



## Learning Model of Islamic Religious Education and Character During the Pandemic Period at SMP Negeri 8 Purwokerto

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### Abstract

The sudden onset of the Covid-19 pandemic has an impact on all aspects of life. In the aspect of education, it is needed how to do it with existing resources, existing technology, education can continue to run well, be conducive and the learning process can be conveyed properly. So that learning can continue, collaboration is maintained, then all elements are responsible for education. Learning Islamic religious education and character will be successful if there is an appropriate model that can be practiced during the pandemic, so that learning continues and can meet expectations. This research aims to identify and analyze the learning model of Islamic religious education and manners during the pandemic at SMP Negeri 8 Purwokerto. This research is a qualitative descriptive study with the subject of research being Islamic religious education teachers and character at SMP Negeri 8 Purwokerto. Data collection techniques through observation, interviews and documentation, while data analysis with data reduction, data presentation and drawing conclusions. The results showed that the learning model of Islamic Religious Education and Morals at SMP Negeri 8 Purwokerto used; a) Contextual Teaching and Learning is a learning strategy that emphasizes the process of full student involvement to find the material being studied and relate it to real-life situations and apply it in life. b) Direct Learning, learning that emphasizes mastery of concepts and or behavior change by prioritizing a deductive approach. c) Project Based Learning, a learning method that uses projects or activities as media. Evaluation is carried out through 3 types, namely; a) Assessment of observations / journals on student attitudes, carried out continuously through teacher observations. b) Self-assessment, an assessment carried out by asking students to express their strengths and weaknesses in behavior. c) Assessment between friends, carried out by means of students assessing each other's behavior.

**Keywords:** *learning models; pandemics; Islamic religious education and morals*

## A. Introduction

Education in Indonesia is currently experiencing a very large transition period, this is felt not only by students but also by teachers, parents, and also various institutions that have responsibility for education, including Islamic and moral education. Character. This happened as the effect of the Covid 19 virus which hit the whole world and had an impact on all aspects of life.

Education is an effort that has been planned in the process of mentoring and learning for each individual, but with the covid 19 virus everything has changed completely, it must be renewed so that all these ideals can be realized. With the outbreak of the Covid 19 virus, learning that was previously carried out offline or face-to-face is now required to study at home, otherwise known as online without exception at the elementary, middle, high or college levels.

The arrival of the covid-19 virus occurred suddenly, unintentionally and unexpectedly, and dealing with all of this is not a matter of finding out who is at fault, but how with existing resources, technology that has learning can continue to run well, conducive and learning messages can be conveyed properly. So that learning can continue, in order to maintain the collaboration of all elements responsible for education, from students, parents, the environment, teachers, lecturers, or other things related to education, for example, if in the pre-pandemic the role of parents in Education is not given much attention, but on the contrary, in this Covid-19 era, the role of parents is the central point in taking over the duties of a teacher in educational institutions. Collaboration between teachers and parents is very important in this era of covid 19, the teacher's job is to direct and it is the duty of parents to help students follow these directions.

Covid 19 is a frightening specter among everyone without exception, there are many elements that have an impact as a result of this, including in the world of education. Moreover, a teacher of Islamic Religious Education and character education who must be able to understand the students the importance of religion and character in life. This certainly requires a teacher to think creatively in determining the model in the learning process. In addition to supporting learning, the selection of the right learning model will also make it easier for students to understand what is being conveyed even through E-Learning learning.

(Astuti et al., 2019) in their research on the Comparison of the Effectiveness of the Learning Process, said that E-Learning has advantages in time flexibility, compared to offline learning. This should make teachers or educators more able to see opportunities in making good use of time in carrying out the learning process. However, in reality the understanding of the learning delivered by the teacher during

this pandemic is very difficult to understand, it is different when offline and face to face with a teacher, this is more fun and easier to understand than during a pandemic like this.

Next, the learning model must be considered so that in conveying learning, the objectives can be well received and students understand the substance of the learning. is one of the important factors in a process, the good or bad of a learning really depends on the model taken by the teacher in conveying the learning. (Maesaroh, 2013). The learning model is a framework that provides a systematic description for implementing learning in order to help students learn in certain goals to be achieved. The model becomes a guide for teachers in carrying out learning. Therefore, the selection of the model is strongly influenced by the nature and material to be taught, the competencies to be achieved in learning and the level of ability of students.

