



## Application of The Market Place Activity Method to Improve Student Activity in Learning PAI Materials on The History of the Development of Islam in Nusantara

Rina Khoridah\*

(SMPN 2 Karang Tengah Kab. Cianjur, Indonesia)

\*Corresponding Author. E-mail: [rinakhoridah@gmail.com](mailto:rinakhoridah@gmail.com)

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### Abstrak

Penelitian ini adalah penelitian yang mengembangkan best practice, dengan tujuan untuk mengetahui penerapan metode market place activity untuk meningkatkan aktivitas siswa dalam pembelajaran pendidikan Agama Islam, pada materi sejarah perkembangan Islam di nusantara pada kelas IX B SMPN 2 Karang Tengah Kabupaten Cianjur. Metode penelitian ini menggunakan kualitatif deskriptif. Dari hasil penelitian ini menunjukkan bahwa Pembelajaran dengan metode Market Palce Activity layak dijadikan praktik baik dalam pembelajaran PAI karena dapat meningkatkan kemampuan peserta didik dalam melakukan aktivitas belajar, mentransfer pengetahuan, berpikir kritis, dan menyenangkan. Dengan penyusunan rencana pelaksanaan pembelajaran (RPP) secara sistematis dan cermat, pembelajaran PAI dengan metode Market Palce Activity yang dilaksanakan tidak sekadar mentransfer pengetahuan, tetapi juga mengintegrasikan PPK, literasi, dan kecakapan abad 21.

**Kata Kunci:** Metode, Market Place Activity, Aktivitas Siswa, Pembelajaran PAI.

### Abstract

*This research study who developed best practices, with the aim of knowing the application of the market place activity method to increase student activity in learning Islamic education, on the history of the development of Islam in the archipelago in class IX B SMPN 2 Karang Tengah, Cianjur Regency. This research method uses descriptive qualitative. The results of this study indicate that learning with the method Market place Activity deserves to be a good practice in PAI learning because it can improve students' ability to carry out learning activities, transfer knowledge, think critically, and have fun. By preparing the lesson plan (RPP) in a systematic and careful way, PAI learning is done using the method Market place The activities carried out do not just transfer knowledge, but also integrate PPK, literacy and 21st century skills.*

**Keywords:** *Methods, Market Place Activity, Student Activities, PAI Learning.*

### Introduction

Based on Law number 20 of 2003 article 1 paragraph 1 states that the goal of national education states "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. . Based on this according to (Supriani, 2023) that the goals of national education explicitly emphasize the importance of formation akhlak al-karimah

Which implemented with faith and piety as an important aspect in the formation of the character of the nation's generation.

Learning is essentially a process of interaction with all situations that exist around the individual. Learning can be seen as a process that is directed at these goals and processes (Nurbaeti, 2022). Meanwhile, according to (Fikriyah, 2022) that learning is also a process of observing and understanding something. Learning activities are carried out by two actors, namely teachers and students.

Learning is a system, which consists of components that are interrelated, and affect one another. Components of objectives, materials, methods and evaluation, these components must be a concern for teachers in determining what learning methods and models will be used in the learning process (Arifudin, 2022).

The learning process can be meaningful and can make a person develop their abilities optimally (Rahman, 2021). For everyone that education is one of the most important things because with education every ability possessed by a person can be developed through a learning process so that education can meet the needs of everyone's life (Mawati, 2023).

National education has a goal that includes cognitive, psychomotor-affective aspects (Ulfah, 2021). Education is a way of forming character whose purpose is to develop the ability of students to become human beings who believe, fear Allah SWT, have good morals, are knowledgeable, independent, innovative, skilled, and can become democratic and responsible citizens (Hanafiah, 2022). Procedures in education cannot be separated from studying in order to achieve a degree of quality of life and be beneficial for oneself or for others.

