DEVELOPING FOUR-D TEACHING MODEL TO IMPROVE THE STUDENTS' "AKIDAH TAUHID" COMPREHENSION

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ABSTRACT

The Development of Four-D teaching model in Islamic Religion Education subject about the "Akidah Tauhid" aimed to overcome the lack of the students' comprehension on "Akidah Tauhid" subject. This inovation was done by conducting teaching and learning approach oriented on problem solving using Four-D model that was based on group discussion. This research used research and development technique in which the action research model was applied to test the effectiveness of the model. Observation, interview, documentation and questionnaire were used as the technique of collecting the data. The results of the data analysis were as follows; 1) Teaching innovation using Four-D model can improve the learning quality and the process of the teaching and learning, after given the adequate pre-activity, the students had the readiness to the teaching materials and comprehension to the "Akidah Tauhid" subject; 2) The result of the first cycle showed that the mean score of the teaching learning process using Four-D model was2.80 (good enough) and the results of the second cycle was 2.90 (good enough) and the third cycle was 3.80 (good). It can be concluded that there was improvement of the "Akidah Tauhid" comprehension in Islamic Religion Education using Four-D model.

Keywords: *Four-D Model, Akidah Tauhid*

A. Introduction

*T*he Indonesian law of national education systemstated that the implementation of Islamic Religion Education is a compulsory subject. This education is very important and the most prominent aspect because this education has function and objective that become a basic in building and shaping personal character.Developing "Akhlak Mulia" has a basic role in developing the person in their society. It is hoped that through Islamic religion education, the noble soul and personality can be grown well.There are three basic principals in religion education such as; "Aqidah", "Syariah" and"Akhlak". From those three, "Akidah Tauhid" becomes the basic element in building human diversity (Nurhasan Bachtiar, 2013). Those three elements are in correlation. Studying "Tauhid" is not enough by only studying the knowledge, it also needs the comprehension comprehensive comprehension related to "Al-Qur'an"and

"Al Hadist" . (Suresman, 2001)

It is common that in higher education, the students are varied. It is believed that the students graduated from Islamic boarding school or "Madarasah Aliyah" (Islamic Senior High School) have a better knowledge more than those graduated from general senior high school (Senior High School/ Vocational High School)). This condition becomes consideration for the lecturer in writing lesson plan that contain suitable teaching strategy and use effective teaching approach (Suresman, 2006).

Besides the problem in the teaching approach, there isanother problem in the religion education, such as the students' idealistic point of view. This becomes issue not only among the students but also among the society.It is the Islamic religion teacher's roles to teach and make the students have the correct comprension about Islam. It is hoped that the students have a strong believe on Islamic principal ways of life such as "Tauhid", "Fiqih (Islamic Law)". Furthermore, the ability in Arabic and a comprehension about Islamic history are also needed. These aims to make the students have a broad point of view, a deep knowledge about Islamic role as "Rahmatan lil Alamiin" that becomes the base on the changing society nowadays.

Islamic education lecturer has a strategic role and has an ability to manage the priority scale in the materials of religion teaching.A philosophical and sufic review are needed. The philosophical review aims in making the students have a deep and comprehensive knowledge about Islam. Moreover, the sufic review aims in making those Islamic knowledge and comprehension are able to touch the spiritual conciousness and open the students heart to love to their religion, so the students will tend to do good things, shares, and feel the blessing when they apply the Islamic ways of life (Rohim, 2001).

The "Akidah Tauhid" teaching method can use system approach, in which the materials presentation is related to the teaching method, instructional media and assessment that are also correlated each other in order to achieve the teaching objectives (Jamil Suprihatiningrum, 2013). "Akidah Tauhid" subject aims to facilitate the students with knowledge, engangement and experience about Islamic "Akidah" so they can be a good moslem. Futhermore, it can make a students becomes a human who does a good things in their daily life and apersonally or socially as the manifestation of

the principals of Islamic "Akidah". By practicing good things and Islamic ways of life in their daily life the students can face the negative effect of globalisasi era and multidimensional crisis recently.

