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Remedial Teaching Patterns in Improving Islamic Religious Education Learning Outcomes for Junior High School Students

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Abstract

This study aims to: 1) determine the pattern of remedial teaching in Islamic Religious Education subjects at UPT SMP Negeri 4 Masamba, North Luwu Regency 2). Get an overview of the implementation of remedial teaching to improve student learning outcomes in Islamic Religious Education subjects at UPT SMP Negeri 4 Masamba, North Luwu Regency, 3) Knowing the results of remedial teaching in Islamic Religious Education subjects at UPT SMP Negeri 4 Masamba, North Luwu Regency. This research is qualitative research that uses a pedagogical, and sociological, didactic-methodical approach. The subjects of this study consisted of the Principal 2) Teachers 3) Coaches, and Students at SMP Negeri 4 Luwu Utara. Data analysis in qualitative research generally starts from data collection, data reduction, presentation of data, and concluding. The results of the research and analysis conclude as follows: 1) The pattern that is often used by Islamic Religious Education teachers in remedial teaching is adjusted to the existing subject matter but what is often used is the technological and international pattern with a withdrawal model, 2) The implementation of remedial teaching in The UPT of SMP Negeri 4 Luwu Utara is carried out in the form of a. Giving re-learning with different methods and media, b. Providing specific guidance, for example, individual guidance, c. Giving specific training tasks, d. Utilization of peer tutors, 3) The results of remedial teaching at UPT SMP Negeri 4 Luwu are carried out well, this can be seen in the achievement of students' scores who are successful in getting the minimum criteria scores after participating in remedial teaching.

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Introduction

Improving learning outcomes is largely determined by teachers as educators in achieving educational outcomes. In other words, the teacher occupies the central point of education. Teachers in the teaching and learning process have a dual function, namely as instructors, counselors, psychological officers, media, and other sources. In this dual function, the teacher is responsible for achieving the student's learning mastery standards. The standard used to assess whether students have achieved complete learning is the Graduate Competency Standard (SKL). SKL is applied by teachers since the beginning of the school year. There are several references used by teachers in determining SKL, including student input, subject matter, and infrastructure, and abilities of the teacher himself. It should also be noted that in the 2013 Curriculum the Minister of Education and Culture of the Republic of Indonesia has issued a new regulation on SKL for every level of primary and secondary education contained in Permendikbud No. 54 of 2013 concerning Competency Standards for Graduates of Primary and Secondary Education. This regulation formulated Core Competencies (KI) and Basic Competencies (KD) that must be mastered by students. The mastery of KI and KD of each student is measured using a criterion-referenced assessment system. This regulation formulated Core Competencies (KI) and Basic Competencies (KD) that must be mastered by students. The mastery of KI and KD of each student is measured using a criterion-referenced assessment system. This regulation formulated Core Competencies (KI) and Basic Competencies (KD) that must be mastered by students. The mastery of KI and KD of each student is measured using a criterion-referenced assessment system.

In general, it can be said that the learning difficulties of a student at school are influenced by internal and external factors. Therefore, a teacher can identify as accurately as possible the factors that cause learning difficulties in these students. In every teaching and learning process, the teacher always realizes that the students they face have a variety of talents, traits, intelligence, learning speed, attention, and so on, all of which lead to mastery of their learning. This resulted in their different levels of learning mastery. Every teacher always wants their students to be able to master the material or subject matter being taught, but the teacher's wishes are difficult to fulfill. The fact shows that each individual in the teaching and learning process has different results. In the context of education, that difference must be accepted or is a principle in every situation. Educators or teachers are always dealing with or encountering gifted children, have high abilities, some are less talented, some are fast and some are slow to receive lessons according to a predetermined program. This is due to different individual backgrounds. On this basis, it is necessary to provide individualized guidance services in teaching and learning programs concerning materials, approaches, methods, tools, evaluations, and so on. In the education process, guidance and counseling are the completeness of the whole process or program implementation.

