THE INFLUENCE OF SIMULATION LEARNING STRATEGIES AND LEARNING INDEPENDENCE ON THE OUTCOMES OF ISLAMIC RELIGIOUS EDUCATION LEARNING SCHOOL STUDENTS AT STATE 1 LUBUK PAKAM

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Abstract

The objectives of this quasi experimental research were to discover applying whether: (1) the learning achievement of students' Islamic eduction taught by applying simulation instructional strategy were higher than students' learning achievement in Islamic education taught by applying expository instructional strategy, (2) the learning achievement of students' Islamic education with high learning student independent than the learning achievement of students' Islamic education with low learning student independent, and (3) there was are an interaction between instructional strategy and learning student independentin affecting the learning achievement of students' Islamic education. The Research findings releaved that: (1) on average the students' learning achievement taught by applying simulation instructional strategy $\overline{X} = 28.12$ higher than the average students' learning achievement taught by applying expository learning strategy $\overline{X} = 27.00$ with $F_{count} = 113.96 > F_{table} = 3.984$, (2) on average the students' learning achievement with high learning student independent was $\overline{X} = 29.61$ higher than the learning learning student independent with low $\overline{X} = 25.93$ with $F_{count} = 7.66 > F_{table} = 3.984$, and (3) there was an interaction between instructional strategy and learning learning student independent toward learning achievement in Islamic education with $F_{count} = 35.48 > F_{table} = 3.984$.

Keywords: Simulation Learning Strategies, Learning Independence

Introduction

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

Students can learn well if learning strategies are carried out appropriately and effectively. It is rightly interpreted that learning strategies and strategies

should be adapted to the characteristics of teaching materials while effective means that the applied learning strategies and strategies can improve learning outcomes.

The learning strategies used by teachers so far have not been optimal so that it causes student boredom which results in low learning outcomes. To reduce or even avoid learning strategies that are too monotonous, various learning strategies are sought that are more effective in creating multi-directional communication, so that it is hoped that it will also lead to and increase proactive interactions in learning. However, it should be realized that there is no best or bad strategy, because this learning strategy has advantages and disadvantages.

One strategy that can be applied in Islamic Education learning is a simulation strategy. The selection and application of simulation learning strategies in Islamic Education learning is carried out according to the characteristics of the subjects themselves which require thinking skills and interaction skills from students to understand the materials contained in them.

The right learning strategy in studying Islamic Education material, especially the funeral prayer teaching material is a simulation learning strategy, where in simulation learning activities are developed thinking skills, intellectual skills, interacting, working together for problem solving and learning about various roles by engaging in experience. real or simulated and become autonomous and independent learners.

The results showed that the simulation learning strategy could improve student learning outcomes, including: (1) the results of Untari (2013) research showed that the application of the simulation method increased student learning outcomes: The percentage of classical student learning completeness in cycle I was 25%, in cycle II increased to 41.67% and in the third cycle increased to 79.17%, the average value increased from 61.13 in the first cycle, 69.54 in the second cycle and in the third cycle increased to 80.29, (2) research results Sunaryo (2015) shows that the simulation strategy has a positive effect on the social studies learning achievement of grade IV students where the data obtained shows the price data for Fcount 37,548 (p = 0.000) which means that the learning process that applies the simulation strategy has higher learning achievement than the strategy. conventional research, (3) the results of Andriani's (2014) research show the application of social simulation models in Civics learning (Citizenship Education) in the context of Social Sciences (Social Sciences) has been shown to improve students' democratic attitudes, and (4) Sunaryo's research (2015) shows that the simulation strategy has a positive effect on the social studies learning achievement of fourth grade students where the data obtained shows the price data for Fcount 37,548. (p= 0.000) which means that the learning process that applies the simulation strategy has a higher learning achievement than the expository strategy

Learning outcomes of a learning activity are also influenced by the characteristics of students in this case is independent learning. Learning independence is related to the behavior of students to carry out learning activities independently, where differences in the independence inherent in

students result in differences in students' abilities in absorbing Islamic Education teaching materials. In this case, students with high independence will have an impact on initiative, strong willingness to learn and readiness to learn on their own without depending on others, this is the opposite for students with low levels of independence.

The level of independence between students with high levels of independence and students with low levels of independence is thought to have a different effect on the acquisition of student learning outcomes. This is due to the characteristics of students with high levels of independence who have a high level of independence to work seriously on the tasks given by the teacher because it challenges them to find solutions while students with low levels of independence tend to expect and need the help of teachers or others in completing them.

