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Implementation Of The Dick And Carey Model In Improving Islamic Religious Education Learning At Assalam Middle School Bandung (Qur'anic Inspiration Material In Preserving Nature)

Mulyawan Safwandy Nugraha, Siti Hanna Qodriani, Ujang Dedih

Universitas Islam Negeri Sunan Gunung Djati Bandung, Universitas Islam Negeri Sunan Gunung Djati Bandung, Universitas Islam Negeri Sunan Gunung Djati Bandung
Email: mulyawan@uinsgd.ac.id, st.hanna689@gmail.com, dedihujang745@gmail.com

Abstract

Students have an unfavorable perception of Islamic Religious Education as an academic subject taught in institutions. Islamic Religious Education is often associated with the notion that these lessons consist mainly of boring lecture-based teaching. The lecture approach, consisting mostly of verses from the Koran and Hadith in Arabic, often prevents students from actively participating in the lesson material. Therefore, researchers attempt to eliminate this negative connotation by applying the Dick and Carey model in the context of Islamic Religious Education, with special emphasis on the subject of "Al-Quran Inspiration for Environmental Conservation." This research aims to evaluate the effectiveness of implementing the Dick and Carey Model in the context of learning Islamic Religious Education at the Middle School level. The Dick and Carey model was chosen because it is considered to be able to improve the current Islamic Religious Education learning model through ten methodical stages designed to improve the quality of learning in the classroom. The model mentioned above shows methodical attributes, which include the stages of developing learning outcomes, implementation, evaluation, and maintenance. This research uses a qualitative research approach, collecting information through interviews and observations. The research results show that the application of the Dick and Carey model effectively improves the quality of Islamic Religious Education learning, especially regarding "Quranic Inspiration for Environmental Conservation." The results of this research provide positive implications for the development of Islamic Religious Education learning strategies in junior high schools. The Dick and Carey model can be used as a reference for educators to design more structured and effective learning plans, by adapting the stages of the model to the context of religious education. This research contributes to efforts to improve the quality of Islamic religious education in formal education environments.

Keywords: Dick and Carey, Learning Model, Islamic Education

Abstrak

Siswa memiliki persepsi yang kurang baik tentang Pendidikan Agama Islam sebagai mata pelajaran akademik yang diajarkan di institusi. Pendidikan Agama Islam sering dikaitkan dengan anggapan bahwa pelajaran ini terutama terdiri dari pengajaran berbasis ceramah yang membosankan. Pendekatan ceramah, yang sebagian besar terdiri dari ayat-ayat Al-Quran dan Hadis dalam bahasa Arab, sering kali menghalangi siswa untuk berpartisipasi secara aktif dalam materi pelajaran. Oleh karena itu, peneliti berusaha untuk menghilangkan konotasi negatif ini dengan menerapkan model Dick and Carey dalam konteks Pendidikan Agama Islam, dengan penekanan khusus pada pokok bahasan "Inspirasi Alquran untuk Pelestarian Lingkungan." Penelitian ini bertujuan untuk mengevaluasi efektivitas penerapan Model Dick and Carey dalam konteks pembelajaran Pendidikan Agama Islam di tingkat Sekolah Menengah. Model Dick and Carey dipilih karena dianggap dapat meningkatkan model pembelajaran Pendidikan Agama Islam yang ada saat ini melalui sepuluh tahapan metodis yang dirancang untuk meningkatkan kualitas pembelajaran di kelas. Model yang disebutkan di atas menunjukkan atribut metodis, yang mencakup tahap pengembangan hasil pembelajaran, implementasi, evaluasi, dan pemeliharaan. Penelitian ini menggunakan pendekatan penelitian kualitatif, mengumpulkan informasi melalui wawancara dan observasi. Hasil penelitian menunjukkan bahwa penerapan model Dick and Carey secara efektif meningkatkan kualitas pembelajaran Pendidikan Agama Islam, khususnya mengenai "Inspirasi Qurani untuk Pelestarian Lingkungan." Hasil penelitian ini memberikan implikasi positif bagi pengembangan strategi pembelajaran Pendidikan Agama Islam di sekolah menengah pertama. Model Dick and Carey dapat dijadikan salah satu acuan bagi para pendidik untuk merancang perencanaan pembelajaran yang lebih terstruktur dan efektif, dengan menyesuaikan tahapan-tahapan model tersebut dengan konteks pendidikan agama. Penelitian ini memberikan kontribusi dalam upaya meningkatkan kualitas pendidikan agama Islam di lingkungan pendidikan formal.

