



Implementation of Direct Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at SMP S Ummul Ayman II

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ABSTRACT

This study aims to improve student learning outcomes in Islamic religious education learning by using direct learning. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that direct learning can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of direct learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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Introduction

Islamic Religious Education in Junior High School is a conscious and planned effort in preparing students to know, understand, internalize, believe, be pious, and have noble morals in practicing Islamic teachings from its main sources, the holy book of the Qur'an and Hadith, through guidance activities, teaching, training, and the use of experience. The importance of knowledge and religion is also clearly seen in the National Education System (Sisdiknas). Article 3 of the 2003 Sisdiknas Law emphasizes that the goal of national education is "to develop the potential of students to become human beings who believe and are pious to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens". The first and main criteria in the formulation of this goal is a

human being who believes and is pious to God Almighty and has noble morals. This formulation shows that our education system actually puts religion before science. One of the Basic Competencies of Islamic Religious Studies (PAI) in class VIII of SMP/MTs level is understanding the meaning of believing in the Messenger of Allah SWT. Among the factors that support the understanding of believing in the Messenger of Allah, of course the initial step taken is that students can understand the meaning of believing in the Messenger of Allah SWT. However, the reality in the field is not like that, many students in class VIII of SMP Negeri 3 Percontohan Bandar Dua are unable to mention the Names of the Messengers and the Attributes of the Messenger of Allah. This is thought to be caused by the way the material is presented which is not creative and innovative enough, the inappropriate choice of learning strategies and methods and the learning model applied in Islamic Religious Education learning. So it is necessary to find a solution by using a more appropriate and interesting learning model.

The direct learning model is a learning model that emphasizes mastery of concepts and/or behavioral changes by prioritizing a deductive approach, with the following characteristics: (1) direct transformation and skills; (2) learning oriented towards certain goals; (3) structured learning materials; (4) structured learning environment; and (5) structured by the teacher. The teacher acts as a transmitter of information, and in this case the teacher should use various appropriate media, such as films, tape recorders, pictures, demonstrations, and so on. The information conveyed can be in the form of procedural knowledge (i.e. knowledge about how to do something) or declarative knowledge, (i.e. knowledge about something can be in the form of facts, concepts, principles, or generalizations). Criticisms of the use of this model include that this model cannot be used at all times and not for all learning purposes and all students. Seeing these problems, the author tries to improve by conducting classroom action research by applying a learning model with the Direct Learning model to improve student learning achievement to be good.

Learning model is a way to know or understand something teaching or events and problems that occur in teaching that can give birth to a pattern or attitude of action. Learning model is a way taken by teachers in implementing learning so that the concepts presented can adapt to students. In line with that according to Ruseffendi that: "learning model is a way, path, or policy taken by teachers or students in achieving learning objectives seen from the perspective of how the learning process or learning material is" (1998: 240). It is clear that learning model is very important in the teaching and learning process so that learning objectives can be achieved. It can be concluded that the learning approach is a way taken by teachers in learning so that students can understand the concepts taught by the teacher correctly. And with the learning model, students are expected to get maximum learning outcomes and can solve and overcome problems that arise in the lesson. Learning is a relatively permanent change in behavior or behavioral potential that is the result of experience and is not characterized by

temporary self-states, such as those caused by illness, fatigue or drugs. (Amung Ma'mun and Agus Mahendro, 1998). By studying we can find out what we previously did not know, what we could not do becomes possible through a certain process.

Learning is a psychic process that occurs in the active interaction of the subject with its environment and produces changes in knowledge, understanding, skills, values, attitudes that are constant/fixed (Winkel, W.S., 1998). Changes as a result of the learning process can be shown in various forms, such as changes in knowledge, understanding, behavioral attitudes, skills, abilities, habits and changes in other aspects that exist in the individual who is learning (Nana Sudjana, 1989).

