

## ANALYSIS OF TEACHERS' CAPABILITY TO CHOOSE PAI LEARNING DESIGN MODELS

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### Abstract

*Learning design model is an important stage in a learning process because the learning model is the initial plan for achieving the educational goals. This research uses a descriptive method of surveys using simple random and data collection through questionnaires. This research aims to find out how the teacher's ability in choosing a learning design model. The result of this study is that PAI teachers' ability to choose a learning design model has a fairly good category. This corresponds to the largest percentage of results obtained through questionnaires related to the selection of learning design models, indicator one gets 57.9% teachers always consider the choice of a teaching design model, 50% teachers state that complexity of the material is difficult, 55.3% always consider a model of the teaching material according to the character, 42.1% always consider student maturity, 44.7% teachers sometimes choose the model of teaching materials according to their interests, 44,7% teachers always consider models of the lessons according to interest, 71.1 teachers occasionally use only one model of a teacher's design, 50% always use a model that is effective and efficient.*

Keywords: *Teacher skills, Learning Design Model, PAI*

### 1. INTRODUCTION

An important role in the world of education in the field of delivery of material to students from kindergarten to college, one of which is on the aspect of learning design model (Zai, Ftri Syukur Iman Mulyono, 2022). Before we move on to the teaching learning process, the first thing to do is how we design or create a learning model, through good planning then we will find out how long the estimated time it takes to form a child to reach the educational goal (Bararah, 2017).

According to the Law No.14 of 2005, Chapter 1, Article 1 deals with teachers and teachers who state that the duty of teachers is as professional educators who should teach, educate, guide, evaluate, train, provide, evaluation, evaluating the path of formal education, basic education (SD), secondary education, and early childhood education (PAUD). (Peraturan Perundang-Undangan, 2005).

To be able to say professional criteria then a teacher must undergo a continuous stage of professionalization also including in it the competence of managing class, because a great teacher is reflected in his performance during the learning process that is competent scientifically and methodologically learning. (Hidayat, 2016). If examined in this respect, teachers must master completely different concepts related to the prose of revelation, but sometimes this is also ignored by educators. (Jauhari, 2020). The use and selection of appropriate learning designs can ease the task

of teachers on the attempt to expose material to the pupils based on the output that has been planned, otherwise if the teacher is not correct in choosing designs and methods that are not variative such meals will have a bad impact on the achievement of the outputs that have been scheduled. (Nurjaman, 2021). According to Arif and Yanawati in Fatimah the teacher is the key to the teaching, therefore the teacher considered professional and competent can be measured from the ability of the teacher to plan learning in the classroom (Fatimah, 2023).

Based on a study by Abdulloh Hamid entitled Flipped Learning Learning Design is an Islamic Educational Learning Model Solution (PAI) in the 21st Century, it is stated that this learning model is one of the innovations with a variety of materials uploaded in online media centred on siswa, because students are required to think independently through discussion, problem solving, group work and other case studies. This learning model is a combination of live learning and online learning, the method used is the method of descriptive analysis. The results of this study show that the flipped learning model makes learning time more efficient and increases student motivation even though there are obstacles in its implementation such as ICT constraints and so on. (Hamid & Hadi, 2020).

Then the research carried out by Dila DKK with the title Learning Model Dick and Carey as well as its Implementation in PAI Learning. This learning model is a learning model with a system approach which is considered to be compatible with PAI because it is detailed and structured so that the purpose of PAI can be realized. This research method uses a library method. The results of this study show that this learning model is suitable for PAI learning. (Octaviana et al., 2022).

There is a lot of research on the design of learning models but the core of the point that is often asked is how changes and developments in the planning of learning forms correspond to their respective criteria. (Nurjaman, 2021).

The facts in the field mention that there are some pupils who are active in following the learning process, sometimes not achieving the goal of learning that has been prepared to the maximum that is supposed to occur due to the incoherence in the design of the teaching model, also still many teachers who apply one model of learning for the entire PAI material (Nurjaman, 2021). The study aims to analyze the learning design model used by teachers, in order to find out how the teacher's ability in choosing and applying the model of learning design suited to the material.

