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The Development of Story Methods in Learning Islamic Education Based on NLP (Neuro-Linguistic Programming) in Elementary Schools

Pengembangan Metode Kisah Dalam Pembelajaran Pendidikan Agama Islam Berbasis NLP (*Neuro-Linguistic Programming*) di Sekolah Dasar

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Abstract

The purpose of this study was to determine the results of the analysis of the need for PAI learning methods in grade V students at SDN 50 Bulu 'datu Palopo, to find out the validity of developing NLP-based story methods in PAI learning and assessing the effectiveness of NLP-based story methods in PAI learning. This research method is the Research & Development (R&D) method. The development model used is ADDIE which consists of five stages, namely: Analysis, design, development, implementation, and evaluation. Research subjects in class V SDN 50 Bulu 'Datu Palopo amounted to 15 students. Data collection techniques are questionnaires, documentation, observation, interview, and validation. Data analysis techniques to test their validity using the Aiken's formula and student questionnaire responses using descriptive statistical analysis. The results of this study indicate that in learning PAI especially the material of the stories of the Prophet and the Apostle needed the development of learning methods namely the NLP-based story method. The NLP-based story method developed was declared valid by three validators with

a recapitulation of 0.67. Learning methods have been effective in using students' questionnaire responses.

Keywords: *Islamic education; NLP; Story Method*

Abstrak

Tujuan penelitian ini, untuk mengetahui hasil analisis kebutuhan metode pembelajaran PAI pada peserta didik kelas V di SDN 50 Bulu'datu Palopo, mengetahui kevalidan pengembangan metode kisah berbasis NLP dalam pembelajaran PAI dan mengukur keefektifan metode kisah berbasis NLP dalam pembelajaran PAI. Metode penelitian ini adalah metode Research & Development (R&D). Model pengembangan yang digunakan ialah ADDIE yang terdiri dari lima tahap yaitu: Analysis, design, development, implementation, dan evaluation. Subjek penelitian di kelas V SDN 50 Bulu'Datu Palopo berjumlah 15 peserta didik. Teknik pengumpulan data yaitu: angket, dokumentasi, observasi, wawancara, dan validasi. Teknik analisis data untuk menguji kevalidannya menggunakan rumus Aiken's dan angket respons peserta didik menggunakan analisis statistik deksriptif. Hasil penelitian ini menunjukkan bahwa dalam pembelajaran PAI khususnya materi cerita Nabi dan Rasul dibutuhkan pengembangan metode pembelajaran yakni metode kisah berbasis NLP. Metode kisah berbasis NLP yang dikembangkan dinyatakan valid oleh tiga validator dengan rekapitulasi nilai 0,67. Metode pembelajaran dikategorikan efektif yang diukur melalui angket respons peserta didik.

Kata kunci: *Pendidikan Agama Islam; Metode Kisah; NLP*

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Introduction

The factor in supporting the success of education is that an educator is required to be able to improve his performance as teaching staff to foster students' self-ability in achieving educational goals. The method is an important component in connecting learning objectives and actions because the delivery of material will be more accepted by students if they use the right learning method (Sanusi, 2015). Learning methods are ways or things that are done and used by an educator in achieving appropriate learning goals (Fajriani, 2019). The learning method is a method used by educators to achieve the objectives of the learning process about mastering the attitudes, skills, and knowledge of students.

Based on the results of preliminary observations, researchers on Wednesday, April 11, 2018, at SDN 50 Bulu 'one. First, the learning outcomes of Islamic Religious Education (PAI) teaching material for the example of the Prophet and Apostle class V which shows that 10% of 15 students do not get the KKM value that has been enacted ie 70. Secondly, there is no NLP-based PAI learning method where the teacher only uses lecture and rote learning methods in learning so that students are bored in the classroom.

PAI learning is the thing that teachers do in guiding spiritually and physically by Islamic law in shaping the personality of both students (Sahlan, 2013). There are several characteristics of PAI at school, namely: protecting the faith of students, maintaining and maintaining the values of Islamic teachings contained in the Qur'an and Hadith, containing and interpreting, as well as being an ethical and moral standard for developing culture and science and technology (Su'dadah, 2014). The purpose of Islamic religious education is to foster faith and to realize Indonesian people who are religiously devoted and of good character (Nugroho, 2012).

