



# THE EFFECT OF THE AUDITORY INTELLECTUALLY REPETITION (AIR) LEARNING MODEL ON THE LEARNING OUTCOMES OF THE AL-QUR'AN HADITH CLASS XI STUDENTS OF MADRASAH ALIYAH TASSBEH BAITUL QUR'AN, PINRANG DISTRICT

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## ABSTRACT

This study aimed to (1) determine the learning outcomes of students who are taught the Qur'an Hadith without using the AIR learning model, (2) determine the learning outcomes of Al-Qur'an Hadith students who are taught using the AIR learning model, and (3) determine whether the AIR learning model influences the learning outcomes of Al-Qur'an Hadith students of class XI Madrasah Aliyah Tassbeh Baitul Qur'an, Pinrang Regency. This study used a quasi-experimental quantitative research method. The results showed that the data value of Sig (2-tailed) was 0.001 (p 0.05). Using the auditory intellectual repetition (AIR) learning model affects students' learning outcomes in Al-Qur'an Hadith at Madrasah Aliyah Tassbeh Baitul Qur'an, Pinrang Regency Class XI. It is concluded that the AIR learning model focuses on the processes of hearing, thinking or reasoning, and repetition.

**Keywords:** AIR Learning Model; Auditory Intellectual Repetition; learning outcomes

## 1. INTRODUCTION

Educating the nation and creating public welfare are two mandates in the 1945 Constitution of the Republic of Indonesia. Indonesia's human resources and quality education will eventually positively impact people's welfare (Sumiarti, 2017). Education, according to KBBI, comes from the word "education," which means steps, systems, or actions to educate (Kemendikbud, 2008: 352). Meanwhile, according to the definition, education is the process of developing one's abilities and individual strengths. Education is a process of intentional activity, which is conscious activity directed

to achieve the desired results based on the goals that have been established (Purwanto, 2013). Education can be defined simply as humans' attempts to shape their personalities under societal norms (Hasbullah, 2001).

The definition of education is also contained in the Law of the Republic of Indonesia No. 20 of 2003 regarding the National Education System, which explains that "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills that are needed by himself, society, nation, and state" (Republik Indonesia, 2003).

Based on some of the definitions above, it can be concluded that education is a conscious and planned effort to restore personality according to applicable norms and develop self-potential or skills needed by the individual, society, nation, and state.

The learning process carried out by students is one of the needs that humans must carry out because, through learning, humans can improve and something that is not yet known to humans can be known. One can understand various facts and information when studying thoroughly because this is an effective and natural way (Ni Ketut Maryani: 5).

Education is the initial capital students need to become a successful and useful society for the nation and state. Education is very important, so the government evaluates it from time to time to improve the quality of education in Indonesia (Thomson, 1977).

Indonesia's educational goals in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, Article 3, state that "national education aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state" (Republik Indonesia, 2003).

Schools, as formal educational institutions, are tasked with producing quality students. Students who have a balance of intellectual abilities, skills, morals, attitudes, and critical thinking skills taught in school are intact and qualified. The learning process is a reciprocal relationship or interaction between educators and students that takes place in educational situations to achieve learning goals.

Two-way communication and interaction between educators and students are the main feature and requirements for the learning process to take place, but interaction, in this case, is the kind of interaction that also instills attitudes and values in students who are learning, not just interactions regarding the subject matter. Because of the two-way interaction, educators are required to have tenacity, patience, an open attitude, and the ability to create more active learning situations. In addition, students are required to have enthusiasm and encouragement to learn. The learning process described above is influenced by several main components that are interrelated and play an important role in determining the learning process.

Many factors influence the success of the learning process, including educators, students, and the learning model applied. Educators must master several teaching skills to fulfill one of the important characteristics of successful educators. Even so, the most important thing is that educators must sort and choose learning models that encourage student involvement in the learning process so that they can improve learning outcomes, and the learning process that takes place is not boring (Sanjaya, 2010).

Educators must first be able to know the advantages and disadvantages of the material to be conveyed in the learning process, how the approach or method will be used in the learning process, what factors are needed to achieve learning objectives, how to manage and organize learning content, the expected result of learning activities, and how big the level of efficiency and effectiveness is, as well as what can be done to generate interest for students. Apart from understanding the material, one definite requirement that must be mastered by educators who teach Islamic Religious Education subject groups is guidelines for channeling Islamic Religious Education subject matter to further increase the activity and learning outcomes of students.