It needs any changes in the Islamic teaching model and strategies. The teaching material presentation emphasizes on social aspect and religion philoshopy.By giving the opportunity to the students to think and propose their ideas, it can create an active and interactive teaching learning process, so the material about "Akhidah Tauhid" can be presented well. Degeng (1990)states that teaching is an effort to make the students learn. It can be said that, in the teaching learning process, there are activities on choosing, determining and developing the ultimate strategy in order to achieve the ultimete results. The process of choosing, determining and developing the teaching model is influenced by the condition of the teaching learning process.Lecturer has an important role to conduct a good and an interesting teaching learning process by applying a suitable teaching method. So, it is decided to conduct a research that aims to develop Four-D method in order to improve the students' "Akidah Tauhid" comprehension.

B. Akidah Tauhid Teaching

The teaching of "Akidah Tauhid" in university emphazises on the ability to comprehend and hold the right faith and believe, learn the ways how to interact with other human (hablumingnannas) and to interact between human and their God (Habluminallah) (Fitri, 2015). By providing something as a good example,conducting good things habitually, introducing Islamic values by giving behaviour examples and the ways how to apply them in daily life at home, at the society, or in campus. The "Akidah Akhlak" materialis not only teaching about the religion knowledge but also shaping the students' characteristics, so they will have strong faith and believe everywhere they are. Considering those reasons, the Islamic education lecturer can develop suitable teaching model and teaching instuctional materials so the aims of teaching "Akhidah Tauhid" can be achieved well.

"Akidah Tauhid" is a "Syara'" term that is often found in Islamic theological books , "Akidah" means bound or something that is strongly stick, it realizes in Islamic

essential principle ("Rukun Iman)". Six principles that becomes the belief base for moslems that also becomes the strength in moslems' life. "Akidah: has two dimensions such as; "Akidah (Tauhid)" that means faith and belief to God All Mighty; and "Akidah (Amaliyah)" that means the strong belief to the moslems'"Amaliyah", something that must be done by a moslem "(rukunIslam)"(Yusuf, 1986).

From the etymology point of view, "Akidah" in Arabic, comes from the word *al-'aqdu* (الْعَقْدُ) that means bound, *at-tautsiiqu* (التَّوْثِيْقُ) that means faith or strong believe, *al-ihkaamu* (الْإِحْكَامُ) means stabilize, and *ar-rabthu biquw-wah* (الرَّبْطُ بِقُوَّةٍ) means bind strongly.. Al-Aqdu (bound) is an opposite word of al-hallu (separate or loose). That word is taken from the verb'Aqadahu" "Ya'qiduhu" (bind), " 'Aqdan" (promise binding), and " 'Uqdatun Nikah" (wedding binding). Allah states that, *"Allah tidak menghukum kamu disebabkan sumpah-sumpahmu yang tidak dimaksud (untuk bersumpah), tetapi dia menghukum kamu disebabkan sumpah-sumpah yang kamu sengaja ..."* (Al-Maa-idah: 89).Moreover, terminologically, "Akidah" means a strong conviced faith for the people who believe it. That faith will make a peace in hear and soul so there will be no hesitancy.

"Akidah Tauhid" consists of : 1) Tauhid Al Uluhiyyah means believing that there is only one God (Allah) in the workship, it means we workship only to Allah; 2) "Tauhid Ar-Rububiyyah", means believing that there is only Allah the creators, it is believe that it is only Allah who creates, dominates and controls the universe; 3) "Tauhid Al-Asma was-Sifat" , means believing that there is only one Allah in the name and His characteristic, it means we believe that there is no being that is similar to Allah in the soul, name or character.

Eventhough the aspect of " Qadha and Qadar" is still debatable among moslems, in "Akidah tauhid", Allah has opened His creatures who has faith to take the right way in comprehension and expressing their idea. The faith to "Qadar" belongs to "tauhid ar-rububiyah", because 'Qadar" is in the Allah control (Syaltout Muhammad, 1966).