Kata Kunci: Dick and Carey, Model Pembelajaran, Pendidikan Agama Islam

Introduction

In the Qur'an, Allah says that humans are the only creatures that Allah has equipped with intellect. Allah equipped man with reason in his life because besides being created to worship, man was also created to be a caliph. And for effective use, the mind needs to be trained. One of them is by participating in school learning. School is one of the places to train and empower human resources besides home and community. Islamic religious education, which exemplifies the basic concept of

Pancasila, Belief in One God, is one of the subjects taught at school. However, in the process, learning Islamic Religious Education is often labelled with the stigma of a boring lesson. To ensure that students understand the material thoroughly, teachers must not only be experts in their field, but also proficient in managing the teaching and learning process. This includes using various strategies and approaches, as well as selecting teaching materials and teaching

methods that suit the needs of students and teachers. Islamic religious education often uses various techniques, such as group discussions, question and answer sessions, demonstrations, training sessions, tour guides, hands-on activities, experiments, and lectures. It is intended that teachers can use a variety of approaches by considering approaches that have advantages and disadvantages. Therefore, by applying the Dick and Carey model to the material of Qur'anic inspiration in environmental preservation, experts try to conduct research with the aim of improving the quality of teaching Islamic Religious Education. Experts have developed various learning design models, including the Dick and Carey learning design model, based on research on learning design. Theoretically, Dick and Carey's design serves as a basis for understanding design patterns, and this learning design approach offers systematic procedural thinking that guides the creation of subsequent designs.¹ Effective learning is indicated, in part, by student learning outcomes. Therefore, learning should be carefully organised from the outset, taking into account the personalities of the students being taught, and selecting and assessing the best models and techniques. The learning design model developed by Dick and Carey offers a thorough and cohesive design for all the activities mentioned above. This model is particularly

appropriate for Islamic education, where a comprehensive approach to learning implementation is required.

Method

To implement the Dick and Carey model in the context of Islamic Religious Education, specifically regarding Qur'anic Inspiration for environmental conservation, this research involved interviews and observations with the principal of SMP Assalaam Bandung and Islamic Religious Education teachers. The explanation for this research is based on non-numerical metrics. With the aim of improving the students' learning process and gaining a more comprehensive understanding of the learning environment, a qualitative research method was chosen for this study.

Results and Discussion

Dick And Carey Learning Model Design

Robins states² that the part of the Model cited represents a way of thinking. Typically, a model explains each related topic. In other words, a model can be understood as an analogy and representation of the variables found in a theory, as well as an attempt to concretise the theory. "A model is an abstraction of reality; a simplified representation of some real-world phenomenon". According to this definition, a model is a depiction of something that

happens in real life. One model for creating learning activities is the Dick and Carey learning paradigm. Analysis, design, development, implementation and assessment are all included in the paradigm. The cognitive and behavioural component of the model is one part that concentrates on how students react to given stimuli.³

The learning process involves the following steps: (1) determining overall learning objectives; (2) conducting a teaching analysis; (3) determining input behaviour and student characteristics; (4) creating performance objectives; (5) creating benchmark reference test items; (6) creating teaching strategies; (7) creating and selecting teaching materials; (8) creating and conducting formative evaluations; (2009) editing teaching materials; and (10) creating and conducting summative evaluations.⁴ The steps mentioned above are visualised in the following chart.

