

## ADVANCE ORGANIZER LEARNING MODEL IN IMPROVING ISLAMIC RELIGIOUS EDUCATION LEARNING RETENTION

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### ABSTRACT

There are serious obstacles in the form of laziness in the learning process and the difficulties experienced by students in remembering some Islamic religious education materials presented by the teacher, and the purpose of this study is to find out the implementation and strategies of advanced organizer learning models in increasing retention of learning Islamic Religious Education in junior high school students SMP Negeri 1 Ngambon. The type of research used in this research is qualitative research. Data collection methods used are observation, interviews and documentation. Data obtained during the study were analyzed by data reduction steps, data presentation, and conclusions. Some teachers have implemented the advanced organizer learning model but still need improvement. Its contribution is to provide the ability further to arouse students' curiosity about the subject matter, provide opportunities for creative expression in the artistic aspect, enable students to learn through problem-solving, test the truth of something, make discoveries (inquiry) on a problem topic, listen, learn independently. Independently, learn to work together and to be more motivated in learning—advance organizer learning model strategy through three phases. The first phase is the presentation or presentation of students at SMP Negeri 1 Ngambon. The second phase is an exploration by visiting the school library and surfing the internet. In the third phase, clarifying the meaning of the new learning material

### Introduction

Islamic religious education is one of the compulsory subjects in vocational high schools. Mastering Islamic religious education material is essential to increase students' knowledge. Some students consider Islamic religious education material accessible because they already have reasonably good basic religious knowledge from their living environment. However, some students have difficulty because they lack the basics of religious knowledge, which is quite good. One of the difficulties experienced by students is difficulty in remembering the material that the teacher has delivered. Not all the material that has been studied can be

remembered well. Even some students only remember very little of the teacher's material.

David Ausubel is one of the experts in educational psychology who put forward his educational theory about verbal learning problems that can be corrected so that they contain "meaningful" or "meaningful". The theory concerns three things: (1) how science is organized, meaning how the curriculum content should be organized; (2) How does the thinking process occur when dealing with new information, meaning how the thinking process occurs when the learning process occurs; and (3) How teachers should teach the new information according to the theory of curriculum content and learning theory.<sup>1</sup>

Based on his three theories, Ausubel proposes a concept he calls advance organizers, the highest organizer that is complete and comprehensive of the material to be taught. The advance organizer is in the form of basic frameworks that become the body of the material to be presented. The content is an explanation, integration, and interaction of basic concepts with the highest and most general structure and organization of the material to be taught. However, he is not an abstraction or conclusion material. He is the primary framework based on the basic concepts, propositions, generalizations, principles and laws in a scientific discipline. This framework is an introduction to student learning assignments. Of course, compiling it takes time because the material must be studied, understood and mastered first.<sup>2</sup>

Dengan konsep ini ia ingin memperbaiki kelemahan metode presentasi dengan jalan selecting, organizing and conveying new information. The primary purpose of using this model is to help students learn and master the material being taught (subject matter). The teacher's main task is to present or present this main framework, while the role of the student is to try to master the ideas and information.

The advance organizer approach is very deductive because the direct presentation starts with the presentation of general concepts and principles (advance organizer) and then elaborates more specifically. This is different from the inductive approach, which directs students to think starting from particular cases or facts to make and rediscover general conclusions or concepts.<sup>3</sup>

Based on the description above, the author conducted a research study titled "Advanced Organizer Learning Model in Improving Learning Retention of Islamic Religious Education in SMP Negeri 1 Ngambon, Bojonegoro Regency." This is to find a suitable learning model for increasing student retention, especially in Islamic religious learning.

## Method

The type of research used in this research is qualitative research. Research with a qualitative approach emphasizes the process of deductive and inductive inference

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<sup>1</sup> Noehi Nasution, *Psikologi Pendidikan*, Universitas Terbuka, Jakarta, 1996, hlm. 128.

