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The Analysis Of Bela H. Banathy's Model And Its Relevance To Islamic Education Learning In Schools

Luqman Hakim, Alvian Nur Jamil, Mochammad Qomaruddin, Ahmad Suzaki Rifa'i
Universitas Islam Negeri Sunan Ampel Surabaya, Universitas Islam Negeri Sunan Ampel Surabaya, Universitas Islam Negeri Sunan Ampel Surabaya, Universitas Islam Negeri Maulana Malik Ibrahim Malang
Email: uinsaluqmanhakim@gmail.com,alvian.noe76@gmail.com, qomaruddinmoch@gmail.com, kopitesrifai123@gmail.com

Abstract

Learning Islamic religious education is an essential part of achieving national education goals. Meanwhile, choosing a learning model is important in achieving success in Islamic Religious Education. This research aims to reveal how applying the Bela H. Banathy learning model in Islamic religious education can improve the quality of learning. This qualitative research uses a literature study approach. The data analysis method uses descriptive analysis methods to reveal the application of the learning model developed in 1968 by Bela H. Banathy in learning Islamic religious education in schools. The research results show that the Bela H. Banathy learning system is relevant to learning Islamic religious education. This model uses an approach oriented towards student learning outcomes by developing the concept of a spiral or learning cycle. Implementation of this model is carried out through six stages, namely: (1) formulating goals, (2) developing tests, (3) analyzing learning activities, (4) designing a teaching system, (5) carrying out test development activities, (6) and making improvements based on Banathy's evaluation results. The Banathy model has advantages in formulating goals according to student abilities and a structured and measurable learning system. This model can provide meaningful learning experiences, improve critical thinking skills and creativity, and use a holistic learning approach. On the other hand, weaknesses include the need for more steps in designing learning and the tendency to ignore previously learned knowledge.

Keywords: Learning Model, Bela H. Banathy, Islamic Religious Education

Abstrak

Pembelajaran Pendidikan Agama Islam merupakan bagian penting dalam mencapai tujuan pendidikan nasional. Dalam hal iini, pemilihan model pembelajaran menjadi faktor penting mencapai keberhasilan pembelajaran Pendidikan Agama Islam (PAI) di sekolah. Penelitian ini

bertujuan untuk mengungkap bagaimana penerapan model pembelajaran Bela H. Banathy dalam pembelajaran pendidikan agama Islam dapat meningkatkan kualitas pembelajaran. Penelitian kualitatif ini menggunakan pendekatan studi literatur. Metode analisis data menggunakan metode analisis deskriptif untuk mengungkap penerapan model pembelajaran yang dikembangkan pada tahun 1968 oleh Bela H. Banathy dalam pembelajaran Pendidikan Agama Islam di sekolah. Hasil penelitian menunjukkan bahwa sistem pembelajaran Bela H. Banathy relevan dengan pembelajaran pendidikan agama Islam. Model ini menggunakan pendekatan yang berorientasi pada hasil belajar siswa dengan mengembangkan konsep spiral atau siklus belajar. Implementasi model ini dilakukan melalui enam tahap, yaitu: (1) merumuskan tujuan, (2) mengadakan pengembangan ites, (3) menganalisis kegiatan pembelajaran, (3) merancang desain pembelajaran, (4) melaksanakan kegiatan pengembangan tes, (5) melakukan evaluasi dan perbaikan pembelajaran berdasarkan hasil evaluasi. Bela H. Banathy mempunyai kelebihan dalam perumusan tujuan sesuai kemampuan siswa dan sistem pembelajarannya yang terstruktur dan terukur. Model ini mampu memberikan pengalaman belajar bermakna, meningkatkan kemampuan berpikir kritis dan kreativitas, serta menggunakan pendekatan pembelajaran holistik. Sebaliknya, kelemahannya mencakup perlunya lebih banyak langkah dalam merancang pembelajaran dan kecenderungan mengabaikan pengetahuan yang telah dipelajari sebelumnya.

