

THE EFFECTIVENESS OF THE MARKET PLACE ACTIVITY LEARNING MODEL IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS IN SMP

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Abstract: This study discusses the effectiveness of the marketplace activity learning model in Islamic religious education subjects at Raudhatul Jannah Middle School, Subulussalam City, Aceh. The purpose of this study was to determine the concepts used in the marketplace activity learning model in Islamic religious education lessons, then to find out the implementation of the Market Place Activity Learning Model in Islamic Religious Education Subjects, and to determine the Effectiveness of the Implementation of the Market Place Activity Learning Model in Educational Subjects. Islam at Raudhatul Jannah Middle School, Subulussalam City, Aceh. The results of this study are: the concept of the marketplace Activity Learning Model starting with the PAI teacher explaining the subject and objectives to be achieved in learning about complex explanatory texts, film/drama review texts, and biographical retelling texts. The teacher educates students in terms of buying and selling through the materials that have been provided. Implementing the Market Place Activity Learning Model in PAI Learning at Raudhatul Jannah Junior High School Subulussalam City makes students more active in their class. The PAI teacher also pays more attention to students by increasing students' enthusiasm for learning. Market Place Activity learning model in PAI learning is very effective.

Keyword: *Efektivitas, Pembelajaran, Market Place Activity*

Introduction

As one of the first-level schools that aspire to be a superior school, Raudhatul Jannah Junior High School Subulussalam City

Aceh has taken concrete steps. One of them is carrying out activities in the learning process by using appropriate learning models in each subject. Teaching and learning model activities on teacher and student activities in the classroom are necessary for an educator. By using the model, the teaching and learning process will be able to bring students to be more focused and active in the learning process.

Raudhatul Jannah Middle School, Subulussalam City, Aceh, was chosen for this research because the teachers at this educational institution have implemented various learning models in the learning process in the classroom, including the teaching and learning model with Market Place Activity. Market Place Activity is a learning model such as market treatment, where there are goods that are traded, there are buyers, there are also sellers, and there are also communication tools in the form of messages, which occur through questions and answers, accountability, and even promotion of the concept or results offered. Technically an image or work that uses Market Place Activity, then in groups of students in each group it is agreed that the division of tasks is a sales group to promote and defend their group's work, some serve as buyers of information to go around visiting other groups' works, either by conducting dialogues, question and answer and even evaluate and criticize.¹

This model contains the benefits of the nurturing effect in fostering and forming students' character directly, such as promoting responsibility in carrying out assigned tasks, encouraging students in working together in groups, being open to buyer criticism, trying and working hard to be the best. , accustomed to evaluating and being evaluated, building independence, self-confidence, group skills, receiving feedback, and practicing responsibility in making the best planning and design, as well as many values (valuing) stored in the learning.²

¹Irwan, "Penerapan Model Pembelajaran Market Place Activity Berbantuan Internet dalam Meningkatkan Hasil Belajar PAI Kelas VIII SMPN3 Lembang Kab. Pirang" dalam *Jurnal Studi Pendidikan*, Vol XV, No.1 Januari – Juni 2017, h. 59.

²Ahmad Bramiarto, "Pengaruh Implementasi Metode Pembelajaran Market Place Activity (MPA) Terhadap Penguasaan Materi PAI Makanan dan Minuman Halal-Haram Kelas 8 di SMP Negeri 26 Surabaya" (Skripsi: Prodi Pendidikan Agama Islam, UIN Sunan Ampel Surabaya, 2018), h. 33.

The use of models in student learning implementation is essential because teachers will more easily overcome problems in the learning process by using models and methods. It is undeniable that education and teaching is complex problem, not a few factors that influence it; one of these factors is the teacher. The teacher is an essential and central component in implementing the teaching and learning process. Therefore, the success of the teaching and learning process cannot be separated from the educator factor. Suppose the teacher is excellent and professional in delivering learning material. In that case, students will be better and easier to absorb learning material through interaction and communication in the learning carried out.³

Azyumardi Azra said that the implementation of teaching in the learning process nationally still had a lot to improve, let alone to compete competitively with the development of education outside the world, with neighboring countries still lagging. He further explained that, as is assumed by many circles, national education has not succeeded in increasing the intelligence and skills of students but has also failed in shaping the character and personality of students.⁴

It is very worrying if the teacher as the spearhead in achieving the nation's progress does not have adequate quality. As stated in Kompas, the nation's teaching staff still needs improvement. From the Teacher Competency Test (UKG) on about 1.6 million teachers, the results are very worrying because most of the scores are below 50 from the highest score of 100. Almost 130,000 teachers have scores between 0 and 30. Teachers (UKG) above 60 are only around 200,000 teachers. Director-General of GTK (Teachers and Education Personnel) Sumarna Supranata in Jakarta, Tuesday, July 7, 2015, revealed that the UKG results are an accurate benchmark for describing the problem of competency in schools.⁵