The results showed a significant relationship between learning independence and learning outcomes, including: (1) the results of Al-Fatihah's research (2016) showed a relationship between learning independence and Islamic Education learning achievement for third grade students of SDN Panularan Surakarta in the 2015/2016 Academic Year, where the result of the calculation of the product moment value of rcount is 0.581. While the value of rtable is 0.344, so that rcount (0.581) > rtable (0.344), (2) the results of Egok's (2016) study show that there is a positive and significant relationship between learning independence and mathematics learning outcomes, this is indicated by tcount = much larger in ttable at a significant level of 0.05, namely 1.645 or tcount 5.436 > 1.645. The pattern of the relationship between these two variables is expressed by the regression equation = 1.583 + 0.394 X2, and (3) the results of Aini's research (2012) show that there is a positive and significant effect of learning independence on accounting learning achievement, as evidenced by rx1y = 0.359, r2 x1y = 0.129, tcount = 3509 is greater than ttable = 1.98.

The selection of appropriate learning strategies is needed and must be adjusted to the independence of students' learning, because studying material that is quite dense requires students' independence in finding other sources. Therefore, student learning independence is one component that must be considered carefully by teachers in identifying the abilities of their students which will assist in determining the appropriate materials, strategies, methods and media to use. This needs to be done so that the learning delivered can attract the attention of students and every second that takes place in the learning activities carried out will be meaningful and not boring for students.

This study reveals the efforts to improve student learning outcomes, especially in Islamic Education subjects by applying simulation learning strategies as one of the learning strategies that can be applied to Islamic Education learning, as well as the level of student independence in learning that is estimated to affect learning outcomes.

Research Methods

The population of this study was all Grade XI students, State School One, Lubuk Pakam regency, Based on cluster random sampling technique, one class was chosen to be taught by applying simulation instructional strategy dan expository strategy.. The research instrument were a test and questionnaire used to collect the data on learning achievement and to understand students' characteristic of learning student independet. The normality tests of learning achievement data ware Liliefors test, homogenity test was Fisher test and Bartlett test. The technique of data analysis was a two way ANOVA at the level of significance $\alpha = 0.05$ followed by Scheffe test.

Research Result and Disscussion

Overall, the average learning outcomes of SMAN 1 Lubuk Pakam students who were taught using a simulation learning strategy (= 28.12) were higher than the average learning outcomes of SMAN 1 Lubuk Pakam students who were taught using expository learning strategies (= 27, 00).

This fact shows that the simulation learning strategy has proven to be effective in improving the overall learning outcomes of Islamic Religious Education for SMAN 1 Lubuk Pakam students, both for groups of SMAN 1 Lubuk Pakam students with high learning independence and for groups of SMAN 1 Lubuk Pakam students with low learning independence.

The above is understandable because the purpose of implementing the simulation learning strategy is to foster students in order to develop students' cognitive, affective and psychomotor aspects comprehensively and interact with their environment. The simulation learning strategy emphasizes learning in which students discover for themselves what they are learning, not just knowing from the teacher.

The implementation of the simulation learning strategy also emphasizes the active and creative roles of students, considering that learning will be more meaningful if cognitive, affective, and psychomotor functions can work together. With simulation learning strategies, students learn directly by watching, observing the behavior of the strategy. There are a lot of learning support materials available around the students. Therefore, teachers can plan learning activities inside and outside the classroom.

In this regard, Hamalik (1993) explains that in simulation learning the following activities take place: (1) researching a situation, problem or game that helps the group try to achieve learning goals through role playing activities, (2). organizing activities so that the roles and responsibilities to be carried out are clear and adequate material, time and space are available, (3) prepare clear directions to participating students and classify activities that will help achieve the identified goals, (4) explain these directions to students, (5) answering questions related to the activity, (6) select students to do activities that play some skills in the classroom, (7) assist students involved in the planning stage, (8) supervise activities to determine whether roles and responsibilities are carried out in accordance with the rules and instructions, (9) provide suggestions to improve student activities, and (10) evaluate activities that focus on students'

understanding of the goals that have been achieved and to improve the next simulation activity.

Furthermore, it was emphasized by Sudjana (2002) regarding the advantages of simulation learning strategies, namely: (1) simulation activities are closer to the real life problems of the students, (2) can encourage students to think about problems in real life and try to solve them, (3) learning activities are more interesting because they are associated with roles in life, and (4) encourage the growth of students' cooperation in dealing with problems.

Based on this explanation, it can be interpreted that the simulation learning strategy is more effective in improving the learning outcomes of Islamic Religious Education students at SMAN 1 Lubuk Pakam. This can happen because in learning that applies simulation 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 the learning objectives of Islamic Religious Education.

Islamic Religious Education materials contain facts, concepts, principles and procedures that require students to study them through learning prerequisites. Thus, to be able to understand well about Islamic Religious Education material, a simulation learning strategy is needed that is able to describe in detail, define and understand concepts in a structured manner so that students can associate them in effective and efficient learning.

