

THE EFFECT OF LEARNING STRATEGIES AND THE ABILITY TO THINK LOGICALLY ON LEARNING OUTCOMES OF THE HISTORY OF ISLAMIC CULTURE STUDENTS ATMADRASAH ALIYAH NEGERI 2, KEJURUAN MUDA DISTRICT, ACEH TAMIANG REGENCY

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Abstract

This study aims to: (1) Know the learning outcomes of students who are taught by problem-based learning strategies and student learning outcomes taught by expository learning. (2) Knowing the learning outcomes of Islamic Cultural History students who have high logical thinking skills and students who have low logical thinking skills, and (3) Knowing the interaction between learning strategies and students' logical thinking abilities on learning outcomes of Islamic Cultural History. This study used an experimental method with a quasi-experimental 2 x 2 factorial design. The population in this study were all students of Madrasah Aliyah Negeri 2 Aceh Tamiang which consisted of three parallel classes, namely class XII1, XII2, XII3. The sampling technique used was cluster random sampling. The data collection technique is done by testing. The finding of the research showed that: (1) The learning outcomes of students who were taught the history of Islamic culture with problem-based learning ($\bar{X} = 28$) were higher than the learning outcomes of students who were taught using expository strategies ($\bar{X} = 26.97$), with F count = 29.56 > F table = 3,968 (2) Students' learning outcomes of Islamic Cultural History based on high logical thinking skills ($\bar{X} = 30$) were higher than low logical thinking skills ($\bar{X} = 26.06$), with F count = 4.47 > F table = 3,968 (3) there is an interaction between the learning strategy and the ability to think logically on the learning outcomes of students' Islamic Cultural History. The statistic is found to be 9.88 > F table = 3.968.

Keywords: Learning Strategies, Think Logically, Learning Outcomes

Introduction

Human resources are one of the important factors in the success of development in all fields. Until now education is still believed to be a forum in the formation of the desired human resources. Seeing the importance of education in the formation of human resources, improving the quality of education is something that must be done on an ongoing basis in order to respond to changing times. The problem of improving the quality of education is certainly closely related to the problem of the learning process.

The learning process that is currently being carried out in educational institutions still relies on the old ways of delivering the material. Madrasah Aliyah also has an important role in realizing the goals of national education, as

part of the National Education system, vocational secondary education is education at the secondary education level that prioritizes the development of students' abilities to be able to work in certain fields, the ability to adapt in the work environment, see job opportunities and develop themselves in the future.

To realize the goals of national education, the Madrasah Aliyah curriculum is structured taking into account the stages of student development and suitability to the type of work, social environment, national development needs, development of science and technology, and the arts. Therefore, its preparation is based on certain philosophical, economic and juridical foundations.

Madrasah Aliyah Negeri 2 Aceh Tamiang as a madrasa under the auspices of the Directorate of Islamic Education of the Ministry of Religion of the Republic of Indonesia which develops the implementation of an education system includes two main components in a unified system, namely the development of general science programs that refer to the applicable curriculum at the Ministry of National Education and religious sciences refers to the curriculum developed by the Ministry of Religion.

Furthermore, if it is explored further that at the Madrasah Aliyah level, especially the learning of Islamic Cultural History as stated in the Minister of Religion Regulation No. 2 of 2008 is directed to deliver students to be able to: (1). Build awareness of students about the importance of studying the basic teachings, values and norms of Islam that have been built by the Prophet Muhammad in order to develop Islamic culture and civilization, (2) Build students' awareness about the importance of time and place which is a process from the past, present, and future, (3) Train students' critical power to understand historical facts correctly based on a scientific approach, (4) Grow students' critical thinking skills. appreciation and appreciation of students for Islamic historical heritage as evidence of past Muslim civilizations, (5) Developing students' abilities in taking ibrah from historical (Islamic) events, imitating outstanding figures, and relating them to social, cultural phenomena , politics, economics, science and technology and the arts, and others to develop Islamic culture and civilization.

Madrasah Aliyah Negeri 2 Aceh Tamiang as the manager of religion-based education has made various efforts in the framework of improving the quality of education in the educational institutions it manages. Efforts that have been made include improving the curriculum, rehabilitating and constructing madrasah buildings, providing laboratories and practicum equipment, procuring and increasing the professionalism of teaching staff. Although efforts to improve in all aspects related to education have been carried out continuously by Madrasah Aliyah Negeri 2 Aceh Tamiang, obstacles and shortcomings and failures were found.

The worrying thing that can be seen directly is the results of the Madrasah Aliyah level test scores that have not achieved the expected results. Many factors cause the low learning outcomes obtained by students in learning,

among others, as expressed by Hamalik (1993) that operationally there are five main variables that play a role, namely: (1) learning objectives, (2) subject matter, (3) teaching methods and techniques, (4) teachers and (5) logistics. All of these variables are dependent on each other and cannot stand alone in producing learning.