This research intends to develop a story learning method because this method can activate and excite students. In addition to that, learning stories always contemplate the meaning and follow various story situations, so students are influenced by the characters and the topic of the story. The story method is a method used by the teacher when delivering the material, the teacher tells how the process that happened in something good and actually happened or just figuring about the experience of suffering, the deeds of others (Wahid, 2015). Some steps in using the story method are an introduction, telling in an easy to understand and interesting language, concluding the story, interpreting the story, asking questions and students tell the story in turns (Purwadi, 2014). The story method is a learning method developed by researchers in Islamic religious education.

NLP is divided into three words namely: neurology means discussing the brain and how we think, linguistic means how to use language and its impact on humans, and programming means how to sort actions (Phillip & Rogers, 2009). NLP is a method used in language or communication based on what is thought or

based on mindset and then sort it based on actions or behavior. NLP makes it easy for students to understand learning because it uses language that is easily understood and understood by students and is useful in instilling positive values for students so that the wisdom of the stories of the Prophets and Apostles can be applied by students in everyday life. The principles of applying NLP in learning include practice, setting goals, building familiarity, flexibility, ecology, and sensitivity (Wikanengsih, 2010). The implementation of NLP in learning activities emphasizes the way of speaking that occurs to teachers and students, so communicative and active learning activities are formed (Rizkia, 2014).

NLP can be done by using certain word patterns in describing something, so that mental processes that affect behavior in achieving goals occur. Management of information provided is done through optimizing the ability of the brain (strengthening neuronal circuits) with nerve stimulation that coordinates the role of memory related to the human senses, especially vision, hearing, taste, smell, sensory language through the senses of the recipient of stimulation of motion and feelings/emotions (Rustan & Hasriani, 2020).

The material used by researchers in developing the story method in PAI learning based on Neuro-Linguistic Programming is the exemplary story material of the Prophet and Apostle, where this material is one of the material contained in PAI learning. Exemplary stories of Prophets and Apostles are stories of Prophets and Apostles that can be followed or imitated and emulated both traits or behavior and take wisdom from the lives of the Prophet and Apostles (Gusparadu, 2017).

This research is following the stages of development namely; conduct studies on research findings by product development, then the findings will be developed into a product, then test the product trials, and make revisions after trials are conducted (Setyosari, 2013). Analysis of the data used is validity analysis of NLP-based story methods and instruments, in determining validity using the Aiken's formula (Aji, Hudha, & Rismawati, 2017), and questionnaire analysis of students' responses with data or results that have been collected through instruments used then analyzed descriptive statistics (Azizah, 2019).

The focus of this research is to find out the results of the analysis of the need for PAI learning methods for grade V students in SDN 50 Bulu' Datu Palopo, to know the validity of developing story methods in NLP-based PAI learning and to assess the effectiveness of story methods in NLP-based PAI learning.

Method

This type of research method is the Research & Development (R&D) method. In developing products, researchers used the ADDIE development model. ADDIE development model consists of several stages, namely analysis, design, development, implementation, and evaluation. The subjects of this study were students in class V SDN 50 Bulu' Datu Palopo, which amounted to 15 students. The research instruments used were interviews, observation, questionnaires, validation, and documentation. Data analysis techniques used are validity analysis of NLP-based story methods and instruments using Aiken's formula; analysis of students' questionnaire responses with data or results that have been collected through instruments used then analyzed descriptive statistics.

Result

Analysis of the Need for PAI Learning Methods for Exemplary Story Materials for Prophets and Apostles

Requirement analysis is carried out for the program or product being developed. In this needs analysis activity, the researcher identifies priority needs that need to be met. Through needs analysis, researchers find the existence of a real condition or real in the field. Researchers conduct needs analysis using observation and documentation of the teacher. This needs analysis includes observation of activities during the teaching and learning process, and documentation is needed to find the data needed. The purpose at this stage is to obtain data on aspects of needs analysis by analyzing learning methods.

Based on observations and direct observations, teachers teach in Islamic Religious Education (PAI) learning only using the lecture method, there is no feedback between teachers and students as evidenced by the results of the observation sheet. The level of success of the action obtained from observation that

is 57% included in the predicate less. Therefore it can be concluded that the value is included in the predicate less because in terms of all aspects of observation does not meet the level of success of the action.