Based on a preliminary study, SMP Negeri 8 Purwokerto has a vision of excellence in achievement based on Imtaq, science and technology and art. SMP Negeri 8, the only public school appointed by the Ministry of Education and Culture as the target facility for the integration of Faith and Taqwa (Imtaq) and science and technology (Science and Technology) programs, in addition this school was also appointed by the Ministry of Religion of Banyumas Regency as a model school Islamic education. This school strives to realize and carry out the duties of the two ministries by incorporating imtaq values in each activity, before, during and outside of learning activities.

## **B. Method**

This type of research is a field research and the research approach uses a qualitative descriptive approach, namely with assumptions and the use of an interpretive framework that forms or influences the study of research problems related to the meanings imposed by individuals or groups on a social problem. The data sources in this study consist of primary and secondary data sources. Primary data sources are data sources to find out directly about the implementation of the model of Islamic religious education expansion during the pandemic at SMP Negeri 8 Purwokerto, namely teachers of religious education and character at SMP Negeri 8 Purwokerto. The secondary data is data taken from documents related to the implementation of learning during the pandemic in the form of the school's vision and mission, learning implementation plans and other documents relevant to the research focus.

Data collection techniques used in this study were observation, interviews and documentation. The analysis in this study uses a qualitative descriptive analysis strategy, which describes cases that occur as they are, namely the learning model of Islamic Religious Education and Morals during the pandemic at SMP 8 Purwokerto. The triangulation technique used in this research is method and source triangulation, namely by reconfirming the information from interviews with observation and documentation. Research data obtained from different sources through interviews were reconfirmed with data obtained through observation and documentation and vice versa.

### C. Content

The learning model according to Zakiah (2015) is a series of learning presentations carried out by teachers in the form of compiling a curriculum, regulating students and various facilities that support teaching and learning activities. Meanwhile, according to (Ruswan, 2014) argues that the learning model is a plan or pattern that can be used to form a curriculum or long-term learning plan, design learning materials, guide learning in class or otherwise.

Theoretically the learning model is divided into three: (1) Face-to-face pure learning, (2) Blended Learning (face-to-face accompanied or supported by E-Learning learning, 3) E-Learning Learning (full online learning) (Rusadi, 2019) According to him, it can be interpreted as E-Learning learning, namely if the learning is carried out with a separate device system, which is specifically for distance learning (Nata, 2018).

Currently, many people interpret that online learning, for example using the zoom application, google meet and the like, is included in E-Learning learning, even though the meaning is clearly different. But according to Bonk Curtis. It is implied that online learning and E-Learning are the same thing, because online learning or E-Learning both require students and teachers to communicate interactively by utilizing information and communication technology. (Joseph, 2020).

It can be concluded that the understanding of this learning model is a theoretical design that is specifically designed as a form of effort so that the learning substance can be conveyed properly to students. There are several learning models, namely :

#### 1. CTL, Contextual Teaching and Learning

Contextual Learning is a learning model that aims to motivate students to understand the meaning or material presented and then relate the material to the context of everyday life. This is explained in his book Elaine B. Johnson

says that Contextual Teaching and Learning (CTL) is a system that stimulates the brain and composes patterns that can realize a meaning. (Johnson, 2002)

## 2. Direct Learning

Direct Learning Model or Direct Learning is a learning model that emphasizes mastery of concepts or prioritizes a deductive approach. This Direct Learning Model uses five phases, namely: 1) conveying objectives, 2) preparing students, 3) demonstrating knowledge and skills, 4) providing exercises, 5) applying concepts. (Sundawan, 2016). Meanwhile, according to Amri that the direct learning steps have 5 very important phases, namely; 1) Conveys objectives and prepares students. 2) Demonstrating knowledge or skills. 3) Provide guided practice. 4) Analyze understanding and provide feedback. 5) Provide opportunities for independent practice (Amri and Ahmadi, 2010).

## 3. Standard Model

Ruswan (2014) suggests that participatory learning is learning that involves students in optimal learning activities. This learning focuses on the involvement of students in learning activities not on the dominance of the teacher in delivering the subject matter.

## 4. Project Based Learning

Markham (2011) explains that the Project Based Learning (PBL) learning model is a learning that integrates, knows and does. Where students learn a core knowledge and curriculum and apply what they know to solve a problem and produce important results.