The obligation in Islam to seek knowledge for every human being and emphasizing the importance of continuing to learn is listed in Al-Qur'an surah Al-Alaq verse 1-5. The verse explains the importance of learning. God commands every human being to always work hard in seeking or seeking knowledge. Allah SWT differentiates degrees between those who believe and have knowledge and those who believe without knowledge.

One of the important sciences for humans to learn is Islamic religious education (Rahman, 2012). Islamic religious education greatly influences character education which is upheld as the culture of the Indonesian nation. The current situation is that there is interpersonal conflict in schools which has increased drastically and the loss of student discipline. This moral crisis occurs because most students are still relatively low in religious knowledge.

Based on this, Islamic education is one of the subjects that can shape the character of a student to be able to understand Islamic religious values and apply them in everyday life so that various negative influences that arise from changing times can be better anticipated by students (Imelda, 2018).

Islamic Religious Education, which was one of the subjects that previously was less attractive to students, clearly felt a big impact from this Learning Loss. Especially if this lesson is in the last hours. Some of the problems that occur include the following:

1. Students experience a decrease in interest in learning activities
2. Students are accustomed to being silent, inactive and creative while studying
3. Students feel bored and bored when learning because the PBM activities are not interesting
4. The decline in the attitude of discipline and politeness in learning activities
5. Decreased learning outcomes due to class conditions that are not conducive
6. The decline in the culture of literacy and numeracy both in the students and in the teachers themselves so that the learning outcomes also experience a decline.

The impact of these problems raises concerns in teachers, parents and the school about the results learning which does not match the expectations of all parties.

Based on some of these problems, it is necessary to have alternative problem solving that can provide changes in a better direction in the learning process, so that the learning outcomes of all students, especially students who experience a decrease in interest in learning can improve more than before. A solution that can be done related to the problems above is to apply a learning method that is more interesting for students and can facilitate slow learning students to be more active and motivated to improve their abilities.

The learning atmosphere is basically important in learning activities so that the expected learning objectives can be achieved (Tanjung, 2022). Meanwhile, according to (Mayasari, 2021) that a pleasant learning atmosphere can foster students' enthusiasm for learning, while an atmosphere that is not conducive certainly greatly hinders the implementation of learning activities. Based on this, teachers and students are required to create an atmosphere of good and fun and exciting learning activities so that at the evaluation stage they will be able to obtain optimal success.

Tutik Rahmawati and Daryanto as quoted (Ulfah, 2022) that the teacher is a main character who is in charge of educating, guiding, teaching, training, directing, assessing and evaluating in the learning process. So that the teacher is required to design in such a way an innovative learning concept that directs the learning to be student-centered. According to Johar and Hanum as quoted (Supriani, 2022) that the process of learning activities certainly has ways to teach such as learning models, learning strategies, learning approaches used, learning methods or learning techniques.

Soekamto in (Sulaeman, 2022) says that the learning model is a framework that has been drafted

in which it describes a series of systematic procedures by organizing learning experiences to achieve learning objectives. As for one learning model that can certainly train students and make students happy, learning is to use the market place learning model activity. The method to be applied is Market Place Activity.

Market place activity is one of the learning models that puts forward activity and student cooperation in the learning process (Sofyan dan Virgantyani, 2019). Market place activity is a learning model in the form of market activities where students buy and sell information and knowledge activities. In this learning there are groups of students who have information to sell to other groups. Seeking information individually and being able to promote their work is the responsibility of these students (Haryono dan Puspitasari, 2020). This learning model is certainly very good for developing a spirit of independence and self-confidence of students and building cooperation, skills and tolerance.

The learning process can run well and produce maximum results that can not be separated from several components. The components are a teacher or educator, students or students, the material provided, media or means and delivery patterns (Tanjung, 2020).

Based on the observations made by the researchers during the pre-survey, it can be seen that learning in the class of students still tends to be passive. The lack of students paying attention to the teacher when explaining the subject matter is also still very low, there are students who are cool chatting with their friends while learning takes place. This of course results in less than optimal understanding of the subject matter that has been conveyed by the teacher. In addition, teachers are also very less innovative in the use of learning methods that are applied in the learning process. This is also one of the factors of learning outcomes and activity students are not in accordance with the learning objectives.