The transfer of knowledge between educators and students during the learning process will be properly fulfilled when educators pay attention to differences in the senses that are dominantly active in students or learning styles that make it easy to understand the material. These learning styles are grouped into three categories: visual, kinesthetic, and auditory (Rahayuningsih, 2017). Paying attention to the dominant senses in students makes it easy to understand the material because students learn with their own learning styles and can help each other with friends who are in the same community as them.

Based on the results of preliminary observations, it is known that the reality on the ground shows that the learning process carried out by educators focuses on all processes and sources of knowledge in the classroom that come from educators, and students become learning objects. The learning process is what makes students not get the meaning of their learning and results in students not developing their potential, knowledge, and talents.

Based on the results of interviews with one of the educators for the Al-Quran Hadith subjects of students in Madrasah Aliyah Tassbeh Pinrang Regency, the researchers obtained information that several obstacles in the learning process caused low student learning outcomes in these subjects. The constraints in question are that many students play during the lesson, there is a lack of learning media used, and students feel that learning the Al-Quran Hadith is boring.

The above can cause students to get bored in the learning process. The fact that is felt by educators is that when the learning process takes place, students are busy alone, more often tell stories with friends, and do not focus on learning material. When educators give practice questions, not all students are enthusiastic about working on these questions. Therefore, it is necessary to have a learning model that makes all students actively participate in learning and encourages them to be enthusiastic about learning the Qur'an Hadith subject by applying the Auditory Intellectual Repetition (AIR) learning model.

Auditory learning is a standard way of learning in the community, utilizing the sense of hearing to access sounds that are then processed to obtain information. Auditory students have a higher affective value than other groups when the learning process is direct; this means that auditory students prefer to learn by listening, one way of which is through a debriefing with their friends (Rahayuningsih, 2017).

The Auditory Intellectual Repetition (AIR) learning model is a learning model in which students play an active role while the teacher acts as a facilitator. The active involvement of students in the learning process can overcome these problems and help students gain a better understanding of concepts, making them more interested in the subject of the Qur'an and Hadith. In learning using the AIR model, students are guided to express or use the ideas, concepts, and skills they have learned to gain new knowledge.

The learning process carried out using the Auditory Intellectual Repetition (AIR) learning model will direct students to be able to conclude existing problems and be able to express them, both orally and in writing. So through this learning model, students will be more creative, active, and skilled in developing their abilities to achieve maximum learning outcomes.

The AIR learning model is an acronym for Auditory Intellectual Repetition. In this learning model, the teacher functions as a facilitator of learning, and students actively use their senses to build their knowledge. From the point of view of learning style, the learning model has similarities with the learning styles of the Somatic Auditory Visualization Intellectually (SAVI) and the Visualization Auditory Kinesthetic (VAK) learning models, but what distinguishes it lies in the repetition that exists. In the AIR learning model, it means expanding, deepening, and strengthening by giving quizzes or assignments (Huda, 2014).

According to Suherman, the learning theory that supports the AIR learning model is the flow of behavioral psychology. Figures in the flow of behavioral psychology include Ausubel and Edward L. Thorndike. Ausubel's theory is known for meaningful learning and the importance of repetition before lessons begin. Meanwhile, one of Thorndike's theories is The Law of Exercise, which says that the result of a repetition process that often occurs is a relationship between stimulus and response that gets stronger with each repetition. As a result, the more repetitions there are, the more automatic relationships are formed (Rahayuningsih, 2017).

The AIR learning model consists of three elements: auditory, intellectual, and repetition. The following is an explanation of each element of the AIR learning model:

#### **a. Auditory**

Auditory learning involves listening and speaking, presenting, expressing opinions, and responding. Dave Meier said in Huda (2014) that the auditory mind is stronger than we realize. Auditory learning is a way of learning by accessing all kinds of sounds and words. The human ear endlessly captures and stores information. Even without realizing it, the auditory way of learning is the standard way of learning in society.

The following things should be done by educators so that the auditory learning method can be carried out optimally:

1. Ask students for presentations.
2. Ask students to discuss their ideas verbally.
3. Carry out class discussions or debates.
4. Carry out the group study.
5. Ask students to read the text aloud.

### **b. Intellectually**

"Intellectually" comes from the word "intellectual," which, if interpreted, means "intelligent." Intellectually, the ability to think (mind on) must be used in learning, as must mental concentration, which is developed through reasoning, identifying, investigating, creating, solving problems, finding, and applying (Shoimin, 2014). Intellectual processes can be carried out by students if educators seek them out in activities such as doing strategic planning, solving problems, generating creative ideas, analyzing experiences, formulating questions, applying new ideas to work, searching for and filtering information, creating mental models, predicting the implications of an idea, and creating personal meaning (Huda, 2014).