Methods

This research is an action research, because the research was conducted to solve learning problems in the classroom. This research is also descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. According to Sukidin et al. (2002:54) there are 4 types of action research, namely: (1) teacher action research as a researcher, (2) collaborative action research, (3) integrated simultaneous action research, and (4) experimental social action research. The four forms of action research above have similarities and differences. According to Oja and Smulyan as quoted by Kasbolah, (2000) (in Sukidin, et al. 2002:55), the characteristics of each research depend on: (1) its main purpose or emphasis, (2) the level of Learning together between the researcher and external researchers, (3) the process used in conducting the research, and (4) the relationship between the project and the school.

This research uses the form of teachers as researchers, where teachers play a very important role in the classroom action research process. In this form, the main objective of classroom action research is to improve classroom learning practices. In this activity, teachers are directly involved in the planning, action, observation, and reflection processes. The presence of other parties in this study is not dominant and very small. This study refers to continuous learning improvement. Kemmis and Taggart (1988:14) state that the action research model is in the form of a spiral. The stages of action research in a cycle include planning or implementing observation and reflection. This cycle continues and will be stopped if it is in accordance with the needs and is deemed sufficient.

The subjects of this classroom action research were 25 students of class VIII-B of SMPS Ummul Ayman II Meurah Dua, consisting of 13 male students and 12 female students, who in the learning process carried out the learning process with the Direct Learning model to improve students' abilities in the material of Faith in the Apostles of Allah SWT. The research instruments used in this study were tests and non-tests. The test instrument was a written test, while the non-test instrument consisted of teacher observation guidelines and student behavior, and learning activity documentation

guidelines. The level of validity of the assessment instrument is carried out using the critical reflection technique. Each stage of the cycle is designed to improve the quality of understanding of the author and observer regarding efforts to improve students' abilities in the material on Faith in the Messenger of Allah SWT using the Direct Learning model.

Result

The initial condition of the learning outcomes of Islamic Religious Education at SMP S Ummul Ayman II Meurah Dua, before the research was conducted, the Islamic Religious Education lesson scores were very low. This is evident from two daily tests, the results obtained have not reached completion. Of the 20 students who took the daily test, only 8 students or 40% achieved completion. From the 2 daily tests, the average student score is still below the KKM. The average student score is 74.93. This shows that the average score is still below the class KKM, which is 75. The low learning outcomes above are due to the very low level of student activity, which only reaches 40 percent of active students. The initial step in planning is to check the RPP. The next step is to check the teaching aids that will be used, then check the completeness and availability of data collection tools, such as observation sheets. Cycle I actions are carried out in two meetings. The first meeting was held on Wednesday, January 8, 2025 and the second meeting on Wednesday, January 15, 2025. And on January 24, 2025, the researcher conducted a cycle I evaluation test. From table 4.2 above, learning by implementing the Direct Learning learning model obtained an average student score of 73.9 with the completion achieved by 55% of students or 11 students out of 20 students who took the evaluation and achieved the KKM score (75) and were considered complete. These data show that classically the learning outcomes in the first cycle have not achieved completion, because students who obtained a completion score of ≤ 75 were 55% less than the desired completion percentage of 85%, because students are not focused on the subject, so with the direct learning model it is expected to be more focused on the material discussed.

In the observation cycle I, students paid serious attention to the teacher's explanation as many as 15 students or 75%, there were still some students who paid less attention to the teacher's explanation, namely 5 students. Students asked questions about learning materials as many as 11 students or 55%, because not many students asked about problem-based learning, this was because at the meeting during the pre-test the teacher had explained about problem-based learning. In the third aspect, students were active in expressing their opinions on the problem topics given during learning as many as 14 students or 70%. In the fourth aspect, students worked on assignments seriously as many as 19 students or 95%, this was because students had shown a serious attitude in doing the assignments given by the teacher. In the learning

process that had been carried out in cycle 1, there were still several aspects that needed to be improved, this could be seen from the teacher's activities and student activities. Therefore, it was necessary to take steps to improve that would be implemented in the next learning. The process of successful learning of Religious Education on the material of Faith in the Messenger of Allah SWT by implementing the Direct Learning learning model carried out by the teacher can be seen from the observation sheet. Based on the learning carried out in cycle I by the observer, it can be seen that several aspects that have been achieved well include: 1) The teacher carries out the learning process in accordance with the learning implementation plan well; 2) The teacher applies the learning model to the material of Faith in the Messenger of Allah SWT well; 3) Students with teacher guidance are able to solve questions about the Names of the Messengers of Allah SWT well. The weaknesses that must be improved in cycle I carried out by the observer include: 1) The provision of apperception or motivation needs to be improved so that students are enthusiastic about learning; 2) Explaining the learning objectives so that students are interested in participating in learning; 3) The teacher is in a hurry to provide an explanation of the material being taught; 4) Class control needs to be improved by reprimanding students who are noisy; 5) The teacher does not provide enough opportunities for students to give their impressions of the learning that has been carried out.