C. FOUR-DTeaching Method

In Islamic religion education about the topic of "Akidah Tauhid", presenting the material well and in interesting interactive and communicative way is important. It makes the teaching learning process be in balance. Islamic religion education promotes the balance between the third aspects introduced by Bloom such as; cognitive, affective, and psychomotoric aspect.However, Reigeluth dan Darwazeh (1982) states that it will be better that in planning the teaching learning process, the teacher can modify one of the fixed teaching model, but in the teaching application that teaching method can not stand alone. Thiagaranjan, S (1974) found the Four-D teaching model, this model emphasizes in four aspects of teaching such as; (1) describing the teaching requirements that consist of four steps; (types, kinds of activities, characters and respond, and results of the teaching and learning process); (2) Designing lesson plan ; (3) Developing; (4) Disseminating information (writing report) or in short, itcan be stated as:

1. Defining

2. Designing

3. Developing

4. Disseminating.

1. **Defining Phase:** it is the phase to state and define the teaching requirements that consists of; a) initial analysis; b) students'analysis; c) tasks analysis ; d) concept analysis and e) teaching objective formulation.

2. **Designing Phase**: this phase aims to design the lesson plan, there are some aspects that must be considered in this phase such as; a) designing the test standard; b) choosing the instructional media that is suitable with the students' characteristics and the teaching objectives; c) choosing the form that will be used to review the available instructional materials and the instructional materials that will be developed.

3. **Developing Phase:** this is a production phase. There are some aspects in this phase such as; 1) the evaluation from the expert ; and 2) the pilot testing of the developed materials. In this phase, this research uses action research. The aim of this step is to produce a final product of the lesson plan that has been revised based on the expert feed back and the results of the pilot testing.

4.**Disseminating Phase.** This is the final step of the development. It aims to promote the developed product, so it can be accepted by the users.In order to publish well, Thiagarajan, et al determine the effective disemination, such as; 1) Clarity. Information should be clearly stated, with a particular audience in mind; 2) Validity. The information should present a true picture; 3) Pervasiveness. The information should reach all of the intended audience; 3) Impact. The information should evoke the desire response from intended audience; 4) Timeliness. The information should be disseminated at the most opportune time; 5) Practicality. The information should be presented in the form best suited to the scope of the project, considering such limitations as distance and available resources.

D. Research Method

This research was a development research adapted from developing model often called as Four-D (Thiagarajan 1974). In order to evaluate the implementation of the developed model, the action research was applied to know the effectiveness of the model. The following were the steps of the developing program that consists of four steps;

1. Defining Phase

There were some steps in the defining phasesuch as; after the initial observation was carried out, it defined some requirements of the development in this research namely;(1)the materials of "Akhidah Tauhid' in Islamic religion education was not practical, it has been oriented on theory, it made the students only know the materials without comprehend the importance of "Akhidah Tauhid" in daily life;(2)The students' characteristics could facilitate the developing model because of the good quality of the students' input;(3)task analysis is a task comprehension in the "Akhidah Tauhid" subject that was done by identifying the instructional materials structure in the form of the highlight of the instructional materials content.

2. Designing Phase

This phase aimed at designing the lesson plan that is suitable with the students' characteristics as the mature learners. The mature learners were characterized by their ability to comprehend the materials by conducting discussion and problem solving. So the teaching and learning process was designed by discussion

and problem solving to make the students understand the materials well.

3. Developing Phase.

The aim of this phase was to produce the instructional materials draft that had been revised by the reviewer. This phase was divided into two steps, namely; (1) There were two reviewers who did the validation, the instructional materials expert and the instructional media expert; (2) After the process of draft revision, it was continued with the process of trying out the product in the small and big group. Then, implementing the model in broader area. As long as the implementation process, the developed instructional materials was tested their effectiveness.The effectiveness testing was carried out through Classroom Action Research (CAR).This process was done by measuring the students' competence before and after the teaching learning process.If the students' competence after the teaching learning process was better than those before the teaching learning process, it can be said that the developed teaching model is effective.

4. Disseminating Phase.

The dissemination phase of this research had not been conducted because this developed research was limited in Faculty of Teacher Training Elementary School Teacher Education Department.

D. The Method of Data Collection.

The subjects of this research were the students of Elementary School Teacher Education Department3A class that consisted of 36 students.

The data collection was conducted using two kinds of research instruments;

(1) Structured Observation Sheet, this instrument was used to observe the students' learning activities. It was conducted by observing the teaching learning process in every cycles.The observation was carried out by the observers(Colaborators), using observation guide in the form of inventory sheet/ structured observation sheet. This structured observation sheet had been agreed by the researcher and the observers.The following was the blue print of the observation sheet that is used to observe the students' learning activities:

Table 1

Observation Sheet Indicators for observing the Students' Learning Activities

No	Observation Indicators
1	Paying attention to the lecturer's oral or written instruction on the worksheet.
2	Participating actively in every steps of teaching learning process.
3	Expressing ideas in solving the problems.
4	Working together with other students actively.
5	Discussing with other students actively.
6	Finishing the task enthusiastically.
7	Conducting various activities to solve the problems.
8	Communicating with other students and teacher bravely.
9	Formulating the learning product in witten form
10	Conducting activities that is suitable with the teaching learning process.

