



Implications of the Application of the Hannafin and Pack Learning Model on Student Learning Outcomes in Learning Islamic Religious Education at SDN Sukamantri, Cileunyi District, Bandung Regency

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Abstract

This paper examines the implications of implementing the Hannafin and Pack learning model on student learning outcomes in Islamic Religious Education learning at SDN Sukamantri, Cileunyi District, Bandung Regency. The learning model is one of the key factors for teacher success in improving student learning outcomes. Therefore, every teacher is required to be able to develop the Hannafin and Pack learning model in Islamic Religious Education learning so that students' level of development, knowledge, and learning outcomes increase. This research uses descriptive methods and a quantitative approach. The technique and collection of the data sources refer to the results of empirical observations, interviews with respondents, and relevant book reviews. The results of this research show that the application of the Hannafin and Pack learning model has proven to have positive implications for increasing student learning outcomes in Islamic Religious Education subjects at SDN Sukamantri, Cileunyi District, Bandung Regency with a learning outcome level of 87% (good category). The implication of this research is every teacher needs to use various models, strategies, methods, approaches and learning techniques in Islamic Religious Education subjects so that student learning outcomes increase.

Keywords: Model; Learning; Hanafin and Pack; Learning Outcomes; Islamic education.

INTRODUCTION

As the recent times, education experiences rapidly changed due to demands for increasing the quality of education which is increasingly advanced and high quality. In dealing with this, students are required to have skills that can develop their potential in the ongoing educational process. This education results from the learning process. Learning is an educator's conscious effort to teach and direct his students in order to achieve educational goals. It is very clear that learning is a two-way interaction process that establishes communication between educators and students (Trianto, 2013).

In the scope of theoretical framework, Learning can be defined as a goal-directed process through various learning experiences designed and prepared by educators. Learning can take the form of seeing, observing, and understanding everything around us. In practice, educators are acted as the teachers and mentors, while the students are acted as the people who learn. Both are practically interacted in learning process and became an education behaviour which is closely related to the application of the learning model (Magdalena, 2020).

According to Minister of Education and Culture Regulation Number 103 of 2014, the characteristics of 21st century learning require student-centered learning. However, in fact, much of the learning process is still teacher-centered, this causes most students to become passive, lazy to learn, feel bored during learning, and do not understand the concept of the material provided by the teacher (Asrori, 2019). Therefore, a learning model is needed for students and teachers. Students experience difficulties and do not understand what educators say, which becomes a problem when learning takes place because of the learning model and teaching materials used by educators (Azizah, 2021).

In general, Islamic religious education is directed at efforts to guide and develop students' natural potential to portray themselves optimally as obedient servants of Allah (Achadi, 2018). Islamic religious education is a process of preparing the next generation to fill roles, transfer knowledge and Islamic values that are aligned with human functions to do good deeds in the world and reap the results in the afterlife (Awwaliyah, 2018). Therefore, Islamic education should be implemented in a way that is well accepted by students.

Based on the results of a preliminary study in the form of interviews with Islamic education subject teachers, information was obtained that students use of learning models has not been considered and is very limited (Brown & Voltz, 2005). In general, educators still use conventional learning models. In the learning process, classroom educators are still dominated by conventional one-way learning, so that classroom learning becomes boring, passive and students' knowledge is of course limited. This is proven by students who are less attentive when the teacher delivers the material, and if students are asked questions, they cannot answer them well, and during the evaluation only a few students can answer questions about the various phenomena that occur. Learning that is carried out in one direction by the teacher alone is the cause of students' low critical thinking skills (Yustina, 2016).

A learning process where students only hear explanations from the teacher can cause students to become bored and lack imagination (Warsiyah, 2020). The learning methods applied have not attracted students' interest in learning, so they cannot fully support increasing learning achievement (Hayatinnufus, 2021). In this context, the model used is the Hannafin and Pack model in the form of a live worksheet product. This model is a model that consists of three phases, namely the needs analysis phase, the design phase, and the implementation phase. Shortly, this model is learning-

oriented with the products (Lockyer & Dawson, 2011).

Practically, the Hannafin and Pack model can be implemented in three steps. The first phase is needed to identify needs in developing learning media. The second phase is arranging the learning design, which is used to identify the subject and the document is used to the best rules in order to achieve the goals in creating the learning media. The document can be in the form of a story board, as a tool to carry out tests or assessments before proceeding to the development and implementation phase. The third phase is the development and implementation. The activities carried out in this phase are generating flow charts, testing, and formative and summative assessments. Formative assessment is an assessment carried out during the media development process, while summative assessment is carried out at the end of the process. So that in this phase the media is developed and learning is carried out in accordance with the objectives that have been created based on the needs analysis and designs that have been carried out. (Supriatna, 2009).

The product in question is liveworksheet. This media is very efficient to use because this media is supported by electronic media which can contain images, animation, video, text and various features that can support the learning process. This can invite students enthusiasm to be more active and have more fun in learning (Khikmiyah, 2021). In this context, liveworksheets are designed to contain the interesting and systematic Islamic education subject content to achieve the expected goals. Through using liveworksheets, there is hoped that the student's learning outcome will become a medium, makes the learning process more fun, enjoyable, and of high quality (Fauzi, 2021). This liveworksheet contains sheets developed as a student facilitator which contain material, instructions and summaries for students to work on so they can increase their knowledge. This media

also contains material, summaries and procedures for learning tasks that must be carried out by the students (Umbaryati, 2016).