## **2. IMPLEMENTATION METHOD**

The method used in this research is a quantitative method with a type of survey research. According to Fraenkel and Wallen in Maidiana survey research is research by gathering information using a lift, questionnaire, or interview to describe various aspects in a population of a sample. (Meidiana, 2021). The study used a random sample technique with a total of 38 respondents from PAI teachers scattered across schools. Data collection techniques using questionnaires using google forms. This data collection is done by providing a number of questions related to the learning design model.

## **3. RESULTS AND DISCUSSION**

### 3.1 PAI Learning Design Model Understanding

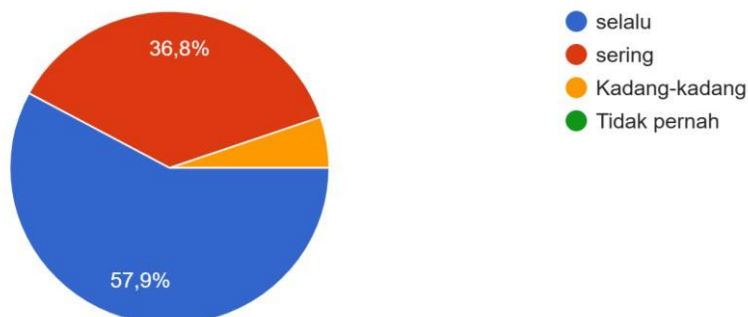
The Islamic Religious Education Learning Design (PAI) is an overview and plan on the basis of curriculum formation, learning guidance, and also planning learning materials. The PAI Learning Design Model can be chosen to adjust the learning conditions so that learning runs accordingly and efficiently (Rahman, 2021). The learning design model is also a formulation or stage that is used as a basis in the teaching learning process in class to the learning competence that has been formulated. (Muhammad, 2020).

PAI is one of the elements of Islamic education that if reviewed formally PAI this is one point of teaching as an effort to teach material Islamic religion (Sutiah, 2018). Islamic education is also an effort to guide, develop and build the cognitive, mental and physical abilities of students in general. (Rohim & Rahmawati, 2020). From the above understanding we can say that the PAI learning design model is a plan or stage in the implementation of the teaching learning process to Islamic change.

The following are the characteristics of the learning model of Islamic education: 1. Refer to the theory of education and learning that is established by a particular expert 2. Has a purpose and mission of education 3. Can be used as a reference to evaluate learning activities 4. Has a syntax or steps, there is a response perspective, social system and support system 5. Has an impact of what has been applied 6. Design teaching preparations or often referred to as instructional designs in accordance with the established learning guidelines (Sogianor & Syahrani, 2022). As for the basis of consideration of the choice of learning model according to Rusman in Mirdad 1. Consider the objectives to be achieved 2. Consider the materials or materials of learning 3. Consider the students 4. Considerations that do not correspond to non-technical (Mirdad, 2020).

Based on the data collection that has been obtained from the results of the questionnaire which has been distributed to 38 teachers associated with the selection of the appropriate model of learning design the results are as follows:

Diagram 1. Teacher considers the goal to be achieved.

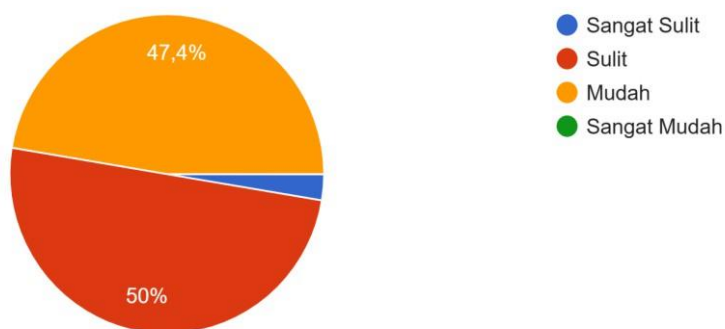


From the diagram above it can be seen that out of 48 teachers, 36.8% of them expressed frequent consideration of the goals to be achieved.

When choosing a learning design model, 5.3% revealed that teachers sometimes consider the goals that will be achieved when selecting the design of a learning model. 57.9% said teachers always consider the results of the achievement of the learning model design. The results of interviews with some teachers stated that the consideration of the objectives to be attained is very important in relation to the selection of the model of learning design because in this regard the learning process will be more directed and the goals of the education can be reached, in addition, some of them also argue that considering such things will clarify where to take and how the learning models to align with the goals.

