

# Implementation of Mastery Learning in Improving Student's Understanding of Islamic Religious Education Subjects at SMA Negeri 2 Sigi

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## ABSTRACT

**Background:** This research is an educator-centered learning method implemented in Islamic religious education learning, which some education experts consider in the country as the cause of not achieving the learning objectives as a whole. New educator-centered understanding can realize one learning goal: the knowledge aspect, while the spiritual, social, and skill aspects are still neglected. The learning method that can recognize all learning objectives is mastery learning. To get a clear picture of mastery learning will be presented in this study.

**Objective:** This study aims to determine the implementation of mastery learning in improving students' understanding can also be considered a learning method that can be implemented to complement the shortcomings of Islamic religious education learning methods so far.

**Methods:** This research approach is descriptive with data collection methods using observation, interviews, and documentation research—the location of this research is SMA Negeri 2 Sigi. Then the data analysis technique used by the researcher is through data reduction, data presentation, data verification, and checking the validity of the data.

**Results:** It is known that the implementation of mastery learning in SMA Negeri 2 Sigi through preparatory steps before the teacher teaches, implementation of knowledge, evaluation, enrichment, and remedial learning. It is also known that mastery learning can improve students' understanding of Islamic religious education subjects.

**Conclusion:** This study concludes that three main things support the implementation of mastery learning in SMA Negeri 2 Sigi. The first is a quality-based curriculum. Local government policies and money. Both human resources and technology. Third, the cooperation of all learning elements by implementing the competitive work method with appropriate rewards.

**Keywords** – Mastery Learning; Understanding; Islamic education

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## INTRODUCTION

Some of the education experts in the country say that the Islamic religious education learning that has been held so far has only succeeded in realizing one aspect of the learning objectives, namely the cognitive or knowledge aspect. While the other two aspects, namely

aspects of attitude and skills, have not been touched, even if there are, the portion is still small and does not cover the whole. The rise of ties between students, the increase in drug abuse, the spread of promiscuity among students are evidence of the failure of learning Islam in schools.

The failure to achieve the objectives of Islamic religious learning so far is more due to the learning process implemented by the teacher in the classroom. So far, while teaching at the school, Islamic religious education teachers are still pursuing the target of achieving a predetermined curriculum, not yet reaching the level of a spiritual atmosphere. Mulati believes that the weakness lies in Islamic religious education learning activities because, in learning, the educator still places himself as an important source of information. Students are not invited to reflect on themselves and demonstrate the results of their understanding of the material presented. This kind of learning is only concerned with the development of reason, while the development of attitudes and skills still tends to be neglected (1).

Learning Islamic religious education by prioritizing the development of reason alone if it is associated with the current situation, namely the golden age of science and technology-based on skills, can be seen as less relevant. Moreover, suppose it is related to the aspect of practicing the teachings of Islam itself, both in the fields of *ubudiyah* and binding *muamalah*. In that case, these teachings can only be implemented properly and perfectly if one can have the knowledge, attitudes, and skills according to Allah's guidance and instructions from the Prophet Muhammad.

The learning method that can achieve the learning objectives of Islamic religious education is the mastery learning method. As the name implies, in its implementation, the mastery learning method requires all students who take part in their learning classes to master all the competencies of the subject matter presented by the teacher. If in certain learning activities on certain subjects there are students who do not or have not demonstrated their mastery of the material being studied, then these students are required to take part in remedial learning programs or re-learning on the same subject matter with methods and techniques that are easier than the presentation of the previous material (2).

Based on such an understanding, the efforts of educators to form a spiritual experience that can be carried out through social attitudes manifested through renewable thinking skills and possessing knowledge and technology skills to students through Islamic religious education learning activities in schools is a very basic and urgent factor.

Departing from the above, this study seeks to find evidence that complete learning can cover the shortcomings of Islamic religious education learning so far, which has not been able to lead students to master all subject competencies.

This study aims to obtain an empirical description of the implementation of mastery learning in Islamic religious education subjects. And it is increasing students' understanding of Islamic religious education subjects through the implementation of mastery learning.

