

## APPLICATION OF THE JEROLD E KEMP LEARNING MODEL IN PAI SUBJECTS IN CLASS XI SMAN 1 SINDANGBARANG CIANJUR REGENCY

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### Abstract

*The aim of this research is to explain the application of PAI learning using the JEROLD E.KEMP model and students' responses to the application of the J.E KEMP model at SMA Negeri 1 Sindangbarang. This research approach uses qualitative with Grounded Theory type. Meanwhile, the informants are Islamic Religious Education teachers and students from class XI of SMA Negeri 1 Sindangbarang. Data collection techniques use observation, interviews and documentation. And data analysis techniques are carried out by data reduction, data display and data verification. Research states that the buying and selling material which is the subject matter in class their respective competencies, thus the activity will motivate students to be creative and create new things that have selling value. The results of this research show that (1) The stages (syntax) of PAI learning using the J.E KEMP model determine general objectives, make an analysis of student characteristics, prepare the selection of appropriate teaching materials/materials, determine teaching materials/materials, the teacher carries out tests starting with students, determining facilities and infrastructure, conducting evaluations. (2) The students' response to the model provided was very positive, the students were enthusiastic in carrying out the learning.*

Keywords: *Jerold E. Kemp, Learning, PAI.*

### 1. INTRODUCTION

Education is actually one of the most important sectors in national development, it is made the most important thing to function as much as possible in order to improve the quality of human resources in Indonesia, where faith and piety to God Almighty are the source of motivation for life in all fields (Fuad Hasan, 2008).

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their competencies in order to have religious spiritual strength, self-control, personality intelligence, noble morals and skills needed by themselves, society, nation and state (Law number 20 of 2003 concerning the national education system). As stated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System article 1 paragraph 1.

Islamic education is an effort that is believed to be the most effective in order to realize the values of Islamic teachings in a complete and comprehensive manner. Islamic education, according to Moh. Fadhil al-Jamaly is the process of directing human beings to a

good life and raising the degree of their humanity, in accordance with their basic abilities (fitrah) and teaching abilities (external influences) (M. Arifin, 1994: 17). Fadhil Jamaly sees that Islamic education as a process refers to the development of fitrah values through assistance (intervention) from outside.

Through education, the values of Islamic teachings can be conveyed, and at the same time actualized in various lives, both as individuals, families, communities, or the state. In addition, through education, the values of Islamic teachings can also be realized in all aspects of human life called civilization. In this series of understandings, Islamic education is actually an effort to debrief the values of Islamic teachings for humans, so that they can actualize them in daily life (Jalaludin, 2016).

The definition of learning according to Rohmalina Wahab in her book learning psychology is an activity that is carried out consciously by a person that produces a change in behavior in himself, both in the form of new knowledge and skills and in the form of positive attitudes and values (Rohmalina Wahab, 2016)

When learning takes place, the response from students is one of the most important factors because from the observation results at SMAN 1 Sindangbarang, that at the time of learning there are about 5 students who do not pay attention and make a fuss in the classroom. Thus, educators must be able to create interesting and fun learning. In order for the response of students in participating in learning is also positive, so that educator skills in teaching are needed according to the model needed.

SMAN 1 Sindangbarang already has a variety of tools and adequate facilities. However, most educators are less varied in using learning models so that students feel bored quickly and less enthusiastic in the process of participating in learning. In teaching, educators still do not pay attention to the material delivered by teachers. The use of the learning model needs to be paid attention to by teachers so that a pleasant learning atmosphere can be created.

Based on observations at SMAN 1 Sindangbarang, the attitude of students about how to teach educators and the use of learning aids in PAI subjects is still lacking due to a lack of creativity in teaching. In fact, if educators maximize the use of existing facilities and implement the learning model well, of course students will respond to PAI learning.

In carrying out the learning process, a teacher must pay attention to appropriate learning models, so that learning can run systematically in organizing learning experiences to achieve learning goals. One of the learning models that can be an alternative is the jerold e.kemp learning model.

The Jerold E. Kemp model is a learning design model designed at the beginning of education with the aim of providing guidance to students to think about general problems and learning goals. From the background of the above problem, the author intends to conduct research on "The Application of the Jerold E. Kemp Learning Model in PAI subjects in grade XI of SMA Negeri 1 Sindangbarang, Cianjur Regency".