The validity of Story Development Method in NLP-Based PAI Learning

The researcher validated in developing the Neuro-Linguistic Programming-based story method. Validated instruments are the story method structure in NLP-based PAI learning, syntax and steps, and lesson plans. The content of the story method structure in PAI learning based on Neuro-Linguistic Programming consists of NLP principles, information processing learning models, syntax, factual conditions, and PAI learning design. The following is an overview of the structure of the learning method:

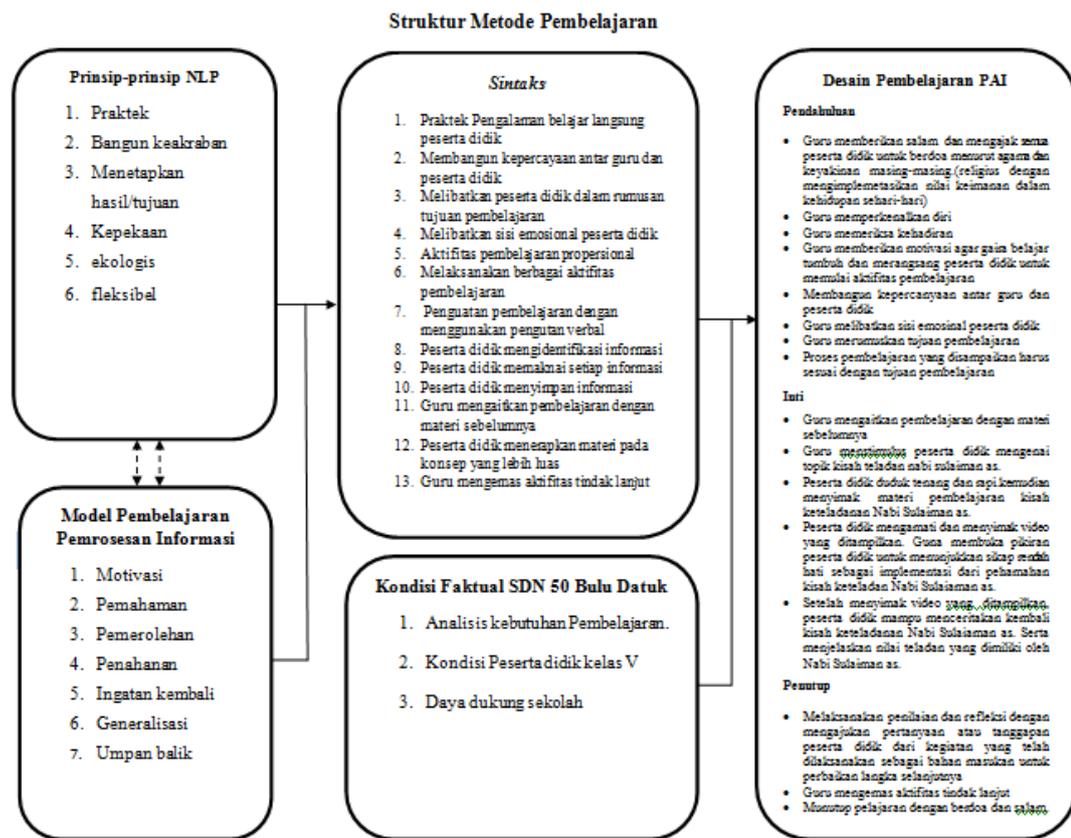


Figure 1. Structure of Learning Methods

The structure of the NLP-based story method is based on the principles of NLP learning and information processing models which are then combined to produce a learning syntax in the form of lesson plans. The hallmark of this method is the method used in speaking or communicating based on what is thought and based on the mindset and then sorting is based on actions.

The following validation data from the three validators are processed using Aiken's statistical formula. The data is as follows:

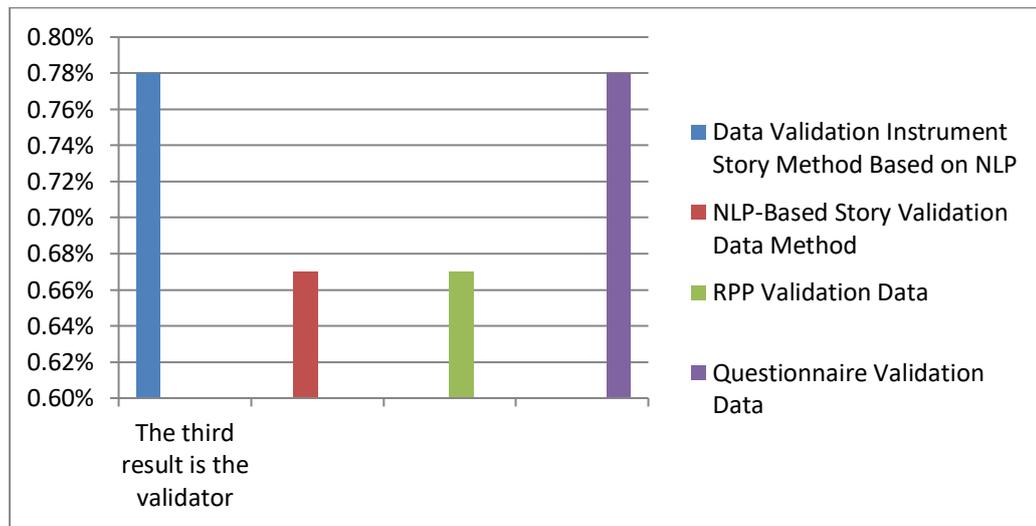


Figure 2. Validation Results from Validator

The Effectiveness of The Story Method in NLP-Based PAI Learning

The researcher evaluates the effectiveness of the NLP-based story method that has been developed through the dissemination of response questionnaires to students. The following is a table of students' questionnaire responses when viewed from several aspects:

Table 1. Results of Questionnaire Data on Student Responses

No	Rated aspect	Category				
		SS	S	N	TS	STS
1.	Enjoy learning methods	12	3	0	0	0
	Percentage	80%	20%	0%	0%	0%

2.	Video display in the learning method makes students eager to learn	8	7	0	0	0
	Percentage	53,33%	46,67%	0%	0%	0%
3.	Learning methods make students not bored studying	10	1	0	3	1
	Percentage	66,67%	6,67%	0%	20%	6,67%
4.	The language used in the learning method is easy to understand	9	6	0	0	0
	Percentage	60%	40%	0%	0%	0%
5.	Submission of material with NLP-based learning methods activates learning	12	3	0	0	0
	Percentage	80%	20%	0%	0%	0%
6.	The duration of effective video playback time	8	4	2	1	0
	Percentage	53,33%	26,67%	13,33%	6,67%	0%
	Amount	15				

1) Aspects of Interesting Learning Methods

The analysis shows that of the 15 respondents, 12 students chose strongly agree that the learning methods used were interesting and reached a percentage of 80%, respondents who chose to agree were 3 students 20%, while those who chose were neutral, disagreed, and strongly disagree zero percent.

2) Video Display Aspects in Learning Methods Make Students More Enthusiastic about Learning.

The results of data analysis showed that of the 15 respondents, 8 students chose strongly agree that the video display in this learning method made students more eager to learn to reach a percentage of 53.33%, respondents who chose to agree as many as 7 students were presentations 46.67 % while those who choose are neutral, disagree, and choose to strongly disagree zero percent

3) Aspects of Learning Methods can Make Students Bored with Learning.

The results of data analysis showed that of the 15 respondents, 10 students chose strongly agreed that this learning method can make students not bored in

learning and reach a percentage of 66.67%, respondents who chose to agree as much as 1 student presentations 6.67 %, while those who choose neutral as much as zero percent, do not agree as much as 3 students the percentage of presentation is 20% and strongly disagree as much as 1 percentage of the students is 6.67%.

4) Language Aspects used in Learning Methods are easy to understand.

Of the 15 respondents, 9 students chose to strongly agree that the language used in this learning method was easily understood and reached a percentage of 60%, respondents who chose to agree as much as 6 students had a 40% percentage, while those who chose neutral, disagree, very disagreed zero percent.

5) The aspect of The Submission of Material with NLP-Based Learning Methods Makes Students More Active in Learning.

The results of data analysis showed that of the 15 respondents, 12 students chose strongly agree that the delivery of the material stories of the Prophet and the Apostle with this learning method made students more active during the learning process and reached a percentage of 80%, respondents who chose agreed as much as 3 the percentage of students is 20%, while those who choose are neutral, disagree, and strongly disagree zero percent.

6) The aspect of Duration of Effective Video Playback Time

The results of data analysis showed that of the 15 respondents, 8 students chose strongly agreed that the duration of time used in video playback was effective and reached a percentage of 53.33%, respondents who chose to agree as many as 4 students were 26.67% presentations, while those who chose neutral were 2 students, the percentage was 13.33%, while 1% of students did not agree, the percentage was 6.67%, and strongly disagree zero percent.