The same thing happened to Madrasah Aliyah Negeri 2 Aceh Tamiang, namely the lack of encouraging student learning outcomes in the field of Islamic Cultural History studies where in the last two years the average final school exam results have not reached the minimum completeness criteria value in the field of Islamic Cultural History, which is 70.

The learning outcomes that have not been maximized are caused by various factors, one of which can be observed in the current learning process is that the learning carried out by the teacher does not support student understanding, namely too much material being studied, learning that emphasizes memorization aspects, is not equipped with practice. -practice in the field. Likewise, the application of learning strategies is less supportive, may not be in accordance with the material being taught, may be too monotonous or less varied, which can cause the acquisition of student learning outcomes to be not maximal.

In order to overcome the problem of obtaining student learning outcomes which are still relatively low, various efforts are made to improve students' abilities students' understanding, especially in the field of Islamic Cultural History. Both from theory and research results show that the main factor that directly influences learning outcomes is the learning process. Therefore, efforts to improve the quality of learning and the application of more appropriate learning strategies have an important role. The learning strategy developed must be centered and focused on student activity.

Through the selection of appropriate learning strategies, expectations of quality improvement and learning outcomes can be met. For this reason, the teacher's ability to master learning technology is required to plan, design, implement and evaluate and provide feedback to be an important factor in achieving the success of learning objectives. The ability of teachers to master learning materials, teaching styles, use of media, determining strategies and choosing learning strategies are efforts to expedite the learning process and improve the results of achieving learning objectives.

The application of the right learning strategy is an option if you want learning to be effective and efficient, as revealed by Slameto (2003:65) so that students can learn well, the learning strategy is carried out effectively and efficiently. It is said to be effective if the learning strategy produces what is expected or in other words the goal is achieved. It is said to be efficient if the learning strategy applied is relatively low in energy, effort, cost and time.

There are various kinds of learning strategies that teachers can use in the classroom, one of which is problem-based learning strategies. However, it should be realized that there is no best or worst strategy, because this strategy

has advantages and disadvantages. In this case, Sudjana (2002:76) states that “each strategy/method has its advantages and disadvantages.

In problem-based learning, the teacher is more of a facilitator like a team that works with students in exploring sources of information and the teacher is tasked with helping students to achieve learning objectives. Teachers in problem-based learning are more concerned with encouraging students to be actively involved in constructing their own desired knowledge.

Problem-based learning strategies aim to foster students in developing students' cognitive, affective and psychomotor aspects comprehensively (whole) and interacting with their environment. Problem-based learning strategies emphasize learning where students find out for themselves what they learn, not knowing from others as happens in expository learning.

Meanwhile, the expository learning strategy is learning teacher-centered, students are less empowered and communication that occurs is generally one-way. In the process of expository learning strategies students can only solve problems according to the way the teacher shows them, so that students are waiting for an explanation from the teacher or the teacher teaches the material focused on learning outcomes only, and students are less daring to ask questions or give responses to problems in learning.

In addition to choosing the right learning strategy, the acquisition of Islamic Cultural History learning outcomes is also influenced by student characteristics. One of the characteristics of students is the ability to think logically. Students who are able to think logically will quickly understand a person's high concept which can lead to a level of attention and enthusiasm in carrying out an activity, both originating from within the individual itself (intrinsic motivation) and from outside the individual (extrinsic motivation).

The logical thinking ability possessed by an individual will determine the quality of the behavior he displays, both in the context of studying, working and in other life. Students who have high logical thinking skills in financial accounting education and training subjects will be increasingly able to use various information and skills they have to solve problems. Practice to solve new problems or problems they face. Conversely, if students have low logical thinking skills, it is predicted that they will have difficulty in training themselves to solve these questions.

Research Methods

This study used an experimental method with a quasi-experimental 2 x 2 factorial design. The population in this study were all students of Madrasah Aliyah Negeri 2 Aceh Tamiang which consisted of three parallel classes, namely class XII1, XII2, XII3. The sampling technique used was cluster random sampling. The data collection technique is done by testing. The data analysis technique used is two-way analysis of variance/

Research Result and Discussion

The average learning outcomes of students taught by the expository learning strategy ($\bar{X} = 28$) were higher than the average learning outcomes of students who were taught by the expository learning strategy ($\bar{X} = 26.97$). This shows that problem-based learning strategies are proven to be effective in improving students' overall learning outcomes. Thus, it can be interpreted that problem-based learning strategies are more effective in improving learning outcomes. This can happen because in learning that applies problem-based learning strategies students tend to be active in reconstructing the knowledge they will gain, students try to find and solve problems within the framework of achieving learning objectives.

