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The Implementation Of Quantum Teaching Learning Model To Improve Learning Outcomes In Islamic Religious Education On The Topic "I Am A Pious Child" At Sdn No. 100210 T.N Siopat Opat, Tapanuli Selatan

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Abstract:

This study was conducted to address the low learning outcomes in Islamic Religious Education among fourth-grade students at SDN NO.100210 T.N Siopat Opat, Tapanuli Selatan. Out of 24 students, only 14 (61.7%) reached the minimum competency standard (KKM). This research is a classroom action study applying the Quantum Teaching learning model and was carried out in two cycles. The subjects of this study were the fourth-grade students of SDN NO.100210 T.N Siopat Opat, Tapanuli Selatan. Data collection methods used in the study included observation of student activities and tests on their learning outcomes in Islamic Religious Education. The results of the study indicated that the learning outcomes of Islamic Religious Education showed improvement. The purpose of this study is to analyze the effectiveness of the Quantum Teaching model in enhancing students' learning outcomes in the "I Am a Pious Child" lesson at SDN NO.100210 T.N Siopat Opat, Tapanuli Selatan. The Quantum Teaching model originated from SuperCamp, an accelerated learning program of Quantum Learning, an international educational company emphasizing personal skills. In 12 days, students received tips that helped them with note-taking, memorization, speed reading, writing, creativity, communication, and building relationships—tips designed to improve their abilities in mastering all aspects of life.
The results showed that students who participated in SuperCamp achieved better scores, gained more accomplishments, and felt more confident in themselves.

Keywords: Quantum Teaching, Learning Outcomes, I am a Pious Child, Learning, Elementary School.

INTRODUCTION

This study was conducted to analyze the effectiveness of applying the quantum teaching learning model in improving student learning outcomes on the subject "I am a Pious Child" at SDN NO.100210 T.N Siopat opat, South Tapanuli. As elementary school students who are still in the play stage, the quantum teaching model is one alternative to increase student activity and learning outcomes, which were previously low due to the use of conventional and teacher-centered learning models. The quantum teaching learning model is a fun learning model that fosters positive interaction between teachers and

students (Malik & Afandi, 2020; Trisnawati & Wutsqa, 2015; Widiyaningsih & Pujiastuti, 2013). This model helps create an effective learning environment by utilizing students' natural elements, such as their curiosity and learning environment, through interactions in the classroom. The implementation of the quantum teaching model follows specific stages known as TANDUR (Grow, Experience, Name, Demonstrate, Repeat, and Celebrate) (Alhakiki & Taufina, 2020; Donuata, 2019; Romadhoni & Relmasira, 2018). One of the advantages of the quantum teaching model is its ability to foster students' interest in learning by linking the lesson content with real-life contexts. Additionally, this model interacts with all components in the classroom and school environment, designing all topics and discussions for the benefit of the students, allowing them to develop their knowledge and skills (Arianti & Herwandi, 2018; Edriati et al., 2016; Mikaningsih, 2014).

The application of the quantum teaching model creates a fun learning atmosphere that encourages student engagement, leading to improved learning outcomes. This study is supported by several relevant previous studies. First, research by Alhakiki & Taufina (2020) showed that the TANDUR framework of quantum teaching had a positive effect on students' mathematics learning outcomes. Second, a study by Edriati et al. (2016) demonstrated that quantum teaching involving multiple intelligences improved students' mathematics achievement. Third, research by Widiyaningsih & Pujiastuti (2013) found that quantum teaching with 3D cabri assistance was effective in enhancing students' problem-solving skills. Quantum teaching fosters harmony and collaboration among students in the classroom through eight key principles: 1. Integrity: being honest, sincere, and aligning behavior with values. 2. Failure leads to success: understanding that failure is information for future success. 3. Speak with good intent: communicate honestly and avoid gossip. 4. Live in the moment: focus on the present and make the most of time. 5. Commitment: fulfill promises and obligations. 6. Responsibility: take responsibility for actions. 7. Flexibility: be open to change or new approaches. 8. Balance: maintain harmony of mind, body, and soul. By fostering a sense of togetherness and mutual ownership, students feel they are an essential part of the learning process, thereby enhancing their engagement, character, and social development. Therefore, this research is expected to contribute to the development of more interactive and effective learning models, especially in Islamic Religious Education. With empirical evidence on the effectiveness of quantum teaching in improving student learning outcomes, it is hoped that this model can be more widely applied in various subjects, especially those related to the development of students' social and character skills in elementary schools.