Remedial teaching corrective teaching is a form of teaching that is healing or correcting or briefly teaching that makes it good. So remedial teaching or remedial teaching is a special form of teaching that functions to heal, correct, or make good. Remedial learning is a continuation of regular classroom learning, but in this learning, there are only students who still need additional learning. Each student is different in terms of learning abilities, academic standards, with remedial learning students who are slow learners compared to others, will be helped to learn, by adjusting the school curriculum, approach, teachers prepare learning activities and direct experiences according to the needs of students.

The level of student learning mastery is closely related to the time that is used seriously by students. If students are allowed to use the available time to study as well as possible, they will achieve the expected level of learning outcomes. So, students who have average (normal) skills if given enough time to study, can complete learning tasks completely as long as the learning conditions are quite favorable. Remedial teaching is an implication of complete learning. In the

principle of complete learning, every student has the opportunity to be able to completely master the subject matter given to him so that instructional goals can be achieved optimally. In learning with the principle of complete learning the teacher must pay attention to the level of mastery of the subject matter. For children who have not mastered the subject matter according to the expected level of mastery, remedial teaching should be given.

To help students achieve content standards and graduate competency standards, the implementation of the learning process needs to be made to be interactive, inspirational, fun, challenging, motivate students to participate actively, and provide sufficient opportunities for initiative, creativity, and independence according to their talents, interests, and physical and psychological development of students. To achieve these learning objectives and principles, there must be students who have learning difficulties or problems. Therefore, every educational unit needs to organize remedially or repair learning programs. Based on this difference, the teacher in the teaching and learning process must use the right approach pattern so that students get the opportunity to learn according to their personality so that they can achieve optimal learning achievement according to their abilities. And to assist each individual in achieving optimal performance, a remedial teaching approach is used. So that what educators expect of their students will be realized.

Islamic Religious Education seen from its existence in the national education curriculum is one of three subjects that are included in the curriculum of every formal educational institution in Indonesia. This is because religious life is one of the important dimensions of life for every individual and citizen. Through religious education, it is hoped that individuals with complete personalities will be able to be realized in line with the nation's view of life, considering the weight and magnitude of the role of Islamic religious education, it is necessary to formulate it in such a way, both concerning human and non-human facilities comprehensively and integrally. Such a formulation can be done through a good Islamic teaching system supported by qualified human resources (teachers), appropriate teaching methods,

UPT SMP Negeri 4 Masamba, North Luwu Regency in the context of achieving standard graduation criteria, especially in Islamic Religious Education subjects always strives to improve student learning outcomes, one of which is by conducting remedial teaching for students who have not reached the predetermined value. At this time at UPT SMP Negeri 4 Masamba, North Luwu Regency, trying to use several remedial patterns that are by the conditions of students to improve learning outcomes. This is done because of the high number of students who take remedial after the evaluation of learning is carried out, especially in Islamic Religious Education and Budipekerti lessons.

Method

The approach used in this study includes a pedagogical and sociological approach. This study provides an overview of the pattern of remedial learning approaches to improve student learning outcomes in the subjects of Islamic Religious Education and Character Education. This study focused on the problem of remedial learning patterns to improve student learning outcomes in SMP Negeri 4 Masamba Luwu Utara. This research will be conducted at SMP Negeri 4 Masamba Luwu Utara.

Sources of data in this study can be divided into two, namely primary data sources and secondary data sources. Data collection techniques that will be used in this study are observation, interviews (interviews), documentation. The data that has been collected is processed and then analyzed. The data analysis process is carried out through three stages continuously, namely data reduction, data presentation, and concluding.

Results

Remedial Teaching Patterns in Islamic Religious Education Subjects at UPT SMP Negeri 4 Luwu Utara, North Luwu Regency

Before teaching always prepare lesson plans as a reference during the learning process. So that the learning process can run smoothly. For reference to determine the material, namely the syllabus. In addition to the syllabus to determine the material, as a reference for learning resources, namely thematic books, both teacher books, and student books. Because the UPT SMP Negeri 4 Luwu Utara has implemented the 2013 curriculum, the model or pattern that is often used is the technological pattern where teachers rely on various available media sources.

