Use of Learning Facilities on Students' Islamic Religious Education Learning Achievement in High School

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ABSTRACT

Purpose of the study: Learning facilities are all the lessons students need in the learning process so that the learning process can run well, but in this research it only focuses on textbook learning facilities. This research aims to determine the learning achievement of Islamic Religious Education students in high school using textbooks.

Methodology: The type of research used is field research with a qualitative approach, while the research design is qualitative descriptive research. The type of research and data sources used are primary data and secondary data. Data collection techniques used include observation, interviews and documentation to obtain reported values.

Main Findings: The results of this research show that the use of Islamic Religious Education learning process textbooks is very effective and the Islamic Religious Education learning achievement of class XI students in high school is in the very good category.

Novelty/Originality of this study: The integration of technology such as the use of learning software, educational applications, and interactive hardware in teaching Islamic Religious Education can provide a more interesting and effective learning experience for students. Leverage online resources such as instructional videos, interactive materials, and distance learning platforms to increase accessibility and variety in instruction.

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1. INTRODUCTION

Education has an important role in shaping individuals, society and the future of a country. This helps create an environment where knowledge, skills, and values can be passed on and enhanced from one generation to the next [1], [2]. Education is a systematic process that aims to transfer knowledge, skills, values and culture from one generation to the next [3]-[5]. This involves interaction between teachers or educational facilitators and students or learners. Education does not only occur in formal environments such as schools, but can also occur in various contexts [6], [7]. In education, there is one important point that cannot be separated, namely the curriculum.

The curriculum has sparked significant changes in learning approaches, but has also faced challenges in implementation. Curriculum changes aim to produce students who are better prepared to face the demands of the modern world with broader skills and understanding [8], [9]. The curriculum is a learning plan that is introduced

as a reference in designing learning activities [10], [11]. The aim of curriculum changes is to improve the quality of education by focusing on developing students' critical, creative, collaborative and communicative thinking skills [12], [13]. In the curriculum, one of the important subjects is Islamic religious education.

Islamic religious education in high school aims to provide a strong foundation of knowledge and understanding of the Islamic religion. Apart from that, it also plays a role in shaping students' character and morals in accordance with the principles of the Islamic religion [14], [15]. Islamic Religious Education in Senior High Schools is an integral part of the curriculum designed to introduce, teach and guide students about Islamic principles, teachings and practices [16], [17]. This subject aims to develop students' understanding of the Islamic religion, ethical values, morals and behavior in accordance with Islamic teachings, as well as providing the basics of knowledge about Islamic history and culture.

The selection and use of appropriate learning tools can make the learning process more effective, facilitate student understanding, and create an interesting and dynamic learning environment. Learning tools refer to various tools, materials and resources used in the learning process to help students understand and master the subject matter better [18], [19]. Learning facilities have an important role in creating an effective, interesting and interactive learning environment [20], [21]. They help address students' diverse learning styles and bring variety to teaching approaches. The use of learning facilities is closely related to learning achievement.

Learning achievement plays a key role in measuring educational effectiveness and student progress. However, it is important to remember that learning achievement is only one aspect of broader individual development, which also includes social, emotional and character aspects [22], [23]. Learning achievement refers to the level of achievement or results achieved by an individual in the learning process [24]. This includes the extent to which a person has understood, mastered, and applied the knowledge and skills taught in an educational environment. Learning achievement is often measured through assessments, exams, assignments, projects, or various other evaluation methods.

This research is in line with research conducted by Saputra [25] who said that by determining the right learning media, students can provide a positive response in the learning process. However, this research did not look at the impact of learning suggestions on learning achievement at the high school level, whereas this research did this with the function that this would show that students were interested in using media when learning. Involves various interactive learning tools such as multimedia, presentations, videos and educational games to make learning more interesting and easy to understand. Encourage student engagement through discussions, group projects, and open-ended questions that encourage critical thinking.

The novelty of this research, namely "Utilization of Learning Facilities on Students' Islamic Religious Education Learning Achievement in High School" lies in its emphasis on the integral link between educational facilities and academic success in the context of Islamic Religious Education. This investigation explores the unique ways in which learning facilities, ranging from traditional classrooms to modern technology and extracurricular activities, can significantly influence student achievement in the field of Islamic studies. By highlighting this intersection, this research not only contributes to the broader discourse on educational effectiveness but also underscores the importance of tailored resources in enhancing students' understanding and engagement with Islamic teachings. Exploration of this specific relationship provides a new perspective on how learning environments, when optimized for Islamic Religious Education, can positively impact student academic achievement, offering insights that can inform educational policy and practice in secondary schools.