This is in line with the explanation of Riyanto (2010: 285) that problem-based learning strategies are learning that are designed and developed to develop the ability of students to solve problems which are carried out with collaboration patterns and using higher-order thinking skills.

The material History Of Islamic Culture contains many principles and procedures in which learning is carried out in a hierarchical manner, so learning strategies are needed that are in accordance with the characteristics of students. The material of Islamic Culture History is based on a hierarchical material structure that is in accordance with the concepts, principles and procedures. The hierarchical structure of Islamic Culture History material requires students to study it through learning prerequisites. Thus, to be able to understand well about the material History Of Islamic Culture, appropriate problem-based learning strategies are needed to describe in detail, define and understand concepts in a structured manner so that students can associate them in effective and efficient learning. Meanwhile, in the expository learning strategy, the subject of Islamic Cultural History is considered less effective. These findings indicate that to teach the material History Of Islamic Culture it is better to use problem-based learning strategies than expository learning strategies.

This finding supports the research by Sihombing (2006) on the effect of problem-solving strategies and thinking styles on the mathematics learning outcomes of SMP Negeri 1 Perbaungan students who found that: the mathematics learning outcomes of students who were taught using problem solving strategies were higher than those of students who were taught using conventional strategies. mathematics learning outcomes of students with abstract sequential learning styles are higher than students' learning outcomes with concrete sequential thinking styles.

Other findings show that the average learning outcomes of students with high logical thinking skills ($\bar{X} = 30$) overall both those taught with learning strategies and learning strategies are higher than the average learning outcomes of Islamic Cultural History with low logical thinking abilities. ($\bar{X} = 26.06$).

This shows that the ability to think logically without paying attention to the applied learning strategies has an effect on student learning outcomes. This is in line with Rawlinson's (1989) explanation that students who have the ability

to think logically to the level of formal operations, mean that they have been able to solve challenging problems (questions), students will never stop working before finding a way out (answers). Thus, students who always train themselves continuously will be able to find logical thinking processes in solving learning problems.

The findings of this study support the research findings of Halimatussakdiah (2004) revealing that there is a significant influence between learning strategies and logical thinking skills on the scientific attitude of students at MTsN 2 Medan. Based on these findings, the teacher's role in learning activities is to pay attention to students' logical thinking skills so that the strategies applied in learning activities are in accordance with the characteristics of students' logical thinking abilities. In particular, students with low logical thinking skills in learning activities History Of Islamic Culture are given more tasks so that they can cover weaknesses in the mastery of teaching materials.

If it is further noted that in the learning strategy, the average learning outcomes of students with high logical thinking ability ($\bar{X} = 32.64$) are higher than the learning outcomes of students with low logical thinking ability ($\bar{X} = 25.96$). Meanwhile, in the expository learning strategy, the average learning outcomes of students with high logical thinking ability ($\bar{X} = 28$) were higher than those of students with low logical thinking skills ($\bar{X} = 26.26$). This shows that the ability to think logically is significant for differentiating students' learning outcomes History Of Islamic Culture.

The results showed that all research hypotheses were: (1) the learning outcomes of students taught by problem-based learning strategies were higher than the learning outcomes of students taught by expository learning strategies, (2) learning outcomes of students who had logical thinking skills. high is higher than the learning outcomes of students who have low logical thinking skills, and (3) there is an interaction of learning strategies and logical thinking skills in influencing student learning outcomes.

The first hypothesis is that student learning outcomes between students who are taught with problem-based learning strategies are higher than those of students who are taught using expository learning strategies. This is understandable because through problem-based learning strategies can encourage students to be active in learning because students can connect what they learn with everyday life, students ask more questions.

In addition, problem-based learning strategies aim to foster student participation in solving issues or problems proposed by teachers in learning, foster discussion among students in finding causes and solutions to these issues or problems. Therefore, the teacher's role in problem-based learning strategies is more dominant as a facilitator who directs students to find and construct their own knowledge.

This is in line with Arends' (2007:49) explanation that teachers who use problem-based learning strategies emphasize active student involvement, deductive rather than inductive orientation, and the discovery or construction of knowledge by students themselves. The teacher uses investigation by asking students various questions and providing opportunities for students to arrive at their own ideas or theories.

Testing the second hypothesis shows that the learning outcomes of students who have high logical thinking abilities are higher than the learning outcomes of students who have low logical thinking abilities. These results prove that the ability to think logically is significant for differentiating learning outcomes. History Of Islamic Culture. The ability to think logically in this study is categorized into two categories, namely the ability to think logically high and the ability to think logically low.

From the results of data analysis as a whole, it was obtained that the average learning outcomes of students with high logical thinking abilities were better than the learning outcomes of students with low logical thinking abilities. This indicates that students with high logical thinking skills on average have better learning outcomes of Islamic Cultural History than students with low logical thinking abilities. Thus, students with high logical thinking ability can better understand and master the subject matter of Islamic Cultural History than students with low logical thinking ability.