For the learning process to run effectively and efficiently in learning planning, it is necessary to have active and innovative learning. So that every learning process requires the application of learning strategies/methods that have been listed in the lesson plans, following an explanation from Hayani's learning planning process said that during the learning planning process for making lesson plans, always include methods/strategies in the lesson plans so that the learning process can make students active. In addition to methods/strategies, it is also necessary to use media/props with adjusted materials and teaching patterns that are more in line with conditions, especially in Islamic Religious Education lessons, which are technological patterns.

In addition to lesson plans which are used as a reference in the learning process, it is also necessary to have a conducive class so that during the learning process students can feel comfortable in learning and learning materials can be easily accepted by students. the following explanation from Hayani said that the process of implementing learning: By using various approaches in classroom management so that the birth of optimal interaction in the learning process. Because classroom management is carried out to increase students' learning motivation, both in groups and individually so that the learning process remains conducive. As well as applying PAIKEM learning, active, innovative, creative, effective and fun learning.

Teachers can apply teaching patterns, methods, and strategies in the learning process so that it can run effectively and efficiently so that the learning process can achieve the predetermined goals. From several kinds of teaching patterns, methods, teacher strategies in grade IV UPT SMP Negeri 4 Luwu Utara uses one of the teaching patterns, methods, and strategies that are adjusted by the subject matter in each learning process.

At the time of learning Islamic Religious Education lecture method, think pair share strategy, and Question student have. And there are many more method strategies that are applied according to the material. The application of teaching patterns using methods and strategies is also reflected in the learning process that has been carried out by grade IV teachers at UPT SMP Negeri 4 Luwu Utara.

To determine student abilities and increase student activity and creativity during the learning process the teacher must apply a creative and innovative learning process so that at the end of learning students can achieve success by learning objectives. as explained by Kasma that to find out with questions and answers at the end of the lesson, as at the end of the teacher giving some questions, students actively answer it means that the learning material is accepted by students so that students' abilities develop. Learning is successful because the learning process is packaged actively, creatively, and innovatively so that students can receive learning materials and learning objectives that have been formulated can be achieved and effective.

To produce students who have high abilities, it can be seen from the learning process that is applied and the innovations made by the teacher so that students can develop, as explained by the principal of UPT SMP Negeri 4 Luwu Utara that in the learning process, teachers teach by innovations such as using media, teaching aids, and books that have been provided by the school. The application of teacher teaching patterns by using methods and strategies can produce high output students whose original input is low.

Based on the results of the information above, it is known that the pattern that is often used by Islamic Religious Education teachers in remedial learning is adjusted to the existing subject matter but which is often used is the technological and interactional pattern.

Learning Outcome Improvement Method Remedial Islamic Religious Education at UPT SMP Negeri 4 North Luwu, North Luwu Regency

Remedial learning is an educational service in the form of special services provided to students to improve their learning achievement to achieve the Mastery Criteria that have been previously set by the subject teachers, including PAI teachers, namely in the form of Minimum Completeness Criteria (KKM). The implementation of PAI Remedial learning in the learning process of UPT SMP Negeri 4 North Luwu students in Islamic Religious Education lessons. However, it still really needs to be improved because the concept of remedial education, especially in Islamic Religious Education, is still not implemented optimally by teachers and for students.

The implementation of PAI remedial education has not been perfectly carried out by teachers. This may be because the socialization and training on remedial education are still lacking, so it needs to be encouraged by the relevant government, especially the ministry of education. Still related to the remedial implementation method, teachers should follow the remedial implementation method or mechanism as required so that it can run effectively and efficiently. Several teachers and principals of UPT SMP Negeri 4 Luwu Utara are fully aware of the importance of remedial for students who experience learning delays and difficulties. Several interviews revealed that essentially remedial education is needed by students because some students are slow and have difficulties in learning. Remedial education feels very much needed by some or even all students because in some subjects it is very difficult to understand, then the concept of remedial will overcome the learning difficulties of these students.