It is possible to conclude that intellectually is a learning process in which students are instructed to use their intelligence to contemplate a learning or life experience and then create relationships, plans, and meanings, as well as identify the values contained in that experience.

### **c. Repetition**

According to Suherman in Haris Shoimin, "repetition" means repetition of learning material to deepen and broaden students' understanding of learning through giving assignments, working on questions, and giving quizzes (Shoimin, 2014). The existence of practice and repetition will help students in the process of remembering.

Repetition is very important in the learning process, both for educators and students. Through the repetition process, students can solidify and deepen the material they have obtained. Because students' memories are not always stable, repetition is a necessary process in learning.

## **2) METHODS**

This research was a quasi-experimental study that has a control group, but external variables that affect the implementation of the experiment cannot be fully controlled, consisting of two variables, namely the Auditory Intellectual Repetition (AIR) learning model variable (X) and the variable learning outcomes (Y). The population in this study were all students of Madrasah Aliyah Tassbeh Baitul Qur'an, Pinrang Regency, totaling 73 people or 2 study groups. The instruments used in collecting the data were observation sheets and learning achievement test questions. The observation sheet was to assess how the learning process was going, and the learning outcomes test questions were to see the effect of treatment on students.

### 3) RESULTS AND DISCUSSION

The research took place at MA Tassbeh Baitul Qur'an, Pinrang Regency, by applying the auditory intellectual repetition (AIR) learning model in the experimental class, namely, class XI Religion 1. Meanwhile, in the control class, namely class XI Religion 2, the e-Learning learning model was applied. The results of research in the field are as follows: Below are presented the results of normality test calculations using the Kolmogorov-Smirnov method, with the help of the IBM SPSS Version 23 application, as follows:

Tabel 1. Data Normality Test

Test of Normality	Mark			Information
	Statistics	Sig.	N	
<b>Control Class</b>	0.174	0.08	36	Normal
<b>Experiment Class</b>	0.125	0.153	37	Normal

Based on the test using the Kolmogorov-Smirnov method, if the significant level is greater than 0.05, the residual values are normally distributed; if it is smaller than 0.05, it means that the residual values are not normally distributed. Based on the table above, the control class data has a normal distribution, where  $0.08 > 0.05$ . In the experimental class, it is also normally distributed, namely  $0.153 > 0.05$ . The homogeneity test determines whether or not the obtained data is homogeneous. The homogeneity test of this study, the researcher used the largest variance homogeneity test with the smallest variance of the two data using the IBM SPSS version 23 application as follows:

Tabel 2. Control and Experiment Class Homogeneity Test

Class	Mark		
	Levene Statistics	Sig.	Ket.
Pre-test	2.54	0.115	Homogeneous
Post-test	0.086	0.77	Homogeneous

The type of variance test is homogeneity testing, with 0.05 as the significant level. So, if the significance value is greater than 0.05, it means that the variance of the two data sets being compared is homogeneous.

Based on the table above, it can be concluded that the pre-test of the two classes was declared homogeneous with a significant value of  $0.115 > 0.05$ , and the post-test of the two classes was also declared homogeneous with a significant value of  $0.77 > 0.05$ .

Hypothesis testing aims to determine whether there is an influence of the Auditory Intellectual Repetition (AIR) learning model on the learning outcomes of class XI students at Madrasah Aliyah Tassbeh Baitul Qur'an, Pinrang Regency. Because the statistical prerequisite test showed that the data are normally distributed, the paired samples t-test can be used to test the research hypothesis.

The following is a table of the results of testing the hypothesis of student learning outcomes using the Auditory Intellectual Repetition (AIR) learning model on the learning outcomes of the Al-Qur'an Hadith class XI students of Madrasah Aliyah Tassbeh Baitul Qur'an Pinrang Regency:

Tabel 3. Test Paired Samples T-Test

Hypothesis testing	Paired Differences					Q	df	Sig. (2-tailed)	
	Means	std. Deviation	std. Error Means	95% Confidence Interval of the Difference					
				Lower	Upper				
<b>Pairs1 (post-test control and experimental class)</b>	-6,33	10.96	1.82	10.04	2.62	-	3,47	35	001

Based on the table above, the sig. (2-tailed) is  $0.001 < 0.05$ . It is possible to conclude that there is a significant difference in learning outcomes between students taught using the Auditory Intellectual

Repetition (AIR) learning model and those taught using the e-Learning learning model (without the AIR model).