## **METHOD**

This research is qualitative. The object of this research is divided into two, and the first is the implementation of mastery learning in Islamic religious education subjects at SMA Negeri 2 Sigi. The second is mastery learning to increase students' understanding of Islamic religious education subjects. The location of this research is SMA Negeri 2 Sigi. The presence of researchers at the research location is a participant or commonly known as a participant-observer. The data sources in this study are primary data sources obtained by researchers at the research location, namely at SMA Negeri 2 Sigi, and secondary data obtained by researchers through reading results from several books, magazines, newspapers, and research journals. Furthermore, the data collection techniques used in this study were through observation, interviews, and documentation. Then the data analysis technique used in this research is through data reduction, data presentation, data verification, and checking the validity of the data.

## **RESULTS**

### **Implementation of Mastery learning at SMA Negeri 2 Sigi**

Based on the Learning Implementation Plan (RPP) of teachers holding Islamic religious education subjects, the learning steps consist of:

#### **Teaching preparation**

Before carrying out learning, the teacher prepares learning tools. Preparing learning tools before teaching in the classroom for an educator is very important. An educator can easily control the field of teaching duties through the learning tools, broadly divided into three learning activities, namely semester learning activities, weekly learning, and daily learning. Develop "learning tools before teaching educators based on Permendikbud No. 22 of 2016". The preparation of this learning device aims to make it easier for educators to carry out their duties in class.

The learning tools that educators must prepare before teaching in class include the following: 1) Prepare educational calendars, 2) Prepare annual programs, 3) Develop semester learning programs, 4) Prepare syllabus, 5) Prepare learning implementation plans (RPP), 6) Prepare student worksheets, 7) Prepare attitude assessment instruments, 8) Prepare learning material books, 9) Make absent books, 10) Prepare teaching journal books, and 11) Prepare or prepare question banks.

#### **Prepare the learning assessment report format**

What is meant by the format here is the format of the assessment report on the learning objectives. Assessment reports on the achievement of learning objectives as accurate information for educators to know about students' mastery of learning materials presented in every face-to-face activity in class. Therefore, this assessment format contains complete data on students and the value of learning outcomes achieved at every face-to-face meeting in style.

## **Learning Implementation**

The implementation of learning carried out at SMA Negeri 2 Sigi is preliminary, which contains three kinds of activities: orientation activities, apperception, giving motivation, and providing learning references.

Furthermore, the presentation of the material includes: 1) Literacy activities or reading package books or modules that have been prepared, 2) Critical thinking, 3) Advanced literacy activities, 4) Cooperation activities, 5) Cooperation and critical thinking, 6) Critical thinking, 7) Communicating, and 8) Creativity.

## **DISCUSSION**

### **Mastery learning steps and their implementation at SMA Negeri 2 Sigi**

#### **Opening Lessons**

Educators open learning by orientation, apperception, motivation, and giving references. Especially in the orientation section, educators carry out three kinds of activities: opening learning, taking attendance as an act of disciplining students, and preparing students physically and psychologically. Overall, the three types of activities of educators in this orientation can be seen as activities to prepare students' mentality, specifically to touch the minds and hearts of students so that the enthusiasm for learning becomes up. Based on such an understanding, the orientation in learning activities is an initial activity. Fitriatul Maah and Mukhsin also interpret orientation activities as mental preparation activities for students in learning activities (3).

As stated in the Learning Implementation Plan, the preparation intended here is one of the activities of mentally and physically preparing students through opening lessons with greetings, praying, and attending students as a discipline. The purpose of this learning preparation activity is to create an educational condition so that students have mental readiness, are motivated, and focus on the subject matter.

According to some education experts, students prepare mentally and physically to take part in learning activities as very decisive. Preparing mentally and physically to take part in learning activities is an initial activity and is very strong for students in responding to the subject matter (4). Hanifa Nur Istanti confirmed that the existence of mental and physical readiness is the first stage that must be passed in the learning process. He said that students, before responding to a subject matter given by the educator, first prepare mentally and physically as an early stage in learning activities (5). This shows that students can respond to the subject matter no longer because they are interested in the material presented by the teacher while teaching. The response given by students to the subject matter is more due to their mental and physical readiness when learning begins. In this situation, students are interested in the subject matter triggered by an impulse that arises from a combination of encouragement that comes from within the student and his experience (6).