In the previous year, the condition of Raudhatul Jannah Middle School, Subulussalam City, Aceh, was not very attractive to the public to send their children to this educational institution. This can be said for several reasons. In general, the education of Raudhatul Jannah Junior High School, Subulussalam City, Aceh has not been able to

³Asnawir Basyaruddin Usman, *Media Pembelajaran* (Jakarta: Ciputat Pers, 2007), h. 10.

⁴Azyumardi Azra, *Paradigma Baru Pendidikan Nasional, Rekonstruksi dan Demokratisasi* (Jakarta: Penerbit Buku Kompas, 2002), h. xiii.

⁵Sumarna Supranata, "Direktur Jenderal Guru dan Tenaga Kependidikan (Dirjen GTK)" dalam *Harian Kompas* (7 Juli 2015), h. 3.

display a superior learning process as described in "Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 65 of 2013 concerning Primary and Secondary Education Process Standards".

This ministerial regulation is used as a standardization reference to see student activity. Students are said to be active in the learning process if there is a positive attitude in participating in learning, such as; want to observe, ask questions, reason, and express opinions; this is seen in terms of skills. Likewise, students want to remember, understand, analyze, and apply in terms of knowledge. In terms of attitudes, students are said to be active in their learning; if they can accept the opinions of others, they can appreciate, live and practice them. However, what is required by the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 65 of 2013 is not visible in the learning process, so it can be identified that in the learning process, weaknesses are seen, such as the absence of question and answer communication between teachers and students, as well as between students and students; Lack of awareness of students about the importance of communication and collaboration between students to train students' ability to understand the opinions expressed; There are no students' communication skills in the learning process; It was seen that some students did not listen to the material from the teacher, because the teacher only relied on the lecture system in the learning process. It was almost impossible to see the ability of students to answer the problems raised by the teacher. 6

This was the problem with education at Raudhatul Jannah Middle School, Subulussalam City, Aceh, so the learning process ran as it was. Over time, slowly but surely, the undesirable situation mentioned above can change for the better, where the teacher does not only rely on one model or method. The Raudhatul Jannah Junior High School teacher, Subulussalam City, Aceh, assisted by the principal and supervisor, has tried to take concrete steps to improve the learning process. Students are seen to be more active in following the learning process in class. Likewise, PAI teachers at Raudhatul Jannah Middle School, Subulussalam City, Aceh, have improved their learning process, such as applying the Market Place Activity learning model in their learning activities.

⁶Darta Sihaloho, Kepala SMP Raudatul Jannah Kota Subulussalam, wawancara di Subulussalam, tanggal 29 Mei 2021.

RESEARCH METHODOLOGY

This study uses a qualitative method, which is more concerned with the characteristics and quality.⁷ This research does not manipulate or give certain treatments to the object of research. Therefore, with regard to a particular case in this study, there was an active teaching and learning process by applying the Market Place Activity Model Learning at Raudhatul Jannah Junior High School, Subulussalam City.

Qualitative research as a research procedure will produce descriptive data in the form of written words or spoken words and the behavior of objects observed in the field.⁸ Therefore, in obtaining descriptive data to develop the understanding and concepts that will be generated from this discussion, the researcher will make the steps of the qualitative research procedure as follows:

1. Identifying problems, in this case regarding the weakness of education, the importance of implementing learning models by teachers to improve student learning activities in the classroom.
2. Determine the focus that gave birth to the formulation of the problem.
3. Collecting data through informants as data sources
4. Bringing up theory as a tool in completing information on phenomena encountered in the research field.
5. Reporting research results.⁹

The place for implementing research activities will be at Raudhatul Jannah Middle School, Subulussalam City, starting from May to December 2021 with a research period of 8 months.

In general, the data collection tools in qualitative research consist of 4 forms, namely: (1) observation, (2) interviews, (3) documentation and (4) combined triangulation. Observations will be carried out with the intention of recording how the implementation of the Market Place Activity learning model development at Raudhatul Jannah Junior High School Subulussalam City. Then the researchers conducted interviews with informal conversation

⁷Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, cet. 8 (Bandung: Rosdakarya, 2012), h. 72-73.

⁸Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Edisi Revisi, cet. 32 (Bandung: PT. Remaja Rosdakarya, 2014), h. 4.