Choosing the most effective learning design model is to keep teaching objectives as a benchmark. (Yusuf & Syurgawi, 2020).

Diagram 2. Complexity of Learning Objectives

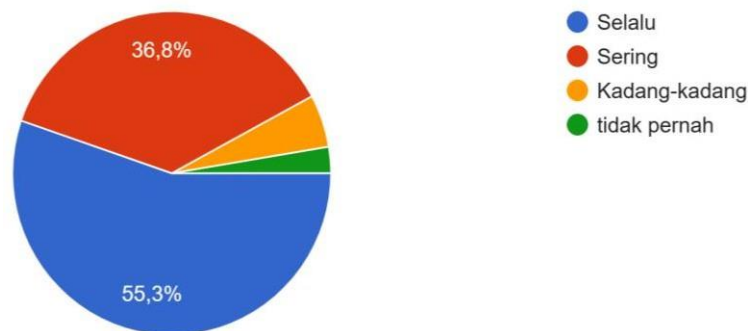


From the above diagram it can be seen that out of 38 teachers, 47.4% of them revealed that the complexity of the purpose of learning from the teaching material is easy. 50% said that the complicity of teaching materials is difficult, and 2.6% said that it is very difficult.

The result of such percentages affects the selection of learning design models. It can be one of the monotonous factors of the learning model used by teachers during the learning process in the classroom.

According to Mislinawati and Nurmasyitah teachers have difficulty in developing learning models because of lack of facilities that can support the application of learning models as well as the training and understanding of teachers who are less focused (Mislinawati & Nurmasyitah, 2018).

Diagram 3. Consideration of the selection of teaching materials or materials that correspond to the learning material

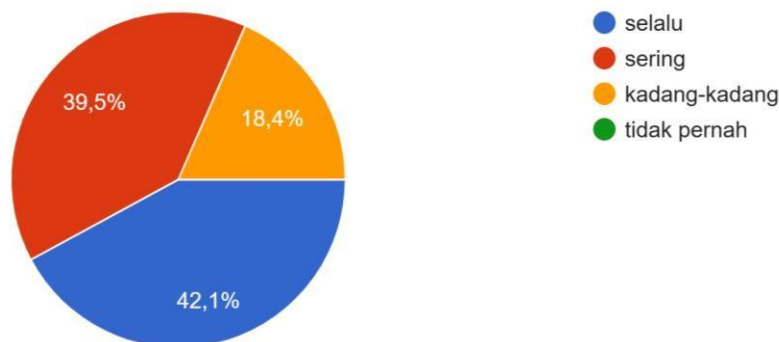


From the above diagram it can be seen that 36.8% said they often consider the material or materials according to their qualifications, 55.3% said they always consider the materials or materials in accordance with their qualities, 5.3% said that they sometimes consider materials or material according to his or her profession, 2.6% said they never consider material or material in conformity with their abilities.

The information obtained from the results of the interviews that have been conducted is that the material of the learning must be adapted to the facilities intended, also taking into account the condition of the student himself. Besides, it is also received the result that the teacher never considers the material or teaching material that corresponds to the characteristics of the material.

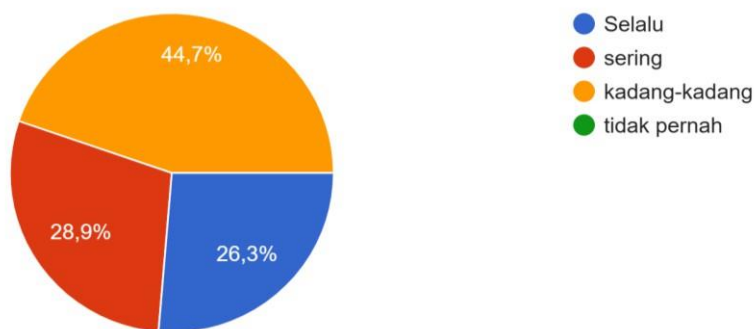
According to Aisyah, the source of material is so important to the teacher at the time of the learning process teaching. Without the teaching material, teachers may find it difficult to use it. To use it, it must be adapted to the curriculum, including according to the needs of the students. (Aisyah et al., 2020).

