

TEACHER SUBJECTIVITY IN THE APPLICATION OF QUANTUM TEACHING METHODS IN CLASS IX IRE LEARNING

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Abstract

This study investigates the influence of teachers' subjectivity on the implementation of the Quantum Teaching model in grade IX Islamic Religious Education (IRE) at SMP Negeri 1 Dampit, employing a case study approach. Through qualitative methods, the research highlights how teachers' interpretations and applications of the Quantum Teaching model are significantly shaped by factors such as their familiarity with instructional models, accumulated teaching experience, and institutional support. Additionally, the study identifies a range of challenges that teachers encounter in applying the Quantum Teaching model effectively. The findings underscore essential implications for enhancing teachers' professional development and advocate for a more adaptable curriculum design to support innovative pedagogical approaches.

INTRODUCTION

1) INTRODUCTION

a) Background:

i) The importance of effective and engaging IRE learning

Islamic Religious Education (IRE) plays an essential role in cultivating students' character and ethical values, aiming to foster individuals grounded in faith and piety. Effective IRE learning aspires to enable students to comprehend and embody religious values, integrating them into their daily lives. To realise these objectives, IRE curricula must be designed to be engaging and relevant, thus stimulating students' interest and encouraging active participation. However, traditional instructional approaches—such as rote memorisation and lecture-based methods—often render IRE lessons less appealing and fail to resonate meaningfully with students. This lack of engagement can lead to a superficial grasp of religious teachings, diminishing their impact. In an increasingly globalised world, students must acquire a solid foundation in religious knowledge to navigate contemporary challenges with resilience and integrity.

To overcome these challenges, a more innovative and interesting approach to IRE learning is needed. IRE learning must be designed in such a way that it can activate all student potential, both cognitive, affective, and psychomotor. Thus, students not only acquire religious knowledge but are also able to apply it in daily life.

One of the goals of national education is to form students who have faith and fear in God Almighty. To achieve this goal, IRE learning must be one of the priorities. Effective and interesting IRE learning will help students understand and practice religious teachings so that they can grow into a generation with noble character and contribute positively to the nation and state.

ii) The Potential of Quantum Teaching in Improving the Quality of Learning

In the world of education that continues to develop, the demand for quality learning is increasing. However, conventional learning methods that are still widely applied are often considered less effective in optimising students' potential. Monotonous and teacher-centred learning makes students less active, and it is difficult to understand the material in depth. To overcome these problems, a more innovative learning approach is needed and can activate all student potential. One alternative that can be considered is Quantum Teaching.

Quantum Teaching is an instructional model centred on the optimal development of students' innate potential, prioritising an engaging, interactive, and contextually relevant learning environment. By integrating students' interests, talents, and learning styles, this approach aims to enhance their motivation, comprehension of concepts, and ability to think critically and creatively.

Grounded in the belief that each learner possesses unique, limitless potential, Quantum Teaching seeks to unlock and nurture this potential through dynamic and challenging activities. Furthermore, this model underscores the significance of a supportive teacher-student relationship, fostering an atmosphere where students feel at ease to inquire, discuss, and express creativity. Such a positive learning environment is essential for cultivating students' confidence and enthusiasm, ultimately contributing to a deeper and more meaningful learning experience.

iii) Limitations of Research on Teacher Subjectivity of the Application of Quantum Teaching Methods in the Context of IRE

Quantum Teaching, as a flexible and responsive learning model to student needs, is highly dependent on the role of teachers as facilitators. Teachers' subjectivity in implementing this model is very important because each teacher has different backgrounds, experiences, and teaching styles. However, research on the extent to which teachers' subjectivity affects the success of the implementation of Quantum Teaching, especially in the context of Islamic Religious Education (IRE), is still very limited. Existing research tends to focus more on the technical aspects of this learning model, even though the human factor, especially teachers, has a very crucial role in the successful implementation of Quantum Teaching. IRE

learning has unique characteristics compared to other subjects. The religious values taught in IRE require a sensitive and in-depth approach. Teachers' subjectivity in terms of understanding religious teachings, moral values, and students' socio-cultural context will greatly affect how they implement Quantum Teaching in IRE learning. Therefore, it is necessary to conduct more in-depth research to understand how teacher subjectivity affects the decision-making process, the selection of learning strategies, and interaction with students in the context of the application of Quantum Teaching, especially in IRE learning.

b) Problem Formulation:

- i) How do IRE grade IX teachers interpret and apply the concept of Quantum Teaching?
- ii) What factors affect teacher subjectivity in the application of Quantum Teaching?

c) Research Objectives:

- i) Describe how IRE teachers in grade IX understand and apply the concept of Quantum Teaching.
- ii) Identify the factors that affect teacher subjectivity in the application of Quantum Teaching.

d) Benefits of Research:

- i) Contributing to the development of more effective IRE learning practices.
- ii) Provide input for IRE teachers in implementing Quantum Teaching.

