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Quantum Learning Model to Increase The Internalization of Islamic Values In Busthanul Athfal

Siti Nurina Hakim[1]*, Kumaidi[2], Abdul Rahman[1]
[1] *Islamic Education at the Graduate School, Universitas Muhammadiyah Surakarta (UMS), Surakarta, Indonesia*
[2] *Faculty of Teacher Training and Education, Universitas Negeri Sebelas Maret (UNS), Surakarta, Indonesia*
[*] *Corresponding author. Email: snh147@ums.ac.id, abdulrahman1842@gmail.com, kuma_426@yahoo.com,*

ABSTRACT
Learning is one of the keys to success in achieving educational goals. This study aims to test the quantum learning model (QL) as an alternative learning model whether it is more effective to internalize Islamic values compared to the conventional model (K). This study uses an experimental model, using a special QL model for the subject matter of Islamic values. There are three aspects of Islamic values given: Akidah, Morals, and Muamalah. Student subjects come from seven BA in two districts in Central Java, Indonesia, totaling 56 students. Subjects were determined by simple random, based on the voluntary willingness of the BA to be involved in this study. The measuring instrument as well as the tool for data collection used is an authentic assessment model of Islamic values which is filled out by the teacher. Data analysis used quantitative analysis with t-test. The results of this study QL model has a value of t = -152.713 with sig. 2-tailed <0.01, and the K model has a value of t = -68.526 with sig. 2-tailed <0.01, it shows that there is a very significant difference between the QL model and the K model. When viewed from the N-Gain table, both models show that the QL model is effective while the K model is less effective. Based on the results of the study, the QL model is feasible to be applied to all subject matter in BA, teachers need to be trained to understand and want to use innovative and creative learning models, so that learning objectives are achieved optimally.

Keywords: *Quantum learning model, Islamic values, Busthanul Athfal.*

1. INTRODUCTION

Bustanul Athfal (BA) belongs to Early Childhood Education (PAUD). Law of 2003 number 20 explains that PAUD is aimed at children from birth to the age of six as an effort to foster, by providing educational stimulation so that they can grow and develop physically and spiritually so that when entering education at a higher level their height was fully prepared. The explanation is contained in Chapter I Article 1 Point 14, which is strengthened again by the 2010 Government Regulation section 3 number 17, which adds a spiritual element in it. This means that in BA, children are expected to grow and develop their full potential: physically, mentally, and spiritually. Daryanto & Darmiatun (2013) argue that education will never be separated from two main goals, namely helping humans to have knowledge and intelligence (smart) and helping humans to have good character/morals (good), or morality in the context of Islam [1]. The purpose of religious education in BA must be in accordance with the objectives of Education in the view of Islam, namely to maintain, assist the growth and development of the human nature of the child. Early childhood education in Islamic education and in BA aims to internalize Islamic values to children from an early age, so that in subsequent developments children become kaffah Muslims, believe and fear Allah SWT, as human beings. His life is free from disobedience, and is decorated with obedience and obedience and unceasing good deeds. Conditions like this are desired by Islamic education, so that its students will have good morals, leading students to a safe and noble life in this world and in the hereafter [2].

BA is Aisyiyah's early childhood education institution, of course it has become a must for all

managers of this institution to seriously provide Islamic Religious Education (PAI) which aims to internalize Islamic values in students from an early age so that they have morality. The hope is that students from an early age have a very basic understanding (internalized) related to their beliefs and love for the religion of Islam that they profess as well as a basis for students to practice the teachings of Islam in their daily behavior. PAI is a conscious effort to prepare students to believe, understand, appreciate and practice Islam through guidance, teaching or training activities by paying attention to the demands to respect other religions in the relationship of inter-religious harmony in society [3].

The hopes and efforts mentioned above involve all learning activities so that there is mutual support to achieve common goals. The involvement of teachers and students is the basic capital of learning efforts that can be carried out systematically and thoroughly because the two objects of education directly experience the success of education in a concrete way [4]. Therefore, it is necessary to strive for a process of internalizing Islamic values for students in BA Kindergarten that is fun and easy to do. Muhammad Najib argues that religious and moral development needs to be given to early childhood, because according to him it is related to children's spiritual intelligence [5]. If a value is associated with education, then the mission of Islam is to give grace to all creatures of nature, especially to creatures named humans so that they can have happiness in life in this world and the hereafter. The process of human education relies on the spiritual and physical abilities of each individual human being, gradually and continuously [6].