The steps to teach students with the Project Based Learning (PBL) learning model are: 1) The teacher explains the learning objectives, logistics, motivates students; 2) The teacher helps students define and organize learning tasks; 3) The teacher encourages students to collect appropriate information, experiments, data collection, hypotheses, and problem solving; 4) The teacher helps students in planning and preparing appropriate works; 5) The teacher helps students to reflect or evaluate. (Soesatyo et al., 2017)

## 5. Inquiry Learning Model

The inquiry learning model is a learning that emphasizes a process of critical thinking and analysis, where students are asked to seek and find their own answers to a problem/problem being asked, this thinking process is usually done through questions and answers with the teacher or other students.

## 6. Explicit Instruction Learning Model

This Explicit Instruction learning model is a direct learning model specifically designed to develop student learning about procedural knowledge and also declarative knowledge that is taught little by little. This learning model prioritizes the personal approach of teachers and students, so that students can better understand the material being taught because of the guidance from the teacher.

The weaknesses of this learning model described by (Asfar et al., 2018) are: 1) It takes a long time so that students who appear are not so long. 2) Relying too much on students' abilities by assimilating them. 3) The assessment of this learning model is only carried out in one direction, namely by the teacher.

## 7. Hybrid Learning Model

Hybrid Learning is a mixed learning method, between offline and online, namely learning that combines face-to-face learning with online learning.

The effectiveness of this learning model has also been tested in research conducted by (Widiyanto, 2015) Increasing activity and learning outcomes of basic metal forming competencies with blended learning assisted by social media schoology in class X TKRD SMK Negeri 2 Surakarta, the results of the research show an increase in student understanding which can be seen from their average score which every semester shows an increase, from the first semester with an average value of 69.5, then rose to 73.63 and again rose to 81.9.

## 8. Quantum Learning Model

Quantum Learning Model is a learning process by providing background and strategies to improve learning and make the learning process fun (Öğrenme et al., 2014).

The State 8 Purwokerto Junior High School (SMP) in learning has used several effective Islamic Religious Education and Morals learning models during the pandemic. The toughest challenge faced by teachers and students at SMP Negeri 8 Purwokerto when it comes to implementing e-learning or online-based learning is when they want to apply innovative and creative learning. Because when teachers are increasingly applying innovative and creative learning, students are even more confused, this is not without reason, but because the students who study at SMP Negeri 8 Purwokerto have

different backgrounds. (Interview with Islamic Religious Education teacher and Morals on 27 May 2021).

Even so, from the observations of researchers and also interviews conducted with Islamic Religious Education teachers and morals at SMP Negeri 8 Purwokerto regarding the Learning Model in the Covid 19 pandemic model, as follows:

### 1. Contextual Teaching and Learning (CTL)

SMP Negeri 8 Purwokerto uses a contextual learning model that aims to motivate students to understand the meaning or material presented, then relate it to the context of everyday life. For example, in learning the material for praying in congregation, students are asked to practice and observe these activities, then these activities are reported in the daily agenda activities which will be submitted to the teacher. Other examples of things related to this model, such as fasting, helping parents and others. (interview with Islamic Religious Education teachers and Morals dated, 27 May 2021).

The model is considered more effective considering that students can better interpret and understand. According to respondents, 80% of students understand better when learning is delivered and then linked and practiced in everyday life. Respondents determined that 80% of students understand learning using the CTL model by citing Elaine B. Johnson's book, that according to her, CTL is a system that stimulates the brain and composes patterns that can create meaning.

### 2. Direct Learning

Teachers of Islamic Religion and Moral Education at SMP Negeri 8 Purwokerto use a direct learning model aimed at supporting students' understanding, teachers make home visits, check directly and provide direct learning to students.

### 3. Project Based Learning

This model is used when students are asked to identify a video of Hajj and Umrah that has been prepared by the teacher. Students are asked to make a map starting from the understanding, prohibitions, pillars, obligatory hajj and so on which have been explained by the teacher. (Interview with Islamic Religious Education teachers and Morals dated, 27 May 2021).

The Project Based Learning learning model is a complement to the two models as mentioned above. This learning model encourages students to be more active and think creatively. The three models at SMP Negeri 8

Purwokerto were used because they were considered suitable to answer the challenges of learning models during the pandemic. These three learning models are interrelated, all of which support each other in student learning, so even though online learning is still carried out in two directions, not just one way.

