

Analysis of The Use of Mastery Learning Models on The Learning Outcomes of Students' Akidah Akhlak At Mts Mambaul Ulum Simorejo Widang Tuban

Siti Suwaibatul Aslamiyah

Program Studi Pendidikan Agama Islam Universitas Islam Lamongan
suwaiba_2012@unisla.ac.id

Berliana Putri Julianti

Program Studi Pendidikan Agama Islam Universitas Islam
Lamongan berlianap672@gmail.com

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Abstract

This study entitled Analysis of the Use of the Mastery Learning Learning Model on the Learning Outcomes of the Aqidah Akhlak Students at MTS Mambaul Ulum Simorejo Widang Tuban uses quantitative and associative approaches. The purpose of this research is to determine the use of the learning model Mastery Learning at MTS Mambaul Ulum Simorejo Widang Tuban, which is classified as very good at 87.89%, which is between the interval values of 76-100%, to find out the Aqidah Akhlak Learning Results MTs Mambaul Ulum Simorejo Widang Tuban is classified as good at 85.58 which is between the value intervals of 75% -89%, as well as knowing there is the effect of using the Mastery Learning learning model on learning outcomes Aqidah Akhlak MTs Mambaul Ulum Simorejo Widang Tuban the results of calculations with a simple linear regression formula using the SPSS application are proven by the calculation results of a significant value of 0.000 which means based on the magnitude of the correlation/relationship with a value of 0.899 when seen from the interpretation table between 0.80-1.000 indicates that between variables X and Y, there is a very strong relationship.

Keywords: *Mastery Learning, Learning Outcomes, Moral Belief*

Introduction

Learning is very interesting and important to understand because learning determines the quality of education. In order to improve the quality of teaching, teachers must increase their knowledge of teaching methods through mastery of learning techniques and the ability to understand roles. Learning is also a process between students and teachers, media, resources and learning models to improve certain competencies directly or indirectly through learning activities, the success of learning can be influenced by the learning concepts used by teachers, absorption and low learning outcomes or lack of skills in learning that emphasize the active role of students .

The role of learning Aqidah Akhlak in Islamic religious education includes several concepts that aim to equip students with religious knowledge, this religious knowledge is related to the moral formation of students. Understanding the contents of the subject matter of aqidah morals is still based on normative theological understanding, meaning that the content of the material in this lesson has stagnated material and has not been able to get out of that realm, the teaching method of aqidah morals is only limited to understanding, which leads to the introduction of Islamic values so that is very much needed to answer and find a way out, so that the material contained in the Aqidah Akhal subject provides a complete understanding to all students, an understanding that is rooted in character knowledge as a person who obeys and obeys religious norms which becomes a motivation to develop for the better and always maintain an open attitude. Apart from that, the aqidah akhlak curriculum has two main focuses, in addition to theological-normative discussion, it also includes a discussion of morals.

The low achievement of student learning in the moral creed can be attributed to at least two factors. First, the teachers explanation of the material is not good so that students do not understand it. Second, the teaching method used is not in accordance with the material being taught, so that students do not understand the material being taught. One of the ways to improve student learning outcomes in teaching the principles of the Aqidah Akhlak is the complete learning approach (Mastery Learning). Mastery Learning is one of the educational efforts to encourage students to master certain competencies, by using Mastery Learning as one of the main principles that support the implementation of a competency-based curriculum, meaning that Mastery Learning is something that must be understood by teachers or students.

One of the learning models that can be applied is the complete learning model or Mastery Learning. Complete learning is a learning model that is applied in the classroom, with the assumption that under the right conditions all students are able to learn well and obtain maximum learning outcomes for the material being studied, regarding learning with a complete learning approach (Mastery Learning) can improve understanding of concepts, because the teacher provides clear steps and always improves students to learn material that has been discussed or not yet discussed.