(2) Post Test

E. Technique of Data Analysis

The following were the techniques of analyzing the data:

a) Validation from the experts, the subject and instructional media expert, to make the lesson plan, instructional materials that relates to "Akidah Tauhid" subject be better.

b) Class trying out by using pre and post test. It was conducted by finding the differences using t-test computation. The pre-test was carried out before the implementation of cycle 1 and the post-test was carried out after the implementation of cycle 3. The sample was tested using data normality using Kolmogorof-Smirnov test. Then the difference of the pre and post test was tested using Paired sample t-test.

c) Taking the observation data from cycle 3 in order to know the students' comprehension on "Akidah Tauhid" subject.

F. Developing Result

The Result of Product Trying Out

Table 2
Evaluation Result Data of the Product from Instuctional material Expert

No	Scoring Indicator	Score	Note
1.	Content Properness	8,50	Good
2.	Language Aspect	8,80	Good
3.	Completeness Aspect	8,90	Good

The insstructional expert evaluated that all of the aspects were "Good", however they proposed some requirements, such as adding the references books about "Akidah Tauhid" that can be got from web, books, or journal.

Table 3
Evaluation Result Dataof the Product from Instructional Media Expert

No	Scoring Indicators	Score	Note
1.	Presentation	8,20	Good
2.	Outline	8,10	Good
3.	Cover ad Content	8,00	Good

The instructional media expert evaluated that the instructional media was "Good" but the size of the paper must be revised and the pictures presentation was not clear enough.

Table 4
The Evaluation Data of the Lesson Plan Product and Instructional Materials

No	Scoring Indicators	Score	Note
1.	Problem Formulation	7,50	Good
2.	Instructional Materials Selection	8,20	Good
3.	Teaching Scenario	9,30	Very Good
4.	Learning Sources and Instructional Media	7,50	Good
5.	Content of Instructional Material/Content	8,50	Good
6.	Properness	8,00	Good
7.	Language Aspect	8,50	Good
8.	Evaluation	7,00	Good
	Feedback		

The mean score of the peer assessment were good and very good, however they suggested that the lecturer should have add the feedback so the students could understand the materials well. The validator evaluation result stated that it could be continued to the phase of field trying out. The field trying out was conducted in three

cycles in which in each cycles, the progress of the students' comprehension toward the "Akidah Tauhid" materials was observation. .

The following is result of the field trying out:

No	Observation Indicators	Cycle 1	Cycle 2	Cycle 3
1	Paying attention to the lecturer's oral or written instruction on the worksheet.	3	3.2	3.8
2	Participating actively in every steps of teaching learning process.	2.8	2.9	3.5
3	Expressing ideas in solving the problems.	2.7	2.7	3.7
4	Working together with other students actively.	2.5	2.6	3.6
5	Discussing with other students actively.	2.9	3.3	3.8
6	Finishing the task enthusiastically.	3.1	3.1	3.9
7	Conducting various activities to solve the problems.	2.4	2.4	3.4
8	Communicating with other students and teacher bravely.	2.6	2.7	3.7
9	Formulating the learning product in witten form	3.1	3.1	3.8
10	Conducting activities that is suitable with the teaching learning process.	2.9	3	3.9
	Total	280	290	390
	Mean Score	2,80	2,90	3,90

It can be seen from the table above, there is improvement of the teaching learning process in eash cycles.