Kata Kunci: Model Pembelajaran, Bela H. Banathy, Pendidikan Agama Islam

Introduction

Education is a process that involves various components, including educators or teachers, educational staff, students, as well as facilities and infrastructure. Each of these elements requires good and continuous interaction to achieve the desired learning goals.[1] Of several elements of education, educators have a significant role in creating an effective learning process. Educators, in this case teachers, are expected to have competence in understanding students' learning characteristics, planning, implementing and evaluating the learning process in order to achieve maximum learning outcomes.[2]

Better quality education really depends on the role of teachers as facilitators in achieving the desired educational goals. In simple terms, teachers play a central role in the education system. To ensure the effective implementation of their duties, teachers must have a deep understanding of aspects related to the learning process, similar to general principles in the educational process.[3] Therefore, the teacher's main, crucial task is to facilitate and optimize the learning process at school, including using suitable learning methods.

As a complex system, education involves a core component, namely the learning process. This is due to the fact that in the teaching and learning process there is a transfer of knowledge through intensive

interaction between educators and students.[4] In learning activities, it is important to pay attention to the process of developing students' critical thinking competency, because with this competency students will be able to absorb and understand knowledge information reflectively, so that they are able to assess and make decisions in solving various problems based on the knowledge they have learned.[5] Learning activities must be well designed in order to create an interactive, creative learning process and provide space for thinking and dialogue between educators and students or between fellow students. In this case, educators are expected to be able to build interactive patterns and provide positive feedback in the teaching and learning process, so that learning will be able to activate students' critical thinking abilities optimally.[6]

Choosing the right learning model is a solution to overcome the problem of students' low understanding of certain lessons, with the aim of improving the quality of learning. The preparation of learning models must consider effectiveness, efficiency, and suitability to the learning material and students' conditions, including abilities, level of learning speed, interests, time availability, and students' socio-economic background as variables that need to be considered. This is in accordance with the findings expressed by Sumiati and Asra in their research that the successful use of learning models by teachers depends on the alignment between the material taught, the teacher's skills, the teaching methods used, the situation and conditions of students, as well as the support of facilities and environmental conditions that support the process. learning.[7]

In the context of Islamic education, the reality in the modern era shows that the process of Islamic religious education has not been fully effective and has not achieved the expected goals.[8] There are many problems that require more attention so that Islamic education (PAI) learning can face its various challenges. The problems faced include the suitability of the curriculum, learning media, learning methods and models that are relevant to current developments.[9] Khoerunnisa in her research revealed that to achieve optimal learning goals, efforts are needed to develop learning models that are appropriate to students' learning characteristics and relevant to developments in the contemporary era.[10]

Research related to learning models was previously carried out by Sari and Hasanah in their research journal, which showed that the application of the ASSURE learning model using learning media based on the Canva application was proven to

facilitate the student learning process. The Fiqh learning process becomes more active and interactive and learning outcomes are better.[11] Another research was revealed by Syahputra, that the ADDIE learning model can also be used as an alternative in overcoming the problems of Islamic education learning in school education units. Intermediate The first (middle and high school), which was developed using computer-based media.[12]

In efforts to develop Islamic education, Rosdiana stated that Islamic education learning innovation needs to be carried out including aspects of media, methods and learning models that are relevant to changing times, so that Islamic religious education continues to survive in facing various educational challenges in the contemporary era.[11] One learning model that can be applied to develop interactive Islamic education is using the Bela H. Banathy learning model. Regarding this, Liana and Immanuel stated that the Bela H. Banathy learning model is able to train students' ability to think critically by connecting learning material to analyze and solve problems. Instructional learning models can help educators achieve predetermined learning goals.[13]

Based on the background explained by the author above, this research study focuses on analyzing and describing the Bela H. Banathy learning model and its relevance to Islamic education learning in the school environment, as an effort to provide a solution to improve the quality of Islamic education better.

Method

In this research, a qualitative approach was used with literature studies to identify theories related to the problems discussed, namely the Bela H. Banathy learning model and Islamic education learning in school educational institutions. Data was collected through reviewing information from various sources such as books, journals indexed by Sinta, seminar proceedings, encyclopedias, websites, and articles relevant to the research topic. Data analysis was carried out by researchers using descriptive analysis methods, where researchers explained in detail the facts found, accompanied by comprehensive analysis to provide in-depth understanding regarding the Bela H. Banathy learning model and its relevance to Islamic education learning.