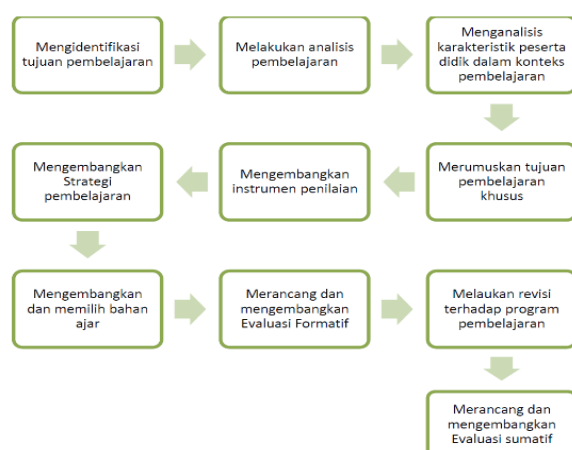


Figure 1: Steps of the Dick and Carey Learning Model

Steps Of The Dick And Carey Learning Model

a. Identifying Learning Objectives

The schematic of the Dick and Carrey learning model shows how the second and third steps are determined based on the identification of general learning objectives. Understanding what students can do after participating in learning activities is the fundamental purpose of teaching as described by Dick and Carrey.⁵

In the material Inspiration of the Qur'an in preserving the environment there are 5 learning objectives:

- 1) Students are able to read Q.S. ar-Rum/30:41, Ibrahim/14:32, and az-Zukhruf/43:13 with discipline in reading the Qur'an and understanding the rules of tajweed, especially the laws of reading ra and lam jalalah.
- 2) Q.S. ar-Rum/30:41, Ibrahim/14:32, and az-Zukhruf/43:13, as well as hadith about environmental conservation, can be easily memorised by students.
- 3) Students can apply the hadith teachings about protecting the environment found in Q.S. Ar-

Rum/30:41, Ibrahim/14:32, and azZukhruf/43:13 well. They can also show gratitude to Allah SWT for creating the universe.

- 4) Students can develop conservation initiatives, practise eco-friendly attitudes, and appreciate nature.
- 5) Students are able to make a video documenting nature conservation initiatives, take good care of the environment and natural surroundings, and write correctly about hadith and Q.S. Ar-Rum/30:41, Ibrahim/14:32, and Az-Zukhruf/43:13 about biodiversity.

b. Conduct A Learning Analysis

According to Dick and Carey, the established learning objectives should be examined to identify the subordinate abilities that students must possess and the procedural actions that students must perform to complete specific learning tasks. Analysing subordinate skills is important because, without instruction on the innate skills to be mastered, students will not have the basic knowledge required to meet the learning objectives. This will make learning ineffective and unsustainable, which will impact on

the pre-set objectives.⁶

Warsita defines learning analysis as the act of transforming generic behaviours into specific behaviours that are structured rationally and methodically. The following procedure can be used to conduct a learning analysis of general learning objectives: Firstly, ranking the general learning objectives according to cognitive, emotional, and psychomotor components. Second, by describing the appropriate actions that students will take to achieve the Islamic Religious Education educational objectives, information transfer analysis will be used. According to Dick and Carey, learning analysis is a technique for identifying the additional skills required to fulfil learning objectives, often known as end goals. Using a procedural behavioural structure, general purpose learning analysis discovers innate aptitudes (subordinate skills).⁷

The results of the analysis of Islamic Religious Education learning on the material of Al-Qur'an Inspiration in preserving the environment:

Table 1. Analysis of Aspects and Innate Ability

No	Aspects	Subordinate Skills
1	Cognitive	Read Q.S ar-Rum/30:41, Ibrahim/14:32, and az-Zukhruf/43:13 according to the rules of tajweed
		Memorise Q.S ar-Rum/30:41, Ibrahim/14:32, and az-Zukhruf/43:13 and the hadith about nature conservation.
2	Affective	Explain the content of Q.S ar-Rum/30:41, Ibrahim/14:32, and azZukhruf/43:13 and the hadith about nature conservation.
3	Psychomotor	Formulate nature conservation and environmental care programmes
		Make a video documentation of nature conservation and environmental care programmes

c. Identify Learners' Behaviours And Characteristics

Teachers who participate in the lesson planning process must have a clear understanding of students' behaviour, character and initial abilities. Initial

student competency analysis is an activity that identifies students in terms of needs and characteristics to determine technical and proficiency requirements for behaviour change or objectives and materials.

Ichsan dan Bahrul define character as principles of human behaviour that relate to God Almighty, self, fellow human beings, the environment, and nationality. These principles are manifested in words, deeds, attitudes, and thoughts based on religious norms, customs, manners, culture, and the environment.⁸

Planning learning strategies and media in Islamic education begins with a thorough understanding of student behaviour and characteristics. To carry out the identification task in this session, three fundamental features of each student are targeted: their nature, attitude and appearance; their background (including formative experiences); and their learning style.

d. Formulate Specific Learning Objectives

According to Dick and Carrey, performance objectives consist of the following: (a) describe what the student will or is doing; (b) state the goal and provide the conditions or circumstances that exist at the time the student

performs; and (c) state the criteria used to evaluate how well the student performed the action intended to achieve the goal.⁹

The following are specific learning objectives for Islamic Religious Education materials that draw inspiration from the Qur'an:

- 1) Learners have the ability to read Q.S. ar-Rum/30:41, Ibrahim/14:32, and az-Zukhruf/43:13 correctly and systematically and are accustomed to reading the Qur'an with discipline, in accordance with the rules of tajweed science, especially the laws governing the reading of ra and lam jalalah.
- 2) Students can memorise the Qur'an and Q.S. ar-Rum/30:41, Ibrahim/14:32, and az-Zukhruf/43:13, as well as the hadith about protecting the environment with enthusiasm..
- 3) Students can interpret the hadith teachings about preserving nature found in Q.S. ar-Rum/30:41, Ibrahim/14:32, and az-Zukhruf/43:13 correctly. They can also express gratitude to Allah SWT for creating the universe.
- 4) Students can create a programme for

nature conservation, take good care of the environment, and show kindness towards nature.

- 5) Students are able to make a video documenting nature conservation initiatives, take good care of the environment and natural surroundings, and write correctly about hadith and Q.S. ar-Rum/30:41, Ibrahim/14:32, and azZukhruf/43:13 about biodiversity.

e. Developing Assessment Instruments

To measure student achievement in learning outcomes, designers use evaluation tools that measure how well students perform against benchmarks. Tools must be valid to be accurate. This requires that the tool is based on the actual measurement of the target. Evaluation criteria must be developed very carefully to capture the essence of the evaluation target.¹⁰

Assessment to measure competency achievement:

- 1) The attitude evaluation is in the form of a checklist sheet attached to the self-evaluation form. Teachers, homeroom teachers, and/or counselling teachers can provide guidance to learners who have not shown the expected

attitude.

- 2) Knowledge assessment consists of answering five exercises in the form of descriptions and ten multiple choice questions with four answer options..
- 3) Skills assessment is prepared to assess learners' competence in the skills competency in making videos.

f. Developing a Learning Strategy

Educators and teachers choose and apply Islamic Religious Education learning strategies when delivering curriculum-related information to students. The aim is for students to be able to remember the material for a sufficient period of time to be able to apply, accept and understand Islamic teachings in everyday life.¹¹