As owned and used by students of UPT SMP Negeri 4 Luwu Utara, especially in Islamic Religious Education lessons. That is why adopting the modality or easiest way of absorbing information with another person is an excellent way to create intimacy and an atmosphere of understanding.

Remedial learning methods, among others, through the method of giving assignments and special guidance. The assignment is a way of presenting lesson material in which the teacher gives certain tasks so that students carry out learning activities. The assignment given is a form of training so that one day the students can carry out their real tasks in the community.

The teacher is the spearhead in learning, the teacher must be able to attract the learning of his students so that they have the motivation to achieve learning goals. Students who experience learning problems must be given an understanding in the form of planned programs in the form of remedial activities. Those who have problems are identified and selected and then given an intensive explanation.

The initial level of remedial is to rebuild confidence in students. A good remedial generally has all the attributes of good teaching, plus sample questions that can be used to better understand and master the learning material. Students are expected to continue to develop confidence when they have experience and feel their efforts are successful. Therefore, it is also necessary for teachers to know where the strengths and weaknesses of students are. Existing strengths are used to overcome weaknesses and these efforts are directed to achieve the level of achievement of learning outcomes.

Islamic religious education lessons are very closely related to example, both from words and actions. Remedial, auditory and kinesthetic learning will summarize both as a form of learning, whether they see and hear in the classroom, or outside the classroom. The application of remedial learning continuously needs to be done considering that the indicator of student learning success

is measured by the level of mastery learning outcomes in achieving Competency Standards (SK) which consist of several Basic Competencies (KD).

The strategy or method for implementing remedial learning in schools can be given after the teacher's daily test analysis is complete, and can also be given after students take the SK test consisting of several basic competencies. This is based on the consideration that the SK is a unanimous ability consisting of several KDs. Those who have not achieved mastery of certain SK need to follow remedial learning programs. From the results of the study that the level of intelligence of students in accepting, understanding lessons varies greatly, there are students who like Islamic Religious Education lessons, but there are also those who are less responsive, there are those who like math, science, social studies but some don't. The result of this is very influential on the quality of student learning outcomes, especially in Islamic Religious Education. Remedial learning feels very suitable to anticipate and deal with the problems of these students. This is all of course done at the end of each learning program through a more formal assessment process in the form of daily tests. The daily test is intended to determine the level of learning achievement of students, whether a student fails or succeeds in achieving a certain level of mastery of basic competencies that have been formulated at the time the learning is planned.

In the implementation of Islamic remedial learning at SMP Negeri 4 Luwu Utara in the form of:

a. Giving re-learning with different methods and media

Re-learning can be delivered by simplification of the material, variations in the way of presentation, simplification of tests/questions. Re-learning is carried out when most or all students have not achieved complete learning or have learning difficulties. Educators need to re-explain by using more appropriate methods and/or media.

b. Providing specific guidance, such as individual guidance

In the case of classical learning, students have difficulty, it is necessary to choose an alternative follow-up in the form of providing individual guidance. The provision of individual guidance is an implication of the role of educators as tutors. The tutorial system is implemented when there are one or several students who have not succeeded in achieving completeness.

c. Give specific training assignments

To apply the principle of repetition, the practice tasks need to be increased so that students do not experience difficulties in doing the final test. Students need to be given intensive training (drills) to help master the specified competencies.

d. Utilization of peer tutors

Peer tutors are classmates who have more learning speed. They need to be used to provide tutorials to colleagues who have learning disabilities. With peers, it is expected that students who have learning difficulties will be more open and familiar.

Learning outcomes that show the level of competency achievement through assessment are obtained from process assessments and results assessments. Process assessment is obtained through posttest, performance test, observation, and others. While the assessment results are obtained through daily tests, mid-semester tests, and end-of-semester tests. If the student does not pass because of the assessment of the results, then it is better to only repeat the test with re-learning if needed. However, if the failure is due to a process assessment that is not followed (for example, practical performance, group discussion/presentation) then students should repeat all the processes that must be followed.