#### 4. Learning steps

##### a. Contextual Teaching Learning (CTL) Model

The learning steps taken by the teachers of SMP Negeri 8 Purwokerto on the CTL model are as follows;

- 1) Develop the idea that children learn more meaningfully by working alone, discovering and constructing their own new knowledge and skills.
- 2) Carry out as far as possible inquiry activities for all topics.
- 3) Develop students' curiosity by asking questions.
- 4) Creating a learning community (learning in groups)
- 5) Presenting the model as an example of learning.
- 6) Reflecting at the end of the lesson.
- 7) Carry out the actual assessment in various ways. (interview with Islamic Religious Education teachers and Morals dated, 27 May 2021).

##### b. Direct Learning Model

The Direct Learning Model at SMP Negeri 8 Purwokerto is carried out in several steps, namely:

- 1) Communicating student goals and preparation
- 2) Demonstrating knowledge or skills
- 3) Provide guided practice
- 4) Analyze understanding and provide feedback
- 5) Provide opportunities for independent practice. (interview with Islamic Religious Education teachers and Morals dated, 27 May 2021).

Through these five steps, an educator is expected to be successful in implementing the direct learning model. These five steps are designed to introduce students to subjects that aim to foster interest, curiosity and also provide a stimulus to students so that they can receive learning well..

##### c. Project Based Learning Model

The steps of the Project Based Learning model in learning the subjects of Islamic Religious Education and Morals are as follows:

- 1) The teacher explains the learning objectives, explains the logistics needed, motivates students to be involved in the chosen problem solving activity.
- 2) The teacher helps students define and organize learning tasks related to the problem (get topics, assignments, schedules, etc.).
- 3) The teacher encourages students to collect appropriate information, experiments to get explanations and solve problems, data collection, hypotheses and problem solving.
- 4) The teacher helps students in planning and preparing appropriate works such as reports or helping them share assignments with friends.
- 5) Teachers help students to reflect or evaluate their investigations and the processes they use. (Interview with Islamic Religious Education teachers and Morals on 27 May 2021).

#### 5. Learning Evaluation

Learning evaluation is an activity to assess what occurs in learning activities. The evaluation of learning the subjects of Islamic Religious Education and Morals at SMP Negeri 8 Purwokerto refers to government regulation number 59 of 2014 regarding the 2013 curriculum. In this assessment process, there are 3 types, namely;

##### a. Observation/journal assessment

Observational assessment is an assessment of students' attitudes, carried out continuously through teacher observations. The results of these observations are recorded in journals and published in one semester by Islamic Religious Education subject teachers and Morals, Counseling Guidance teachers and homeroom teachers. (interview with Islamic Religious Education teachers and Morals on 30 May 2021).

##### b. Self-assessment

Self-assessment is an assessment carried out by asking students to express their strengths and weaknesses in behavior. Assessment aims to foster a sense of enthusiasm to take lessons to students. In addition, this assessment is considered effective in being able to see how much confidence the students have in assessing themselves. This self-assessment is a form of measuring the honesty level of students, considering that in this current era teachers are not only good at delivering material, but must be good at assessing the character of students. (interview with Islamic Religious Education teachers and Morals, May 30, 2021).

c. Rating between friends

Assessment between friends is done by means of students assessing each other's behavior. This assessment aims to encourage objectivity of students in assessing their friends, empathy, appreciation and as self-reflection or self-encouraging. (interview with Islamic Religious Education teachers and Morals, May 30, 2021).

The Islamic Religious Education and Morals subject teachers at SMP Negeri 8 Purwokerto, in addition to using the assessment above, apply Google Meet or Gmail media assessments. This assessment is carried out by the teacher on the learning material to read the Qur'an, by means of the participants themselves reading verse by verse in the Qur'an, then explaining the law of the reading. This assessment is important so that teachers know the ability of students to understand the lessons that have been explained. This is also one of the methods in growing the teacher's personal approach to students.

The Covid 19 pandemic is a frightening specter among everyone without exception, there are many elements that have an impact as a result of this, including in the world of education. Moreover, a teacher of Islamic Religious Education and character education who must be able to understand the students the importance of religion and character in life. This certainly requires a teacher to think creatively in determining the model in the learning process. In addition to supporting learning, choosing the right learning model will also make it easier for students to understand what is being conveyed even through e-learning.