The steps for improvement for the next learning process, namely in cycle II, are as follows: 1) Teachers should provide apperception or motivation to students so that students are enthusiastic about learning; 2) Teachers explain the learning objectives so that students are interested in participating in learning; 3) Teachers should not rush to provide explanations regarding the subject matter being taught, this is because students look confused and do not understand the explanation given, as a result students look unfocused; 4) Class control needs to be improved by reprimanding noisy students, class management is very important and has a big influence on the level of learning during the learning process in the classroom; 5) Teachers should provide opportunities for students to provide impressions regarding the learning that has been done. Based on the learning carried out in cycle I by observers, it was seen that several students participated in providing their opinions regarding the problems discussed. Based on the results of student activity reflection in cycle I, weaknesses were found in the implementation of cycle I actions. The weaknesses of student activities in cycle I were such as some students did not pay attention to the teacher when explaining the lesson, students looked unfocused and seemed confused when hearing the teacher's explanation, this was because the teacher gave his explanation too quickly, so that students still did not fully understand the lesson material being discussed. Students have not shown togetherness to overcome the problems given.

The steps for improvement for the next learning process, namely in cycle II, are as follows: 1) Students should pay more attention to the explanation given by the teacher about the lesson material; 2) Students should participate in giving their opinions regarding the problems given; 3) Students should be more optimal when checking and correcting the results of the discussion of questions.

Seeing the shortcomings in cycle I, cycle II will improve the learning process. Improvements to the learning process such as coordinating students, delivering the material taught by applying the Direct Learning learning model clearly, increasing student activity and enthusiasm in learning and stimulating student effectiveness in the Learning Process. The action planning of cycle II is prepared based on the reflection of cycle I. Before implementing cycle II, planning is carried out first, this is used to prepare everything before the action is carried out. Preparation for this action is compiling a syllabus, creating a learning scenario, creating an observation sheet, creating a Learning Implementation Plan, and creating a Student Worksheet.

The implementation of the research in cycle II was carried out on February 5, 2025 according to the plan by conducting a test on February 12, 2025, which was the last meeting of cycle II. The implementation of learning was carried out in three stages, namely preliminary activities, core activities, and closing activities. Based on the evaluation above, in cycle II, an average value of 80.7 was obtained. These results indicate an increase in learning outcomes compared to the learning outcomes of cycle I, which was 73.9. Of the 20 students, 18 students had completed cycle II and 2 students had not completed it. Classically, learning completeness in cycle II has been achieved by 90%, which is more than the research indicator that was set, namely 85%. So it can be said that in cycle II, class completeness has been achieved. Thus, this research was not continued and was stopped in cycle II. Based on the table above, it can be seen that the first aspect, students paid serious attention to the teacher's explanation in cycle II as many as 19 students or (95%), this is because the teacher paid good attention to the students. In the second aspect, students enthusiastically asked questions about learning materials in cycle II as many as 18 students or 90%, this aspect increased because in cycle II many students asked about learning. In the third aspect, students actively answered questions from teachers in cycle II, which increased by 16 students or 80%, because teachers often asked questions to students. In the fourth aspect, students worked on assignments seriously, which also increased by 19 students or 95% because teachers provided good guidance and direction to students. Overall, student learning outcomes increased, this was because each student was actively involved in every stage in the implementation of the Direct Learning learning model. Where each student is given the same opportunity to provide ideas or ideas with friends in learning, study and understand the concepts of the subject matter, so that answers are obtained which are the result of student agreements, both individually and together. Based on the results of

the analysis of teacher activity observations in cycle II, there were several aspects that were previously in the sufficient category in cycle I, and in cycle II they had become good categories, namely: 1) The teacher conveys apperception to students; 2) The teacher explains the learning procedure well; 3) The teacher motivates students to be enthusiastic about participating in learning using the Direct Learning model on the material on Faith in the Messenger of Allah SWT.