The implementation of education involves many things, such as curriculum, students, infrastructure and educational facilities, and educators (7). At the level of

implementation, educators play a key role (8). In addition to being able to mobilize and utilize the curriculum, infrastructure, and educational facilities, educators can also educate and be educated (9). Educators are not inanimate objects but are alive and have feelings, wills, and other spiritual elements, all of which influence the attitudes and decisions taken when carrying out their teaching duties in the classroom (10).

One of the important concerns of educators when teaching is to provide space for the formation of students' mental readiness to be fully involved in learning activities (11). The intensity and seriousness of students to take part in a learning activity is very dependent on the mental and physical readiness that preceded it (12). As important as the mental readiness of students in learning activities is, this becomes a special space that educators must fill with the right things to trigger and spur students' enthusiasm for learning when delivering the opening in the early stages of learning. Educators who make mistakes at the beginning of knowledge will lack student response to the material presented. That way, the first time educators carry out learning activities, they must do something that can arouse the minds and feelings of students so that they are ready to take part in learning activities (13).

The mental readiness of students is the main key to determining the strength and weaknesses of responding to the subject matter. Mental itself consists of three aspects, namely aspects of motivation, concentration, and parts of self-confidence. This is justified by Rinawati citing Dessy Mulyani's opinion that mental readiness is the overall condition of a person who makes him ready to give a response or answer in a certain event to a situation (14). Muhlison agrees with this view based on the results of research which says that the mental and physical readiness of individuals is an important means to be ready to respond to situations encountered through their means (8).

The explanation above shows that mental and physical readiness in learning activities is the initial condition of learning activities that make students ready to give answers to the subject matter presented by the teacher to them. Thus, mental and physical preparations are equipment or supplies owned by students to be able to participate in learning activities properly.

After the orientation activity, the teacher enters the apperception activity. Apperception comes from the English language apperception, which means interpreting thoughts, uniting and assimilating an observation based on experience already possessed (15). According to some modern psychologists, apperception is defined as observing attentively while processing new responses and putting them into categorical relationships (16). For this reason, educators at the time of apperception have several activities, including linking the subject matter to be presented with previous students' experiences.

The activities of educators link the subject matter to be presented with the experiences that students already have as an entry point for students' learning motivation. This has been justified in one study that learning methods that connect the experiences that students already have with the subject matter to be presented make students more motivated to know more about the lessons to be delivered. Other research reports that

students feel happy if the learning presented by educators has a relationship with what they already know or experience they already have (17). The connection of new learning with existing experiences in education is known as constructivism education theory. Suparlan quotes Immanuel Kant's opinion that students can construct new knowledge based on their recent experience. Suparlan added to his explanation by suggesting that several other authors, including von Glasersfeld, said that the idea of constructivism had been raised by Giambattista vica in the new literature known as Piaget, where the principles of constructivism were in the cognitive or knowledge area (18).

Learning is everything that can bring information and knowledge in the ongoing interactions between educators and students (19). Dananjaya also added that learning is an active process for students who develop their potential (20).

The next educator activity is to provide motivation. In this section, the teacher provides an overview to students about the benefits of studying the lessons presented in everyday life. The usefulness or usefulness of something learned is believed to arouse students' motivation to study hard. In addition to using time, place, and learning evaluation tools. Agree with this opinion is Maria Waldetrudis Lidi. He said that in terms of learning the accuracy of the implementation and evaluation carried out by the teacher, it would be able to arouse students' motivation towards the subject matter presented learning is everything that can bring information and knowledge in the ongoing interactions between educators and students (21).

Based on the explanation above, it shows that the student's mastery of all the competencies of the subject matter they are learning no longer lies in the subject matter. This can be seen in the activities of educators when opening lessons by conducting orientation activities, apperception, providing motivation, and providing references.