⁹Trianto, *Pengantar Penelitian Pendidikan bagi Pengembangan Profesi Pendidikan dan Tenaga Kependidikan* (Jakarta: Kencana, 2010), h.185-188.

techniques on data sources with the aim of making it easier for researchers to avoid errors in what data they wanted. The interview technique that the author uses as described above is nothing but seeking the authenticity and naturalness of the data. In addition, researchers used the technique of internal official documents.

DISCUSSION

The Concept of Market Place Activity Learning Model in Islamic Religious Education Subjects at Raudhatul Jannah Junior High School, Subulussalam City.

The Market Place Activity model is a learning model with a special characteristic, which is active learning. The teaching and learning process is said to be active, if the students are active in processing information from various learning sources, both obtained from one group to another. Based on the explanation of the Islamic Religious Education teacher, Mrs. Dewi Ratna Sari, S.Pd., stated that in using the Market Place Activity Learning Model, it is necessary to have steps that must be followed in order to be in accordance with the objectives to be taught Islamic Religion. As the steps in the Implementation of the Market Place Activity Learning Model refer to Ruhyana¹⁰ namely there is a preparation stage and there is an implementation stage.

The direct observation that the researcher saw on the Implementation of the Market Place Activity Learning Model in Islamic Religious Education Subjects in class VIII-1 SMP Raudhatul Jannah, Subulussalam City, material imitates the characteristics of the Prophet SAW. will be described as follows:

Preparation Step

1. The First Step, Before starting the learning process, the Islamic Religious Education Teacher says greetings and prayers together with the students then the students are divided by the Islamic Religious Education Teacher into each small group, which ranges from 4 to 10 students. Students start counting according to their seats, if they want to make 5 groups, then count from one to 5, then repeat it again. Each student who gets the same number, then becomes one group.

¹⁰Irwan, "Penerapan Model Pembelajaran, h. 9

2. The second step, the teacher invites the students of Raudhatul Jannah Junior High School in Subulussalam City to take group seats according to the numbers obtained by the students according to the calculation method above. To expedite and facilitate movement in discussions, in the form of work visits or in buying and selling of information in the learning process, a suitable design is needed.
3. The third step, in a short time the students of SMP Raudhatul Jannah held a discussion to determine and choose the chairperson and secretary of their group. The selection of the chairman and secretary of the discussion group is done by direct appointment.
4. Fourth step, each group leader together with the secretary and members make a name for their respective group. By making the name of the group adapted to the subject matter discussed.
5. The fifth step, the Islamic Religious Education teacher informs the students about the topics and objectives and the scope of the teaching materials to be discussed, namely imitating the characteristics of the Prophet Muhammad, and explaining to students what to do, and what tools will be used in the lesson. this learning process. The time used for this is no more than 5 minutes.
6. The sixth step, the Islamic Religious Education teacher informs the contents of the related sub-discussions about imitating the characteristics of the Prophet Muhammad. to be worked on by each group. Because time is very limited give the same material to each group.

Implementation Step

1. The first step, the Islamic Religious Education teacher monitors each group by holding a writing utensil to check and record the development of the situation in each group.
2. The second step, the Islamic Religious Education teacher invites each group to work on the teaching materials that have been given, to prepare the material to be traded. The sources they take from the internet, textbooks, worksheets, and so on
3. The third step, the Islamic Religious Education Teacher directs each group to promote the goods to be sold, in the form of knowledge information about the Traits of the Prophet Muhammad which is presented in an attractive manner. The student uses mind mapping (concept map).

4. The fourth step, after the group work is finished and ready to be traded in the market, then each group divides the task, who will be the buyer to another group by bringing the product assessment instrument prepared by the Islamic Religious Education teacher and bringing small notes, and providing comments as evidence, for example by giving signatures, stars or coins prepared by the previous Islamic Religious Education teacher.
5. The fifth step, each group has their respective tasks according to the direction of the group leader. The officer who is given the task of buying visits the display of other groups of sellers for about 5-6 minutes and takes notes on important things that are explained by the sellers of the groups visited.
6. Step six, After the buyers make purchases to all groups, buyers return to their respective groups to report the results of their visits to other groups. The buyer explains to the seller in his group, then makes an assessment and discusses it.
7. The seventh step, by the Islamic Religious Education teacher from each group, is to carry out a group presentation of the results of the improvement of their work a maximum of 2 minutes per group, or a minimum of comments in each group.
8. The eighth step, Islamic Religious Education Teachers carry out learning reflections by describing in detail about imitating the characteristics of the Prophet Muhammad. and announce the results of which of the groups is the best in a fair and transparent manner. As a motivation, Islamic Religious Education teachers give rewards in the form of prizes, praise, as to Group III as a reward for those who are successful and the best.
9. The ninth step, Islamic Religious Education Teachers carry out reinforcement in the form of reinforcement to help students understand the material about imitating the characteristics of the Prophet SAW.
10. Step ten, conclusion. The Islamic Religious Education teacher together with the students, provides conclusions regarding the significant points in the teaching and learning process that have been realized, as well as ending the activities in the learning process.