Results and Discussion

Islamic Education (PAI) Learning Concept

Learning can simply be defined as an interaction process that occurs between educators and students in a learning

environment. Hilgard and Ernest Ropiequet define learning; *"learning as the process in which an activity begins or undergoes alteration in response to a situation encountered, given that the attributes of the activity's alteration cannot be accounted for by innate response tendencies, maturation, or transient states of the organism"*.[14] This definition shows that learning can be interpreted as an effort to transform individuals through responses to the situations they face. In this context, changes in individual behavior and characteristics cannot be explained solely by reaction tendencies, levels of maturity, or temporary changes in the organism.

Learning plays an important role in developing all human potential gradually.[15] Muhaimin revealed that the Islamic education concept contains several implications, namely: (1) an interactive learning process between students and planned learning resources, (2) learning implies an internal process of interaction between individual potential and learning resources in the form of teachings and values. Islam, with teachers as facilitators and guides, teaching materials, learning media, developed learning methods, and the environment (spiritual, cultural, social and natural) which is able to produce changes in behavior in students regarding religion, (3) the learning process is meaningful selection, determination and development of learning models that provide positive opportunities for the process of religious teaching.[16]

Islamic education (PAI) is generally considered to be one of the subjects in the national upper secondary education curriculum. This subject is required to be taught in all schools, including in various departments, programs and levels of education, both in public and private schools. This obligation shows the importance of Islamic religious education in shaping student' overall character. The hope is that through Islamic Education, students will grow into individuals who believe in Allah SWT and are able to practice the religious knowledge they learn, with the aim of improving human welfare.[8]

The implementation of Islamic religious education has two parts. First, it means an educational program that aims to produce intellectuals who are experts in the field of religion. Second, an educational program which aims to fulfill the obligation of every religious follower to be able to know, appreciate and practice the basics of the religion they adhere to properly and correctly.[17] Meanwhile, the meaning of PAI referred to in this study tends to be in the second part, namely the Islamic education program as a subject containing Islamic religious teachings which are included in the curriculum structure in schools. The aim is to develop students into people who are faithful and devout, have commendable

morals, and adhere to the teachings of Islam, not to become experts in the field of Islamic religion.

Islamic Education subjects in schools as a whole focus on the Qur'an Hadith, Aqidah Akhlak, Jurisprudence, and the History of Islamic Culture. Islamic Education is oriented towards achieving balance and harmony in vertical and horizontal human interactions. What this means is the relationship between humans and Allah SWT, humans with each other, and their environment.[18] Thus, Islamic education can be interpreted as learning activities carried out in an effort to enable students to learn the Islamic religion through Islamic Education Subject in schools that are integrated with the national curriculum. Therefore, the term learning in the Islamic religious context is more appropriate to use because it describes efforts to generate individual learning initiatives.

Bela H. Banathy Learning Model Design

According to Suprihatiningrum, a learning model is a replica or description of a concept structure that describes regular learning steps in organizing students' learning experiences, so as to achieve the desired learning goals.[19] Meanwhile, Saefuddin defines a learning model as a conceptual structure that describes regular steps in developing a learning system to achieve specific learning goals, and acts as a guide for learning designers.[20] Thus, it can be said that a learning model is a learning design which describes a plan, implementation and evaluation of learning and teaching activities that have been determined by the teacher which are carried out in the learning process for students to achieve the expected learning goals.

Learning activities are an important part of achieving predetermined learning goals. To be able to achieve learning goals effectively and efficiently, educators need to innovate in developing various relevant learning models. The Bela Banathy learning model is a learning system approach oriented towards achieving learning outcomes. Meanwhile, the approach is based on the fact that teaching and learning activities are a very complex thing, consisting of many components which must work together well to achieve the best possible results.[21]

Bela H. Banathy's learning design model is often called the instructional system development model.[22] To apply this learning model, it can be done through six (6) integrated steps. These steps can be described as follows:

a. Formulate Objectives

The first step taken in Banathy's instructional system design is formulating objectives, namely by specifying learning objectives. Determining learning goals is done by identifying what needs are to be met and what competencies are to be achieved by students through a series of learning processes. Formulating objectives will be useful for structuring a learning process that can state what we expect students to know, do and feel as a result of students' learning experiences.