According to learning theory, students experience changes in performance before and after being in learning. Students are able to understand and apply knowledge in the direct learning process. Likewise, with direct learning, students can obtain a model of thinking, remembering and understanding aspects of faith in the apostles of Allah SWT. Teacher activities are factors that influence the learning process and outcomes, because in it the teacher uses strategies in teaching. Teacher activities carried out in cycle I showed that teacher performance was quite good. However, several things need to be improved, including that teachers have not been optimal in providing apperception to students, so that there are still many students who do not dare to convey the meaning of faith in the Apostles of Allah. In fact, students' opinions can be used by teachers as a tool to determine students' abilities in digesting and encouraging students to think critically. Overall, the implementation of this study shows a positive change in learning activities, the increasing diversity of student activities as previously formulated. The material on Faith in the Apostles of Allah SWT taught using the direct learning model has better learning outcomes. Because learning using the direct learning model is direct learning by emphasizing mastery of concepts. In addition, in learning activities using the direct learning model, intelligent students can be more prominent in learning, but students with lower abilities also participate actively and have an important role in the group. In cycle II, changes in students' knowledge and understanding of the material on faith in the apostles of Allah SWT are shown from the results of student learning evaluations. In essence, student learning outcomes show that the success indicator has been achieved. This is based on the percentage of students who experienced learning completion in cycle II, which was 90%, with an average score of 80.7. These fairly good improvements were caused by the weaknesses in cycle I being successfully corrected in cycle II. The increase in student activity is of course influenced by the teacher's ability to explain and guide the teaching and learning process on the material on faith in the apostles of Allah SWT.

Discussion

Religious learning, especially the material on faith in the Messenger of Allah, has an important role in shaping the character and personality of students. One of the main challenges in religious learning in schools is how to deliver the material in an effective way so that students truly understand and internalize the teachings being taught. In this

case, the application of the right learning model is the key to achieving this goal. One model that can be applied is Direct Learning. Direct Learning is a learning model that focuses on direct learning from sources or teachings given by the teacher. In this model, students are given the opportunity to receive knowledge clearly and in a structured manner through the teacher's explanation, followed by practice or application of the material being taught. In the context of the material on faith in the Messenger of Allah, this model is very suitable because it can guide students to understand the meaning of faith in the Messenger, the role of the Messenger in the lives of Muslims, and the importance of following the teachings of the Messenger in everyday life. The main objective of implementing the Direct Learning model in the material on faith in the Messenger of Allah is to improve students' understanding of Islamic teachings related to faith in the Messenger. In addition, it is hoped that students can internalize these teachings in everyday life. By implementing this model, it is hoped that students will not only understand cognitively but also feel the connection between faith in the Messenger in their lives.

The Direct Learning learning model has several characteristics that support the achievement of learning objectives. The main characteristics of this model are systematic explanations of the material by the teacher, direct interaction between the teacher and students, and opportunities for students to do exercises or discussions. In learning faith in the Apostle, the teacher can explain in detail about the life of the Apostle, his characteristics, and his role in conveying revelations from Allah SWT.

In the application of the Direct Learning model, the role of the teacher is very central. The teacher does not only act as a teacher who delivers the material, but also as a facilitator who directs students to understand and apply the material. In the context of the material on faith in the Apostle of Allah, the teacher must be able to deliver the material in a way that is interesting and easy for students to understand. The teacher must also be able to provide concrete examples of how to apply faith in the Apostle in everyday life.

The application of the Direct Learning learning model in learning the material on faith in the Apostle of Allah can be done through several systematic steps. The first step is orientation, where the teacher provides an overview of the importance of faith in the Apostle in the lives of Muslims. The second step is direct delivery of the material, where the teacher explains various aspects of the Apostle's life, such as his biography, characteristics, and teachings. Next, the third step is application or practice, where students are asked to reflect on and discuss how the teachings of the Apostle can be applied in their daily lives. The final step is evaluation, where the teacher measures the extent to which students understand and internalize the material that has been learned.