The learning model used by the teacher causes students to get bored in the learning process. Due to less creative the teacher in using the learning model is still using the conventional learning model with the lecture method and has not used the market place activity learning model. This was also reinforced by the results of interviews that researchers conducted with several students. The results of interviews with these students said that they often had difficulty understanding the material and felt bored in the learning process in class due to the learning model that the teacher used.

The learning model is student effort that is applied in the learning process (Apiyani, 2022). Using the right learning model will be able to support students in mastering the subject matter effectively (Hasbi, 2021). Selection of learning models that are appropriate to the circumstances of students can also cause students to be eager to learn so that student learning outcomes will increase. One of the learning models used in this study is the market place activity learning model.

This method the authors consider to be able to attract students to be more active and creative in PBM activities, so that it will indirectly change their old bad habits, little by little they will change for the better in their learning activities. Thus, the authors document the description of good learning practices that have been implemented as an effort to develop learning to increase student activity in a Best Practice entitled "Application of the Market Place Activity Method to Increase Student Activity in Learning Islamic Religious Education (PAI) Materials on the History of Islamic Development in Nusantara"

## Methodology

This study seeks to analyze and describe the application of the market place activity method to increase student activity in learning Islamic education, in the history of the development of Islam in Nusantara in class IX B SMPN 2 Karang Tengah, Cianjur Regency. The writer uses a qualitative approach to analyze the study of the application of the market place activity method to increase student activity in learning Islamic education, on the history of the development of Islam in Nusantara.

The method used in this study uses a descriptive method or approach, according to Zed in (Rahayu, 2020) that qualitative descriptive research can be interpreted as a series of activities related to socially analyzing events, phenomena or conditions.

This type of research is qualitative research. According to Ibnu in (Arifudin, 2023) qualitative research is a study in which the data is expressed in verbal form and analyzed without using statistical techniques. Based on some of the definitions of qualitative research above, it can be concluded that qualitative research is a study in which the data is expressed in verbal form, does not use numbers and its analysis does not use statistical techniques.

### 1. Object of research

In this study the research object consisted of 2 (two), namely formal objects and material objects (Tanjung, 2023). The formal object in this study is in the form of data, namely data related to a critical

review of the study of the application of the market place activity method to increase student activity in learning Islamic education, on the history of the development of Islam in Nusantara.

## 2. Data Collection Techniques

Data collection was carried out using documentation, observation and interview techniques. The data collection technique according to (Arifudin, 2020) suggests that it is the most strategic step in research because the purpose/main of research is to get data. There are several ways or techniques in collecting data, including observation, documentation and interviews. Sources of data used in this study include primary and secondary data. According to (Hanafiah, 2021) that primary data is data collected directly from the individuals being investigated or first-hand data. While secondary data is data in the libraries. The primary data in this study are books related to critical reviews of studies on the application of the market place activity method to increase student activity in learning Islamic education, on material on the history of the development of Islam in Nusantara, and secondary data obtained from both national and international journals.

## 3. Data Collection Tools

In this research, the writer will use observation, documentation and interview methods as a tool for collecting data because this research is library research. In other words, according to (Ulfah, 2019) this technique is used to collect data from primary and secondary sources.

## 4. Data analysis technique

Data analysis was not only carried out after the data was collected, but since the data collection stage the analysis process had been carried out. According to (Arifudin, 2021) that the use of a "qualitative" analysis strategy means that the analysis starts from data and leads to general conclusions. Based on this data analysis strategy, in order to form general conclusions the analysis can be carried out using an "inductive" framework.