Priority of internalizing Islamic religious values in kindergarten, the process of learning Islamic values should use a child development approach, where children are encouraged to memorize the Qur'an and learn the basics of faith and moral behavior. Al-Ghazali also points out that if educators are to have maximum impact on moral development, they need to be aware of how children's interests and motivations change over time. Children want to be entertained and enjoy practical games and activities. In the learning process, appropriate methods are needed. The selection of the right model and method will make the educational process including Islamic religious education run effectively [7][8][9][10]. Optimizing children's development and fulfilling the characteristics of children (as unique individuals), with different experiences and knowledge, need to be the attention of educators at BA. Educators need to apply creative and innovative learning models and methods in order to provide stimulation, encouragement, and support to their students. Based on that, it is necessary to have new models, methods and learning strategies in instilling Islamic values [11][12]. Innovation and creativity of teachers in managing learning in the classroom are needed in order to create an effective and contributive learning process for their students. Almost all survey results regarding teacher effectiveness report that classroom management skills occupy a primary position in determining the success of the learning process (teaching success), the learning model is part of the learning process [13].

Several studies with the theme of Islamic values that have been carried out [14] [15] [16] [17] tend to use conventional learning methods such as storytelling, play/play, games, singing, drawing, field-trip, outbound, etc. but does not explain what model is used and how the learning process is carried out. The learning process is important to describe, as explained by Parker & Neuharth-Pritchett (2006) [18] in their research stating that learning activities are child-centered, educators act as facilitators and evaluators, so children can play independently. active and interact with other children in a joyful and pleasant atmosphere [7], and [18]. The results of Dunn, et al (2008) research stated that models, methods, strategies and learning techniques can affect outcomes [19]. Duggan, Smith and Thomsen (2009) in their research stated that a monitoring and evaluation or assessment in the direction of informing transformative change programs develops effective education for resilience initiatives, and predicts their potential for success or failure [20]. So, with the evaluation or assessment can find out whether the ability / development of students has been maximized or not.

Quantum learning learning methods have been widely used for the acceleration and effectiveness of learning with outcomes that are considered very satisfactory, widely applied at the Kindergarten to Higher Education levels, tend to be associated with non-religious materials such as science, critical thinking, psychomotor, Social Sciences, honesty character [21][22][23][24][25][26] [27][28][29][30], but unfortunately not many people use it at the BA level with religious material, such as values Islamic values.

Researchers found a fundamental problem in the lack of success in instilling/internalizing Islamic values in Kindergarten, from the results of preliminary research that has been carried out, the

results show that educators in teaching are still one-way communication, do not involve children actively to explore or elaborate, so that there is boredom and it is not interesting for children, the researcher suspects that there is a missing gap in what the teacher has done so that there is a lack of optimal results (learning outcome/LO). Other results are that teachers still use and apply conventional learning methods that do not provide opportunities for students to experience, elaborate and explore the material presented, teachers are less varied and innovative, and tend to be rigid with old patrons in implementing the learning process. A new breakthrough is needed by developing a learning model of Islamic values for students in BA. Therefore, the focus of this research is limited to; identification of the results of the learning method for internalizing Islamic values that have been applied so far and identification of the results of the application of quantum learning as a learning model for inculcating/internalizing Islamic values in BA.

2. LITERATURE REVIEW

2.1. *Quantum Learning Model*

The teaching and learning process in the world of education requires a model, method, technique and learning strategy that is suitable for students and keeps up with the times. Quantum Learning represents mental energy and brain wave patterns produced by students when educators manage interactions between students and content [31]. Quantum Learning as an alternative to provide variations in the learning process of students, can even provide important benefits [32]. Learning strategies are methods used by educators to enable students to impart their knowledge and competencies. In addition, quantum learning can increase student interest through motivation and the application of appropriate learning methods [33].