Discussion

Analysis of the Need for PAI Learning Methods for Exemplary Story Materials for Prophets and Apostles

Before designing the learning method, the researcher analyzes the needs of the PAI learning method specifically on the material of the exemplary stories of the Prophet and the Apostle. This needs analysis was carried out to determine the

initial conditions or actual conditions regarding the learning methods used in learning PAI of the Prophet and Apostle's exemplary story material in class V SDN 50 Bulu' Datu Palopo.

Based on observations and direct observations of the learning methods used in Islamic Religious Education (PAI) learning only using the lecture method, there was no feedback between teachers and students in the learning process this was evidenced by the results of the observation sheet of 57%. Therefore it can be concluded that the value is included in the predicate less because in terms of all aspects of observation does not meet the level of success of the action. Seeing the gaps that occur, researchers try to offer an alternative solution by developing a particular product or design (Setyosari, 2013). In solving this problem researchers developed the NLP-based story method in PAI learning.

The structure of the NLP-based story method is based on the principles of NLP learning and information processing models which are then combined to produce a learning syntax in the form of lesson plans. The hallmark of this method is the method used in speaking or communicating based on what is thought and based on the mindset and then sorting is based on actions.

The validity of Story Development Method in NLP-Based PAI Learning

The NLP-based story method is said to be valid if it meets the validity test criteria which are then carried out and tested to find out the results. A test or measuring instrument can be said to be of high validity if the device carries out the size function, then provides measurement results by the purpose of the measurement (Widodo, 2006). Measurement of validity is assessed by content validity, construct validity, and criteria validity. The validity of the content and construct is assessed by experts in their fields (Yusup, 2018). While

The NLP-based story design method was developed as best as possible and made several revisions to the valid stage agreed upon by three validators. The instrument is declared valid in content and construct if the expert has not provided advice/input and received the contents, format, and construct of the instrument

(Yusup, 2018). The validity test results of the NLP-based story method developed show that the validation of the instrument and questionnaire reached a value of 0.78 while the validation value for the NLP-based story method and RPP was 0.67. These values indicate that the story method developed can be said to be valid (Widodo, 2006; Yusup, 2018). The validity of the criteria is assessed by comparing the instrument with its criteria. A comparison is tested by correlation test. The more the validity coefficient value is close to +1.00, the instrument is indicated to be more valid (Yusup, 2018). Because all aspects of the assessment are in the valid category, the NLP-based story method can be used in class and then its effectiveness is measured.

The Effectiveness of The Story Method in NLP-Based PAI Learning

The learning method developed by researchers is the story method in PAI learning based on Neuro-Linguistic Programming (NLP). Application of the NLP-based story method in learning to improve students' abilities in absorbing lessons. The NLP emphasis is focused on communication between teachers and students so that the teaching process can be fun. NLP can be implemented by positive and practical activities effectively. The successful use of the NLP-based story method in PAI learning in this study is in line with research conducted by (Amin, 2016) where NLP can eliminate anxiety, fear, laziness, and all the mental blocks that exist in learners to create pleasure, positive and comfortable in learning.

In applying the story method to the developed NLP-based PAI learning, researchers used media and learning resources. In the learning process, students are presented with animated films of exemplary stories of the Prophet and the Apostles so that students are easily aroused by what is displayed, and make students begin to express their imagination or ideas. The animated film display of the exemplary story of the Prophet and the Apostle adds to the enthusiasm of students in learning. This is evidenced by the results of the questionnaire responses of students related to learning to be interesting, fun, and not boring.

Image displays supported by animation will make students aroused to be interested in learning material. Utilizing animated films that educate, is very good to help students in learning. The use of instructional media can stimulate children

interested in the material presented because it is accompanied by interesting sound and moving images according to the child's age (Astuti & Mustadi, 2014). Besides being interesting, the results of the questionnaire also showed that the subject matter became easier for students to understand. This is in line with Dahlia (2019) research which proves that the use of instructional media makes it easy for students to understand the subject matter delivered to improve student learning outcomes.

Conclusion

The results of the needs analysis show that in PAI learning, especially the Prophet and Apostle's exemplary subject matter, the development of learning methods are needed to increase student interest and learning outcomes. The development of learning methods developed is the Neuro-Linguistic Programming-based story method which includes the principles of NLP learning and information processing methods. The results of the validity test of the instrument, the method developed, the RPP, and the questionnaire conducted by three different validators show an average of 0.67 where the value is included in the valid category. While effectiveness is assessed from students' responses to the questionnaire distributed. The results of the questionnaire showed that all students gave a good response to the use of the method. Thus the NLP-based story method is effectively used in PAI learning, especially the Prophet and Apostle story material.

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