This concept is, of course, based on the condition of students as creatures of God who are noble and can seek, maintain and develop science and technology. This means that it is believed that students have physical and spiritual potential that affects their entire behavior. One can decide what learning materials he really learns and so on.

To provide an overview of the concept of mastery of all student-centered learning material competencies, the author describes a mental discussion and its supporters, namely:

### **The role of mental in learning**

The word mental itself is taken from Latin, namely from the word men or metis, which means soul, soul, soul, spirit, and spirit. Thus, mental is related to psycho or psyche that can affect individual behavior. Every behavior and expression of individual movements is an encouragement and a reflection of the mental condition (atmosphere) (22).

Thus mental are things inside the individual that are related to the psyche that can encourage behavior and shape personality. Mental in its position can move behavior and shape personality, of course, plays a very important role in learning activities.

### **The role of motivation in learning**

In general, there are two important roles of motivation in learning. First, motivation is a psychic driving force in students that gives rise to learning activities, ensuring the continuity of learning to achieve one goal. Both motivations play an important role in providing passion, enthusiasm, and pleasure in learning. Students who have high motivation have a lot of energy to carry out learning activities. Learning outcomes will be optimal because they are supported by motivation (23).

The more detailed the motivation is, the more successful the lesson will be. Thus, motivation always determines the intensity of the learning effort for students. There are three functions of reason in learning: 1) Encouraging students to act, such as a mover or motor that releases energy. Motivation, in this case, is the driving force of every activity carried out. 2) Determine the direction of action, namely towards the goal to be achieved. Thus, motivation can provide direction and activities that must be carried out by formulating its objectives. 3) Selecting actions, namely determining what actions must be done that are harmonious to achieve the goal, by setting aside actions that are not useful for that goal (24).

Based on some of the views above, it can also be obtained an understanding that motivation is the potential in the mental form in each individual as a source of energy that radiates power in realizing all attitudes and behavior of individuals every day. Motivation can be seen as controlling individual behavior in learning needs through encouragement, desires that come from within intensively in response to the influence of the environment in which the individual lives.

### **Types of Motivation**

Psychiatrists divide motivation to learning activities into intrinsic motivation and extrinsic motivation. Intrinsic motivation is things and conditions that come from within the learner who can encourage him to take action to learn. Included in this motivational part is the feeling of liking the subject matter because it is connected with what is aspired to be able to support the future of students. Extrinsic motivation is things and circumstances outside the individual learners that encourage them to carry out learning activities. Behavior that includes motivation is praise and gifts, school rules and regulations, role models from teachers and others (25).

Judging from its usefulness, Ngalim Purwanto divides the motive into three parts 1). The reason is related to the necessities of life. For example, the need to eat and drink, sleep, live healthily, and others 2). The reason is related to survival. For example, the act of saving oneself from wild animal attacks and others 3). Motivation relates to social relationships— for example, the urge to attract attention and others (26).

By paying attention to the above, educators, with all their efforts to make students learn by generating extrinsic motivation for students.

### **Factors that influence learning motivation**

Several factors can affect students' learning motivation. According to Pane et al., the factors that influence student learning are: 1) Aspirations, 2) The ability of students, 3) Mental conditions, 4) Environmental conditions, 5) Dynamic elements of learning, 6) The efforts of educators in managing the classroom (27). Another opinion says that there are four factors that influence students' learning motivation, namely: 1) Culture, 2) Family, 3) School and 4) Participants themselves (28).

### **Function of learning motivation**

Sardiman suggests three functions of motivation in learning, namely: 1) Encouraging students to act, namely as a mover, 2) Determining the direction of change, namely towards the goals to be achieved, 3) Selecting actions, namely what actions must be done that are harmonious to achieve goals. by setting aside actions that do not benefit (29). Thus, motivation is needed to generate interest in learning, provide direction and provide confidence in achieving learning objectives.