1. Mastery Learning

Mastery Learning (complete learning) is one of the population change efforts that aims to increase student motivation and learning efforts to achieve a mastery level for all students, regardless of whether they have a high IQ or vice versa. Mastery Learning (complete learning) is a learning system that expects students to fully mastery general learning objectives or competency standards. Completeness

means achieving certain qualifications for the educational purposes of certain credit units/subject units in accordance with certain normative standards, certain mastery level standards contain meaning and what percentage of specific instructional objectives (basic competencies) are explained by the general objectives (competence standards) of a unit of study mastered by students. From this understanding it can be concluded that mastery learning is a learning system that requires all students to master the material presented completely, thus the teaching and learning process is more directed at achieving the level of full mastery of what is conveyed by the teacher.

2. Learning Outcomes

Learning outcomes according to psychology is the success achieved by students is the learning achievement of students at school in the form of numbers that bring the form of a change and shape a persons behavior. To find out if a learning process can be said to be successful, the teacher needs to hold a formative test, this formative test is to find out how far students have mastered the learning objectives to be achieved. To find out how much progress a person has achieved in learning, an evaluation must be carried out. To determine the progress to be achieved, it must have criteria (benchmarks) that refer to certain goals so that you can find out how much influence the teaching and learning strategy has on student learning success

3. Aqidah Akhlak

Morals according to language means character, Aqidah Akhlak is a bond of a belief in the truth that is embedded in the heart, speech, orally, and is practiced with commendable deeds, Aqidah Akhlak is a subject that contains lessons that direct the basic abilities of students, experience and moral habit Islam is also simple to be used as behavior in everyday life.

Method

The method used in this study is a quantitative method. A quantitative approach is research in which the results are presented in the form of a description using numbers to produce accurate and measurable data. In this approach there are many research methods is a way to gain knowledge or solve a problem at hand. Data sources were obtained from primary data sources, namely by finding data sources from MTS Mambaul Ulum Simorejo Widang Tuban students, as well as secondary data sources by finding data sources from school administration through documentation techniques at MTS Mambaul Ulum Simorejo Widang Tuban. The data collection technique is using a questionnaire or questionnaire to obtain primary data related to the Mastery Learning learning model in the Akidah Akhlak MTS Mambaul Ulum Simorejo Widang Tuban subject to find data about the learning outcomes of MTS Mambaul Ulum Simorejo Widang Tuban students

The validity used in this study is content validity, namely validity that can be assisted by using an instrument grid. In this grid there are the variables studied, the indicators used as benchmarks and question items that are explained from these indicators. With this instrument grid, validity testing can be carried out easily and systematically. When testing validity using a measuring tool in the form of a computer program, namely SPSS, and if a measuring instrument has a significant correlation between the total score, then the score tool is said to be valid. The validity of the data is by using the validity of the instrument to find out the data so that it can be trusted according to field conditions.

Results and Discussion

1. Data Analysis Using the Mastery Learning Model in MTs Mambaul Ulum Simorejo Widang Tuban

Regarding the effect of using the Mastery Learning learning model on the Akidah Akhlak subject at MTs Mambaul Ulum Simorejo Widang Tuban whether it is good or not, data will be analyzed from the use of the Mastery Learning learning model on the Akidah Akhlak subject at MTs Mambaul Ulum Simorejo Widang Tuban, using the percentage formula as follow:

Percentage formula

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{668}{19 \times 4 \times 10} \times 100$$

$$P = \frac{668}{760} \times 100$$

$$P = 87\%$$

Information :

P :Percentage

F :Number of Frequencies

N :Number of respondents x maximum value x the number of items in the questionnaire

100 :Cash number

After the percentage results are known, then they are categorized based on the next measurement standard:

Tabel 5. 1 : Criteria for inter achievement scores

Interval	Assessment criteria
76%-100%	Good

56%-75%	Enough
40%-55%	Not good
Kurang dari 40%	Not good

So it can be concluded that the use of the Mastery Learning learning model at MTs Mambaul Ulum Simorejo Widang Tuban is classified as a value of 87% because it is in the interval value of 76% - 100%.