If it is found that there are students who do not achieve the mastery of the competencies that have been determined, one of the actions taken is the provision of remedial or repair learning programs. In other words, remedial is needed for students who have not achieved the minimum abilities specified in the lesson plan. The provision of remedial learning programs is based on the background that educators need to pay attention to the individual differences of students.

a. Make a remedial implementation plan

In planning PAI teachers first make a remedial implementation schedule that will be adapted to the subject matter, this is in line with Muliana's explanation which says that before carrying out remedial activities, the first thing the teacher does is to plan remedial activities that are adapted to the PAI curriculum which is the reference. learning in schools and the level of learning difficulties of students in PAI subjects. For every activity, the planning factor is something that must be done, because no matter how good an effort is, if it is not planned properly, the activity will not be directed. Thus good planning will produce good results as well.

b. Implementing Remedial Outcome Learning Evaluation

As the final stage of remedial implementation is evaluating learning outcomes, this serves to determine the learning progress obtained by students who have problems in Zainal Arifin said that in general the results of implementing remedial evaluations show satisfactory results, where students who have problems in learning achievement shows an increase in a better direction. At the end of the learning program, a more formal assessment is held by the teacher in the form of daily tests. Daily tests are intended to determine the level of learning achievement of students, whether a student fails or succeeds in achieving a certain level of mastery of certain basic competencies that were previously formulated at the time the learning was planned.

Results of Remedial Teaching at UPT SMP Negeri 4 Masamba, North Luwu Regency at UPT SMP Negeri 4 Luwu Utara, North Luwu Regency

The criterion for measuring learning outcomes is the level of value that indicates the level at which the student masters the material being studied. Learning outcomes achieved by students can be known through measuring learning outcomes (evaluation). After being measured through evaluation, the measurement results are expressed in the form of a value belonging to a certain level.

Ismaruddin further revealed that at UPT SMP Negeri 4 Luwu Utara, the minimum completeness criteria had been determined, where the figure had been mutually agreed upon. The number criteria that have been used are as follows:

Table 1. Learning Outcomes Criteria

Class VII			
No	Number	Letter	Predicate
1	91-100	A	Very good
2	80-90	B	Well
3	70-79	C	Enough
4	0-69	D	Less/Fail
Class VIII			
No	Number	Letter	Predicate
1	91-100	A	Very good
2	81-90	B	Well
3	72-80	C	Enough
4	0-71	D	Less/Fail
Class IX			
No	Number	Letter	Predicate
1	92-100	A	Very good
2	82-91	B	Well
3	75-81	C	Enough
4	0-74	D	Less/Fail

Based on the table, it can be seen that the completeness criteria in class VII are 70, while in class VIII the completeness criteria are 72, while for class IX they must get the number 75 so that they can achieve the value of completeness criteria.

Based on the assessment criteria above, it can be seen that a good measure of mastery of the material in the subject of Islamic religious education is at the level of 70-75 and above which means students must get good grades.

Based on the results of research in the field, it was found that there were some students in Islamic religious education subjects who received remedial teaching. Remedial learning is attended by students at every grade level, starting from class VII to class IX. In class VII there are 3 (three) classes that participate in remedial learning, in class VIII there are two classes that participate in remedial learning, and in class IX there is only one class that participates in remedial learning. From the available data, it was found that every student at UPT SMP Negeri 4 Luwu Utara who took remedial learning got results above the completeness score that had been determined by the school.

Discussion

1. Remedial Pattern

Improving the quality of learning is a systematic process that continuously improves the quality of the teaching and learning process and the factors related to the goal so that it becomes a target that is achieved more effectively and efficiently. Quality of learning refers to the learning process in schools and learning outcomes that follow the needs and expectations of educational stakeholders. In the learning process to be of high quality, it can be seen from the activities of students during the learning process, it indicates the teacher must make active and creative learning. By applying various methods and strategies that are active and creative and involve joint learning so that the learning process will be fun. As in the use of methods and strategies. First look at the subject matter, after that choose a strategy or method according to the material. As at the time of Islamic Religious Education lessons, the material for ablution, to make children understand, uses the lecture method to explain how to perform ablution. Then the teacher uses a direct practice strategy, or if the learning is done online, the teacher prepares a learning video which is then shared in learning applications which of course can be accessed by students.