The findings of this study support research by Rasyid (2004) which concludes that students who experience directly or get the learning experiences that students gain in learning activities are able to grow students' attention, interest, and self-confidence so that positive interdependencies arise to increase learning activities and efficiency. Students who have direct learning experiences from the application of cooperative learning strategies have better learning outcomes than expository learning strategies.

Untari's research (2013) showed that the application of the simulation method increased student learning outcomes: The percentage of student learning completeness in classical cycle I was 25%, in cycle II it increased to 41.67% and in cycle III increased to 79.17%, the average the value increased from 61.13 in the first cycle to 69.54 in the second cycle and in the third cycle it increased to 80.29.

Sunaryo's research (2015) shows that the simulation strategy has a positive effect on the social studies learning achievement of grade IV students where the data obtained shows the price data for Fcount 37,548 (p = 0.000) which means that the learning process that applies the simulation strategy has higher learning achievement compared to expository strategy.

Research by Suharianta, Syahruddin, and Renda (2014) shows the average score of social science learning outcomes achieved by the experimental class is 23.25 or 77.5% in the high category. Meanwhile, the average score achieved by the control class who was taught using expository learning strategies was 18.50 or 61.7% in the sufficient category. Based on hypothesis testing, it can be concluded that there is a significant difference in social science

learning outcomes between classes taught using local culture-based simulation learning methods and classes taught using expository learning strategies.

Furthermore, the findings of this study also show the average learning outcomes of Islamic Religious Education students of SMAN 1 Lubuk Pakam with high learning independence ($\overline{X}$ = 29.61) overall both those taught using simulation learning strategies and expository learning strategies are higher both than the average results. learning Islamic Religious Education students of SMAN 1 Lubuk Pakam with low learning independence (= 25.93). This shows that independent learning without regard to the learning strategies applied affects the learning outcomes of Islamic Religious Education students at SMAN 1 Lubuk Pakam.

Observing the findings above, the teacher's role in learning activities is to pay attention to student learning independence so that the strategies applied in learning activities are in accordance with the characteristics of student learning independence. This is in line with the explanation of Hamalik (2009) which states that the function of independence is: (1) encouraging behavior or actions. without independence, there will be no action, such as learning, (2) independence functions as a director, meaning directing actions to achieve the desired goal, and (3) independence functions as a driving force, meaning that it moves one's behavior. the size of this independence will affect how quickly a job/task can be completed properly.

This study supports previous research conducted by Hambali (2004) which concluded that there are differences in learning outcomes for groups of subjects with high independence and groups of subjects with low independence in physics learning outcomes. Those with high independence have high learning outcomes, while those with low independence have low learning outcomes. Likewise, research conducted by Elisa (2009) argues that there are differences in social studies learning outcomes between groups of students who have high learning independence and low learning independence.

The research of Saefullah, Siahaan and Sari (2013) shows that there is a significant (mean) positive (unidirectional) relationship between the attitude of learning independence and learning achievement. This means, the better the attitude of independent learning that students have, the better the learning achievement achieved by students.

If it is further noted that in the simulation learning strategy, the average learning outcomes of Islamic Religious Education students of SMAN 1 Lubuk Pakam with high learning independence ($\overline{X}$ = 31.21) are higher than the learning outcomes of SMAN 1 Lubuk Pakam students with low learning independence ($\overline{X}$ = 25). While in the expository learning strategy, the average learning outcomes of Islamic Religious Education students of SMAN 1 Lubuk Pakam with high learning independence ($\overline{X}$ = 28) were higher than the learning outcomes of Islamic Religious Education students with low learning independence ($\overline{X}$ = 26.14). This shows that learning independence is significant to distinguish students' learning outcomes of Islamic Religious Education, where the learning outcomes of students with high learning independence, both those

taught with simulation learning strategies and expository learning strategies are higher than those with low learning independence.

This is understandable because learning independence as a strength in the individual in doing something without depending on others certainly has a significant meaning for a student in planning, managing and completing his learning activities. It can be predicted that if the level of independence of a student is high, then it can be expected that the student will be able to achieve better results than his colleagues.

The findings of the research turned out to show all the research hypotheses, namely: (1) the learning outcomes of Islamic Religious Education students of SMAN 1 Lubuk Pakam who were taught by simulation learning strategies were higher than the learning outcomes of students who were taught by expository learning strategies, (2) learning outcomes of SMAN students 1 Lubuk Pakam with high learning independence is higher than student learning outcomes with low learning independence, and (3) there is an interaction of learning strategies and learning independence in influencing students' learning outcomes of Islamic Religious Education, which is acceptable.