Quantum learning is a learning style that emphasizes the use and attention of students in the learning process [34]**.** There are at least three key points to address the basic concepts of Quantum learning [31]. The first is that learning Quantum is a comprehensive model that includes educational theory and practical classroom applications. Incorporating best practice in research-based education. Make content more meaningful and relevant to students' lives. Second, Quantum Learning brings joy to learning and teaching by fostering "aha" moments of discovery. This allows teachers to present content in a way that engages and motivates students. This model also combines learning and life skills to produce students who become effective lifelong learners who are responsible for their own education. c. Third, quantum learning is a powerful and engaging teaching and learning method. which combines all best educational practices This collaborative approach to the learning process involves both theory and practice. Proven to improve academic achievement and improve student attitudes towards the learning process. This integrated and comprehensive program transforms abstract theory into practical programs that can be directly used in the classroom. The FADE (Foundation, Atmosphere, Design, and Environment) model creates a context for quantum learning. When the context is highly concentrated, it will "blur" into the background. provide a structure in which learning can occur.

Deeper quantum learning begins with a solid foundation based on the Three Principles of Faith [34]. The Three Principles of Faith are One). 2) The belief that people learn differently 3) The belief that learning is effective when it is fun, exciting, and challenging. The first belief is that anyone can learn. The second belief is that people learn differently in the way they think. Everyone can be classified according to their learning "style". The third belief is that learning is effective if it is fun, exciting, and challenging. When the learning process is fun, interesting, and challenging, students become more interested in the teaching process. This activity makes it easier for students to learn. They will feel more comfortable in the teaching-learning process [34]**.**

On the other hand, Lozanov (1982) found in an experiment called "Suggestopedia" that feedback can affect learning outcomes, such as providing comfortable seats for students, playing music, increasing individual participation. And by giving other students different opportunities, you are saying that you can influence every detail in a positive way. From learning, Lozanov has also created eight keys to excellence: 1) Integrity. It is about the correspondence between behavior and life values. 2) Commitment Make a commitment to "you" to do something. It takes commitment to focus on what we want to achieve 3) Failure leads to success. We learn from the mistakes we make. We can view failure as feedback 4) Ownership is a willingness to take responsibility for your choices. when you have self-esteem and confidence you will also increase 5) Speak for a good cause. We must think before we speak. Everything we say to ourselves and to others has a huge impact. Maintaining an optimistic attitude by always saying positive things can have a positive impact 6) Resilience It's time to recognize what's not working and be willing to change what we do to achieve our goals 7) Here it is! (Eh!). Focus on the present and need a positive attitude in all things. 8) Balance Balance is a consideration of all things that is meaningful and important in choosing how we spend

our time and energy. The eight keys of excellence can be integrated into any subject (content) and grade level to carry out learning activities [35].

2.1.1. *Principles of Quantum Learning*

According to DePorter, Readon, and Singer-Nourice (1999), there are five principles in quantitative learning. The first is to cover everything. Everything from environment and style to media distribution. This conveys an important message about learning, and the second is that it is all intentional. Everything we do has a purpose. The third is the pre-labeling experience. Students create meaning and transfer new content to long-term memory by connecting to existing schemas. Learning will be easier if students touch the informative aspect before being labeled for what they have learned. Fourth, thank you for all the effort. Recognize each student's efforts to improve learning and experimentation. Fifth, if it's worth learning, it's worth celebrating! Ceremonies provide feedback on progress and foster a positive emotional connection to learning [31].

DePorter, Readon, and Singer-Nourice (1999) also discuss some assumptions (beliefs) in quantitative learning based on the following equation. 1) Multiple learning or prior knowledge learning through conscious and unconscious mental feedback is control. "Conservative thinking" which is not usually used to help students learn faster and easier 2) Giving advice, both consciously and unconsciously. Students can listen to the teacher carefully. The subconscious senses the environment around the room, emotions, tone of voice, and teacher's voice. 3) No stimulation. The first way to get or understand this information is in its context. 4) Everything is processed continuously. 5) Nothing is neutral, only positive or negative, including symbols, rituals and relationships. Educators need to work together to create as much "aggression" as possible. Great care is taken to create a comfortable, safe and enjoyable learning environment [31].