## 5. Research procedure

The data in this study were recorded, selected and then classified according to the existing categories. The approach used is an analytical descriptive approach. According to (Mayasari, 2022) that analytical descriptive (descriptive of analyze research), namely the search in the form of facts, the results of one's thought ideas through searching, analyzing, making interpretations and generalizing the results of the research conducted. This research procedure according to is to produce descriptive data in the form of written data after conducting a thought analysis (content analysis) of a text. After the author collects materials related to the problem to be

discussed in this study, then the authors analyze and interpret to draw conclusions.

## Findings and Discussions

In Irwan's research from SMPN 3 Lembang, he included the meaning of Market Place Activity according to J.S Badudu as quoted (Na'im, 2021), that "Market Place Activity is a method based active learning. The characteristics of students are actively seeking and gathering knowledge from one group to another. The term mutual shopping or 'buying and selling' knowledge. In this case cooperation between students is also needed, therefore Market Place Activity also worth mentioning cooperative learning".

Market Place Activity (MPA) is a learning technique or method that displays learning activities such as activities in the market. Where in these learning activities, there is the practice of buying and selling knowledge. There are students who become sellers and there are also those who become buyers. Knowledge that is traded can be in the form of material descriptions, manuscripts, drawings, mind maps, and other works made by students in their groups.

The information shared is material that was studied at that time, where students in groups search, explore and collect information from various sources which are outlined in the form of various interesting and accountable works, resulting in an active but conducive process of teaching and learning activities according to the directions. from the teacher as a facilitator .

Student Learning Activities according to Martinis Yamin as quoted explaining that learning activities are a student's effort in the learning process to build knowledge within himself. In the learning process there is a change and improvement in the quality of his abilities such as daring to ask questions, express opinions, listen to the teacher's explanation properly, and listen to the teacher's explanation. It isrjakan tingas tIt ispat Inaktif. According to Sardiman, learning activities are learning processes carried out by the teacher in such a way as to create active students asking questions, questioning and expressing ideas (MF AK, 2021).

Based on these definitions, student learning activities can be interpreted as all dominant student activities during the learning process. This is shown by students who dare to ask, observe, listen, discuss, dare to express their ideas/opinions, or present in front of the class.

If these learning activities are directed and carried out properly by the teacher as a facilitator,

they will produce results activity positive learning, so as to create a conducive and enjoyable learning atmosphere .

This method the author uses, because the author feels the excitement himself this method in the training activities that followed. Where all participants play a role active in learning activities and very fun, participants not saturated. Because of this, the authors use in PAI learning material the History of the Development of Islam in the Archipelago, which contains a lot of material and requires in-depth reading activities that make students bored just reading or listening to lectures, especially since the lesson is in the last hour of the KBM.

From the Implementation of the Activities that have been carried out, the results that can be reported from this Best Practice are as follows: 1) The learning process carried out by applying the Market Place Activity method is active and fun. Students become more active in discussing, responding to questions from the teacher, including asking questions to the teacher and friends. Activity learning that is designed according to the Market Place Activity syntax makes students creative with their own desires, 2) By applying the Market Place activity method, it improves students' ability to transfer knowledge. They become more active in searching, exploring and conveying back what they find. So that material that is so broad can be absorbed properly, e) From the application of the Market Place Activity Method, students become more enthusiastic about learning and don't get bored even though they are in the last hour of PBM, because they are more focused on interesting PBM activities so that they forget the time a little. 4) Learning activities become more conducive, active, creative, and fun. And the impact of this activity, students become more active and interested in participating in PAI learning.

### Conclusion

From the explanation of the research results above, it can be concluded that learning with the method market place Activity deserves to be a good practice in PAI learning because it can improve students' ability to carry out learning activities, transfer knowledge, think critically, and have fun. By preparing the lesson plan (RPP) in a systematic and careful way, PAI learning is done using the method market place The activities carried out do not just transfer knowledge, but also integrate PPK, literacy and 21st century skills.

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### Profil Penulis

**Rina Khoridah.** Penulis merupakan seorang staff Guru Pendidikan Agama Islam pada SMPN 2 Karang Tengah Kabupaten Cianjur Provinsi Jawa Barat.