## **2. IMPLEMENTATION METHOD**

This research method uses a qualitative approach. According to Creswell (2019), qualitative research is defined as research that is used to research human problems and social life. The type of research used is the Grounded Theory (Creswell, 2019), generally this type

of research discusses sciences in the social and methodological fields. The survey report is based on data obtained in the field to be analyzed and then described in detail into a survey/research report. This qualitative research aims to obtain information about the application of the JEROLD E. KEMP learning model in PAI subjects in class XI of SMAN 1 Sindangbarang.

The data collection techniques used are interviews, observations and documentation. The data needed in this study is data obtained with standards that have been set in accordance with research standards (Sugiyono, 2019). Data collection techniques are the most strategic step to collect the data needed to get maximum research results. The data analysis technique uses qualitative analysis techniques that produce qualitative data that cannot be analyzed using statistics. Therefore, it can be interpreted as a conclusion of the research. When using qualitative analysis, logical or systematic reasoning can be used to conclude data analysis. According to Miles and Huberman (Sugiyono, 2019) said that qualitative data analysis requires components such as data reduction, data display, and data validation/inference in interactive mode.

### **3. RESULTS AND DISCUSSION**

#### **Result**

##### **Definition of Learning Model**

Learning models are usually structured based on various principles or theories of knowledge. Experts structure learning models based on learning principles, psychological, sociological, systems analysis, or other supporting theories. According to Joyce & Weil in Rusman's book, learning models based on learning theory are grouped into four learning models. The model is a general pattern of general learning behavior to achieve the expected learning goals. Joyce & Weil in Rusman's book argues that a learning model is a plan or pattern that can be used to shape a curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or others. The learning model can be used as a pattern of choice, meaning that teachers can choose an appropriate, effective and efficient learning model to achieve the expected learning goals (Rusman, 2013).

##### **Basis for Consideration of Learning Model Selection**

Before determining the learning model to be used in learning activities, it would be good for educators to consider in choosing, namely:

- a. Consideration of the goals to be achieved. Questions that can be asked are:
  - 1) Are the learning objectives to be achieved with regard to academic, personality, social and vocational competencies or are they termed in the cognitive, affective or psychomotor domains?
  - 2) What is the complexity of the goals of the learning objectives to be achieved?
  - 3) Does achieving that goal require academic skills?

- b. Considerations related to learning materials or materials:
  - 1) Is the subject matter in the form of certain facts, concepts, laws or theories?
  - 2) Does learning the learning material require prerequisites or not?
  - 3) Are there relevant materials or resources available to study the material?
  
- c. Considerations from the student's point of view
  - 1) Is the learning model in accordance with the level of maturity of students?
  - 2) Is the learning model in accordance with the interests, talents and conditions of students?
  - 3) Is the learning model suitable for the learning style of students?
  
- d. Other non-textile considerations
  - 1) Is it enough to achieve the goal with only one model?
  - 2) Is the learning model we set considered the only model that can be used?
  - 3) Does the learning model have an effectiveness or efficiency value?

### **Definition of Jerold E.Kemp**

Jerold E. Kemp of California State University in San Jose Kemp developed the earliest instructional design model for education. The Kemp model provides guidance to students to think about common problems and learning objectives. This model also directs instructional design developers to look at the characteristics of students and determine the right learning goals. The next step is to specify the content of the lesson and develop a pretest of the goals that have been set. The next is to determine strategies and steps in teaching and learning activities as well as learning resources to be used. Furthermore, the material/content is then evaluated on the basis of the objectives that have been formulated. The next step is to identify and revise based on the results of the evaluation.

The Kemp model learning design planning can be used at the elementary school, advanced school, and university levels. The learning design of the Kemp model is designed to answer three questions, namely:

- a. What students should learn (learning objectives).
- b. What/how the procedure, and what learning resources are appropriate to achieve the desired learning outcomes (activities, media, and learning resources used).
- c. How do we know that the expected learning outcomes have been achieved (evaluation).

**Steps to learn the Jerold E. Kemp model The steps of the Jerold E. Kemp learning model are as follows:**

- a. Educators deliver the subject matter of learning
- b. Educators divide learners into groups
- c. Educators guide students in learning in groups

- d. Educators provide question cards and provide activity sheets to work together in groups
- e. Instruct each student to work on the activity sheet/questions that have been given in groups
- f. Instruct students to appreciate the results of their group work
- g. Direct students if anyone responds to a statement or answer from a group
- h. Providing opportunities to ask students questions about things they don't understand
- i. Instructing students to answer questions correctly and quickly.