Quantitative education designs frameworks that enhance the display and convenience of content. This framework is based on years of research on effective delivery methods, and a structured framework that includes content is designed to help students master quantitative learning applications. These stages are a learning cycle that corresponds to the many components described by Lozanov (1982), and the first component that corresponds to the learning cycle is registration [35]. Recording is the use of teacher movements to capture students' attention, curiosity, and interest. The second is experience. It is used to create or provide general experience or knowledge that all students can relate to. Third, the experience before giving a name. This will create a blueprint for creating new content. The fourth is Learn & Label. This is the main sequence of content currently being defined for students to learn labels, reasoning skills, and academic strategies. Students add new content to their existing plans. Next up is a demonstration. It is used to give students the opportunity to demonstrate, apply, review and reflect on new learning. Use effective multi-sensory review strategies to enable students to process new content through reflection. The last party is used to acknowledge learning. This content adapts the content and adds a sense of integrity [35].

Quantitative learning creates a supportive physical environment that enhances and enhances learning. The right learning environment includes the right lighting, desired colors, positive affirmative stickers, plants, props, and music. Putting these elements into a class is easy. And students enjoy learning more in a relaxed environment (Meyer, 2000). The key is to create a valid school environment to create an engaging and dynamic learning community. As a result of using quantitative learning, teachers are more efficient and students perform better.

The seven corresponding elements of the learning cycle by Lozanov (1982) are supplemented by DePorter, Readon, and Singer-Nourice (1999) of Quantum Learning and require some basic principles. The teacher is the most important factor, the teacher is a model and must be in accordance with student expectations. If students have positive confidence in the teacher, the fame of the teacher and the main learning style will be strengthened. Confidence is generally a major factor. Educators must believe in human potential which is truly endless. Because the "reserves" of the mind are unlimited, "reserves" tend to give people more than they can and act as if they could easily do so. That person must always be protected. A ritual is needed so that the learner can predict what will happen. To make learning more effective physically and mentally in a stress-free environment. All learning should be relaxed and stress free [31][35].

As a general approach, we can conclude that quantum learning is an integrated school model that aims to initiate change, improve teachers' skills and abilities, and improve student performance. The main goal of this model is to create an attractive and dynamic school environment. The model component focuses on school improvement through leadership, research-based instruction, cognitive psychology, learning and life skills, parenting and community participation, and assessment. This model aims to make content more meaningful and relevant to lifelong students [38].

DePorter, Readon, and Singer-Nourice (1999) list some of the key elements of quantum learning for success. The first is the physical environment. Lighting, temperature, colors, plants and decorations have been carefully thought out. The seating arrangement is open and flexible. The second is music. Using the right and effective music will improve your learning environment. The third is peripherals. Peripherals are posters and visuals that enrich the classroom. The fourth is the master. Teachers need to build trust with their students and receive adequate training to apply the concept of accelerated learning. Speech tones (pitch / tone / tempo / loudness / smoothness) are techniques used to grab students' attention and highlight key points [31]**.** The fifth core element is the atmosphere. Emotional security and positive emotions influence the learning process and increase bonding. The sixth is art. The teacher explains the lesson using props such as dolls, costumes, hats and relics. The seventh is a concert. These elements are used in the classic suggestopedia room. The final core element is the teaching framework. The educational framework is the element that integrates all core elements into a harmonious flow [31].

In quantum learning, this material contains at least five of the nine multiple intelligences of Gardner (2006) and their properties (significant abilities). In quantum learning, intelligence is represented in the previous step [36]. The first step is Know It. Teachers need to know what they want in the teaching and learning process. The second is the explanation / clarification / illustration. Teachers need to clearly explain everything to students (teaching materials, goals, educational and learning activities). The third is GetIt. After the teacher explains to the student, the student will be asked to do some activities [34].

2.2. ***Internalization Of Islamic Values***

Islamic education is a conscious effort to prepare students to believe, understand, appreciate and practice Islam through guidance, teaching or training activities [3] [37]. The effort involves all learning activities. The involvement of teachers and students is the basic capital of learning efforts that can be carried out systematically and thoroughly because the two objects of education directly experience the success of education in a concrete way [4]. Internalization of Islamic religious values is a process of fully incorporating religious values into the heart, so that the spirit and soul move based on the teachings of Islam, occurs through a complete understanding of religious teachings, and is continued with awareness of the importance of Islam, as well as the discovery of the possibility to realize it in real life [12][39]**.**

2.2.1. *Islamic values*

Islamic values are the basic traits of faith, personality, and character that are regulated in Islam to improve human morals [40][41][42][43]. Based on the above understanding, it can be concluded that Islamic values are the basic characteristics of faith, personality and character that are manifested in the implementation of worship (muamalah).