### **The role of concentration in learning**

Concentration is the concentration of the function of the soul on an object such as concentration of mind, attention (30). Concentration in learning is focusing on the subject by setting aside all things unrelated to the lesson. Learning engagement is a behavior of concentration of mind, attention, and awareness by students to learn and understand the content of the subject matter and the teaching process and dispel and put aside things that are not related to learning activities. Learning concentration is the concentration of mind and attention on the information obtained by someone during the learning period (31). A good concentration is if a person is relaxed without any stress, indicated by the open subconscious mind. The concentration of learning is a source of mind power that works based on memory and forgetting. In education, concentration is needed to realize focused attention on a lesson. Concentration is one aspect of supporting students to achieve success. If the concentration is reduced, following tasks in class and private learning are disturbing.

### **Aspects of learning concentration**

According to Ramadhaniar, learning concentration has several supporting aspects, including the following: 1) Concentration of mind. A situation that requires calm and attention in the learning process to understand the lesson being studied, 2) Motivation is an impulse or desire that arises from within oneself. Individuals who try to change their behavior to be better than before, 3) Worry is a feeling of insecurity because they feel less than optimal in carrying out a lesson, 4) Feelings of depression are an encouragement or demand from other people or the environment, 5) Thought disorders is an obstacle from within the individual or from other people (6). Panic disorder. is an obstacle to concentration in the form of a sense of insight that can interfere with the results that have



been done and the results that will be done, 7) Readiness to learn a situation or condition where a person has ready to receive lessons, so that The individual can develop every potential he has (32).

### **Indicator of learning concentration**

According to Makmun, the learning constraint of students has the following indicators: 1) Pay close attention to information sources (educators or books). The focus of the view is on educators and paying attention to other things (looking at friends who ask questions or who respond to answers), 2) Asking for additional information, opinions or being a speaker, 3) Reinforcing, agreeing or opposing or comparing, 4) Answering answers the results of the discussion or the responses of friends are by the problem or deviate from the situation, 5) Make notes or write information, make answers or do assignments (33).

### **Factors causing low learning concentration**

Several factors that are considered to influence the low learning concentration of students include the following: 1) Low interest and motivation in learning. Will cause students to be easily influenced by things that attract more attention during the learning process, 2) The emergence of negative feelings. A conflict with other parties causes uneasy feelings. This broken attention makes it difficult for students to learn. 3) A quiet learning environment. The sound of the bustle of the vehicle the sound of loud music can break students' attention while studying. 4) Being passive in learning. Students who do not involve themselves directly in learning are called passive learning. 5) Do not have good learning skills 6) Physical and mental health disorders (34).

### **The role of self-confidence in learning**

Confidence is a necessary quality to make a person a person who believes in himself (35). Related to this, Stephanie Marston expressed her thoughts on the importance of self-confidence in students. He said that a student's self-confidence would affect his life.

With confidence, people will be able to know and understand themselves. Meanwhile, people's lack of self-confidence will hinder the development of self-potential. People who lack self-confidence will be pessimistic in facing challenges.

Based on the opinion above, it can be concluded that self-confidence is a belief and attitude of a person towards his ability by accepting it as it is, both positive and negative, which is formed and learned through the learning process with the aim of his happiness. Self-confidence in everyone is the basic capital to face life and achieve success. Self-confidence can also be interpreted as courage in oneself so that someone can do something that he considers great. Confidence does not just appear in a person. There is a certain process in his personality so that the formation of self-confidence occurs. Thurstan Hakim thinks that the construction of a strong self-confidence occurs through the process of 1) The appearance of a good personality by the development process that gives birth to certain advantages. 2) A person's understanding of his strengths gives birth to a strong

belief that he can do everything by taking advantage of his strengths. 3) A person's understanding and positive reactions to his weaknesses do not cause low self-esteem or a sense of difficulty adjusting. 4) Experience in living various aspects of life by using all the advantages in him.