2) BIBLIOGRAPHY

a) QUANTUM TEACHING CONCEPT

- i) Definition of Quantum teaching

Quantum Teaching is an innovative learning model designed to maximise students' learning potential. This approach focuses on creating a learning environment that is fun, interactive, and relevant to students' lives. Quantum Teaching aims to change the traditional learning paradigm, which is often considered boring and ineffective. Quantum Teaching is based on the premise that every individual has unlimited potential to learn and grow. This model emphasises the importance of meaningful learning experiences, where students are actively involved in the learning process and build their understanding. **According to Robert E. Quinn**, "Quantum Teaching is a learning process that focuses on developing students' potential as a whole that involves teachers in creating an experiential learning environment, where students can learn through a variety of exciting and challenging activities.

- ii) The basic principles of Quantum Teaching as a learning model include:

- (1) Everything Speaks: Every aspect of the learning environment, from the layout of the room to the teacher's choice of words, gives a message to the students.
- (2) Everything Purpose: Every learning activity must have a clear and measurable goal.
- (3) Experience Before Naming: Students will have an easier time understanding abstract concepts if they are given hands-on experience first.
- (4) Acknowledge Every Effort: Every student's effort, no matter how small, must be recognised and appreciated.
- (5) If it is worth learning, then it is worth celebrating: Every student's achievement should be celebrated.
- (6) Empowering Atmosphere: Students feel safe and confident to express their ideas.
- (7) Solid Foundation: Basic concepts must be well understood before moving on to more complex material.
- (8) Supportive Environment: The learning environment must be safe and comfortable.
- (9) Dynamic Learning Design: Learning activities must be varied and interesting.

iii) **Key Elements of Quantum Teaching**

- (1) Empowering Learning Atmosphere:
 - Student engagement: Students are encouraged to actively participate in the learning process.
 - Positive atmosphere: A fun and stress-free learning environment.
 - Mutual respect: Create an atmosphere of mutual respect between teachers and students, as well as between fellow students.
 - Confidence: Students feel confident to express their ideas and opinions.
2. Experiential Learning:
 - Learning by doing: Students learn through hands-on experience, not just theory.
 - Real context: The subject matter is connected to the real life of the student.
 - Varied activities: The use of a variety of interesting and fun learning methods.
3. Naming:
 - Giving meaning: After a student experiences something, the teacher helps the student to give the experience a name or label.
 - Building concepts: The naming process helps students build a stronger understanding of concepts.
4. Awards and Celebrations:

- Appreciation: Every student's effort, no matter how small, should be appreciated.
 - Celebration: Student achievements, both individual and group, should be celebrated.
 - Motivation: Awards and celebrations can increase students' motivation to learn.
5. Dynamic Learning Design:
- Variety: Learning activities should be varied to keep students interested.
 - Flexibility: Teachers can customise the lesson plan according to the needs of the students.
 - Creativity: Teachers are encouraged to think creatively in designing learning activities.
6. Supportive Learning Environment:
- Adequate facilities: Some facilities support the learning process.
 - Diverse learning resources: There are various learning resources available, such as books, media, and technology.
 - Collaboration: Good cooperation between teachers, students, and parents.
- iv) Application of Quantum Teaching in various learning contexts**
- (1) Science Project: Students conduct simple experiments to understand scientific concepts.
 - (2) Group Discussion: Students discuss in small groups to solve problems.
 - (3) Simulation: Students play the role of historical figures or certain professions.
 - (4) Academic Competition: Students compete in the form of quizzes or debates

b) TEACHER SUBJECTIVITY

i) Definition of subjectivity in the context of education

Subjectivity in the context of education refers to the personal, individual, and unique aspects that everyone has in the learning process. It includes the different views, perceptions, experiences, values, and emotions that everyone brings into the classroom. This subjectivity shapes the way teachers and students interact with the subject matter and the learning environment, which is an integral part of the learning process. By understanding and accommodating subjectivity, teachers can create a more inclusive, relevant, and effective learning environment.

ii) Subjectivity in Education:

- (1) Learning style: Every student has a different learning style, such as visual, auditory, or kinesthetic.
- (2) Interests and talents: Different interests and talents will affect the motivation and way students learn.