Kurnialoh (2015) explains the values in Islamic education that are sourced from the Qur'an and Al-Hadith covering three dimensions or aspects of life. The three dimensions in question are: The spiritual dimension, namely faith, piety, and noble character (which is reflected in worship and muamalah) [44]. The cultural dimension is a person who is steady and independent, responsible in society and the nation. The dimensions of intelligence that will lead to progress are intelligent, creative, skilled, disciplined, work ethic, professional, innovative, and productive. According to Halstead (2007) and Hakim (2012) aspects of Islamic values can basically be divided into three types, namely: Akidah, Akhlak (Adab), and Worship (Muamalah) [45][46].

3. METHODOLOGY

This study uses an experimental model, using a special QL learning model for the subject matter of Islamic values. There are three aspects of Islamic values given: Akidah, Morals, and Muamalah. Subjects of students came from seven BA from two districts in Central Java, Indonesia, totaling 56 people. Subjects were determined by simple random, based on the voluntary willingness of the BA to be involved in this study. The measuring instrument for data collection used in the quantitative analysis of the t-test is the authentic Islamic values assessment model (MANIS). The research was conducted from August 2020 to July 2021. This research divided into 2 groups, namely the Experimental group and the Control group. In the first semester the two groups used the K model, while in the second semester the Experiment group used the QL model, while the Control group continued to use the K model.

The measuring instrument for data collection used in the quantitative analysis of the t-test is the authentic Islamic values assessment model (MANIS). The research was conducted from August 2020 to July 2021 (for 2 semesters). The effectiveness of the applied model is analyzed with N-Gain through SPSS 2.0.

4. RESULTS AND DISCUSSIONS

Tabel.1: Data Total-MANIS-Experimental Group

No	Subjek		K Model	QL Model	Difference Scores
1	S	1	129	180	51
2	S	2	133	183	50
3	S	3	130	182	52
4	S	4	129	177	48
5	S	5	132	184	52
6	S	6	128	180	52
7	S	7	130	186	56
8	S	8	128	183	55
9	S	9	129	176	47
10	S	10	134	180	46
11	S	11	133	181	48
12	S	12	133	181	48
13	S	13	129	184	55
14	S	14	128	182	54
15	S	15	131	183	52
16	S	16	128	182	54
17	S	17	136	186	50
18	S	18	129	180	51
19	S	19	134	184	50
20	S	20	138	187	49
21	S	21	126	179	53
22	S	22	137	185	48
23	S	23	134	182	48
24	S	24	125	175	50
25	S	25	130	181	51
26	S	26	132	181	49
27	S	27	127	182	55
28	S	28	131	183	52
29	S	29	136	182	46
30	S	30	128	181	53
31	S	31	132	183	51
32	S	32	127	179	52
33	S	33	129	183	54
34	S	34	133	181	48
35	S	35	131	180	49
36	S	36	127	181	54
37	S	37	127	182	55
38	S	38	133	184	51
39	S	39	130	182	52
40	S	40	134	183	49
41	S	41	135	186	51
42	S	42	128	180	52
43	S	43	132	179	47
44	S	44	132	182	50
45	S	45	127	179	52
46	S	46	135	183	48
47	S	47	131	182	51
48	S	48	130	184	54
49	S	49	129	182	53
50	S	50	132	181	49
51	S	51	131	183	52
52	S	52	134	182	48
53	S	53	131	182	51
54	S	54	129	184	55
55	S	55	132	182	50
56	S	56	128	181	53
57	S	57	133	184	51