b. Developing Tests

The development of learning outcome tests or assessments has significance in measuring students' understanding of the material being taught and is also able to describe the development and progress of students' learning. In this stage, a test is developed that is based on the desired objectives and is used to determine the abilities that are expected to be achieved as a result of the learning experience.

c. Analyzing Learning Activities

In this step, what must be learned is formulated so that it can demonstrate behavior as described in the objectives that have been formulated. Students' initial abilities must be analyzed or assessed, because they do not need to learn what they already know or master. In this stage, planning and analysis of learning activities is carried out including concept introduction, group discussions, collaborative projects, and evaluation. Identify the resources needed to support learning, including learning materials, methods and media.

d. Developing Instructional Learning Design

After that, it is necessary to consider alternatives and identify what must be done to ensure that students will master the activities that have been analyzed in step 3 (functions analysis). It is also necessary to determine who or what has the best potential to achieve these functions that must be implemented (component analysis). Apart from that, educators should determine when and where these functions must be implemented (design of system).

e. Implement and Test Output

At this stage, the system that has been designed can be tested through experiments or testing and implemented. The results of implementing this system, which can be carried out by students, must have measurement capabilities to assess the extent to which they have expressed behavior in accordance with the goals that have been formulated. This activity includes developing tests from various aspects, including knowledge, skills and attitudes that students are expected to achieve through learning Islamic education that has been

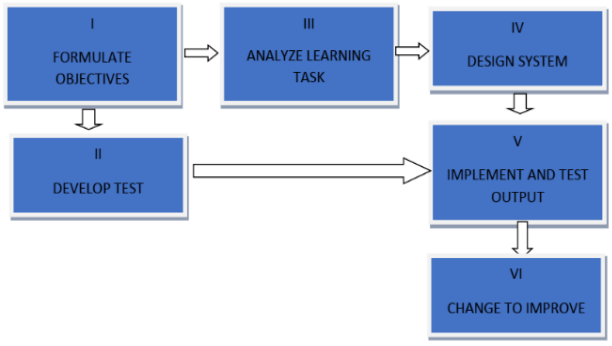
determined.

f. Conducting Evaluation and Improvement of Learning

Learning evaluation has a close relationship with achieving learning objectives. Learning evaluation is designed to measure the extent to which students have achieved the learning objectives that have been set. At this stage, teachers can provide feedback to students, appreciate their achievements, and provide constructive suggestions. The learning process can be improved through feedback from students and teachers in order to improve the quality of Islamic education in the future.[23] The results obtained from the evaluation then become feedback for the entire instructional learning system. Based on the results obtained from the interpretation of the trial data, revisions are carried out from minor revisions to total revisions. At the final stage of the learning implementation process, evaluation and reflection are held and then a decision is taken as feedback as an effort to improve.[24]

Based on the explanation above, it can be seen that the Bela Banathy instructional learning model is prepared and implemented in an integrated manner. The steps in implementing the Bela H. Banathy instructional system learning model can be seen in the following chart:

Chart 1. Steps for Implementing The Bela H. Banathy Learning Model



Based on the explanation above, it can be seen that the application of the Bela H. Banathy learning model in Islamic education at school can be done through six (6) steps. Steps 1 to 4 are stages in the learning design planning process, while stages 5 and 6 are the implementation or execution stages of the plans that have been formulated in the previous stages. The stages in the learning design above are designed in an integrated and measurable manner, allowing students to develop deep understanding, collaborative skills and creativity in the learning context. The Bela H. Banathy model encourages students to actively participate in their learning and build a strong understanding through interactions with learning materials and classmates.

Analysis of the Application of the Bela H. Banathy Learning Model and Its Relevance to Islamic Education (PAI)

Developing a learning method

design is a simple step that supports the creation of an effective learning or training system in an efficient manner. Learning design developers, in this case educators, try to focus on improving student learning outcomes related to the learning system to analyze and solve various problems contained in a learning process.[25]

In the scope of school education, determining the learning design model is important in determining the achievement of learning objectives. Included in this is learning Islamic education. The use of learning models must be relevant to the dynamic abilities of students and able to create a pleasant learning environment at school.[21] With this, learning objectives will be achieved and learning activities will have a real impact on developing students' potential both cognitively, psychomotorically and affectively. Determining and preparing an appropriate learning model can provide meaningful experiences to students in their learning process.