Diagram 4. Consideration Of Student Maturity In Relation To The Selection Of Learning Deign Models



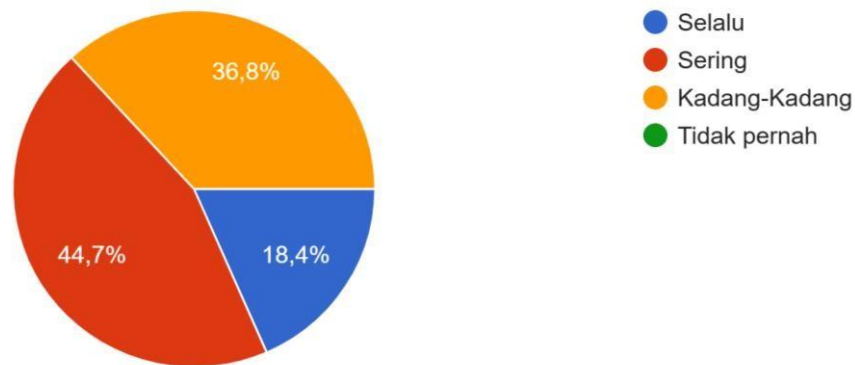
The above diagram shows that out of 38 teachers, 39.5% stated that teachers often consider student maturity in choosing a learning design model, 18.4% said teachers Sometimes considering student maturity in choosing a learning design model, 42.1% of teachers stated that they consider the student's maturity level in selecting learning design models. The model and accent of proper learning will be able to realize the value of the character quoted. (Surya, 2017).

Diagram 5. Consideration of the selection of learning design models according to interests, talents and circumstances



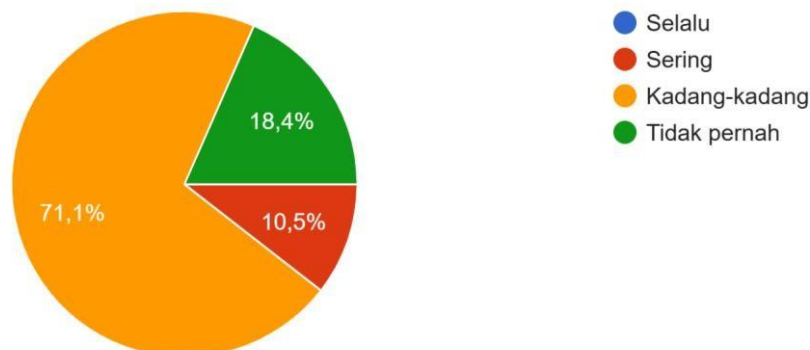
From the above diagram it was obtained that of 38 teachers, 44.7% stated that teachers sometimes choose a learning design model that matches the interests, talents, and conditions of students, 26.3% said that the teachers always choose a model of learning design that fits the interest, talent, and circumstances of the students, 28.9% said that they often choose learning design models that match students' interests and talents and conditions. Learning process situations including means and facilities, learning models and so on can enhance student interest (Putri et al., 2021).

Diagram 6. Consideration of the selection of design models Learning according to the student's learning style.



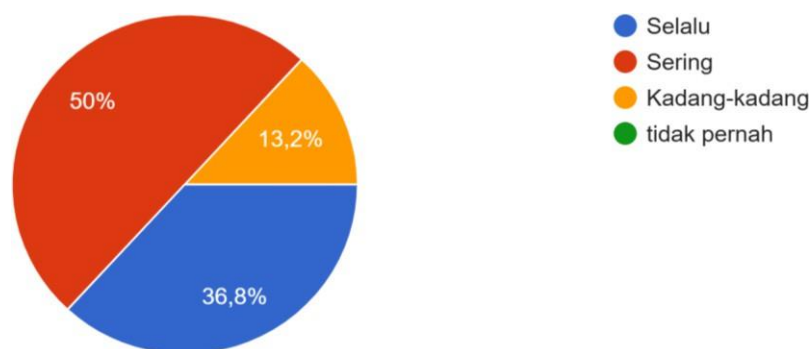
From a diagram of 38 teachers, the following data was obtained: 36.8% of teachers sometimes choose a suitable learning design model With the learning style of the pupil, 18.4% of teachers always choose a learning design model that matches the student's learning style, 44.7% of the teachers often choose learning design models that match the pupils' learning style. The best approach that a teacher can take in determining a learning design model is by considering the learning objectives as well as students' needs, namely the student's learning style, the character of the classroom and the learning content. (Suwarno, 2023).