<sup>2</sup> Aunurrahman, *Belajar dan Pembelajaran*. Bandung, Alfabeta, 2016, hlm.160

<sup>3</sup> Saifuddin Azwar, *Metode Penelitian*, Pustaka Pelajar, Yogyakarta, 2004, hlm. 5- 6.

and the analysis of the relationship dynamics between observed phenomena using scientific logic. This does not mean that the qualitative approach does not at all use quantitative data support, but the emphasis is not on hypothesis testing but rather on efforts to answer research questions through formal and argumentative ways of thinking. This research is located in SMP Negeri 1 Ngambon, in Ngambon Village, Ngambon District, Bojonegoro Regency, East Java Province. In order to obtain primary quality data, the researchers immediately conducted field research at SMP Negeri 1 Ngambon, Bojonegoro Regency.<sup>4</sup>

Based on the source, the data can be divided into primary and secondary data. "Primary data is data obtained directly from the source; observed and recorded for the first time." Meanwhile, "Secondary data is data that is not collected by the researcher himself, for example from the Bureau of Statistics, magazines, information or other publications. In this study, the primary data were students of Class VIII E of SMP Negeri 1 Ngambon, Bojonegoro Regency, who were the samples called respondents. At the same time, the secondary data are books, magazines, or other publications related to research. Several data collection methods are used to obtain the data needed in this study. The methods used include observation, interviews and documentation.<sup>5</sup>

## Results

In learning at SMP Negeri 1 Ngambon, many methods are used, including lectures, discussions, question and answer, recitation, advance organizer, group study, inquiry, and so on.<sup>6</sup> Among the various learning methods, the advance organizer is one of the models used in SMP Negeri 1 Ngambon. Based on an interview with Muhlisin, one of the teachers of SMP Negeri 1 Ngambon, he stated that the advanced organizer learning model was used to improve learning outcomes of Islamic religious education at SMP Negeri 1 Ngambon. Students need to train and hone their brains in order to work optimally. A suitable learning model can achieve the learning outcomes according to the objectives, and satisfactory results are obtained. Among the various learning methods, the advance organizer is one of the models used in SMP Negeri 1 Ngambon. Based on an interview with Muhlisin, one of the teachers of SMP Negeri 1 Ngambon, he stated that to improve learning outcomes of Islamic religious education at SMP Negeri 1 Ngambon, an advanced organizer learning model was used. Students need to train and hone their brains in order to work optimally. A suitable learning model can achieve the learning outcomes according to the objectives, and satisfactory results are obtained.<sup>7</sup>

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<sup>4</sup> Saifuddin Azwar, *Metode Penelitian*, Pustaka Pelajar, Yogyakarta, 2004, hlm. 5- 6.

<sup>5</sup> Marzuki, *Metodologi Riset*, Bagian Penerbitan Fak. Ekonomi UII, Yogyakarta, 1983, hlm. 55 s.d. 56.

<sup>6</sup> Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktik*, Rineka Cipta, Jakarta, 2006, hlm. 231.

<sup>7</sup> Aunurrahman, *Belajar dan Pembelajaran*. Bandung, Alfabeta, 2016, hlm.160

Weaknesses and weaknesses in implementing a learning method must have obstacles. Likewise, there are several problems in implementing the advanced organizer learning model. First, students feel bored. Based on an interview with Yudha, one of the students of SMP Negeri 1 Ngambon stated that he would be bored if he kept doing the same things. There is no variation in monotony; moreover, what is taught is challenging to implement, which irritates the heart. I would love to move on to something else that's easier.

Several obstacles or problems occur in implementing the advanced organizer learning model. In addition, researchers also try to see any problems that occur during learning and try to fix them for the next opportunity. For more details below, the researchers present the obstacles or problems and the solutions applied, namely (1) Students are less active in implementing the advanced organizer; (2) Busy students; (3) Lack of material mastery; and (4) limited presentation time

Based on the interviews with several people, students, teachers and the principal of SMP Negeri 1 Ngambon, they agreed to implement the advanced organizer learning model. The similarity of opinions and policies from all parties is fundamental to successfully implementing the advanced organizer learning model. There is no significant difference so that the learning process of Islamic religious education using the advanced organizer learning model can be carried out correctly.

From the data from interviews with principals, teachers and students of SMP Negeri 1 Ngambon above, it can be concluded that implementing the advanced organizer learning model can be carried out correctly and smoothly.<sup>8</sup> In order to increase learning retention, the actions taken by the teacher are as follows: (1) Providing remedial, (2) Using multi-media, (3) Providing motivation or enthusiasm in learning, (4) Guiding students who have difficulty, (5) Providing oral test, (6) Giving rewards, (7) Forming peer tutors, (8) Providing recitation of rote arguments and prayers, (9) Group discussions, (10) Studying in the library, (11) Monitoring the implementation of reading reference books, (12) Take firm action against students who cheat during the test, (13) Make various questions, (14) Take action on students who make noise during learning, (15) Monitor the learning process, (16) Presentation of papers or assignments, (17) Screening of films.