METHODS

This study is a Classroom Action Research (CAR). It was conducted at SDN NO.100210 T.N Siopat Opat, South Tapanuli. The school is located in Tapian Nauli village, South Angkola subdistrict, South Tapanuli regency, North Sumatra province. The classroom action research procedure was designed in a cyclical process consisting of 2 cycles. Each cycle includes four phases: (1) Planning; (2) Action; (3) Observation; (4) Reflection. The subjects of this study were 14 fourth-grade students in the 2024/2025 academic year. The research was conducted during the odd semester, from August to November 2024. The focus of the research was the learning outcomes of Islamic Religious Education. Student learning outcomes data were collected using observation techniques and written tests, with scoring criteria determined by the researcher.

RESULTS

The results of the research indicate a significant improvement in students' learning outcomes after the implementation of the quantum teaching model. Quantitative data obtained from pre- and post-intervention tests show that: (a) teacher activity increased, with a percentage of 53.66% in the first meeting of cycle I, rising to 64.29% in the second meeting of cycle I. In the first meeting of cycle II, it increased to 73.81%, and in the second meeting of cycle II, it rose to 88.09%. Student activity also showed improvement, with a percentage of 54.76% in the first meeting of cycle I, rising to 61.91% in the second meeting of cycle I. In the first meeting of cycle II, it increased to 76.19%, and in the second meeting of cycle II, it reached 85.72%. (b) The students' learning outcomes also improved. The base score average of the students was 70.7, which increased to 83.3 in cycle I and further increased to 92.7 in cycle II. Additionally, the number of students who achieved the minimum passing score increased from 14 (61.7%) at the baseline to 18 (76.4%) in cycle I and 21 (87.50%) in cycle II. This improvement indicates that the quantum teaching model helped students better understand the material on "Aku Anak Shaleh." Moreover, observations during the learning process showed that students were more active in discussions, asking questions, and responding to the material being taught. Compared to the conventional teaching model previously used, the quantum teaching model engaged students more in the learning process, boosted their confidence, and enhanced their understanding of the "Aku Anak Shaleh" material.

To further clarify the research findings, here is a table comparing test results before and after the application of the quantum teaching model:

Cycle 1	Cycle 2
Before the implementation of the quantum teaching model	**After the implementation of the quantum teaching model**
Average Score: 70.7	83.3
Completion Rate: 61.7%	76.4%

From the table above, it can be seen that the average score of students increased from Cycle 1 to Cycle 2. From 70.7 in Cycle 1, it increased to 83.3 and then further increased in Cycle 2 to 92.7. Similarly, the mastery learning rate of students also increased from 61.7% to 76.4% in Cycle 1, and then to 87.50% in Cycle 2.

Data Verification To ensure the validity of the data, this research conducted triangulation by comparing test results, observations, and interviews. Academic test results were used as quantitative indicators of students' improved understanding, while observations and interviews with teachers and students were used to confirm whether this improvement was truly linked to the implementation of the quantum teaching model. Interviews with teachers revealed that students were more enthusiastic about learning after the application of quantum teaching. Teachers observed that students asked more questions and actively engaged in small group discussions. Additionally, students felt more confident in answering questions because they collaborated with their peers when facing more complex tasks. Furthermore, students expressed that they found it easier to understand the material because the learning process was enjoyable, with support from teachers and peers. Group discussion techniques, particularly when learning the topic "Aku Anak Sholeh" (I Am a Good Child), encouraged students to collaborate in discovering the material and presenting it in front of other groups, which boosted their confidence and experience. This indicates that the quantum teaching model not only improved academic results but also built students' social skills in teamwork and communication.

Based on both quantitative and qualitative data analysis, it can be concluded that the quantum teaching model is an effective approach in enhancing students' understanding of Islamic Education material, especially the character-building topic of "Aku Anak Sholeh." With gradual support, students were able to reach a deeper understanding and apply the concepts learned in their daily lives. Thus, the findings of this research strengthen previous findings that suggest the quantum teaching model can improve students' learning outcomes and engagement in the learning process. Therefore, the quantum teaching model can be considered an effective alternative strategy for enhancing the quality of moral education in elementary schools (Alhakiki, A., & Taufina, T., 2020). To ensure the validity of the research results, data validation was conducted using triangulation in the quantum teaching model, by comparing results from different data sources such as learning outcome tests, classroom observations, and interviews with teachers and students. This validation aimed to ensure that the improvement in learning outcomes was indeed due to the application of the quantum teaching model and not other factors. Learning outcome tests were used as the main quantitative data in this research. Statistical analysis showed an increase in the average score of students from 70.7 to 83.3 in Cycle 2, and further to 92.7 after the implementation of quantum teaching.