The first hypothesis is that the learning outcomes of Islamic Religious Education students of SMAN 1 Lubuk Pakam who are taught with a simulation learning strategy are higher than the learning outcomes of students who are taught with expository learning strategies. This is understandable because through simulation 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, the simulation learning strategy aims to foster student participation in solving issues or problems posed by the teacher in learning, foster discussion among students in finding causes and solutions to these issues or problems. Therefore, the teacher's role in the simulation learning strategy is more dominant as a facilitator who directs students to discover and construct their own knowledge.

Testing the second hypothesis shows that the learning outcomes of SMAN 1 Lubuk Pakam students with high learning independence are higher than those with low learning independence. These results prove that learning independence is significant for differentiating the learning outcomes of Islamic Religious Education.

The results of data analysis as a whole obtained that the average learning outcomes of students with high learning independence were higher than the learning outcomes of students with low learning independence. This indicates that students with high learning independence on average have higher Islamic Religious Education learning outcomes than students with low learning independence. Thus, students with high learning independence can better understand and master the subject matter of Islamic Religious Education compared to students with low learning independence.

Testing the third hypothesis shows that there is an interaction between learning strategies and learning independence in influencing the learning outcomes of Islamic Religious Education students at SMAN 1 Lubuk Pakam. If

it is seen that the average learning outcomes in the group of students with high learning independence and being taught using a simulation learning strategy is better than the average learning outcome for a group of students with high learning independence and being taught using expository learning strategies.

The average learning outcome of Islamic Religious Education in the group of students with low learning independence and being taught using a simulation learning strategy is lower than the average learning outcome of Islamic Religious Education in the group of students with low learning independence and being taught by expository learning strategies.

This finding means that groups of students with low learning independence are better taught using expository learning strategies than using simulation learning strategies. Thus, it can be concluded that learning strategies and learning independence significantly affect students' learning outcomes of Islamic Religious Education.

The breadth and depth of the subject matter of Islamic Religious Education requires a learning strategy that is able to describe in detail, define and understand concepts, understand theories and be able to evaluate and perform skills in effective and efficient learning. Thus, these students are expected to be able to build or construct their own knowledge and skills needed to solve learning problems.

Students are to have the ability to find the knowledge and skills themselves, and not because they are told by others. In addition, students are expected to be able to determine for themselves the important materials for their learning needs. Students are able to learn actively and independently by developing or using 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.

The results of this study can be said that learning strategies must be adapted to the characteristics of students, namely independent learning and the subject matter to be delivered. The selection of learning strategies or the ability to design appropriate Islamic Religious Education learning is needed and must be adapted to the characteristics of students so that it will assist in determining learning strategies, learning theories, and learning media that are suitable for use. This is done so that the lessons delivered can attract the attention of students and every hour of the lesson does not feel boring.

Conclusions and Recommendations

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

1. There is an effect of applying the simulation learning strategy on the learning outcomes of Islamic Religious Education. This can be seen from the difference in the average learning outcomes of students who are taught using simulation learning strategies ($\overline{X} = 28.12$) which is overall higher than the average learning outcomes of SMAN 1 Lubuk Pakam students who are taught by expository learning strategies ($\overline{X} = 27.00$). Thus the simulation learning strategy is more effectively applied in

Islamic Religious Education learning in order to improve student learning outcomes without paying attention to differences in learning independence as evidenced by the price of Fcount 113.96 > Ftable 3.984.

2. There is an influence of independent learning on the learning outcomes of Islamic Religious Education. This can be seen from the difference in the average learning outcomes of SMAN 1 Lubuk Pakam students with high learning independence ($\overline{X}$ = 29.61) who are taught using simulation learning strategies and expository learning strategies which are higher than the average learning outcomes of students with low learning independence ($\overline{X}$ = 25.93). This is also evidenced by the price Fcount 7.66 > Ftable 3.984.

3. The results of statistical analysis calculations show that there is an interaction between learning strategies and learning independence, where students with high learning independence are better taught using simulation learning strategies compared to using expository learning strategies, while students with low learning independence are better taught using strategies expository learning is compared with simulation learning strategies. This is evidenced by the price Fcount 35.48 > Ftable 3.984.

Suggestions that can be submitted in connection with the results of this study are: (1) to school principals to motivate teachers, especially islamic religious education teachers in learning activities to apply simulation learning strategies because through this research it is proven to be able to improve student learning outcomes, (2) teachers should pay attention to the characteristics of student learning independence in applying simulation and expository learning strategies. for students with high learning independence communication, it is more appropriate to be taught using a simulation learning strategy, while for students with low learning independence, the learning strategy that is more appropriate to be applied is expository learning strategy, and (3) other researchers who want to research more about simulation learning strategies should pay attention to other variables, especially those related to student characteristics such as learning styles, initial abilities, cognitive styles and so on so that more comprehensive knowledge is obtained.

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