- (3) Personal experience: Previous life experiences can shape students' perceptions and understanding of the subject matter.
- (4) Values and beliefs: Personal values and beliefs can influence how students interpret information.
- (5) Emotions: Emotions such as fear, anxiety, or excitement can affect a student's ability to learn.

iii) **The Importance of Subjectivity in Education**

- (1) More personalised learning: By understanding the subjectivity of students, teachers can adjust learning methods to make them more relevant and interesting for everyone.
- (2) Increased motivation: When students feel that learning is relevant to their experiences and needs, their motivation to learn will increase.
- (3) Building better relationships: Understanding students' subjectivity helps teachers build better relationships with students.
- (4) Developing students' potential: By accommodating individual differences, teachers can help students develop their potential optimally.

iv) **Challenges in Accommodating Subjectivity**

- (1) Heterogeneous classes: Each class has students with diverse backgrounds and needs.
- (2) Standard curriculum: Sometimes, a standard curriculum is difficult to adapt to the individual needs of students.
- (3) Limited resources: Not all schools have enough resources to accommodate students' differences.

v) **Accommodating Subjectivity in Education**

- (1) Differentiated instruction: Adjusting learning according to the needs and learning styles of each student.
- (2) Project-based learning: Provides opportunities for students to explore their interests and talents.
- (3) Cooperative learning: Facilitating students to learn together and learn from each other's differences.
- (4) Diverse assessments: Use different types of assessments to measure students' overall understanding.

vi) **Factors that Affect Teacher Subjectivity**

Teacher subjectivity is a condition in which the judgment or decision taken by the teacher is influenced by subjective personal factors, experiences, or beliefs. This contrasts with objectivity, where judgments are based on clear facts and standards.

Some factors that can affect teacher subjectivity include:

(1) **Internal Factors**

- (a) Personal experience: Life experience, both as a student and a teacher, can shape a teacher's views and expectations of students.
 - (b) Beliefs and values: Personal beliefs about education, learning, and students can influence the decisions made.
 - (c) Emotions: Emotions such as likes or dislikes towards a particular student can affect the teacher's assessment
 - (d) Stress and fatigue: An unstable emotional state can affect teachers' ability to make objective decisions.
 - (e) Teaching style preference: Teachers tend to prefer learning methods that suit their teaching style.
- (2) **External Factors**
- (a) Social pressure: Pressure from peers, students' parents, or school administration can influence teachers' decisions.
 - (b) School policy: School policies that are unclear or too rigid can limit teachers' flexibility in decision-making.
 - (c) Limited resources: Limited resources such as books, teaching aids, or technology can affect the quality of learning provided.
 - (d) Class size: Classes that are too large can make it difficult for teachers to give enough attention to each student.
 - (e) Environmental conditions: An uncondusive learning environment, such as noisy or hot classrooms, can interfere with the concentration of teachers and students.

vii) Implications of Teacher Subjectivity on the Learning Process

The teacher's subjectivity that must occur is influenced by various factors such as personal experience, beliefs, and emotions, which has significant implications for the learning process as an inevitability.

(1) Positive Impact

- (a) Flexibility: Subjectivity allows teachers to tailor learning methods according to the needs and characteristics of students.
- (b) Better relationships: Understanding students individually can build a stronger and more supportive relationship between teachers and students.
- (c) Creativity: Subjectivity can encourage teachers to develop innovative and engaging learning approaches.

(2) Negative Impact

- (a) Injustice: Differences in the treatment of students based on teachers' personal preferences can trigger feelings of injustice and reduce students' motivation to learn.
- (b) Bias: Subjectivity can cause teachers to give unobjective assessments of student achievement, both positively and negatively.