Implementation of learning programs to achieve predetermined targets involves steps such as planning, implementation, supervision and assessment. The instructional learning design model used in Bela H. Banathy's concept has been formulated in a series of steps, as previously described. Briggs explained that instructional learning design is a comprehensive process that includes analysis of learning needs and goals, as well as the development of teaching strategies and learning materials to meet these needs. In this process, there are stages of developing learning packages, teaching activities, trials, improvements, and evaluation of learning outcomes.[26] The steps taken begin with setting learning objectives, designing an instructional system based on the objectives that have been formulated, implementing learning activities, and testing the results through assessing student achievement. After that, an evaluation is carried out to assess the trial results that have been achieved by the students. Furthermore, the evaluation is used as feedback to improve the learning design in accordance with the analysis of the evaluation results that have been carried out.[27]

Islamic education is a learning activity that does not just teach Islamic religious materials, but also emphasizes learning to develop the potential and personality of students so that they are able to become human beings who believe, are devoted to Allah SWT and have noble character. Therefore, an effective learning model is needed to carry out effective Islamic education activities. At least the Bela H. Banathy model with an instructional

system can be an effective and efficient alternative to Islamic education.

Learning design using an instructional system model can be done in several steps. The first is to formulate learning objectives namely a statement of learning experiences that states what we expect students to know, appreciate and do as a result of students' learning experiences. Educators are expected to understand and formulate the objectives of Islamic education. This can be done by adapting to the competency standards for learning outcomes in Islamic education subject that you want to achieve.

Islamic education is different from learning other subjects. Because on the one hand Islamic Education subjects are a sub-system of the school education system, but on the other hand Islamic Education functions as a sub-system of Islamic education which must develop and regulate itself according to the characteristics of Islamic education. It can be said that Islamic education has a dual function, namely teaching Islamic education subjects and also education in Islamic religious values in order to form an Islamic personality.

Second, carry out developing tests on students. In this stage, an initial test is developed which is based on the desired objectives and is used to determine the abilities that will be achieved as a result of the student's learning experience. To find out the extent of knowledge that students have mastered, a prerequisite test can be held, known as the entry behavior test.[28]

Educators need to carry out Islamic education material tests to find out and measure students' ability to understand the material provided. This test is carried out at the beginning before the learning process begins. With this test, teachers will find out the dominant learning characteristics of students, which include cognitive aspects, learning styles, learning motivation, attitudes, skills, and so on. Then it can be taken according to the needs of the specified learning objectives. Furthermore, educators play a role in providing various types of positive assistance so that students are able to develop their potential including academic abilities, vocational abilities, social abilities and personal abilities.[29]

The third step is analyzing learning activities (analyzing of learning tasks), where the material that must be studied is determined so that it reflects behavior in accordance with the objectives that have been formulated. In this analysis, it is necessary to consider students' initial abilities, because they do not need to learn concepts that have already been mastered. The next stage is designing an instructional learning system design, where learning

methods and media are carefully selected to help students achieve learning goals.[27]

The fourth step, namely designing learning systems (designing instructional systems) which is carried out by considering alternatives that will be studied and worked on collaboratively with colleagues, exploring knowledge about and experiences, and mastering Islamic education teaching materials that have been analyzed in the third step, namely functions analyze. This stage is the determination of methods and media which are very important to enable students to achieve learning goals. This includes: (1) analysis of functions, sequences and learning content (perform steps of analyzing sequences, functions and contents), (2) component analysis (perform component analysis steps), (3) distribution of functions between components (perform function distribution between components), (4) create a schedule for implementing the learning design (create a schedule that will be implemented again). Preparing a schedule is related to the time and duration of learning to be more effective and efficient.[30]

Implementation of the Islamic education learning system design in schools will show the extent to which educators and education personnel are ready to carry out their duties in creating effective, efficient and interesting learning activities.[31] Therefore, educators need to master the substance of the subject matter and have the ability to develop appropriate learning model designs, master analytical techniques, implementation, and evaluation of the learning process in order to develop effective learning designs, efficient, innovative.[32]