The application of the Direct Learning model has a number of advantages that can increase the effectiveness of learning. One of its advantages is the ability to provide clear and structured explanations, so that students can easily understand the material.

In addition, this model also provides an opportunity for students to interact directly with the teacher, so that if there are difficulties in understanding the material, students can immediately ask questions and get further explanations. Another advantage is that this model allows students to directly practice the knowledge they have gained through discussion or practice.

Although the Direct Learning model has many advantages, its application is also not without challenges. One of the challenges that is often faced is the lack of student motivation to actively participate in learning. In this case, teachers must be able to create a fun and interesting learning atmosphere, so that students do not feel bored or tired. Another challenge is the limited time in learning, because the material on faith in the Apostle of Allah covers many aspects that need to be understood well.

To overcome these challenges, teachers can use various strategies. One way is to utilize interesting learning media, such as videos or images, which can clarify the explanation of the material. In addition, teachers can also integrate various more active learning methods, such as group discussions or Q&A, to increase student engagement. To overcome time constraints, teachers must be able to plan learning well, so that every aspect of the material can be delivered clearly and effectively. At SMPS Ummul Ayman II, Pidie Jaya Regency, the application of the Direct Learning model on the material of faith in the Messenger of Allah has had a positive impact. As an Islamic-based school, SMPS Ummul Ayman II is committed to teaching religious values in a way that is in accordance with the times. The application of the Direct Learning model helps students to better understand the role of the Messenger in their lives, as well as how to practice the Messenger's teachings in everyday life. The learning outcomes obtained by students through the application of the Direct Learning model are quite significant. Many students showed an increase in understanding of the material on faith in the Messenger of Allah, both in theory and practice. Students were not only able to explain the life and characteristics of the Messenger, but also began to apply the Messenger's teachings in their lives, such as increasing concern for others, increasing worship, and improving their morals. In the Direct Learning model, students not only act as recipients of information, but also as active actors in the learning process. They are encouraged to think critically and reflect on the teachings that have been delivered. Discussion and Q&A are an important part of learning, where students can express their opinions and exchange ideas with their friends. This increases their understanding of the material on faith in the Messenger of Allah in more depth.

Learning evaluation is an important stage in the Direct Learning model. At SMPS Ummul Ayman II, evaluation is carried out through various methods, such as written tests, observations, and group discussions. Through this evaluation, teachers can find out how far students have understood the material and how they apply it in their lives. Evaluation also provides useful feedback for teachers to plan further learning. In addition to improving understanding of religious material, the implementation of the

Direct Learning model also contributes to improving students' social skills. Through discussions and interactions with friends, students learn to work together, respect the opinions of others, and express their opinions in a good way. This is part of character development which is very important in education. The role of parents is also very important in supporting the implementation of the Direct Learning model in schools. Parents can help students to better understand the material that has been learned in school, as well as provide moral support so that students can implement the teachings of the Messenger of Allah in their daily lives. Good cooperation between schools and parents will strengthen the learning process that has been carried out in the classroom. To improve the effectiveness of learning, the development of learning models needs to be carried out continuously. Teachers can try to combine the Direct Learning model with other learning models, such as Cooperative Learning or Inquiry-Based Learning, so that students can be more active and creative in learning. The use of technology can also help facilitate the delivery of material and increase student interest in participating in learning.

The application of the Direct Learning learning model in the material of faith in the Messenger of Allah at SMPS Ummul Ayman II, Pidie Jaya Regency has proven effective in improving students' understanding and appreciation of the Messenger's teachings. With a systematic, interactive, and applicable approach, students can better understand the role of the Messenger in their lives and implement his teachings in their daily lives. Although there are several challenges, the application of this model has a significant positive impact on the quality of learning at the school.

