



Improving Student Activity and Learning Outcomes on Zakat Material through the Use of Chromebook Media at SD Negeri Ujong Nga

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ABSTRACT

Abstract set a maximum of 250 words, including keywords and article This Classroom Action Research was conducted on sixth-grade students of Ujong Nga State Elementary School, motivated by initial observations showing low student activity in seeking information during discussions, even tending to disturb other friends. This condition has an impact on low learning outcomes, where out of 27 students, only 10 students (37%) achieved scores above the Minimum Completion Minimum (KKM), while 17 students (63%) were still below the Minimum Completion Minimum (KKM). To overcome this problem, the researcher implemented Chromebook learning media in Religious Education and Character Education learning, especially on zakat material. The purpose of this study was to determine the effectiveness of using Chromebooks in improving student activity and learning outcomes. The study was conducted in three cycles through the stages of planning, implementation, observation, and reflection, with 16 sixth-grade Muslim students as research subjects. Data were collected through observation of activity, learning outcome tests, and documentation. The results of the study showed a significant increase, where learning activity increased from 72% in cycle I to 76.11% in cycle II, and reached 85.14% in cycle III. Learning outcomes also increased from 78.15% in cycle I to 85.56% in cycle II, and then to 86.70% in cycle III. Thus, the use of Chromebooks has proven effective in improving the activeness and learning outcomes of sixth-grade students at Ujong Nga Public Elementary School.

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Introduction

Islamic Religious Education is a conscious and planned effort given to students to believe, understand, and practice Islamic teachings through guidance, teaching, and habituation. This education is not only a learning process, but also a form of continuous religious character formation from elementary to tertiary level. Equipping children with

religious education from an early age will provide a strong foundation in their lives. Children who are introduced to Islamic teachings from a young age will be stronger in their stance and will not be easily influenced by negative behavior that develops in the surrounding environment. Islamic Religious Education also aims to form students who believe and are pious to Allah SWT. In addition, students are expected to have noble morals, knowledge of the main teachings of Islam, and be able to practice them in daily life.

With their religious knowledge, students can distinguish between good and bad, right and wrong in society. This is an important provision for them when socializing in the community. Therefore, the internalization of Islamic religious values is very important to be applied from an early age. The learning process of Islamic Religious Education and Ethics needs to receive serious attention so that the learning goals are achieved properly.

The implementation of PAI learning in schools must be optimal. Students are expected to have positive motivation when learning, not only attending learning, but also actively participating in class activities. This activeness will have a good impact on academic achievement as well as the practice of religious teachings in daily life. The learning success of students is influenced by many factors. One of them is the use of learning media by teachers. The right media will help students more easily understand the material being taught. However, the reality in the field shows that the learning media used by teachers is often monotonous. This has an impact on the low activity of students. Students become passive, lack enthusiasm, and some even interfere with the course of learning. The results of observations on PAI learning in grade VI of SD Negeri Ujong Nga, especially in zakat material, show low student activity. There are still many students who do not participate in discussions, just remain silent, or even make the classroom atmosphere uncondusive.

In group discussions, only a handful of students master the course of the discussion and dare to express their opinions. Most others are just passive listeners. This situation makes learning less enjoyable. As a result of these conditions, the knowledge and experience gained by students are limited. This has a direct effect on their learning outcomes, where many students have not been able to achieve the Minimum Completeness Criteria (KKM). The KKM set by the school for PAI class VI subjects is 75. However, of the total students, only 10 people or 37% were able to achieve grades above the KKM. Meanwhile, as many as 17 students or 63% obtained scores below KKM with an average of 71.85. This condition shows that the learning outcomes of students in understanding zakat material are still low. This low achievement is a sign that there needs to be innovation in learning so that students are more active and motivated.

One of the causes of low learning outcomes is teachers who still tend to use monotonous learning media. Although the use of LCD has begun to be implemented, students often feel bored because they are not actively involved in enriching information. Based on these conditions, the author feels the need to make a breakthrough through research using new learning media. The chosen media is Chromebooks, which are expected to be able to increase the activeness and learning outcomes of students, especially in Islamic Religious Education subjects.

Methods

The research method used in this study is Classroom Action Research (PTK). PTK was chosen because it is in accordance with the problems that arise in the learning of Islamic Religious Education, namely the low activity and learning outcomes of grade VI students of SD Negeri Ujong Nga on zakat material. This research aims to improve the quality of learning through the application of Chromebook media to make it more interesting and motivating for students. PTK is a research method carried out by teachers in their own classrooms with the aim of improving the learning process (Arikunto, 2015). This classroom action research is carried out collaboratively between researchers and classroom teachers. The teacher plays a role in carrying out actions, while the researcher is in charge of making observations and reflections. This collaboration is expected to be able to produce objective data and provide real improvements in the learning process (Kemmis & McTaggart, 1988).