2. Analysis and Discussion of Student Learning Outcomes at MTs Mambaul Ulum Simorejo Widang Tuban

As for knowing student learning outcomes in the Aqidah Akhlak subject at MTs Mambaul Ulum Simorejo Widang Tuban whether it is good, sufficient, not good or even not good, the researcher will analyze the data with Descriptive Statistics analysis using the SPSS application with the mean formula as the calculation results below This:

Tabel 5. 1 Descriptive statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
hasil belajar	19	78	90	85.58	4.513
Valid N (listwise)	19				

From the results of the calculation above, it is then adjusted to the criteria for learning outcomes, while the learning criteria are shown in the table below:

Tabel 5. 2 learning outcomes criteria

Interval	Kriteria Penelitian
0-59	Not good
60-74	Enough
75-89	Good
90-100	Very good

Form the data above it can be seen that data on learning outcomes in the Aqidah Akhlak subject at MTs Mambaul Ulum Simorejo Widang Tuban 2022/2023 are classified as good criteria because they are at intervals between 75-89, which has an average valau of 85.58.

3. Anallysis of the influence of the Use of Mastery Learning Learning Models on Student Learning outcomes of Aqidah Akhlak MTs Mambaul Ulum Simorejo Widang Tuban

Untuk menguji hipotesis penelitian tentang pengaruh penggunaan model

pembelajaran Mastery Learning terhadap hasil belajar siswa kelas VIII MTs Mambaul Ulum Simorejo Widang Tuban , penulis menggunakan rumus regresi linier sederhana melalui aplikasi SPSS yang akan diuraikan sebagaimana berikut:

Tabel 5. 3 Correlation test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.899 ^a	.808	.797	2.032

a. Predictors: (Constant), model mastery learning

Dari table Model Summary Uji Regresi Linier sederhana diatas dapat menjelaskan besarnya nilai kolerasi/hubungan (R) yaitu sebesar 0,899 yang artinya variable X dan Y memiliki hubungan yang sangat kuat karena berada diantara 0,80-1,000, hal ini mengikuti ketentuan sebagai berikut:

Tabel 5. 4 Pedoman Interpretasi Koefisien Korelasi

Interval Koefisien	Relationship level
0,00-0,199	Very low
0,20-0,399	Low
0,40-0,599	Currently
0,60-0,799	Strong
0,80-1,000	Very strong

From this output also obtained a coefficient of Determination (R Square) of 0.808 which implies that the effect of using the Mastery Learning learning model in the Aqidah Akhlaj subject on student learning outcomes at MTs Mambaul Ulum Simorejo Widang Tuban is 80,8%.

CONCLUSION

Based on the results of the research and discussion described above, the following conclusions can be drawn:

1. The use of the Mastery Learning learning model at MTs Mambaul Ulum Simorejo Widang Tuban is classified as very good, this is proven based on the questionnaire that has been distributed to students and the results of data analysis using the percentage formula obtained results of 87% which are between the interval values of 86% -100 % which means very good category.
2. The learning outcomes of the Aqidah Akhlak students of MTs Mambaul Ulum Simorejo Widang Tuban are classified as good. This can be seen from the results of student report cards which were analyzed using the mean/average formula, the result was 85.58 which was between the interval values of 75-89 which means it was classified as good.

3. From the results of calculations using the simple linear regression formula using the SPSS application it is proven that there is an effect of using the Mastery Learning learning model on the learning outcomes of Aqidah Akhlak students at MTs Mambaul Ulum Simorejo Widang Tuban with the calculation results showing that the significance value is 0.000, which means there is a significant influence from the use of the Mastery Learning learning model on student learning outcomes. Based on the magnitude of the correlation/relationship with a value of 0.899 which, if seen from the interpretation table, is between 0.80-1.000, it indicates that between variables X and Y there is a very strong relationship.

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