The urgency of this research is that the integration of technology such as the use of learning software, educational applications, and interactive hardware in teaching Islamic Religious Education can provide a more interesting and effective learning experience for students. Leverage online resources such as instructional videos, interactive materials, and distance learning platforms to increase accessibility and variety in teaching. The aim of the research is to determine the learning achievement of Islamic Religious Education of class XI high school students using textbooks.

2.   RESEARCH METHOD
2.1 Research Type

Researchers use field research with a qualitative approach. The research design used is qualitative descriptive research, because this research was conducted to describe or explain in depth the use of learning tools in the Islamic Religious Education learning process in high school. Researchers only describe a symptom or phenomenon that occurs, not to look for or explain the relationship between variables.

2.2 Population and Sample

Researchers use field research with a qualitative approach. The research design used is qualitative descriptive research, because this research was conducted to describe or explain in depth the use of learning tools in the Islamic Religious Education learning process in high school. Researchers only describe a symptom or phenomenon that occurs, not to look for or explain the relationship between variables.

The school chosen by the researcher as a place for research is high school. This research activity was carried out within a time allocation of approximately 2 months. The focus of this research is the use of learning tools in the form of textbooks in class XI Islamic Religious Education learning in high school. This research focuses on the use of textbooks because it intends to examine in depth the use of textbooks in Islamic Religious Education learning on student learning achievement in high school.

2.3 Data Collection Technique

There are two types of data and data sources used, namely primary data and secondary data. Primary data obtained in the form of interviews conducted by prospective researchers with informants, those who will be informants in the research to be conducted are five students, two Islamic Religious Education teachers, the School Principal, and one administrative staff member. Secondary data is data obtained directly or through intermediaries such as books, notes, literature reviews related to the research variables being carried out.

2.4 Data Analysis technique

The data analysis technique used in this research is descriptive analysis. Descriptive analysis techniques are data analysis techniques that are used to describe data or make conclusions but only explain the population of the data. In this research, the chosen data analysis technique is descriptive analysis. This method involves systematically organizing, summarizing, and interpreting data to unveil patterns, trends, and key features within the dataset. By employing descriptive analysis, the research aims to provide a comprehensive and detailed overview of the data collected, facilitating a clearer understanding of the variables and their relationships. This technique is particularly valuable for exploring the characteristics of the data in a straightforward manner, offering insights into the central tendencies and variations present. Through the lens of descriptive analysis, the research aims to present a nuanced and informative account of the data, contributing to a more profound comprehension of the subject under investigation.

3.   RESULTS AND DISCUSSION

In the teaching and learning process in class, to find out whether the learning achieved by students is successful or not, an evaluation must be carried out, the results of which are called learning achievement. From the results of the students' learning achievements, it can be concluded that the learning achievements of Islamic Religious Education obtained by the students who were the focus of the research were all in the very good category.

Package books are the main requirement that must be met to achieve educational goals because in the learning process learning tools are needed as an effort to achieve educational goals. One of the things used by school operational assistance funds is the provision of textbooks. Seeing the importance of textbooks for an institution or school, in this case a teacher and student, the school uses school operational assistance funds optimally to meet the need for package books in the school. . The use of technology also always involves the learning process, such as using an LCD so that students can more easily understand the subject matter and learning at school can run well following the times. Every semester, the administration collects data regarding school inventory, especially learning facilities. This is done to control the extent to which learning facilities are functioning optimally or whether there are learning facilities that are incomplete because adequate learning facilities will facilitate the learning process so that it is in line with effectiveness.

Package books help students and teachers in implementing the curriculum because they are prepared based on the curriculum that applies in schools, the materials in the package books have been arranged in such a way to suit the needs of students. Package books are a very important learning resource and teaching material and are widely used in learning. Teaching materials are made in various forms according to the needs and characteristics of the teaching material presented. It is hoped that the material or learning materials presented will be mastered by students because it will arouse students' interest and motivation if the subject matter studied is in accordance with their needs. So, the material studied must be in accordance with the learning provisions contained in the curriculum, especially the curriculum for Islamic Religious Education subjects.

The results of interviews from the two Islamic Religious Education teachers show that the Islamic Religious Education learning process is very effective using textbooks because textbooks are a learning tool which is used as the main reference in the learning process and provides a wider variety of learning materials compared to other learning sources. Package books can provide students with the opportunity to repeat lessons or read study materials at home. And it can increase students' learning motivation and interest in reading because by reading lots of books a student will gain knowledge and various important information so that it can make it easier to understand the subject matter while increasing knowledge and improving students' learning achievements.