The researchers found that the techniques used were active learning strategies based on their observational findings. Active learning strategies, or active ways of learning, are defined by Mujiono, citing Wahyu, in which students are instructed to acquire and process learning outcomes, including knowledge, skills, attitudes, and values, while maximising their intellectual and

affective engagement in the learning process.¹²

g. Develop And Select Teaching Materials

Wisnu quotes Dick and Carey as saying that teachers can create or deliver learning materials in three different ways: (a) by creating customised materials that cover all stages of learning, including pretests and post-tests; (b) through a process of selecting and modifying pre-existing materials to fit the learning strategy; or (c) using no materials at all and delivering the entire lesson in accordance with the learning strategy they developed.¹³

As per the cited references, there are many resources available for learning materials. This is possible, but must be considered. This content will be modified to suit the educational environment. Furthermore, learning materials are used to convey information when delivering the subject matter. By organising them effectively and efficiently. Evaluation has an important role in providing input that will be expanded upon.

From the observation, the researcher found that the teacher used teaching materials in the form of printed books/texts, Al-Qur'an printed by the Ministry of Religious Affairs of the

Republic of Indonesia , audio-video programs, computer-based materials, and multimedia programs.

h. Design And Develop Formative Evaluation

Teachers are required to complete evaluation tasks at the end of each topic, i.e. formative assessment, as they recognise the value of internal evaluation of learning as a mechanism to obtain feedback, to move forward in the learning process, and to achieve results.¹⁴

According to Winkel, formative evaluation refers to the use of tests in the ongoing learning process to provide insight (feedback) to teachers and students regarding the progress they have made.¹⁵

Based on the observation, Formative Evaluation is carried out during the learning process with a question and answer forum and discussion about the material of Al-Qur'an inspiration in preserving the environment.

i. Revise The Learning Programme

According to Dick and Carrey (1985), there are two changes that must be considered: (1) changing the content or substance of learning materials to make them more appropriate tools for

learning; and (2) changing the ways in which learning materials are used.¹⁶

The results of formative evaluation help teachers to find out the difficulties experienced by students, so that teachers can appropriately overcome these problems and renew the learning process to be more effective and efficient.

j. Design And Conduct Summative Evaluation

One type of assessment that helps in completing the task started by formative assessment is summative evaluation. This assessment is conducted after a formal examination of the amended programme based on the designer's criteria. It is a comprehensive evaluation conducted by individuals other than the programme creator.

Summative assessment uses numerical results to ascertain the level of learning achieved by students. This assessment is completed when prerequisite courses have been completed or all concepts have been learnt. The final grade in a course or project is determined by summative assessment. The purpose of summative assessment is to provide evidence of overall student performance.¹⁷

Conclusion

Based on empirical evidence gathered from field observations and interviews with stakeholders, it has been determined that the Dick and Carey model, implemented in Islamic Religious Education lessons that incorporate Qur'anic principles into environmental conservation, is one of the most effective models for improving teaching standards. This is because the Dick and Carey model has ten stages that are very appropriate to be applied in the learning development system because of its systematic steps starting from identifying general learning objectives to conducting both formative and summative evaluations.

This makes the Dick and Carey model suitable for the implementation of the independent curriculum where summative evaluation is favoured over formative evaluation. The Dick and Carey model also incorporates assessment components relating to the cognitive, emotional and psychomotor domains that focus on how students react to stimuli provided by the teacher. This is in line with the basic skills of Islamic Religious Education, namely mastering knowledge which is then reflected in attitudes and skills without ignoring the core orientation of Islamic Religious Education learning itself in the form of human nature. To achieve balance between body, mind, and soul, the

body, mind, and soul of every human being must be maintained.

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Endnotes

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¹⁶ Aji, “Model Pembelajaran Dick and Carrey Dalam Pembelajaran Bahasa Dan Sastra Indonesia.”

¹⁷ Arzfi, Ananda, and Fitria, “Analisis Kesulitan Level Kognitif Pada Evaluasi Sumatif Mata Pelajaran Sains Di Sekolah Dasar.”