Teachers as power professional teachers must have teacher competence. Teacher competence can be seen in the teacher's ability to teach and apply teaching patterns to the learning process so that the learning process is of high quality because good learning quality can produce students with high output abilities even though the original students' input abilities are low. To improve quality learning, teachers package creative and innovative learning processes. In the teacher's role as the initiator, the teacher must be able to be the originator of ideas for progress and teaching. The existing educational process must be improved according to the development of science and technology in the field of education. The competence of teachers to adjust skills in the use of educational and teaching media must be updated according to the progress of communication and information media. Using a variety of teaching patterns that are adapted to the material being taught. So that the quality learning process to develop the ability of students. As at the time of thematic learning about ablution, To find out how to perform ablution, it is necessary to show a video to students so that they use technological teaching patterns. Because applying teaching patterns, methods, and strategies facilitates the learning process to achieve the goals set.

The challenges of teacher quality include personal, social, competence, professional challenges, and the skills of teachers in carrying out their duties. Teachers are fully responsible for the success of students to be able to live in society, teachers must be responsible for the transformative value of educational benefits obtained from school children to face the future.

Quality learning concerns the ability of teachers in the learning process in the classroom. To find out the teacher's ability, it can be seen from how many teachers teach, and see the innovations that have been made during the teacher's teaching. The learning process that I apply uses strategies and methods so that the learning process runs effectively and efficiently, in addition to the application of methods and strategies, there are innovations (improvements) that are always carried out to improve the quality of learning. Quality improvement is related to the targets to be achieved. The process to achieve and the associated factors. In improving the quality two aspects need attention, namely the quality aspect and the process aspect.

Education providers aim to produce quality students, which are a shared responsibility from the central government to the smallest element, namely teachers. The teacher's role is to improve quality, especially in the learning process, namely to produce quality students by producing outputs of students who have high abilities. Various innovations are needed in the implementation of a better learning process. In the context of education, quality refers to the context of educational outcomes that refer to the achievements achieved by the school. In the process of quality education, various inputs are involved, such as teaching materials (cognitive, affective, or psychomotor), methodology (varies according to the ability of the teacher).

School management, class support synchronize these various inputs or synergizes all components in the interaction of the teaching and learning process both between teachers, students, and supporting facilities in the classroom and outside the classroom, both in curricular and extracurricular contexts, both in the scope of academic and non-academic substances in an atmosphere that supports the learning process. Realizing quality education must be able to implement better, effective, and efficient education in producing high student output. The main task of the school is helping students to find, develop, and build academic and non-academic abilities according to the interests and talents of students who already have a place in extracurricular activities at school. The final results of learning and education obtained after going through the process,

2. Implementation of Teaching in the Framework of Improving Student Learning Outcomes

Remedial teaching is the provision of special treatment to students who experience obstacles in their learning activities. Barriers that occur can be in the form of a lack of prerequisite knowledge and skills or being slow in achieving competence. Some of the principles that need to be considered in remedial learning by its nature as a special service include:

a. Adaptive

Each student has their uniqueness. Therefore, remedial learning programs should allow students to learn according to their own pace, opportunity, and learning style. In other words, remedial learning must accommodate the individual differences of students.

b. Interactive

Remedial learning should allow students to intensively interact with educators and available learning resources. This is based on the consideration that student learning activities that are remedial in nature need to always get monitoring and supervision so that their learning progress is known. If there are students who are experiencing difficulties, assistance is immediately provided.

c. Flexibility in Learning and Assessment Methods

In line with the unique nature and learning difficulties of different students, in remedial learning, it is necessary to use various teaching methods and assessment methods according to the characteristics of students. Giving Feedback As Soon As Possible. Feedback can be corrective or confirmative. By providing feedback as soon as possible, the protracted learning errors experienced by students can be avoided.

d. Sustainability and Availability

Provision of Services Regular learning programs with remedial learning is an integral part, thus regular learning programs with remedial must be continuous and the program is always available so that at any time students can access it according to their respective opportunities.