- (c) Inconsistency: The application of different rules and standards in the classroom can create confusion for students.
- (d) Obstacles in achieving learning goals: If the teacher's subjectivity is too dominant, the learning goals that have been set may not be achieved optimally.

c) IRE LEARNING

i) Characteristics of IRE learning

Islamic Religious Education (IRE) learning has unique characteristics and is different from other subjects. This is because Islamic Religious Education not only teaches knowledge but also values, morals, and faith. Here are some of the main characteristics:

1. Faith and Taqwa
 - a. Faith: instilling confidence in Allah SWT and the teachings of Islam.
 - b. Morals: Forming noble morals that follow Islamic teachings.
 - c. Worship: Teaching correct and consistent worship procedures
2. Holistic
 - a. Cognitive: Develop an understanding of Islamic teachings.
 - b. Affective: Forming religious attitudes and values.
 - c. Psychomotor: Practicing worship and practical skills.
3. Practical
 - a. Relevant: The material is taught by relating to daily life.
 - b. Application: Students are invited to practice Islamic teachings in real life.
 - c. Problem-solving: Developing problem-solving skills based on Islamic values.
4. Dynamic
 - a. Developing: Materials continue to develop according to the times.
 - b. Relevance: The material is tailored to the needs and development of students.
 - c. Innovation i: Learning methods continue to be developed to be more interesting and effective.
5. Integrative
 - a. Multidisciplinary: integrated with other subjects such as Indonesian, History, and so on.
 - b. Values: Islamic values are integrated into all aspects of life.
6. Transcendental
 - a. Religion: teaches about the relationship between man and God.
 - b. Afterlife: Teaches about life after death.
 - c. Life purpose: Helps students discover the meaning of life and its purpose.
7. Subjective
 - a. Experience: Understanding religion is subjective and influenced by personal experience.

- b. Interpretation: Everyone has a different interpretation of the teachings of Islam.

ii) An effective learning approach for IRE

IRE learning requires a special approach so that religious material can be conveyed properly and meaningfully to students. Here are some approaches to consider:

(1) Contextual Approach

- (a) Relate daily life to real situations experienced by students, such as social, environmental, or family problems.
- (b) Example: Discussing the concept of justice by relating it to corruption cases that occur in society

(2) Inquiry Approach

- (a) Stimulate curiosity where students are invited to find out on their own about a concept or problem through exploration and investigation activities.
- (b) Example: Students find out about the history of the development of Islam in Indonesia through literature study and interviews with community leaders

(3) Cooperative Approach

- (a) Study together in small groups to complete tasks or projects together.
- (b) Example: Working on a video project about the stories of prophets.

(4) Problem-Based Approach

- (a) Solve problems in a way that students are invited to solve problems related to the material.
- (b) Example: Analysing cases of bullying in schools and finding solutions based on Islamic values.

(5) Project-Based Learning Approach

- (a) Work on projects that involve a variety of skills, such as research, presentation, and product creation.
- (b) Example: Making a storybook about inspirational stories in Islam.

(6) Technology-Based Learning Approach

- (a) Using technology to enrich learning, such as learning videos, simulations, and learning apps.
- (b) Example: Using a digital Qur'an application to learn tajwid.

(7) Art-Based Learning Approach

- (a) Using art: Incorporating art in IRE learning, such as making works of art, music, or poetry with Islamic themes.
- (b) Example: Making calligraphy of verses of the Qur'an

3) RESEARCH METHODS

This study uses a qualitative approach with a descriptive research design. The research population is all IRE teachers in grade IX at SMP Negeri 1 Dampit. The sample was taken at a simple random rate of 3 teachers. Data

collection was carried out through a questionnaire containing statements about the application of Quantum Teaching principles and the level of teacher subjectivity in their application. The data obtained were then analysed descriptively using descriptive statistics to find out the general overview of the implementation of Quantum Teaching and the level of teacher subjectivity.

4) RESULTS AND DISCUSSION

a) How Teachers Understand Quantum Teaching

The teacher's understanding of the basic concept of Quantum Teaching with several internal and external factors attached to the subject, resulting in the focus and emphasis of everyone, including.

i) Focus on Understanding Basic Concepts

Understanding Quantum Teaching for a teacher by delving deeper into the basic principles of student-centred learning that realise that each student has different learning styles, interests, and experiences. As such, teachers are required to create an inclusive and enjoyable learning environment where students feel valued and motivated to learn. An in-depth understanding of concepts such as hands-on experience, naming, and rewards will assist teachers in designing effective and meaningful learning activities as actively and creatively as possible.

ii) Focus on Practical Application

Understanding Quantum Teaching is not only limited to theoretical knowledge but also involves the ability to apply it in learning practice. Teachers who understand Quantum Teaching will be able to design varied and interesting learning activities, actively engage students, provide constructive feedback and understand how to manage dynamic classrooms and create a collaborative learning atmosphere.

iii) Focus on Challenges and Solutions

Understanding Quantum Teaching means also being aware of the challenges that may be faced in its implementation. Teachers need to understand that implementing Quantum Teaching requires time, patience, and high commitment. Challenges such as lack of resources, large class sizes, or rigid curriculum can hinder the implementation of Quantum Teaching. However, teachers who understand Quantum Teaching will be able to find creative solutions to overcome these challenges and continue to develop their learning practices.

iv) Focus on Professional Development

Understanding Quantum Teaching is part of the ongoing professional development process. Teachers who understand Quantum Teaching will continue to strive to improve their competence through activities such as reading literature, participating in training, and discussing with peers. Thus, teachers can continue to develop their learning practices and provide the best for their students.