(Astuti et al., 2019) in their research on the Comparison of the Effectiveness of the Learning Process, said that E-Learning learning has advantages in time flexibility, compared to offline learning. This should make teachers or educators more able to see opportunities in making good use of time in carrying out the learning process. However, in reality the understanding of the learning delivered by the teacher during this pandemic is very difficult to understand, it is different when offline and face to face with a teacher this is more fun and easier to understand than during a pandemic.

(Lubis & Yusri, 2020) in their research argues that a learning innovation is said to be successful if it meets 5 criteria, namely (1) There is a relatively good advantage for the innovation maker or the innovation target. (2) Having a competitive nature, that is, there is harmony or equality between values, experiences, and target needs. (3) Complexity, meaning that it covers the whole without exception. (4) The nature of "triability", namely

an innovation that exists whether it can be tried or not in the life of the recipient. (5) It is "observable", that is, an innovation whose results or benefits can really be observed.

The pandemic situation did not cause the learning of Islamic Religious Education and Morals to stop, the teacher had to look for learning models, as Khoeriyah researched the three principles of the Contextual Teaching and Learning CTL learning model) 1) The principle of interdependence, which this principle states that everything in This world is a system, so it has dependencies between one another, 2) The principle of differentiation is meant by the existence of diversity, difference and uniqueness in life so that students are required to think critically, 3) The principle of self-regulation, in essence an entity in this universe has the potential ability to self-regulate. (Khoiriyah, Laili and Maheasy, 2018). To develop students' thinking, the teacher provides a direction that students can do based on the directions or lessons that have been taught.

Hasibuan (2014) argues that in general the steps to implement learning with this Contextual Teaching and Learning (CTL) model are as follows; 1) Develop the thought that children will learn more meaningfully by working alone, discovering themselves, and constructing their own new knowledge and skills. 2) Carry out as far as possible inquiry activities for all topics. 3) Develop students' curiosity by asking questions. 4) Creating a learning community (learning in groups). 5) Presenting the model as an example of learning. 6) Reflect at the end of the lesson. 7) Do the actual assessment in various ways.

According to Sundawan (2016) and Amri (2010) regarding the phases of Direct Learning as a support for learning is a very good thing. In this learning model uses five phases, namely: 1) conveying objectives, 2) preparing students, 3) demonstrating knowledge and skills, 4) providing exercises, 5) applying concepts. Meanwhile, according to Amri that the direct learning steps have 5 very important phases, namely: 1) Delivering goals and preparing students. 2) Demonstrating knowledge or skills. 3) Provide guided practice. 4) Analyze understanding and provide feedback. 5) Provide opportunities for independent practice.

Soesatyo (2017) argues that the steps to teach students with the Project Based Learning (PBL) learning model are as follows; 1) The teacher explains the learning objectives. Describe the logistics required. Motivate students to engage in selected problem solving activities. 2) The teacher helps students define and organize learning tasks related to the problem (setting topics, assignments, schedules, etc.). 3) The teacher encourages

students to collect appropriate information, experiments to get explanations and problem solving, data collection, hypotheses, and problem solving. 4) The teacher helps students in planning and preparing appropriate works such as reports and helps them with various tasks with their friends. 5) The teacher helps students to reflect or evaluate their investigations and the processes they use.

Based on the results of interviews with Islamic religious education teachers and Morals at SMP Negeri 8 Purwokerto, the results showed that in learning at the school, several Islamic Religious Education and Morals learning models were used which were effective during the pandemic. The toughest challenge experienced by teachers and students at SMP Negeri 8 Purwokerto when it comes to implementing e-learning or online-based learning is when they want to apply innovative and creative learning. The learning models implemented during the pandemic are:

First, Contextual Teaching and Learning (CTL). Islamic Religious Education and Morals teachers at SMP Negeri 8 Purwokerto use the Contextual Learning model, which aims to motivate students to understand the meaning or material presented, then relate it to the context of everyday life. For example, in learning the material for praying in congregation, students are asked to practice and observe these activities, then these activities are reported in the daily agenda activities which will be submitted to the teacher. This model is considered more effective considering that students can better interpret and understand. According to respondents, 80% of students understand better when learning is delivered and then linked and practiced in everyday life. Respondents determined that 80% of students understand learning using the CTL model by citing Elaine B. Johnson's book, that according to him CTL is a system that stimulates the brain and composes patterns that can create meaning.

Second, Direct Learning. Teachers of Islamic Religion and Moral Education at SMP Negeri 8 Purwokerto use a direct learning model aimed at supporting students' understanding, teachers make home visits, check directly and provide direct learning to students.