The research procedure was carried out in three cycles. Each cycle consists of four stages, namely planning, implementation, observation, and reflection. The first cycle serves to try initial actions, the second cycle as an effort to refine, and the third cycle as a reinforcement of learning success. This model is in accordance with the principle of a reflective spiral that keeps repeating until the desired improvement is achieved (Hopkins, 2011). The subjects of the study were all grade VI students of SD Negeri Ujong Nga which amounted to 16 people, consisting of 9 male students and 7 female students. This relatively small number allows research to run more effectively, as each student can be intensively observed by teachers and researchers. The focus of the research is to increase students' activeness and learning outcomes on zakat materials through the use of Chromebook media.

The research instruments used consist of several types. First, an observation sheet to measure student activity during the learning process. Second, learning outcome tests in the form of multiple-choice questions and descriptions to measure students' understanding of zakat material. Third, documentation in the form of photos, notes, and value data that supports the analysis of research results. The diversity of these instruments is important to produce valid data (Sugiyono, 2019). Data collection techniques are carried out by observation, tests, and documentation. Observation is

used to find out how active students are in discussions, questions, answers, and using Chromebooks as a learning medium. The test is used to determine the improvement in learning outcomes after each cycle. Documentation is used to support the qualitative and quantitative data obtained.

The collected data was analyzed with two approaches, namely qualitative descriptive and quantitative descriptive. Qualitative descriptive analysis was used to describe student activity based on observation results, while quantitative descriptive analysis was used to calculate the percentage of completeness of student learning outcomes in each cycle. These two approaches complement each other in answering research problems (Miles, Huberman, & Saldana, 2014). The indicators of research success are determined based on two aspects. First, the aspect of student activity is said to be successful if at least 80% of students show an active category in learning. Second, the aspect of learning outcomes is said to be successful if at least 85% of students achieve a score above KKM, which is 75. With this indicator, researchers can measure the extent to which the application of Chromebook media has a positive impact on students.

The reflection process is carried out at the end of each cycle. Reflection serves to assess the success of the action and find weaknesses that need to be corrected in the next cycle. Thus, each cycle is expected to produce better improvements than the previous cycle. This reflection process is the core of PTK because it encourages teachers to continue to learn from their own practice (Mertler, 2017). With a systematic PTK method, this research is expected to be able to make a real contribution to the improvement of Islamic Religious Education learning in elementary schools. In addition, the results of the research can also be a reference for other teachers to use technology-based media such as Chromebooks in increasing student activity and learning outcomes.

Result

The results of this class action research (PTK) are presented based on three cycles carried out on grade VI students of SD Negeri Ujong Nga. In the pre-cycle stage, learning conditions show that most students are less active in the learning process. Observation data shows that only 37% of students obtained scores above the KKM, while 63% are still below the standard. This indicates the need for more interesting learning media innovations that are able to increase student involvement (Arikunto, 2015). In the first cycle, researchers began to apply the use of Chromebook media in zakat learning. Students are directed to seek information independently and discuss in small groups. The observation results showed an increase in student activity with a percentage of 72% in the good category. The test results showed an average score of 78.15% with learning completeness increasing to 68% of students who achieved KKM. This finding is in line

with the opinion of Kemmis and McTaggart (1988) that the initial actions in PTK usually begin to show positive changes although they still need improvement.

Refleksi pada siklus I mengungkapkan bahwa masih terdapat sebagian siswa yang hanya mengikuti kegiatan tanpa aktif berpartisipasi. Guru kemudian merancang strategi perbaikan pada siklus II, yaitu dengan memberikan arahan lebih jelas, meningkatkan interaksi guru-siswa, dan memperbanyak aktivitas kolaboratif dengan Chromebook. Hopkins (2011) menekankan pentingnya refleksi sebagai sarana evaluasi agar tindakan berikutnya lebih tepat sasaran.

Pada siklus II, peningkatan yang lebih signifikan terlihat. Keaktifan siswa naik menjadi 76,11% dengan kategori baik, sedangkan hasil belajar meningkat menjadi 85,56% dengan kategori sangat baik. Sebanyak 81% siswa telah mencapai KKM. Hal ini membuktikan bahwa penggunaan Chromebook mampu meningkatkan motivasi belajar karena siswa lebih tertarik dengan visualisasi dan sumber informasi yang bervariasi (Sugiyono, 2019). Selain itu, interaksi antar siswa juga terlihat lebih aktif. Mereka mulai berani mengemukakan pendapat dan mengajukan pertanyaan dalam diskusi. Data observasi menunjukkan bahwa keaktifan dalam kelompok meningkat hampir merata di semua siswa. Menurut Mertler (2017), salah satu indikator keberhasilan PTK adalah meningkatnya keterlibatan siswa dalam pembelajaran secara konsisten pada setiap siklus.

Despite the improvement, reflection on cycle II found that some students still had difficulty using Chromebooks independently. Therefore, in cycle III, the researcher added a short technical guidance activity on the use of Chromebook-based learning applications. Miles, Huberman, and Saldana (2014) emphasized the importance of adaptive strategies to adjust to the needs of students so that learning outcomes are more optimal. In cycle III, the results obtained were more satisfactory. Student activity increased to 85.14% with the very good category, while learning outcomes increased to 86.70%. All students have achieved scores above KKM with a very good grade average. This shows that the application of Chromebook media is effective in increasing both the activeness and learning outcomes of students in zakat materials.