Implementation of the Market Place Activity Learning Model in Islamic Religious Education Subjects at Raudhatul Jannah Middle School, Subulussalam City.

In this section, the researcher will present data regarding the Implementation of the Market Place Activity Learning Model with Student Activity Oriented Learning (PBAS) in Islamic Religious Education Subjects at Raudhatul Jannah Middle School, Subulussalam City. The data presented by the researchers was descriptive, namely describing the implementation of the Market Place Activity Learning Model oriented to student activities in Islamic Religious Education Subjects at Raudhatul Jannah Junior High School, Subulussalam City, especially for class VIII-1 students who were guided by Mrs. Dewi Ratna Sari, S.Pd.

From the results of interviews with Mrs. Dewi Ratna Sari, S.Pd. Islamic Religious Education teacher at Raudhatul Jannah Junior High School Subulussalam City, that by using the Market Place Activity Learning Model students are very enthusiastic and can encourage and motivate students to be more active in studying Islamic Religious Education subjects, using the Market Place Activity Learning Model is very helpful for students in understanding materials quickly and very effectively, especially in class VIII-1.”¹¹

With the Market Place Activity Learning Model which is student activity-oriented which is applied in schools, it makes students' abilities better and students can understand Islamic Religious Education lessons. Even the implementation of the Market Place Activity Learning Model which is oriented to student activities in class VIII-1 Islamic Religious Education subjects at Raudhatul Jannah Junior High School Subulussalam City, he formed student groups, there were buyers of information to sell to other groups and other groups of students bought information, information. What is traded is material according to the characteristics of the Prophet Muhammad.

The results of research conducted by researchers on the Implementation of the Market Place Activity Learning Model in Islamic Religious Education subjects at Raudhatul Jannah Junior High School Subulussalam City, can improve students' abilities which aim

¹¹ Dewi Ratna Sari, Guru Pendidikan Agama Islam Di Kelas VIII-1 Sekolah Menengah Pertama (SMP) Raudhatul Jannah Kota Subulussalam, wawancara di Subulussalam, tanggal 02 Desember 2021

to form intelligent students as well as students who are positive and motorly are skilled students.

The learning process carried out by Islamic Religious Education teachers at Raudhatul Jannah Middle School in Subulussalam City on December 1, 2021 with the material Exemplifying the Characteristics of the Prophet SAW. The author gets the following results:

1. The Market Place Activity learning model is a learning model such as market activity, where students make concepts as attractive as possible to be traded, there are sellers and there are buyers and, there is a question and answer session, defending and even promoting a concept or product.
2. Technically, a concept or work will use Market Place Activity, so in the study group, each group of students agrees on the division of tasks. Some become sellers' groups to promote and defend their group's work, others function as buyers of information to go around visiting other groups' works, either conducting dialogues, asking questions and even evaluating and criticizing. With this learning model students are more active, creative, innovative and not easily bored.
3. Based on the results of the interview with Mrs. Dewi Ratna Sari, S.Pd. Islamic Religious Education teacher at Raudhatul Jannah Junior High School, Subulussalam City, said that the Market Place Activity learning model is a learning model that can increase student motivation in learning, students are more enthusiastic and active in the learning process.¹²
4. Before carrying out the learning process in the classroom using the Market Activity Learning Model, the Islamic Religious Education teacher at Raudhatul Jannah City Subulussalam City made careful preparation and planning, one of which was by making a Learning Implementation Plan (RPP) as a guide in the teaching and learning process. The instrument contains steps in the learning process starting from the introduction, core activities (constructivism, asking, discovering, group study, modeling, reflection, and authentic assessment) and closing activities.

¹² Dewi Ratna Sari, Guru Pendidikan Agama Islam Di Kelas VIII-1 Sekolah Menengah Pertama (SMP) Raudhatul Jannah Kota Subulussalam, wawancara di Subulussalam, tanggal 02 Desember 2021

The Effectiveness of the Market Place Activity Learning Model on Islamic Religious Education Subjects at Raudhatul Jannah Middle School, Subulussalam City.

Based on the results of observations and interviews, data can be obtained about the factors that support and hinder the effectiveness of the Market Place Activity Learning Model in Islamic Religious Education subjects at Raudhatul Jannah Middle School, Subulussalam City both in terms of teachers, students or facilities and infrastructure.