The focus that occurs because of the above understanding fosters teachers' perceptions of the relevance of Quantum Teaching to IRE learning, which is very diverse and influenced by various factors, such as teaching experience, training that has been followed, and their understanding of the characteristics of students and IRE learning materials. Among **the common perceptions that are often encountered in the field are:**

- **It is very relevant** that teachers who see Quantum Teaching as an approach that is very relevant to IRE learning argue that Quantum Teaching principles such as hands-on experience, naming, and reward can help students understand religious values more deeply and meaningfully. In addition, Quantum Teaching can also create a fun learning atmosphere and motivate students to actively participate in learning.
- **Relevant to Several Aspects** where teachers argue that Quantum Teaching is only relevant for some aspects of IRE learning, such as in the development of character values or learning about Islamic history. They feel that for memorised materials, such as the Quran or hadith, traditional methods may be more effective.
- **Less relevant:** some teachers feel that Quantum Teaching is less relevant to IRE learning. They argue that religious learning emphasises more on spiritual and moral aspects, so learning methods that place too much emphasis on physical experience and activity are less appropriate.

b) Factors Affecting Teacher Subjectivity

Teachers' subjectivity is complex and influenced by various factors. To minimise the negative impact of teacher subjectivity, a concerted effort is needed from all parties involved in the education process, including teachers, schools, and the government. Thus, the quality of IRE learning can be improved, and every student can get the same opportunity to learn and develop. Various factors can affect the level of subjectivity of a teacher in the learning process, namely:

i) Internal Factors

- (1) **Personal Experience:** A teacher's life experience as a student or previous teacher can shape the views and expectations of students.
- (2) **Beliefs and Values:** Personal beliefs about education, learning, and religion can influence how teachers view and judge students.
- (3) **Emotions:** Emotions such as likes or dislikes towards certain students can affect the teacher's treatment and assessment.
- (4) **Stress and Fatigue:** An unstable emotional state can affect a teacher's ability to make objective decisions.
- (5) **Personal Learning Style: Teachers'** inclination towards certain learning styles can affect the way they teach and assess students.

ii) External Factors

- (1) **Social Pressure:** Pressure from peers, students' parents, or school administration can influence teachers' decisions.
- (2) **School Policies:** School policies that are unclear or too rigid can limit teachers' flexibility in making decisions.
- (3) **Limited Resources:** Limited resources such as books, teaching aids, or technology can affect the quality of learning provided.
- (4) **Class size:** Classes that are too large can make it difficult for teachers to give enough attention to each student.
- (5) **Environmental Conditions:** An unconducive learning environment, such as noisy or hot classrooms, can interfere with the concentration of teachers and students.

Teachers' subjectivity is a natural part of the learning process. However, it is important to manage this subjectivity so as not to hinder the achievement of learning objectives. With joint efforts, it can create a fairer, more conducive, and effective learning environment for all students.

5) COVER**a) Conclusion**

Teachers' subjectivity in the application of the Quantum Teaching Method in grade IX IRE learning is a complex phenomenon that is influenced by various factors, both internal and external. On the one hand, subjectivity can provide flexibility and personalisation in learning, but on the other hand, it can also cause inconsistencies, biases, and obstacles in achieving learning goals. ***Teachers' subjectivity is not a problem that must be eliminated, but it needs to be managed properly to provide optimal benefits for students.***

b) Suggestion**i) Suggestions for Further Research.**

- (1) Examining the application of Quantum Teaching in a broader context
- (2) Comparing the effectiveness of Quantum Teaching with other learning models

ii) Suggestions for Learning Practices: Improving the quality of Teacher training**iii) School:** It is necessary to provide ongoing training for teachers, develop a flexible curriculum, and create a supportive work environment.**iv) Teacher:** It is necessary to continue to learn and develop themselves and be open to input from peers and students.

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