Tabel.2: Data Total-MANIS-Control Group

No	Subjek		K Model	K Model	Difference Scores
1	S	1	126	157	31
2	S	2	125	160	35
3	S	3	120	154	34
4	S	4	130	154	24
5	S	5	128	152	24
6	S	6	129	158	29
7	S	7	126	159	33
8	S	8	126	156	30
9	S	9	130	158	28
10	S	10	127	155	28
11	S	11	120	152	32
12	S	12	127	156	29
13	S	13	131	163	32
14	S	14	129	164	35
15	S	15	133	162	29
16	S	16	122	152	30
17	S	17	131	160	29
18	S	18	124	156	32
19	S	19	131	159	28
20	S	20	122	156	34
21	S	21	123	153	30
22	S	22	130	157	27
23	S	23	128	159	31
24	S	24	130	159	29
25	S	25	128	154	26
26	S	26	128	154	26
27	S	27	129	157	28
28	S	28	132	159	27

29	S	29	130	160	30
30	S	30	126	156	30
31	S	31	136	159	23
32	S	32	129	155	26
33	S	33	127	154	27
34	S	34	134	159	25
35	S	35	129	159	30
36	S	36	124	155	31
37	S	37	124	153	29
38	S	38	129	153	24
39	S	39	126	158	32
40	S	40	124	160	36
41	S	41	133	163	30
42	S	42	131	160	29
43	S	43	129	159	30
44	S	44	128	154	26
45	S	45	133	157	24
46	S	46	125	151	26
47	S	47	121	156	35
48	S	48	131	159	28
49	S	49	127	154	27
50	S	50	126	154	28
51	S	51	132	156	24
52	S	52	131	155	24
53	S	53	128	154	26
54	S	54	127	159	32
55	S	55	130	159	29
56	S	56	128	159	31
57	S	57	125	155	30

Tabel.3: Paired Samples Correlations Experimental Group

		N	Correlation	Sig.
Pair 1	PRE TEST EKSP & POST TEST EKSP	57	.560	.000

Tabel.4: t-test Experimental Group

		t	df	Sig. (2-tailed)
Pair 1	PRE TEST EKSP - POST TEST EKSP	-152.713	56	.000

Tabel.5: Paired Samples Correlations Control Group

		N	Correlation	Sig.
Pair 1	PRE TEST KONTROL & POST TEST KONTROL	57	.528	.000

Tabel.6: t-test Control Group

		t	df	Sig. (2-tailed)
Pair 1	PRE TEST KONTROL - POST TEST KONTROL	-68.526	56	.000

Quantitatively, the data obtained after being analyzed by t-test results concluded that there is a very significant difference in the achievement of students' internalization of Islamic values when learning uses K model compared to QL model with the results of the analysis also show that the mean of QL model = -152.713 is higher than that of K model = -68.526, meaning that learning with QL model has a higher internalization achievement than K model. This result is expected because students are motivated by a desire to learn naturally through the QL model. The Quantitative Instructional Design Framework encourages interest and motivation (DePorter et l., 1999) and enables you to properly learn what you have learned [31]. It was filmed so that students could study for free and with fun. According to DePorter and Hernacki (1992) quantum learning combines "Propositions" with fast-learning techniques, NLP (Neuro-Linguistic Programming) and "Belief Theory", a study of the organization of brain information and other concepts to learn [34]. Strategy. The development of modalities for the students (visual, auditory, kinesthetic) is encouraged and there are different methods (visual, auditory, auditory, kinesthetic). Method refers to how students use their senses in the learning process. More learning is achieved by activating the method. Learning by experience is learning from experiences and mistakes that helps people learn more and find other ways to succeed. Symbol learning (metaphor learning) is a method of quick learning with symbols (metaphors), and students have their own way of thinking about the meaning of something using symbols [34]. Quantitative learning creates an atmosphere of trust, security, and attribution. Building an enthusiastic and focused tradition is an effective strategy for class management. It focuses and motivates students to become more involved in learning [47].

Teaching abstract religious subjects in early childhood is not easy and requires innovation and creativity from teachers. It is time for teachers to provide religious material to their students so that they don't focus on what their predecessors have been doing so far.

5. CONCLUSION

This study has proven that the QL learning model is effective in increasing the internalization of Islamic values compared to the K model which is still being used. The QL model is indeed feasible to be applied in the process of learning Islamic values

at BA, so that from as early as possible Islamic values are well internalized until adulthood.

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