Diagram 7. use of one learning design model



From the above diagram, information was obtained that out of 38 teachers, 71.1% teachers sometimes use only one learning design model, 18.4% teachers never use just one teaching design model. The results of the interviews showed that teachers often use only one learning design model because of the limited time spent on preparation, the minimum development of teacher competence in learning design models. This is in line with a study carried out by Palobo that states that teachers have difficulty in organizing time when using the learning model. (Palobo & Tembang, 2019). In addition, some teachers stated that only one model of learning design is sufficient in one subject, other than that teachers said that using one model is not sufficient and requires more than one learning design model. Some also argue that many learning design models are adapted to the learning material and conditions.

Diagram 8. Use of learning design models that have efficient and effective value



From the above diagram, the information was obtained that of 38 teachers, 50% of teachers stated that they used efficient and effective learning models. 36.8% said that they always used effective and efficient learning models, 13.2% said that sometimes they used effective, effective learning model.



Table 1. Recapitulation Ability to Choose Design Model Learning

Name Of Student	1	2	3	4	5	6	7	8	Score
Responden 1	2	2	1	2	2	2	2	3	16
Responden 2	4	3	4	4	2	3	2	3	25
Responden 3	4	2	3	2	3	3	2	3	22
Responden 4	3	2	3	2	2	2	1	2	17
Responden 5	3	3	4	3	3	2	2	4	24
Responden 6	3	3	3	3	2	3	2	3	22
Responden 7	4	2	4	3	4	3	2	3	25
Responden 8	4	2	3	3	3	2	2	3	22
Responden 9	4	2	4	4	2	3	2	3	24
Responden 10	3	3	3	4	4	4	2	2	25
Responden 11	3	3	3	2	2	2	2	3	20
Responden 12	4	3	3	4	3	3	2	4	26
Responden 13	4	3	4	3	3	3	2	4	26
Responden 14	3	2	3	4	2	2	3	3	22
Responden 15	3	3	4	3	3	3	1	3	23
Responden 16	3	2	3	3	2	2	2	2	19
Responden 17	3	2	3	2	2	3	2	4	21
Responden 18	4	1	4	4	4	3	3	3	26
Responden 19	4	2	4	3	2	2	1	4	22
Responden 20	3	3	4	3	4	4	2	4	27
Responden 21	4	3	4	4	3	4	1	4	27
Responden 22	3	3	3	3	3	2	2	3	22
Responden 23	4	3	4	4	4	4	2	4	29
Responden 24	3	3	3	3	3	3	2	4	24
Responden 25	2	2	3	2	2	2	2	4	19
Responden 26	4	2	4	4	4	4	2	4	28
Responden 27	4	2	4	3	3	3	1	3	23
Responden 28	4	2	4	3	4	4	2	3	26
Responden 29	4	2	4	4	2	3	2	3	24
Responden 30	4	2	4	3	4	3	2	3	25
Responden 31	4	2	3	4	2	2	1	2	20
Responden 32	3	2	2	4	2	2	1	3	19
Responden 33	3	2	2	3	3	3	3	3	22
Responden 34	4	3	4	4	2	3	3	3	26
Responden 35	4	3	4	4	4	3	2	2	26
Responden 36	4	3	4	4	2	2	2	4	25
Responden 37	4	3	4	2	2	2	2	4	23
Responden 38	4	3	4	4	4	4	2	4	29
Score									889
Percentage									73.10
category									Good Enough

Tabel 2. Category

Percentage %	Category
Less Good	50-62%
Good Enough	63-75%
Good	76-87%
Very Good	88-100%

#### 4. CONCLUSION

The PAI's proficiency in determining and selecting a design model is notable, boasting a commendable learning accuracy of 73%. This percentage reflects a substantial level of competence in evaluating and choosing suitable design models based on the provided criteria. The PAI's ability to learn and adapt its decision-making process is a key strength, and the 73% accuracy attests to its effectiveness in navigating the complexities of design model selection. It signifies a robust foundation for the PAI, suggesting that it can make informed decisions with a high degree of reliability. However, ongoing efforts to enhance its capabilities and fine-tune its learning mechanisms will undoubtedly contribute to even more precise and effective design model choices in the future.

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