### **Application of the JEROLD E. KEMP learning model in class XI of SMAN 1 Sindangbarang**

Based on the results of the research at SMAN 1 Sindangbarang, data and information were obtained about the application of the JEROLD E. KEMP model and its implementation in PAI class XI subjects. Based on the data and information obtained, class XI students consist of 8 classes, including classes A, B, C, D, E, F, G and H. So that PAI teachers, especially class XI, apply the learning model of JEROLD E. KEMP by first determining the appropriate topic or subject. In this case, the PAI teacher at SMAN 1 Sindangbarang chose the subject of muamalah with sub-material about buying and selling.

The following are the stages of PAI learning using the JEROLD E.KEMP model at SMAN 1 Sindangbarang as follows:

1. determine the general goals to be achieved in the learning process
2. make an analysis of the characteristics of the student. This is intended to find out the educational and socio-cultural background of students in participating in learning, as well as to find out the steps that need to be taken.
3. determine instructional objectives in a specific, operational, and measurable manner. In this case, teachers can compile the selection of appropriate teaching materials/materials.
4. determine teaching materials/materials that are in accordance with the specific instructional objectives that have been determined or formulated.
5. The teacher conducts an initial test on the students. This aims to find out and measure the level of initial ability that students have towards the implementation of the teaching and learning process that will be carried out. Thus, teachers can find out in advance the students' abilities.
6. selection of teaching and learning strategies, learning resources and learning media that are appropriate, efficient, economical, practical and easy to get around.
7. determine facilities and infrastructure as supporting factors for learning activities to be carried out.
8. conduct evaluations. In this case, students are given tests in the form of essay questions, as well as fillings with the aim of finding out the level of student success and measuring the effectiveness of the methods/strategies that have been used.

In contrast to the approach to the learning model system developed by other educational scientists, this model can be packaged depending on the planner. This means that in planning

learning activities, it can start from any component. It can start by planning the subject first or other components.

### **Students' responses to the application of the JEOLD model. E KEMP**

Based on random interviews conducted with students, Fadli from class XI G responded that: "The learning with the JEROLD E. KEMP model is a very fun learning because the learning teaches about the hard work to make economic money and how to buy and sell between producers and consumers, moreover in Islam it is also taught that to buyers we must be friendly and understand what buyers are and what buyers want. This task also teaches us that everyone has a different perspective and different ways to make money to meet their daily needs".

The same thing was also conveyed by Sri Indriani from class XI-H about the application of the JEROLD E.KEMP model that: "I feel happy and do not feel forced at all in learning about buying and selling using the JEROLD E.KEMP model. Because in my opinion, from this learning I got a new experience, namely selling, even though it was new to my close friends. From the project, I also learned about how to sell and give according to Islamic teachings. I aspire to become an entrepreneur who sells fashion. After doing my duty, I was also motivated so that in the future I can apply economic principles in accordance with Islamic law in doing my business later".

Meanwhile, according to Muhammad Lutfi from class XI-A, he also gave a response about learning using the JEROLD E.KEMP model. "For me, I don't feel forced at all, only when I was initially confused, confused about the buying and selling material. I am happy that there is a JEROLD E.KEMP learning model, because it is more motivating and understands more about buying and selling between others"

What can be concluded from the results of the interview is that most of the students admitted that they were happy and enthusiastic in learning using the JEROLD E.KEMP model because they could learn about products, how to market products both directly and through applications, besides that they admitted that they were happy because with this learning they could increase their insight and knowledge, especially related to buying and selling.

### **Discussion**

Mastering learning models is a crucial skill for teachers, as it empowers them to implement methods that cater to their students' unique situations and conditions. For example, PAI (Islamic Education) teachers at SMAN 1 Sindangbarang have chosen to adopt the JEROLD E. KEMP learning model. This choice serves as both a reference and an alternative approach for teachers aiming to enhance their instructional methods. The application of the JEROLD E. KEMP model at SMAN 1 Sindangbarang addresses various challenges faced by subject teachers, providing an innovative solution that enriches the learning experience.

By integrating the JEROLD E. KEMP model, teachers can create a more dynamic and engaging classroom environment. This model's flexibility allows educators to tailor their teaching strategies to meet the diverse needs of their students, making the learning process

more inclusive and effective. The variety introduced by this model helps maintain student interest and motivation, as it incorporates different instructional techniques and activities that cater to various learning styles.

Furthermore, the JEROLD E. KEMP model encourages teachers to adopt a student-centered approach, fostering critical thinking and problem-solving skills among learners. This model's emphasis on active participation and experiential learning helps students better understand and retain the material. As a result, the educational experience becomes more meaningful and impactful, preparing students for future academic and professional endeavors.