In this digital era, technology can be a very effective tool in supporting the application of the Direct Learning model. At SMPS Ummul Ayman II, Pidie Jaya Regency, the use of technology such as projectors, computers, and educational applications is an integral part of learning. With the help of technology, teachers can present material in a more interesting way, such as using videos, animations, or simulations related to the life of the Messenger. The use of this technology not only makes it easier for students to understand, but also increases their interest and motivation to study harder. In addition, the online learning platform allows students to access additional materials or have discussions with friends and teachers outside of class hours. The Direct Learning model prioritizes a variety of learning resources to enrich students' insights. At SMPS Ummul Ayman II, learning resources do not only come from textbooks, but also from various references such as hadith books, interpretations, and religious lectures that can be accessed via the internet. By integrating various learning resources, students have the opportunity to see various perspectives on the life and teachings of the Messenger of Allah. This provides a more in-depth learning experience and avoids the monotony of learning that only relies on one source.

One important aspect in religious learning is developing students' critical thinking skills. In the application of the Direct Learning model, students are encouraged to

analyze the various teachings of the Apostle, and relate them to current social and cultural conditions. Students do not only learn by rote, but are also trained to think critically about the relevance of the Apostle's teachings in everyday life. Through group discussions and questions and answers, students can express their views, criticize their own understanding, and build a better understanding of the concept of faith in the Apostle. One of the main objectives of learning faith in the Apostle is to build students' character in accordance with the values taught by the Apostle. In the application of the Direct Learning model, teachers can provide real examples from the life of the Apostle that reflect noble qualities, such as patience, honesty, and compassion. Through these exemplary examples, students are expected to be able to emulate the behavior of the Apostle in their daily lives, both at home, at school, and in society. The application of these characters can also help students face their life challenges in a better way. The Direct Learning model also provides opportunities for students to be involved in the learning assessment process. At SMPS Ummul Ayman II, learning evaluation is not only done formally through written exams, but also involves self-assessment and peer assessment. Students are given the opportunity to reflect on their own understanding of faith in the Prophet and evaluate the extent to which they have applied the Prophet's teachings in their lives. This allows students to be more responsible for their learning and identify areas that need improvement.

Learning faith in the Prophet at SMPS Ummul Ayman II also serves to strengthen the moral and ethical values taught by the Prophet. In implementing the Direct Learning model, students not only learn about the Prophet's teachings in a spiritual context, but also in a social and moral context. The Prophet's teachings on honesty, helping each other, and good manners become an integral part of the material taught. This encourages students to become better individuals, both in their relationships with Allah SWT, and with fellow human beings. One of the successes of implementing the Direct Learning model lies in the teacher's ability to relate the material of the Prophet's teachings to the situations and conditions that occur around the students. Teachers can provide real examples that are relevant to students' daily lives, whether in the context of family, school, or society. In this way, the material taught does not feel distant or irrelevant to the students' life experiences. Learning becomes more meaningful and applicable, so that students find it easier to understand and practice the teachings of the Apostle in their lives.

The implementation of the Direct Learning model also plays a role in increasing students' learning motivation. In this model, students feel more cared for because they can interact directly with their teachers and friends in the learning process. In addition, when learning is connected to the religious values they hold, students feel more connected to the material being taught. Learning that involves discussion, questions and answers, and problem solving makes students more enthusiastic in following lessons and more motivated to deepen their understanding.

A positive learning environment is very important for the success of the implementation of the Direct Learning model. At SMPS Ummul Ayman II, a conducive and supportive classroom atmosphere between teachers and students is well created. Teachers act as guides who provide encouragement, and create an open climate for students to express their ideas and questions. This positive atmosphere allows students to feel comfortable asking questions, discussing, and learning without fear of making mistakes. This supportive environment greatly influences better learning outcomes and a deeper understanding of faith in the Messenger of Allah.

Conclusion

From the results of the study that implemented the Direct Learning learning model, the learning process on the material of faith in the Messenger of Allah SWT in class VIII-B SMPS Ummul Ayman II Meurah Dua went well. Students' achievement for the material of Faith in the Messenger of Allah also improved better. By looking at the results of the study, it can be concluded that learning with the direct learning model can improve students' abilities in the material of faith in the messenger of Allah SWT in class VIII of SMPS Ummul Ayman II Meurah Dua semester 1 (odd) of the 2024/2025 academic year.

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