By paying attention to the understanding and principles of remedial learning, remedial learning can be held with various activities, including:

a. Give additional explanation or example

Students sometimes have difficulty understanding the delivery of learning materials to achieve the competencies that are presented only once, especially lacking illustrations and examples. Providing additional illustrations, examples, and not examples for concept learning, for example, will help students form concepts.

b. Using learning strategies that are different from the previous The use of alternative learning strategies will allow students to overcome the learning problems they face.

c. Reviewing past lessons.

The application of the principle of repetition in learning will help students capture the learning message. Repetition can be done using the same method and media or different methods and media.

d. Using various types of media

The use of various types of media can attract the attention of students. Attention plays an important role in the learning process. The more you pay attention, the better the learning outcomes will be. However, students often have difficulty paying attention or concentrating for a long time. For students' attention to be concentrated on the subject matter, it is necessary to use various media to control the attention of students.

In the learning process of teachers who teach at UPT SMP Negeri 4 LuwuNorth for the material refers to the thematic K13 and for the application of teaching patterns adapted to the material being taught, this is done to improve learning outcomes in each subject being taught. In order to improve student learning outcomes, teachers are given the freedom to innovate in every lesson, of course, the freedom to innovate in this learning must be by the syllabus standards that have been determined in the K13 curriculum so that the learning provided does not violate the rules set in the applicable curriculum.

Quality learning can produce students with high output abilities even though the original students' input abilities are low. In the learning process in class VII UPT SMP Negeri 4 Luwu Utara, to improve quality learning the teacher packs a creative and innovative learning process, as explained by Mrs. Tri: Active, creative, innovative learning can improve the quality of learning because, at the time of learning the teacher bring students to develop learning opportunities, students can find and apply ideas, develop their abilities. In implementing active, creative, and innovative learning. Will develop students' abilities as well as develop students' character This was proven when researchers made observations at UPT SMP Negeri 4 Luwu Utara On February 23, 2019, The researcher saw that at the time of learning the teacher's teaching patterns were applied, such as the use of the task/recitation method and the discussion method. This teaches students to learn to discuss with their peers to be able to complete assignments. After completing the task, each group presents the results of the discussion in front of the class, this shows how students explain the material from the discussion to students who are the audience. After all the advanced groups take turns presenting the results of their discussions, the teacher provides reinforcement and feedback in the form of a question-and-answer test. The students actively answered so that the learning process reached the goals that had been set. This teaches students to learn to discuss with their peers to be able to complete assignments. After completing the task, each group presents the results of the discussion in front of the class, this shows how students explain the material from the discussion to students who are the audience. After all the advanced groups take turns presenting the results of their discussions, the teacher provides reinforcement and feedback in the

form of a question-and-answer test. The students actively answered so that the learning process reached the goals that had been set. This teaches students to learn to discuss with their peers to be able to complete assignments. After completing the task, each group presents the results of the discussion in front of the class, this shows how students explain the material from the discussion to students who are the audience. After all the advanced groups take turns presenting the results of their discussions, the teacher provides reinforcement and feedback in the form of a question-and-answer test. The students actively answered so that the learning process achieved the goals that had been set. the teacher provides reinforcement and feedback in the form of a question-and-answer test. The students actively answered so that the learning process reached the goals that had been set. the teacher provides reinforcement and feedback in the form of a question-and-answer test. The students actively answered so that the learning process reached the goals that had been set.

In improving the quality of learning, innovation is needed. Innovation in the world of education is an important thing to be realized immediately, to produce quality output. So it can be said that the innovation process requires reliable human resources (HR) who can produce quality products through a quality education process. Realizing quality education must be able to implement better, effective, and efficient education in producing high student output. The main task of the school is to help students find, develop, and build academic and non-academic abilities according to the interests and talents of students who already have extracurricular activities in Madrasahs. The final results of learning and education obtained after going through the process, namely human output with personality,

The teacher's thematic learning process uses an interactional teaching pattern, students are directly involved to interact and discuss the material in a discussion. The role of students, dominantly expressing their views on reality, listening to their friends' opinions, modifying various ideas to look for new forms that are sharper and more valid. The teacher's role is dominant in creating a learning climate of interdependence, and with students modifying various ideas or knowledge to look for new forms that are sharper and more valid. In the learning process, learning strategies must be directed to facilitate the achievement of competencies that have been designed in the curriculum document so that every student can become a learner.