## Discussion

Based on the results of observations, it turns out that there are still many students who are not active in carrying out learning, and the learning outcomes of Islamic religious education are still many that are not good. In addition, there are still many students who do not dare to ask or answer the questions given, and there are still students who are not active in the learning process; there are still students who play alone, so they ignore the teacher's explanation. In addition to students' answers about the material discussed, there are still some who are not quite right. So that the need for mastery of concepts, scientific attitudes and skills must be

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<sup>8</sup> Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran* (Jakarta: Kencana Prenada Media Group, 2009), hal. 199-204

balanced to activate students. In addition, there is a need for changes in learning methods and strategies to suit the teaching materials.

The advanced organizer learning model is one of the teaching and learning methods carried out by a teacher at school. In it, the teaching and learning process occurs, in which the interaction between two or more individuals involved, exchanging experiences, information, and solving problems, can also occur, all of which are active, and no one is passive as a listener. The implementation of the advance organizer learning model can be carried out at any time, as long as there is clarity that the advanced organizer will be, the readiness of the students who will advance the organizer, clarity of the goals to be achieved through this method, and support for supporting facilities so that it can be implemented.

In implementing the advance organizer as a teaching method, it is necessary to know that the advance organizer will give rise to different positive values. An advance organizer in elementary schools will differ from an advance organizer in secondary schools or colleges. What is important is whether each child is willing to express his opinion, whether each child can maintain and comply with ethics in speaking and so on, then pay attention to whether the conversation provides the possibility of solving the problem.<sup>9</sup>

In the teaching and learning process, actively involving students can be practical if the organization and delivery of material follow students' mental readiness. Teachers can choose an appropriate teaching method if the teacher knows various delivery methods.

Several principles need to be considered in using this advanced organizer learning model. These principles are mainly related to the development of student's abilities, including:

- a. The teaching method must be able to arouse students' curiosity further about the subject matter.
- b. Teaching methods must provide opportunities for creative expression in the artistic aspect.
- c. Teaching methods should enable students to learn through problem-solving.
- d. Teaching methods should allow students always to want to test the truth of something.
- e. Teaching methods must allow students to make discoveries (inquiry) about a problem.
- f. Teaching methods should allow students to listen.
- g. Teaching methods should allow students to learn independently.
- h. Teaching methods should allow students to learn collaboratively.
- i. Teaching methods should allow students to be more motivated in their learning.

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<sup>9</sup> Nurdyansyah, dan Eni Fariyatul Fahyuni, *Inovasi Model Pembelajaran yang disesuaikan dengan Konteks Kurikulum 2013*, Nizamial Learning Center, Sidoarjo, 2016, hlm. 30.



Based on the results of the implementation of the advance organizer learning model and the results of increasing Islamic religious education learning outcomes, it can be concluded that there is relevance to the use of advance organizer learning models to increase Islamic religious education learning outcomes for students of SMP Negeri 1 Ngambon, Bojonegoro Regency. This can be seen from the increase in Islamic religious education learning outcomes after implementing the advanced organizer learning model in Islamic religious education learning.<sup>10</sup>

The advance organizer learning model before the research at SMP Negeri 1 Ngambon was never implemented due to limited knowledge and difficulties in its application. After conducting a more intensive dialogue with the Islamic education teacher at SMP Negeri 1 Ngambon, it was tried to be carried out according to the predetermined phases.

The teacher's role in this model is to maintain control of students' intellectual structures because this is necessary to continuously connect teaching material with the guide and help students distinguish new material from previously studied material. This is also in line with what Futaqi said that students should be given the freedom to find new ways and knowledge.<sup>11</sup>

The results of the analysis of the implementation of the first phase of the advance organizer learning model, namely: the presentation or presentation of students at SMP Negeri 1 Ngambon. It turns out that students have difficulty conveying the material they have learned. Based on what the students said, they felt nervous because they were not used to appearing in front of the class. The learning material that had been well mastered was lost when the presentation appeared.

Then in the second phase of the advance organizer learning model, namely: exploration, students seek and improve teaching materials to make them more stable in understanding. Here, students of SMP Negeri 1 Ngambon pay a visit to the school library and also surf the internet. It turned out that most students were enthusiastic about finding and studying learning materials on the internet through android mobile phones. Students find it easier to get the intended learning material using an android mobile phone rather than looking in the manual. In addition, the appearance on the internet is more attractive than in the manual. After two hours of lessons did not feel exhausted from the exploration process. This is one of the compelling pieces of evidence of learning by using the internet.