Third, Project Based Learning. This model is used when students are asked to identify a video of Hajj and Umrah that has been prepared by the teacher. Students are asked to make a map starting from the understanding, prohibitions, pillars, obligatory hajj and so on which have been explained by the teacher. The Project Based Learning learning model is a complement to the two models as mentioned above. This learning model encourages students to be more active and think creatively. The three

models at SMP Negeri 8 Purwokerto were used because they were considered suitable to answer the challenges of learning models during the pandemic. These three learning models are interrelated, all of which support each other in student learning, so even though online learning is still carried out in two directions, not just one way.

The steps of the Contextual Teaching Learning (CTL) model carried out by Islamic Religious Education and Morals teachers at SMP Negeri 8 Purwokerto on the CTL model are as follows; 1) Develop the idea that children learn more meaningfully by working alone, discovering themselves and constructing their own new knowledge and skills. 2) Carry out as far as possible inquiry activities for all topics. 3) Develop students' curiosity by asking questions. 4) Creating a learning community (learning in groups) 5) Presenting models as examples of learning. 6) Reflect at the end of the lesson. 7) Do the actual assessment in various ways.

The Direct Learning model is carried out by Islamic Religious Education teachers and Morals at SMP Negeri 8 Purwokerto with several steps, namely; 1) Communicating student goals and preparation 2) Demonstrating knowledge or skills 3) Providing guided practice 4) Analyzing understanding and providing feedback 5) Providing independent practice opportunities.

While the Project Based Learning Model in learning Islamic Religious Education and Morals subjects is carried out through the following steps; 1) The teacher explains the learning objectives, explains the logistics needed, motivates students to be involved in the chosen problem solving activity. 2) The teacher helps students define and organize learning tasks related to the problem (getting topics, assignments, schedules, etc.). 3) The teacher encourages students to collect appropriate information, experiments to get explanations and solve problems, collect data, hypotheses and problem solving. 4) The teacher helps students in planning and preparing appropriate works such as reports or helping them share assignments with their friends. 5) The teacher helps students to reflect or evaluate their investigations and the processes they use.

Evaluation of learning subjects of Islamic Religious Education and Morals at SMP Negeri 8 Purwokerto refers to government regulation number 59 of 2014 regarding the 2013 curriculum. In this assessment process consists of 3 types, namely; 1) Assessment of observations/journals is an assessment of student attitudes, carried out continuously through teacher observations. The results of these observations are recorded in journals and published in one semester by Islamic Religious Education

subject teachers and Morals, Counseling Guidance teachers and homeroom teachers. 2) Self-assessment, is an assessment carried out by asking students to express their strengths and weaknesses in behavior. Assessment aims to foster a sense of enthusiasm to take lessons to students. In addition, this assessment is considered effective in being able to see how much confidence the students have in assessing themselves. This self-assessment is a form of measuring the level of honesty of students, considering that in this current era teachers are not only good at conveying material, but must be good at assessing the character of students. 3) Assessment between friends, carried out by means of students assessing each other's behavior. This assessment aims to encourage objectivity of students in assessing their friends, empathy, appreciation and as self-reflection or self-encouraging.

The Islamic Religious Education and Morals subject teachers at SMP Negeri 8 Purwokerto, in addition to using the assessment above, apply Google Meet or Gmail media assessments. This assessment is carried out by the teacher on the learning material to read the Qur'an, by means of the participants themselves reading verse by verse in the Qur'an, then explaining the law of the reading. This assessment is important so that teachers know the ability of students to understand the lessons that have been explained. This is also one of the methods in growing the teacher's personal approach to students.

#### **D. Conclusion**

The learning model for Islamic Religious Education and Morals at SMP Negeri 8 Purwokerto uses; a) Contextual Teaching and Learning is a learning strategy that emphasizes the process of full student involvement to find the material being studied and relate it to real-life situations and apply it in life. b) Direct Learning, learning that emphasizes mastery of concepts and or behavior change by prioritizing a deductive approach. c) Project Based Learning, a learning method that uses projects or activities as media.

Evaluation is carried out through 3 types, namely; a) Assessment of observations / journals on student attitudes, carried out continuously through teacher observations. b) Self-assessment, an assessment carried out by asking students to express their strengths and weaknesses in behavior. c) Assessment between friends, carried out by means of students assessing each other's behavior.

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