The use of the method is applied at the time of thematic learning. A conscious teacher tries to regulate the learning environment so that it is passionate for students. With a set of theories that are owned, teachers use how to prepare teaching programs well and systematically. The teacher applies the discussion method, the question, and answer method, the lecture method, the assignment method, during the learning process according to the material being taught.

Learning activities that give birth to the interaction of human elements are a process to achieve teaching goals. The teacher consciously tries to regulate the learning environment to generate motivation for students. With a set of theories that are owned, teachers use how to prepare a well-systematic teaching program. Methods are active motives and function as external stimuli, therefore the function of the method is to arouse one's learning.

By applying various methods and strategies that are active and creative and involve joint learning. So that the learning process will be fun. Learning is successful because the learning process is packaged actively, creatively, and innovatively so that students can receive learning materials and learning objectives that have been formulated can be achieved and effective. By implementing an innovative learning process in Islamic Religious Education subjects at UPT SMP Negeri 4 Luwu Utara, it will encourage teachers and students to create, create, innovate the learning that is held. Teachers and students together package meaningful learning by providing opportunities for students to develop the skills and multiple intelligences of students. The teacher directs students to inquiry and package learning so that they can develop high-level thinking. In the learning process, UPT SMP Negeri 4 Luwu Utara teachers teach with innovations such as using media, teaching aids, and books that have been provided by the school. During the learning process that has been applied

by the Islamic Religious Education teacher at UPT SMP Negeri 4 Luwu Utara, it is very creative and innovative, this can be seen when the learning process takes place the teacher uses a teaching pattern adapted to the materials and methods so that the learning process runs effectively. As researchers observed in learning, students made crafts such as clipping the taharah/ablution procedures,

To keep students motivated to learn, remedial programs must always be emphasized, monotonous and effortless actions need to be avoided. Therefore, various teaching approaches need to be considered by teachers who provide remedial programs. Teaching approaches that are varied, relevant, and fun are in principle very in line with the principles of contextual learning, can prevent students' mental tension and stimulate self-development in learning. Learning materials that have high motivation need to always be sought to be developed to overcome learning problems. If students can help plan teacher programs, for example through the choice of subject matter that is easy to understand, students will feel lucky.

3. Learning Outcomes in Remedial Teaching

Based on the results of the research stated above, it can be concluded that the learning of Islamic Religious Education in SMP Negeri 4 Luwu Utara still needs to be improved so that student learning outcomes have increased. This is because almost 50% of students receive remedial teaching, can be seen that in class VII each class gets remedial teaching, in-class VII only 3 (three) classes do not take remedial teaching, and in-class IX two classes do not receive remedial teaching. Remedial teaching does need to be implemented but this teaching is carried out if students do not get the minimum completeness score that has been determined by the school.

Conclusion

At the end of this discussion, the researcher draws a conclusion that is obtained based on an analysis that is adapted to the discussion problem, namely as follows:

1. The pattern that is often used by Islamic Religious Education teachers in remedial teaching is adapted to the existing subject matter, but what is often used is the technological and interactional pattern with the withdrawal model.
2. Remedial teaching methods at UPT SMP Negeri 4 Luwu Utara are carried out in the form of a. Giving re-learning with different methods and media, b. Providing specific guidance, for example, individual guidance, c. Giving specific training tasks, d. Utilization of peer tutors.
3. The results of remedial teaching at UPT SMP Negeri 4 Luwu are carried out well, this can be seen in the achievement of students' scores who successfully get the minimum criteria value after participating in remedial teaching in participating in remedial learning programs, and the factor of time constraints in the learning process.

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