Testing the third hypothesis shows that there is an interaction between strategy learning and logical thinking skills in influencing student learning outcomes History Of Islamic Culture. If we look at the average learning outcomes in the group of students with high logical thinking skills and being taught by learning strategies, it is better than the average learning outcomes for groups of students with high logical thinking skills and being taught with learning strategies. Then the average learning outcomes of Islamic Cultural History in the group of students with low logical thinking skills and being taught with learning strategies are lower than the average learning outcomes of groups of students with low logical thinking skills and taught with learning strategies.

This means that for groups of students with low logical thinking skills, it is better to use learning strategies than using learning strategies. Thus, it can be concluded that learning strategies and logical thinking skills significantly affect student learning outcomes.

Furthermore, the results of the Scheffe test show that of the six combinations that have further test tests, there are three that show insignificant results, this can be seen from: (1) the average learning outcomes of students who are taught with problem-based learning strategies and high logical thinking skills ($\bar{X} = 32.64$) is higher than the average learning outcomes of students who are taught with expository learning strategies and high logical thinking skills ($\bar{X} = 28$), (2) the average learning outcomes of students who are taught with problem-based learning strategies and high logical thinking ability ($\bar{X} = 32.64$) is higher than the average student learning outcomes taught by problem-based learning

strategies and low logical thinking ability ($\bar{X} = 25$), (3) the average learning outcomes of students who are taught with problem-based learning strategies and high logical thinking skills ($\bar{X} = 32.64$) were higher than the average learning outcomes of students who were taught using learning strategies. expository learning and low logical thinking ability ($\bar{X} = 26.26$), (4) the average learning outcomes of students who are taught with learning strategies expository and high logical thinking skills ($\bar{X} = 28$) were higher than the average learning outcomes of students taught with problem-based learning strategies and low logical thinking skills ($\bar{X} = 25$), (5) the average learning outcomes of students taught with expository learning strategies and high logical thinking skills ($\bar{X} = 28$) were higher than the average learning outcomes of students taught with expository learning strategies and low logical thinking skills ($\bar{X} = 26.26$), and (6) the average learning outcomes students who were taught with problem-based learning strategies and low logical thinking skills ($\bar{X} = 25$) were lower than the average learning outcomes of students taught with expository learning strategies and low logical thinking skills ($\bar{X} = 26.26$).

Noting how broad and important the subject of Islamic Cultural History is, it takes an appropriate learning strategy to describe it in detail, define and understand concepts, understand theories, evaluate and perform skills in effective learning and efficient. Therefore, it is not absolute that the problem-based learning strategy is the only strategy that is applied to the learning of Islamic Cultural History. In certain Islamic Cultural History materials, other learning strategies can be applied. With a variety of application of learning strategies in the subject of Islamic Cultural History, students are expected to be able to build or construct their own knowledge and skills needed to understand the teaching material of Islamic Cultural History. In addition, the application of problem-based learning strategies, expository learning strategies and other learning strategies is expected that students can develop or use their ideas in solving learning problems, so that knowledge and skills will be remembered and understood in long-term memory, and can be used at any time. according to student learning needs.

Conclusions and Recommendations

The conclusions that can be drawn from the results of hypothesis testing are as follows:

1. The average learning outcomes of students who are taught using problem-based learning strategies are higher than the average learning outcomes of students who are taught using expository learning strategies. Thus, problem-based learning strategies are more effectively applied in learning Islamic Cultural History in order to improve student learning outcomes.
2. The average learning outcomes of students with high logical thinking skills who are taught using problem-based learning strategies and

expository learning strategies are higher than the average learning outcomes of students with low logical thinking skills taught by learning strategies and learning strategies.

3. There is an interaction between learning strategies and logical thinking skills, where students with high logical thinking skills are better taught using problem-based learning strategies than using expository learning strategies, while students with low logical thinking skills are better taught using expository learning strategies than those with expository learning strategies. with problem-based learning strategies.

The suggestions made are as follows:

1. Learning strategies and student characteristics are components that can determine and influence learning outcomes. Therefore, it is suggested to teachers as learning designers to pay attention to the characteristics of students in designing learning so that teachers can determine the choice of learning strategies that are more appropriate to implement.
2. Problem-based learning strategies provide higher learning outcomes in the subject of Islamic Cultural History compared to learning strategies. Therefore, it is suggested to teachers in learning activities of Islamic Culture History to apply problem-based learning strategies.
3. The characteristics of students studied from this research are only limited to the ability to think logically. For this reason, other researchers are advised to examine other student characteristics such as retention, cognitive style.
4. This learning strategy is only applied to the subject of Islamic Cultural History in the cognitive domain, it is recommended for other researchers to research in the field of other studies.

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