### **Confidence Function**

Self-confidence is one of the most important aspects of personality in human life (36). Self-confidence is very helpful for humans in their personal development. A confident person can complete a task or job by the stage of development well, has the courage and ability to improve his performance, considers various options, and makes his own decisions is a behavior that reflects self-confidence. Self-confidence is the basis of motivation to succeed. So that the cause of students must be confident, a person who gains serenity and self-confidence must desire and be self-motivated. So great is the benefit and role of self-confidence in one's life. Without self-confidence that is firmly embedded in a person's side, pessimism and low self-esteem will be able to overpower someone easily. Without being equipped with self-confidence, a person will grow into a weak person. Confidence has a lot to do with courage. These two things are related to the elemental level, and each is an essential component in a person. Self-confidence will support us to overcome self-doubt. The explanation above shows that self-confidence is an important factor in achieving success.

### **The role of self-confidence in learning**

Students want their achievements to stand out in class. To highlight these achievements well, self-confidence is one of the keys to success. The confidence of students who wish to express their opinions in front of the class but can only be silent. He is reluctant when a class makes fun of him if his opinion is far from perfect. Sometimes the symptoms of insecurity appear suddenly, without being noticed by someone when doing something so that the person can't use their abilities optimally. Students who do not have self-confidence will hinder the development of their intellectual achievements, skills, and independence and make these students unable to socialize. There is no courage to write about yourself in a social environment. According to Mahardika in his journal, there is a self-concept: how do you conclude yourself as a whole and see your self-portrait as a whole. Based on all that, we can conclude that self-confidence is an effect of how we feel, believe, and know. Related to the quote above, students who have low self-confidence or lose confidence have negative feelings towards themselves and have less accurate knowledge of their capacities. When this is associated with learning, students who have low confidence tend to feel or act that they do not have a desire or purpose and give up when facing problems or difficulties in learning.

## Mastery learning Improves Students' Understanding of Islamic Religious Education Subjects

Mastery learning can improve students' understanding of Islamic religious education and can be seen in students' learning outcomes as follows.

**Table 1.** Values of Islamic religious education subjects at the 3rd meeting 1

No	Student's name	Daily value				Final score	Average	Note:
		KD-1	KD-2	KD-3	KD-4			
1	Alfisyar	65	70	75	75	320	80	TT
2	Amanda	65	70	70	75	320	80	TT
3	Wahdania	70	70	70	80	328	72	TT
4	Otavia	70	75	70	80	323	71	TT
5	Utami	70	75	70	75	320	80	TT
6	Aradela	70	70	75	75	320	70	TT
7	Arjun	70	75	70	75	320	70	TT
8	Arum	75	75	75	85	330	73	TT
9	Yusti	70	80	75	75	328	72	TT
10	Asiana	75	70	75	70	330	73	TT

Source: Rosniar, Islamic religious education teacher Kls. X Th. 2017/2018

The scores above are students' learning outcomes in class X with a minimum completeness score of 65. The scores of these learning outcomes show that the object of assessment is aimed at four aspects of learning competence, namely spiritual, social, knowledge, and skill aspects. In the spiritual part, eight students obtained scores that exceeded the minimum competency value, namely from a discount of 70 to 75. Overall, the final value of the four aspects of the assessment of the value obtained by students was 70 to eighty, so it can be understood that the mastery learning method can improve students' understanding of Islamic religious education subjects.

## CONCLUSION

This study concludes that implementing complete learning in SMA Negeri 2 Sigi improves the quality of all elements of the performance of money-based knowledge through a measurable competitive work method through a benchmark reference assessment mechanism. Then complete learning can improve students' understanding of Islamic religious education subjects through learning methods based on all students' mastery towards the minimum value of subject matter competence and adding the minimum value of competence according to the learning class level.

## **SUGGESTION**

Suggestions to the Principal and his staff should continue to support quality and competency-based learning with awards based on the quality of individual work and financial resources and management as appropriate steps in fostering and maintaining the quality of students' understanding of the subjects being studied. And to teachers of Islamic religious education subjects when designing the Learning Implementation Plan (RPP) in formulating learning objectives, one of the elements included is competition-based learning. Quality learning methods can be included as one of the Lesson Plan (RPP) learning methods.

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