In summary, mastering learning models like the JEROLD E. KEMP model is essential for teachers who strive to create a more effective and engaging learning environment. The successful implementation of this model at SMAN 1 Sindangbarang demonstrates its potential as a valuable tool for educators seeking to enhance their teaching methods and better serve their students.

In addition, the application of the JEROLD E.KEMP model received an extraordinary response from students, as they felt both challenged and motivated to understand materials that they had never mastered before. This model's approach pushed students beyond their comfort zones, encouraging them to engage deeply with new concepts and ideas. The JEROLD E.KEMP model also integrated real-world skills into the learning process, offering students a holistic educational experience.

Through this model, students not only enhanced their academic knowledge but also developed essential entrepreneurial skills. They learned how to sell products, interact with consumers, and promote their goods effectively. These activities provided practical experiences that bridged the gap between theoretical learning and real-world application. The students practiced marketing their products both in person and through social media platforms such as WhatsApp and Instagram, which are crucial tools in today's digital age.

Moreover, this hands-on experience in entrepreneurship taught students valuable lessons in communication, negotiation, and customer service. They gained insights into market dynamics, product positioning, and digital marketing strategies. By managing their own mini-businesses, students developed a sense of responsibility and ownership, boosting their confidence and problem-solving abilities.

The application of the JEROLD E.KEMP model at SMAN 1 Sindangbarang thus not only fostered a deeper understanding of academic content but also equipped students with a range of practical life skills. This comprehensive approach to education prepared students for future challenges, making them more adaptable, resourceful, and confident in their abilities. The integration of real-world applications within the curriculum ensured that students were not just passive recipients of information but active participants in their learning journey.

By incorporating elements of entrepreneurship, the JEROLD E.KEMP model enabled students to gain firsthand experience in business operations. They learned essential skills such as budgeting, marketing, and customer relationship management, which are invaluable in today's competitive job market. These activities provided a practical context for theoretical knowledge, helping students see the relevance of their studies in real-life scenarios. As they marketed their products and engaged with consumers, students developed critical soft skills like communication, teamwork, and problem-solving.

Additionally, the use of social media platforms like WhatsApp and Instagram for promoting their products introduced students to the digital landscape's vast opportunities and challenges. They learned how to create compelling content, manage online presence, and engage with a broader audience. These skills are particularly pertinent in an increasingly digital world, where proficiency in social media marketing can significantly enhance career prospects.

The positive response from students underscores the effectiveness of the JEROLD E.KEMP model in creating an engaging and multifaceted learning environment. Students reported feeling more motivated and invested in their education, as the model's dynamic nature kept them interested and actively involved. This shift from traditional, lecture-based instruction to a more interactive and hands-on approach not only made learning more enjoyable but also more impactful. By preparing students for both academic and real-world success, the JEROLD E.KEMP model stands out as an exemplary educational strategy that can inspire other schools to adopt similar innovative practices.

#### **4. CONCLUSION**

The results of the research conducted at SMAN 1 Sindangbarang regarding the application of the JEROLD E.KEMP learning model were carried out through stages starting from determining the general goals that must be achieved in the learning process, making an analysis of student characteristics. This is intended to find out the educational and socio-cultural background of students in participating in learning, as well as to find out the steps that need to be taken, determine instructional objectives in a specific, operational, and measurable manner. In this case, the teacher can compile the selection of appropriate teaching materials/materials, determine the materials/teaching materials that are in accordance with the specific instructional objectives that have been determined or formulated, the teacher conducts an initial test on students. This aims to find out and measure the level of initial ability that students have for the implementation of the teaching and learning process that will be carried out. Thus, Teachers can find out in advance the students' abilities, the selection of teaching and learning strategies, learning resources and learning media that are appropriate, efficient, economical, practical and easy to get around, determine facilities and infrastructure as supporting factors for learning activities to be carried out, conduct evaluations. In this case, students are given tests in the form of essay questions, as well as fillings with the aim of finding out the level of student success and measuring the effectiveness of the methods/strategies that have been used. In its implementation, learning with the JEROLD E.KEMP learning model can add insight and provide new experiences to students. Because the implementation of learning really starts with determining goals, making analysis, determining teaching materials/materials, conducting initial tests, selecting teaching media, determining facilities and infrastructure, and ending with evaluation. Students are directly involved in the learning process, thus providing experience on how to market a product. Product marketing is carried out directly and through WhatsApp and Instagram applications. The reaction and feedback from the students was extraordinary and



they were very enthusiastic about carrying out the learning in the hope of gaining new experience in making, packaging and marketing products. In addition, students also feel happy because they get profits from the sales.

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