember experiences that have been encountered or experienced alone and then associated with the subject matter. [21] This strategy is excellent for practicing learners' speaking skills. According to Hisham Zaini et al, this strategy is good to use to start learning activities. The purpose of using this strategy is to engage learners from the start by looking at their experiences.[22]

The steps taken in implementing *critical incident strategies* are as follows: 1) The teacher conveys the material to be learned, 2) Give students the opportunity to remember their unforgettable experiences related to the material being studied, 3) Ask what experiences are never forgotten, to all learners, to be trained in courage, 4) Convey lessons by linking the experience of learners who are being studied, 3) Ask what experiences are never forgotten, to all learners, to be trained in courage, 4) Convey lessons by linking the experience of learners. aforementioned.[23] The steps to implement *critical incident strategies* can be collaborated with discussion methods or team building. This way, learning is more fun because with discussion they can exchange thoughts and add to the spirit.

If at the beginning of learning activities learners are invited to remember their experiences related to the material, it will make it easier for learners

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RESEARCH METHODOLOGY

This research intends to reveal an effort to improve the learning process by applying Critical Incident learning *strategies* in Islamic religious education subjects at Private Vocational School Bina Taruna Medan Marelan, so the use of case study approaches is considered relevant in this research. This study is qualitative research. The research used is descriptive qualitative research,descriptive qualitative researchis in the form of research with a method or approachof case study (*case study*). This study focused intensively on one particular object that stud ied it as a case. Case study data can be obtained from all parties concerned, in other words in this study collected from varioussources. [24] Case studies are empirical investigations that investigate contemporary phenomena in real-life contexts.[25]

DISCUSSION AND DISCUSSION OF RESEARCH RESULTS

The results of the study are based on observations during the process of defense and the results of the analysis and the results of reflection. Based on the results of the evaluation of Islamic religious education including:

The increase in student learning achievement compared to learning achievement before the use of Critical Incident learning *strategies* is characterized by the results of completion of learning in Islamic religious subjects, student activities when the learning process of Islamic religious education in the good category. Teacher activities when the learning process in the category is good because it prepares all the design of the learning process.

Researchers argue that the use of *Critical Incident strategies* has succeeded in improving student learning outcomes at Bina Taruna Medan Marelan Private Vocational School.

This research departs from the thought that students' learning outcomes are influenced by the accuracy of teachers choosing learning start-ups. On that basis, researchers choose active critical incident learning strategies because this strategy makes students have to remember and describe their past experiences that are in accordance with the topic of the material presented. The success of the reflection process by using real case

analysis with critical events*(Critical Incident),*will influence individuals to be able to develop their opinions.

Learning in this class students are less enthusiastic in following the learning process so that students' writing skills are still less improved because students only listen to material from teachers only without the help of a good learning model.

Teachers are a very important factor in education as a subject of teaching, teachers have a role in solving, implementing and evaluating the educational process that has been done in carrying out their duties as educators and teachers, one of the functions that a teacher has is moral function, in carrying out all educational activities moral functions must always be carried out properly.

A teacher must feel called to educate, love the students and be responsible for the students, because of the call of his conscience to educate, then the teacher must love his students without discriminating his social status. Likewise, because teachers love students because of the call of conscience, the teacher must take full responsibility for the success of his students' education, success is meant not only when students get good grades, but more importantly the teacher is able to

In addition to teachers, learners are also a determining factor in the learning process, learners are subjects as well as objects of learning, effective learning will only occur if students participate actively in formulating and solving various problems.

Research observation facilities are aspects of learning carried out by teachers and student activities in learning activities, namely affective and psychomotor aspects related to the subject matter of the narrative. Data from assessment results both congnitive (written) and affective and psychomotor (observer) for students, and indicators of aspects of the learning process carried out by teachers in learning activities in accordance with observation instructions, namely aspects of the learning process carried out by teachers include planning, main activities and stabilization.

CONCLUSION

There is an increase in student learning achievement compared to learning achievement before the use of Critical Incident learning *strategies* that are characterized by the results of completion of learning in Islamic religious subjects. This research departs from the thought that students' learning outcomes are influenced by the accuracy of teachers choosing learning start-ups. The success of the reflection process by using real case

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Endnote:

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[1] Purwanto. 2011. *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Belajar, h. 39.

[2] Prayitno dan Belferik Manullang. 2010. *Pendidikan Karakter: dalam Pembangunan Bangsa*. Medan: Penerbit Pascasarjana UNIMED, h. 65

[3] Slameto. 2010. *Belajar & Faktor-Faktor yang Mempengaruhi*. Jakarta: Rineka Cipta, h. 2.

[4] Eveline dan Hartini Nara. 2010. *Teori Belajar dan Pembelajaran*. Bogor: Penerbit Ghalia Indonesia, h. 4.

[5] Tohirin, 2006. *Psikologi Pembelajaran Penidikan Agama Islam: Bebasis Integasi dan Kompetensi*. Jakarta: Rajagrafindo Persada, h. 57-58.

[6] Syaiful Bahri Djamarah.(2021) *Psikologi Belajar*. Jakarta: Rineka Cipta, h. 15-16

[7] Depertemen Agama RI. tt. *Al-Qur'an dan Terjemahnya*. t.tp: Sygma, h. 28

[8] Aunurahman. 2012. *Belajar dan Pembelajaran*. Bandung: Alfabeta, h. 140.

[9] Agus Suprijono. 2010. *Cooperative Learning: Teori & Aplikasi PAIKEM*. Yogyakarta: Pustaka Pelajar, h. 46.

[10] *Ibid.*

[11] See Aunurrahman. *Belajar dan Pembelajaran...*, h. 141.

[12] Suyadi. 2013. *Strategi Pembelajaran Pendidikan Karakter*. Bandung: Remaja Rosdakarya, h. 13-14.

[13] Sumiati dan Asra. 2013. *Metode Pembelajaran*. Bandung: CV. Wacana Prima, h. 40.

[14] Suyadi. *Op.Cit.*, h. 33.

[15] Hamdani. 2011. *Strategi Belajar Mengajar*. Bandung: Pustaka Setia, h. 49.

[16] M. Hosnan. 2014. *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013*. Bogor: Ghalia Indonesia, h. 208.

[17] Hamdani, *Op.Cit.*

[18] Suyadi. *Op.Cit.*, h.36-37.

[19] Bermawy Munthe. 2009. *Desain Pembelajaran*. Yogyakarta: Pustaka Insani Madani, h. 69.

[20] M. Hosnan, *Op.Cit.*, h. 217.

[21] Umi Machmudah dan Abdul Wahab Rosyidi. 2008. *Active Learning dalam Pembelajaran Bahasa Arab*. UIN-Malang Press, h. 157

[22] Hisyam Zaini, dkk. 2008. *Strategi Pembelajaran Aktif*. Yogyakarta: Pustaka Insan Madani, h. 2.

[23] Saiful Akhyar Lubis. 2010. *Profesi Keguruan*. Bandung: Cita Pustaka Media Perintis, h. 122.

[24] Hadari Nawawi. 2003. *Metode Penelitian Bidang Sosial,* Yogyakarta: Gajah Madah University Press.

[25] R.K. Yin (1981a). The Case Study as a Serious Research Strategy. Knowledge: Creation, Diffusion, Utilization, 3(1), 97–114. https://doi.org/10.1177/107554708100300 106

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