Package books have a significant positive impact on the Islamic Religious Education learning process. One of the advantages that can be obtained through the use of textbooks is the ability to measure the extent to

which students have mastered Islamic Religious Education material [26]. This is due to the availability of indicator-based exercises and evaluation questions for each chapter in the textbook. Therefore, textbooks are a tool that plays an important role in assessing students' abilities, especially in the cognitive aspect. The ability of textbooks to develop students' intellectual abilities and reasoning skills is also very significant, because this allows them to deal with various learning materials which ultimately affect their learning achievements. This statement is in line with information generated from interviews with students which is the focus of this research.

Package books have the potential to increase motivation and focus in learning for students. Students have the ability to understand the content of previous lessons by reading the material to be taught [27]. When students feel interested in the material, they will most likely develop a deeper understanding of the material. Package books have an active role in stimulating individual motivation and enthusiasm for learning, as for example in reading learning material. Textbooks have a crucial role in the learning process; The absence of textbooks as a learning resource can result in difficulties in the learning process. Through reading textbooks, students can complete understanding that may not be clear from the teacher's explanation. This in turn allows students to be better prepared to face various forms of learning evaluation, including daily, mid-semester and final exams.

The principal has emphasized the importance of Islamic Religious Education teachers in achieving a balance between theory and practice in learning, so that students can gain a comprehensive understanding of the subject matter. This can be achieved through the application of various creative methods and through innovation in the teaching process. The package book is here as a guide for Islamic Religious Education teachers to choose appropriate learning methods. This helps teachers determine the content of the lessons to be taught to students, allowing them to design strategies, methods and approaches that best suit the material being taught [28]. When Islamic Religious Education teachers apply creativity and innovation in teaching, this also has a positive impact on student learning achievement.

A student experiences an increase in his learning achievement thanks to the use of textbooks. This package book presents interesting and easy to understand learning material in various aspects of learning, especially in the context of Islamic Religious Education. Based on the results of an interview with a class XI student, it was found that the use of textbooks in the learning process has provided a strong basis for developing talents and achieving better achievements. This shows that textbooks also function as tools that help improve students' academic progress.

After conducting interviews with several students who were the focus of the research, it was found that all of them gave positive responses to the use of textbooks in learning Islamic Religious Education. The learning achievement of Islamic Religious Education for class XI high school students who use textbooks shows satisfactory results. This is in line with research conducted by Putra [29] which discusses student learning achievements which are assessed through report cards and are included in the very good category. As previously explained, textbooks play a central role in the learning process. This research is also in line with research conducted by Muhamad et al., [30] which discusses the field of Islamic religious education, namely to ensure the effectiveness of learning, especially in the field of Islamic Religious Education, it is necessary to maintain a balance between theory and practice. Thus, students not only have knowledge, but also ability to apply it in everyday life.

The implications of this research are this study focuses on the multifaceted impact of learning facilities, encompassing classrooms, technological tools, libraries, and extracurricular activities, on students' proficiency in understanding and applying Islamic principles. By examining the specific role of these facilities in the high school setting, the research aims to shed light on how tailored educational environments contribute to enhanced learning outcomes in the realm of Islamic studies. This exploration holds significance in guiding educational practices and policies, offering valuable insights into optimizing learning spaces for the comprehensive development of students' Islamic Religious Education learning achievements in high schools.

Limitations that must be acknowledged in research that examines "Utilization of Learning Facilities on Students' Islamic Religious Education Learning Achievement in High School". Firstly, this research may face challenges related to the diversity of learning facilities in different secondary schools, making it difficult to draw universal conclusions. Variations in the resources, infrastructure, and socio-economic factors available in schools may influence the generalizability of these findings. Additionally, studies that rely on quantitative data for analysis may ignore qualitative nuances and individual experiences, thereby limiting a comprehensive understanding of student perspectives regarding the impact of learning facilities. In addition, this research may face obstacles in establishing a causal relationship between specific learning facilities and academic achievement, because external factors outside the scope of the research may contribute to student learning outcomes. These limitations underscore the need for careful interpretation of the results and highlight avenues for future research to address the complexities of assessing the influence of learning facilities on Islamic Religious Education learning achievement in secondary schools.

4. CONCLUSION

Based on the previous explanation, it can be concluded that the application of textbooks in the Islamic Religious Education learning process is very effective. Using textbooks as the main source of learning provides significant benefits. Package books provide a variety of learning materials that are more comprehensive than other learning resources. By using textbooks, students can more easily understand the lesson content presented. Islamic Religious Education learning outcomes from class XI students in high school show positive achievements with the application of textbooks. This is consistent with students' learning achievements which are evaluated through report cards and are classified in the very good category. Researchers recommend conducting research on Learning Facilities on Students' Islamic Religious Education Learning Achievement in High School at a wider level with populations and additional variables in order to obtain maximum and newer results to increase knowledge and broad insight.

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