Fifth, carry out the learning design and test results (implementation and test output). In this step, the system that has been designed can now be tested by implementing it in Islamic education activities in schools. Students will be able to learn better if the learning environment is created naturally. The learning process will be more meaningful if students experience and feel what they are learning, not just know it. This learning approach provides knowledge and equips students to solve problems in long-term life.[33]

Sixth, improve the results obtained from the evaluation, to improve Islamic Education (PAI) designs that are better, more effective and efficient.[34] Changes need to be made to be able to apply effective learning models in learning activities. Because the characteristics of students in the 21st century have dynamic developments, education must adapt.[35] Therefore, the development of learning designs that have been designed in such a way must continue to be controlled and evaluated based on analysis of the evaluation

results of the learning designs that have been implemented. So there is feedback here, so that Islamic education can be redesigned in a structured and measurable manner at the previous stages, namely formulating objectives, developing ability tests, designing learning designs, implementation, evaluation and improvement. Thus, Islamic education in the instructional system design model will help achieve interesting, effective and efficient learning.

Based on the analysis above, the instructional system model shows the integration of the stages carried out in a structured and measurable learning design, so that it will be able to provide real learning experiences, develop students' critical thinking skills, and use a holistic approach. So the author can say that the instructional learning design model is relevant to be applied in Islamic education in schools. This is as stated by Fuadduddin and Bisri, that the implementation of Islamic religious education has two parts. First, an educational program that aims to produce intellectuals who are experts in the field of religion. Second, an educational program which aims to fulfill the obligation of every religious follower to know, appreciate and practice the teachings of the religion they adhere to.[36]

In general, the approach applied by the Bela H. Banathy Model involves the following steps: first, formulating learning objectives that will guide the process of analyzing learning activities and developing tests. Next, the results of the learning activity analysis are used to improve the initial design. From the updated instructional design and developed tests, learning evaluation is carried out. The results of this evaluation then become the basis for making improvements and revisions. The results of this stage, in turn, become valuable input in revising learning objectives. The entire series of steps in this instructional system work together to form an effective learning design to achieve learning goals.

Conclusion

Islamic religious education consists of two main aspects. First, there is an educational program that aims to create individuals who have expertise and deep understanding in the field of religion. Second, there is an educational program which aims to fulfill the obligation of every religious follower to understand, feel and practice the basic principles of the religion they adhere to wholeheartedly. Islamic education is part of the national education curriculum and aims to transfer religious knowledge and internalize Islamic values into the thoughts and behavior of students.

Bela H. Banathy's instructional system learning model is an approach to learning that focuses on student learning outcomes by developing the concept of a spiral or learning cycle. This model can be implemented through six stages, namely: (1) identifying learning objectives, (2) developing learning designs, (3) implementing learning activities, (4) designing instructional system learning models, (5) carrying out test development activities, (6) evaluate and improve learning designs based on the results of evaluations and reflections on learning activities that have been implemented.

Bela H. Banathy's model has significant advantages. This model can formulate and analyze very specific learning objectives, develop evaluation criteria based on the objectives that have been formulated, analyze students' initial abilities, and carry out evaluations and revisions of the learning process. This model shows the concept of an integrated learning cycle, with stages carried out in a structured and measurable learning design. This model is able to increase students' critical thinking competence, creativity, and provide real learning experiences, as well as using a holistic learning approach. Meanwhile, the shortcomings include the lack of steps in the learning design of the instructional system model, which is feared to make the learning process ineffective and tends to ignore previously studied knowledge material.

Bela H. Banathy's model is relevant for application in Islamic religious education learning, where Islamic education requires a comprehensive approach to achieve the expected goals. Because Islamic education not only aims to transfer knowledge about religious teaching messages, but also develops the potential of students optimally through integrated learning. The Bela H. Banathy model will be able to develop critical thinking skills, creativity, a broad perspective, and provide meaningful learning experiences so that students can understand, appreciate, and practice the religious knowledge they have learned in the realities of life, especially in the surrounding environment.

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