This result was then confirmed by classroom observations that showed increased student interaction during the learning process. Students became more active in asking and answering questions, as well as engaging in discussions with their classmates. This reinforced the assumption that the quantum teaching model played a role in improving their understanding. Additionally, interviews with teachers were conducted to gain perspectives on changes in students' learning behavior. Teachers stated that after the implementation of quantum teaching, students became more independent in completing tasks and more confident in expressing their opinions. Students who were previously passive in class began to show higher engagement, particularly in group discussions and presentations. Interviews with students also showed that they found it easier to understand the material "Aku Anak Sholeh" because the learning was fun. They were given the opportunity to learn through concrete examples, group discussions, and by finding the material themselves when given tasks. This process helped them understand the importance of socializing, empathy, and mutual cooperation in group collaboration, thus preparing them to apply these skills better in everyday life. The validation results showed consistency between the quantitative and qualitative data.

The increase in students' scores on the learning outcome tests aligned with the observations and interviews that indicated increased student participation and understanding during learning. This proves that the quantum teaching model is effective in improving students' learning outcomes on the topic "Aku Anak Sholeh." Furthermore, the data from this study also aligns with previous research findings, which suggest that quantum teaching can enhance learning outcomes by providing step-by-step guidance to students. Thus, this quantum teaching model has been proven effective not only in academic learning but also in the teaching of social and moral values in elementary schools. Based on the validation results, it can be concluded that the quantum teaching model in Islamic education, particularly on the topic "Aku Anak Sholeh" at SDN NO.100210 T.N Siopat Opat, Tapanuli Selatan, had a significant positive impact. Therefore, this quantum teaching model is recommended for use in other subjects to enhance students' understanding and engagement in the learning process. (Alhakiki, A., & Taufina, T., 2020).

CONCLUSION

The results of this study show that the application of the quantum teaching model in the teaching of Islamic Education on the topic "Aku Anak Sholeh" at SDN NO.100210 T.N

Siopat Opat, Tapanuli Selatan, is effective in improving students' learning outcomes. Quantitative data indicate an increase in the average score of students from 70.7 before the implementation to 83.3, and further to 92.7 in Cycle 2 after the application of the quantum teaching model. In addition, the number of students scoring high (80-100) increased significantly, while the number of low-scoring students decreased. Observations and interviews also confirmed that the quantum teaching model was able to increase student engagement in learning, making them more active in discussions and deepening their understanding of the material. The success of this study is supported by data validation conducted through triangulation, which involved comparing test results, classroom observations, and interviews with teachers and students. The consistency of findings from various data sources proves that the improvement in students' understanding did not occur by chance but was a direct result of the application of the quantum teaching model. Thus, this study reinforces previous findings that quantum teaching is an effective instructional model for improving the quality of learning, both in academic and moral aspects (Alhakiki, A., & Taufina, T., 2020).

Academically, the quantum teaching model has been proven to help students understand concepts more systematically and deeply. Through student collaboration, learners not only receive information passively but are also trained to think critically and independently in understanding the material. This has a positive impact on their learning outcomes and can be a solution to the issue of low understanding of Islamic Education material in elementary schools. In addition to the academic impact, the quantum teaching model also makes a significant social contribution. Through a discussion- and group-based approach, the quantum teaching model helps students develop social skills such as communication, cooperation, and empathy. Students become more accustomed to actively interacting, helping each other understand the material, and learning to appreciate the opinions of their peers. These skills are not only beneficial in the school environment but also in their social lives outside the classroom (Widiyaningsih & Pujiastuti, 2013). With these positive results, the application of the quantum teaching model in Islamic Education can be more widely implemented in other elementary schools. Since quantum teaching is part of joyful learning, one of the pillars of the deep learning approach, students enjoy learning, making it easier for them to understand and internalize the lessons (mindful learning), as well as apply them in their daily lives (meaningful learning).

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