Referring to the background above, the success of the learning process is very dependent on the use of learning media. The use of live worksheets in the Hannafin and Pack model seems to be able to increase student enthusiasm and learning outcomes in learning Islamic religious education. Therefore, this research will focus on analyzing the implications of implementing the Hannafin and Pack learning model on student learning outcomes in Islamic Religious Education learning at SDN Sukamantri, Cileunyi District, Bandung Regency.

METHOD

This research uses a descriptive-analytical method. The type of data in this research is quantitative data obtained from student response questionnaires. The Likert scale is used as a benchmark with a score of 1 to 5 in checklist form. The statements presented consist of 15 statements which are divided into positive and negative statements with reference to the criteria for student responses to the Hannafin and Pack model, student responses to the learning activities carried out and student responses to Islamic religious education learning materials. The sample used in this research used 29 class VI students at SDN Sukamantri, Cileunyi District, Bandung Regency.

RESULT AND DISCUSSION

In this research, we use live worksheet media with the Hannafin and Peck as the development model to analyze student learning outcomes in Islamic Religious Education learning. The use of the Hannafin and Peck development model in Islamic Religious Education learning is focused on class VI elementary school. The development steps are structured according to the Hannafin and Pack Development

model. (1) Needs analysis stage (2) Design stage, (3) Development and implementation stage. The Liveworksheet with the Hannafin and Peck development model that was developed consists of 3 learning activities packaged into one for each learning activity.

This media is included in the category that can be used in the form of practicum. In this media there are several activities where all of these activities have practicum or experimental elements. In practice, the use of this media does not contain much material explaining each activity, but the media using this development model places more emphasis on practical activities and several questions after carrying out the practice, where each activity is given words or illustrations with pictures and animations. .

Using live worksheets with the Hannafin and Peck development model can provide new experiences for students in the learning process in class, and can help teachers in delivering learning material that can be more optimally accepted by students, so that it can help them in the learning process delivered through this media (Yuli , 2020).

The results of this research refer to data obtained from the results of distributing questionnaires regarding student learning outcomes as shown in Table 1, where an average result of 80% was obtained in the good category. Based on these results, we can know that student learning outcomes through the use of live worksheet media in learning Islamic religious education show positive. These results also show that students have had the same opportunity to learn more actively and have fun (Sugiyono, 2016).

Table 1. Student Responses and Learning Results Through the Use of Liveworksheet Media with the Hannafin and Pack Model in Islamic Religious Education Learning

No.	Criteria	Average Results	Category
1.	Response to live worksheet media with the Hannafin and Pack model	82	Good
2.	Response to learning Islamic Religious Education	75	Sufficient
3.	Islamic religious education learning outcomes	83	Good
Average		80%	Good

Based on Table 1, the results of the students responses to learning using live worksheets with the Hannafin and Pack model, the overall average response was 80% in the good category. This shows that there is a positive response to the learning carried out. The average response is seen based on three aspects of the response made, which consists of three aspect, such as students response to live worksheet media with the Hannafin and Pack model, students response to learning Islamic Religious Education, and Islamic religious education learning outcomes of the students.

The first aspect, namely the response to learning using live worksheet media with the Hannafin and Pack model used, obtained results of 82%. The response contained that discussion activities when working on live worksheets, roles between group members, and when taking part in

learning were more active and enjoyable in learning so that it could sharpen students memory with the highest percentage because this kind of learning had never been implemented before. Students who undertake new learning will make the learning process interesting and enjoyable (Prastowo, 2011).

The second aspect is the students' response to Islamic Religious Education lessons with an average result of 75% in the sufficient category. These results show that students' perceptions of Islamic religious education subjects vary. With the Hannafin and Pack model designed to contain Islamic Religious Education material content and systematic work steps that are made interesting to achieve the expected goals. If we look at its benefits, it is hoped that this media can make the learning process more fun, enjoyable, enjoyable and of high quality (Khikmiyah, 2021).

The third aspect is students' responses to Islamic religious education learning outcomes with a percentage of 83% in the good category. This shows that Islamic religious education material is suitable when using the Hannafin and Pack model live worksheet media. Students feel happy and remember the material more easily through group discussion activities. Student activity through discussions can stimulate students to be more active, think critically in providing ideas, and train them to express opinions because of the process of exchanging ideas (Sudiyono, 2020). Overall, the response given by students to learning using the Hannafin and Pack live worksheet model in Islamic Religious Education lessons and its implication for Islamic religious education learning outcomes with an average percentage of 80% in the good category.

CONCLUSION

In the last part, we can conclude that the success of learning process is dependent the ability of the teacher in using the various models, strategies, methods, approaches, and

learning techniques in Islamic Religious Education subjects because it will be implicated to the student learning outcomes. This research shows that it can be conducted through the development learning steps that are arranged according to the Hannafin and Pack Development model, which consists of three steps: (1) Needs analysis stage (2) Design stage, (3) Development and implementation stage. The implications of implementing the Hannafin and Pack learning model on student learning outcomes in Islamic Religious Education learning at SDN Sukamantri, Cileunyi District, Bandung Regency shows that the students response to learning using liveworksheet media with the Hannafin and Pack model are obtained results of 82% (Good), the students' response to Islamic Religious Education lessons are obtained result of 75% (Sufficient), and the students' responses to Islamic religious education learning outcomes are obtained results of 83% (Good). Overall shows an average of 80% (Good).

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