In phase three, the learning situation is ideally much more interactive. Students submit a lot of questions and comments. The success of mastering the material will depend on the desire of the learner to integrate it with previous knowledge, on the critical learner (teacher or teaching staff) and the presentation and organization of the learning material.

A learner has requested, and unsolicited responses to learning reactions will be guided to clarify the meaning of new learning material, distinguishing it from existing knowledge and accepting it with existing knowledge, making it personally

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<sup>10</sup> Marzuki, *Metodologi Riset*, Bagian Penerbitan Fak. Ekonomi UII, Yogyakarta, 1983, hlm. 55 s.d. 56.

<sup>11</sup> Sukron Mazid, Sauqi Futaqi, and Farikah Farikah, "The Concept of 'Freedom of Learning' in a Multicultural Education Perspective," *Ta'dib* 24, no. 1 (2021): 70-80.

relevant to the learner, and helping to promote a critical approach to knowledge. Ideally, the learner will ask questions in response to his steps for meaning.

It turned out that not all students of SMP Negeri 1 Ngambon were active in submitting questions and comments. Students whose characters are quiet become passive, only commenting a little. At the same time, the class is dominated by students who like to talk. Of course, the teacher, in this case, needs to divide the balance among the students so that no student is the most dominant in the class.

If the process of storing it can take place well and be stored in memory properly, then the reproduction of what has been learned will also occur. Reproduction is remembering or bringing into consciousness about things that have been memorized through learning activities. In students, the process of keeping in mind differs from one student to another. Learners who are highly intelligent, knowledgeable, and experienced in learning activities tend to have fast reproductive abilities. In addition, reproductive activity (recalling) is also influenced by the ability to memorize and store messages or subject matter that students have studied.

Each memory has different types of characteristics in the structure memory. The learning objectives formulated in theoretical learning before being put into practice are arranged with different performance levels. These kinds of memory structure characteristics are closely related to the learning objectives that have been formulated so that there is a change in the structure and the information they receive. This affects practical activities, namely difficulties in recalling information in theory and the time to practice, which requires a long process.

Based on the explanation that the author has described above, the advanced organizer model, which is varied from other learning methods, and is carried out correctly following existing rules, will be able to increase learning retention.<sup>12</sup>

### **Conclusion**

Implementation of the advanced organizer learning model in SMP Negeri 1 Ngambon student can arouse students' curiosity further about the subject matter, provide opportunities for students to express creatively in the artistic aspect, allow students to learn through problem-solving, enable students always to want to test the truth of something, make discoveries (inquiry) on a problem topic, listen, learn independently, learn to work together and to be more motivated in learning.

The strategy of the advance organizer learning model in the implementation of the first phase is the presentation or presentation of students at SMP Negeri 1 Ngambon. It turns out that students have difficulty conveying the material they have learned. Then, in the second phase of the advanced organizer learning model, exploration, students are very enthusiastic about finding and studying learning materials. Students find it easier to get the intended learning material by using an

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<sup>12</sup> Masnur M, *Dasar-Dasar Interaksi Belajar Mengajar Bahasa Indonesia*, Jemmars, Malang, 1987, hlm. 90.

android mobile phone instead of looking in manual books. In phase three, the situation learning is much more interactive. Students submit lots of questions and comments. The success of mastering the material will depend on the desire of the learner to integrate it with previous knowledge, on the critical learner (teacher or teaching staff) and the presentation and organization of the learning material.

Based on the results of the discussion, it can be seen that learning Islamic religious education by implementing an advanced organizer has increased significantly. Thus, the retention of learning Islamic religious education also experienced a significant increase after the advance organizer was implemented.<sup>13</sup> Because implementing the advanced organizer learning model has a significant role in increasing retention of Islamic religious education learning, teachers and students are expected to apply the advanced organizer learning model in the learning process. The advance organizer learning model strategy is expected to be implemented as well as possible by students, especially in Islamic religious education lessons. Students are expected to continue to improve their learning, so that good learning outcomes are obtained.

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<sup>13</sup> Wahyudin Nur Nasution, *Strategi Pembelajaran Kooperatif Konsep Diri dan Hasil Belajar Sejarah*, Widya Puspita, Medan, 2019, hlm. 38.



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