This positive change is not only seen in the academic aspect, but also in the affective aspect. Students show a sense of pleasure and are more motivated to follow learning. The use of digital media such as Chromebooks has been proven to be able to create an interactive and fun learning atmosphere. This is in line with previous research findings that affirm that educational technology can strengthen student engagement (Johnson & Christensen, 2019). In addition, teachers have also experienced an increase in classroom management skills with the help of technological media.

Teachers are able to facilitate discussions, provide clear directions, and integrate digital learning resources. According to Hattie (2009), the quality of teacher-student

interaction is one of the key factors in improving learning outcomes, so technology integration needs to be balanced with the active role of teachers. Overall, the results of this study prove that the use of Chromebooks in Islamic Religious Education learning, especially zakat materials, is able to increase student activity and learning outcomes. The increase that occurred from pre-cycle to cycle III demonstrates the effectiveness of this medium as an innovative solution in technology-based learning in primary schools.

Discussion

The application of Chromebook media in Islamic Religious Education learning, especially zakat materials, has been proven to be able to increase student activity and learning outcomes. This is in line with the view of Hattie (2009) who emphasizes that the use of learning technology can provide a richer learning experience and stimulate student activity. This success is inseparable from the active involvement of students in seeking information and discussing, so that learning becomes more meaningful. The increased student activity from pre-cycle to cycle III showed a significant change in learning attitude. According to Mertler (2017), one of the indicators of the success of classroom action research is the consistent increase in student involvement in each cycle. In this study, the increase in activeness was clearly seen in cycle II and was more optimal in cycle III, where students were more enthusiastic and confident in participating in learning.

The use of Chromebooks also encourages students to be more independent in accessing information. This is in line with the research of Johnson and Christensen (2019) who explain that educational technology is able to expand students' learning resources, so that they do not only depend on teachers or textbooks. Thus, Chromebooks are an effective means of practicing digital literacy skills from elementary school.

In addition, the use of Chromebooks is able to overcome students' boredom with monotonous learning. Previously, teachers used more limited lecture methods and media such as LCD, which involved students less directly. Hopkins (2011) emphasized that learning media innovation is an important factor to create a fun learning atmosphere and motivate students to actively participate. The results of the study also showed an increase in student learning outcomes, where the percentage of completeness increased significantly in each cycle. This supports the theory of Kemmis and McTaggart (1988) that improvement actions in PTK, if carried out continuously, can produce positive changes in both the learning process and outcomes. In other words, Chromebook-based learning not only increases activeness, but also has a real impact on students' academic achievement.

The reflection carried out in each cycle is also the key to the success of this research. Teachers evaluate obstacles that arise, such as students' difficulties using

Chromebooks at the beginning of implementation. After being given technical guidance, students can more easily use the device for learning activities. Miles, Huberman, and Saldana (2014) emphasized that reflection is an important part of PTK because it helps teachers adjust strategies to the needs of students. In addition to the cognitive aspect, learning using Chromebooks also has a positive impact on the affective aspect of students. They become more excited, motivated, and find PAI learning more enjoyable. According to Sugiyono (2019), high learning motivation will have a direct impact on improving student learning outcomes. Thus, technological media not only serves as an auxiliary tool, but also as a motivational factor.

Teachers also benefit from the application of this media, namely improving skills in managing technology-based classrooms. The role of teachers shifts from just providing information to being a facilitator who guides students in exploring learning resources. Arikunto (2015) stated that teachers in PTK play a dual role, namely as practitioners as well as researchers, which allows teachers to continue to improve the quality of learning through reflection.

The effectiveness of Chromebooks in this learning also shows the importance of integrating technology in religious subjects. Religious education is often considered static, but with media innovation, materials such as zakat can be understood contextually and interestingly. This supports the view that religious education needs to be packaged according to the times to make it more relevant for students (Umi Musya'adah, 2022).

Thus, this discussion strengthens that the application of Chromebook media is effective in increasing student activity and learning outcomes in zakat material in grade VI of SD Negeri Ujong Nga. This success is achieved through a combination of technological media, active student engagement, and the reflective role of teachers in each learning cycle. Therefore, similar innovations can be applied in PAI learning and other subjects to create an interactive, fun, and meaningful learning process.

Conclusion

Based on the results of the research conducted over three cycles, it can be concluded that the use of Chromebooks in Islamic Religious Education (IS) learning on zakat in sixth-grade students at Ujong Nga Public Elementary School has proven effective in improving student engagement and learning outcomes. This is demonstrated by increased student participation in discussions, increased confidence in expressing opinions, and increased motivation to learn from cycle to cycle. Furthermore, student learning outcomes also experienced significant improvement, with the percentage of students completing the Islamic Religious Education (IS) from a low level increasing to exceed the Minimum Completion (KKM) in the final cycle. Therefore, the integration of technology media such as Chromebooks not only makes learning more engaging and

interactive but also improves the quality of students' academic achievement. Therefore, the implementation of this media can be a relevant alternative learning strategy for developing more effective, creative, and contextual Islamic Religious Education (IS) learning.

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