Graphic 1
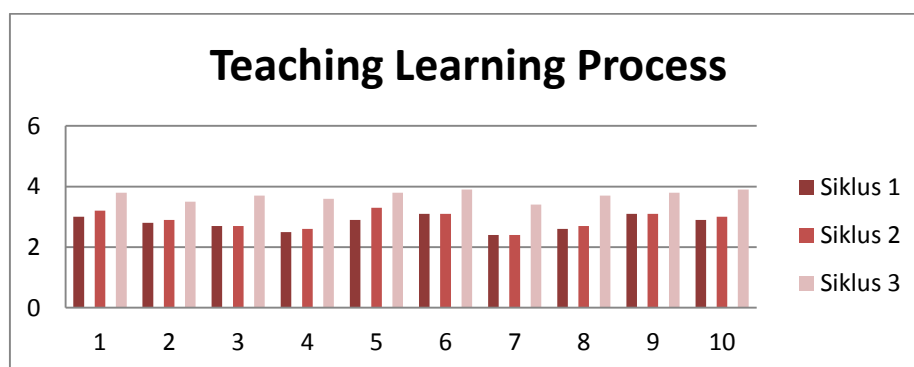
From the histogram above, it can be known that there is improvement of the students' respond toward the "Akidah Akhlak" teaching learning process, developed instuctional materials that has been developed using Four-D model, in each cycles.In the field trying out, pre and post test were also conducted. The following is the result of the statistical computation of pre and post-test.

One sample Kolmogorov-Smirnov test was used to test the data normality, the result is as follows:

One-Sample Kolmogorov-Smirnov Test

		PRE	POST
N		36	36
Normal Parameters[a,b]	Mean	66.22	77.50
	Std. Deviation	10.518	7.883
Most Extreme Differences	Absolute	.140	.152
	Positive	.093	.152
	Negative	-.140	-.097
Kolmogorov-Smirnov Z		.842	.913
Asymp. Sig. (2-tailed)		.478	.375

a. Test distribution is Normal.

b. Calculated from data.

It can be seen that the data 0,375 >from 0,05, so it can be stated that the data was distributed normarly. So they will be tested using T-test computation.

To test the differences of the students' scores before and after the teaching learning process, the T-test computation was implemented. The following is the result of the t-test computation:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean	Correlation	Sig.
Pair 1	PRE	66.22	36	10.518	1.753	.482	.003
	POST	77.50	36	7.883	1.314		

		Paired Differences			
					95% Confidence Interval of the Difference
		Mean	Std. Deviation	Std. Error Mean	Lower
Pair 1	PRE - POST	-11.278	9.632	1.605	-14.537

		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	PRE - POST	-8.019	-7.025	35	.000

From the table above, it can be seen that the mean score before the trying out of the teaching learning process using Four-D development model is 66.22 with deviation standard is 10.518. After the implementation, the mean scores of the three cycles is 77. 50 with standard deviation is 7.883

On the next table, it can be known that there is correlation between the two variables, the score is 0.482 with the probability score (sig) 0.003. It implies that there is correlation between before and after the teaching learning process using Four-D development model with probability score < 0,05

On the third table, it is known that the probability score is 0.000 < 0.005, it means that the teaching learning process using Four-D development model is significantly different. It is because there is improvement of the students' "Akhidah Akhlak" comprehension.So, it can be concluded that the teaching learning process using Four-D development model is implemented successfully.

G. Conclusion And Suggestion

1. Conclusion

Based on the result of data analysis and discussion, it can be concluded that there were only three phases from four phases on Four-D teaching model that were applied in Islamic Religion Education in the "Akidah Tauhid" subject. Those three phases were: defining, designingand developing phases. The last D, or disseminating phase was not applied.Defining phase aimed at defining the teaching needs, and there were five phases that has been applied, preliminiary research, students' analysis, concept analysis on the "Akidah Tauhid" concept, tasks analysis that were available in the instructional materials, and the formulation of the teaching learning process. In designing phase, the selection of the form and the initial teaching learning process was carried out. It was decided to select discussion method and problem solving. In the

developing phase, the experts of the subject and the instructional media expert validated the instructional materials and the lesson plan.

The product of this developed model was approved by the instructional material experts and the instructional media expert and also with the peers. The result of the try out showed that the product resulted from the Four-D developed model was suitable to be applied. It was proved by the significantly improvement of the students' scores in the three cycles of this research.

2. Suggestion

The Four-D teaching model implemented in Islamic Education Religion on the "Akidah Tauhid" subject is hoped to be able to be one of the examples in the variation of the instructional teaching materials. In addition, it is hoped that it can be developed further by disseminating it into the other subjects or into the other teaching materials in Islamic Religion Education.

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