Based on the statistical analysis carried out above regarding the learning outcomes of students in the Al-Qur'an Hadith subject, the following is a discussion of the results of the analysis:

### **Discussion of Student Pre-test and Post-test Learning Outcomes in the Control Class**

In this study, a traditional e-learning learning model is employed, which undoubtedly faces challenges when applied in the field of research. Obstacles encountered during the research included the difficulties of students who were ignorant of technology or who were unfamiliar with using technology.

Research on the learning outcomes of Al-Qur'an Hadith in the control class was carried out in class XI Religion 2, totaling 36 people. The test was administered using multiple-choice questions with a total of 25 items. Before beginning the learning process, the researcher administered a preliminary test (pre-test).

After the data on the learning outcomes of the control class students were obtained and then processed using descriptive statistics, the maximum score for the pre-test was 92 and the post-test was 96; the minimum score for the pre-test was 32 and the post-test was 60; the average score was the mean obtained in the pre-test of 64.44 and the post-test of 73.11; and the standard deviation obtained in the pre-test was 15.38 and in the post-test was 9.35.

The percentage of learning outcomes scores of 0% is in the very low category, meaning that there are no students in this category, and the low by 8.33% in the pre-test, the medium by 27.78% in the pre-test, and the high by 11.11% in the post-test in the control class that is taught without using the Auditory Intellectual Repetition (AIR) learning model. The high category is 52.78% for the pre-test and 75% for the post-test. Meanwhile, the very high category was 11.11% in the pre-test and 13.89% in the post-test. In addition, according to the average score of student learning outcomes (64.44 on the pre-test score), if converted into the table above, it turns out to be in the high category, and 73,

The application of the e-learning learning model is monotonous and feels boring because students learn to use their respective cellphones or laptops to look for the material being studied. This

learning system is almost similar to learning from printed books; it's just that the information obtained is more diverse and numerous. The biggest weakness found by researchers during the research process is that students often use their cell phones or laptops for purposes other than learning material; students are more individualistic, and in practice, students must have an adequate basis for sorting out the information obtained. Most students also do not understand and remember the material well.

### **Discussion of Students' Pre-test and Post-test Learning Outcomes in Experimental Class**

Research on the learning outcomes of the Qur'an and Hadith in the experimental class was carried out in class XI Religion 1, totaling 37 people. The test was administered using multiple-choice questions, totaling 25 items.

After the experimental class students' learning outcomes data were obtained and then processed using descriptive statistics, the maximum score for the pre-test was 92 and the post-test was 96; the minimum score for the pre-test was 48 and the post-test was 68; the average score was the mean obtained in the pre-test was 67.57 and the post-test was 79.35, and the standard deviation obtained in the pre-test was 12.17 and in the post-test was 7.97.

The categorization of pre-test and post-test learning outcomes in the experimental class taught using the Auditory Intellectual Repetition (AIR) learning model, namely the percentage of learning outcome scores of 0, is in the very low and low categories, meaning that there are no students in this category. The moderate category is 35.14% in the pre-test and 0% in the post-test. The high category is 48.65% for the pre-test and 64.86% for the post-test. Meanwhile, the very high category was 16.21% in the pre-test and 35.14% in the post-test. In addition, according to the average score of student learning outcomes of 67.57 on the pre-test score, if it is converted into a table, it turns out to be in the high category, and 79.35 for the average score in the post-test, if it is converted also based on the table, is in the high category.

The application of the AIR learning model while in the field provides a new learning feel to students because, during the learning process, students are always involved in seeking information on learning materials and exchanging ideas with educators or classmates. The application of the AIR learning model also provides a stimulus for students to always use their reasoning power in solving given problems as well as in discussion sessions with their classmates. Although it must be admitted that the application of this learning model was initially still confusing for students because they still

did not know what to do, in the second meeting they enjoyed learning, which resulted in satisfactory learning outcomes.

Based on the results of data processing using the IBM SPSS version 23 application, H0 is rejected and H1 is accepted because of sig (2-tailed) or (0.001 0.05). This means that there is an influence after applying the auditory intellectual repetition (AIR) learning model on student learning outcomes in the Al-Qur'an Hadith subject, Madrasah Aliyah Tassbeh Baitul Qur'an, Pinrang Regency, Class XI Religion 1.

Based on the description above, researchers have proven that the Auditory Intellectual Repetition (AIR) learning model influences student learning outcomes in the Al-Qur'an Hadith subject at Madrasah Aliyah Tassbeh Baitul Qur'an Pinrang Regency.

Researchers have proven that the research hypothesis H1 is accepted, meaning that the application of the Auditory Intellectual Repetition (AIR) learning model affects the learning outcomes of the Qur'an Hadith of students in Madrasah Aliyah Tassbeh Baitul Qur'an, Pinrang Regency.

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