There are several factors that support the use of the Market Place Activity Learning Model in Islamic Religious Education subjects as follows:

1. Principal leadership factors.

The implementation of learning requires a school principal who has managerial abilities and high professional integrity. Even based on the results of an interview with the Principal of the Raudhatul Jannah Middle School in Subulussalam, Mr. Amrullah, SHI, MA, that the principal is very supportive of the performance of the teachers so that they can carry out their duties optimally, such as facilitating the procurement of tools, training workshops, facilitating MGMP activities, maximize supervision and guidance on teacher performance.¹³

2. Parents and school committee.

The existence of active participation and cooperation from parents is very much needed by the school, this can be seen when a school committee is formed that accommodates the aspirations of all parents so that school information and the progress of student learning outcomes can be imparted to their respective parents.

Mr. Darta Shalolo, S.Pd., as the Principal of Raudhatul Jannah Junior High School, said that the participation and cooperation of the school and parents have been well-developed, their participation rate is quite high where teachers and students make learning contracts that contain the material to be studied in class and the rules during the learning process takes place.¹⁴

3. Teacher ability.

¹³Amrullah, Pimpinan Pesantren/Pengawas SMP Raudhatul Jannah Kota Subulussalam, wawancara di Subulusslam, tanggal 4 Desember 2021

¹⁴Darta Sihaloho, Kepala Sekolah Menengah Pertama (SMP) Raudhatul Jannah Kota Subulussalam, wawancara di Subulussalam, tanggal 02 Desember 2021.

The ability of teachers to support the results, the success of Islamic Religious Education learning outcomes by using the market place activity learning model. Teachers must manage students well in developing applied learning models, conducting evaluations and guiding students

4. Provision of teaching aids and learning media.

In learning activities can not be separated from the use of tools and media that are indispensable in learning Islamic Religious Education in supporting the education of Islamic Religion learning objectives. Learning media tools in schools are strived to be as complete as possible so that all teaching activities can facilitate teachers in delivering Islamic Religious Education materials to students.

Based on the results of an interview with one of the parents' guardians, Bpk. Masudin stated that Raudhatul Jannah Junior High School is one of the favorite schools and it is also marked that Raudhatul Jannah Junior High School also has adequate educational facilities and infrastructure.¹⁵

This provides wide opportunities for Islamic Religious Education teachers in utilizing existing learning media in improving the quality of Islamic Religious Education learning.

Library

Raudhatul Jannah Junior High School in Subulussalam City is one of the schools that has an adequate library containing religious books and general books, this shows that for students' knowledge, especially Islamic Religious Education learning using the Market Place Activity Learning Model in this model students can learn to find their own knowledge .

Literature as a completeness in the learning process that supports learning success so that students' insight into Islamic Religious Education material will be getting better and finally the purpose of teaching will be easy to teach Islamic Religious Education effectively and efficiently. Kesiapan belajar siswa.

The factor that really supports the success of the learning process at Raudhatul Jannah Junior High School in Subulussalam City is the readiness to learn through learning contracts with students at

¹⁵ Masudin, Wali Siswa VII-1 Sekolah Menengah Pertama (SMP) Raudhatul Jannah Kota Subulussalam, wawancara di Subulussalam, tanggal 03 Desember 2021

the beginning of the meeting. The learning contract contains the material to be studied and the model that will be used during the learning process, this has been agreed upon by the teacher and students, so when using the Market Place Activity learning model students are ready to take part in Islamic Religious Education learning well.

CONCLUSION

The concept of the Market Place Activity Learning Model begins with the PAI teacher explaining the subject and objectives to be achieved in learning about complex explanatory texts. Then the teacher divides the students into groups (one group consists of five students or more), then each group prepares and discusses the items to be sold (subjects/subjects assigned by the teacher, each group has different content), then the students observing, asking questions, and exploring subject/sub-topics through accurate references among groups. One content more than one reference. The goods sold must be attractive (can use mind mapping, concept maps, image designs and others). Then students associate and communicate through products such as mind mapping, concept maps, image designs, and others. Third Stage: The group is divided into two parts . The final stage: the teacher and students reflect and conclude what has been understood from the KBM process from beginning to end.

Implementation of the Market Place Activity Learning Model in Islamic Education Learning at Raudhatul Jannah Junior High School Subulussalam City makes students more active in their classes, then PAI teachers can also pay more attention to their students, can improve students' questioning skills, develop students' leadership, improve learning discipline, democratic attitude , and can create an attitude of respect among others and increase the attitude of cooperation.

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