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The Validity and Effectiveness of the Islamic Education Learning Model based on Quantum Teaching in Improving Students' Social Skills

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ABSTRACT---- *Social skills are an aspect that is no less important than cognitive aspects. This aspect must also receive equal priority in the educational environment. For this reason, this study aims to investigate the level of validity and effectiveness of the Quantum teaching-based Islamic Religious Education learning model to improve students' social skills. This research is part of research and development conducted at SMA Negeri 19 Makassar, Indonesia, involving 42 students and 5 experts. The instruments used in this study were validation sheets and social skills questionnaires which were then analyzed quantitatively. Data from the validation process were analyzed to determine the average score while the data from the social skills questionnaire were analyzed with the help of SPSS 20.00 software by running a t-test. The results of the study indicate that this learning model has a high level of validity based on the assessment of experts on the content validity test. In addition, this quantum teaching-based the Islamic education (PAI) learning model has also proven effective in improving students' social skills based on the results of the t-test by comparing the scores of pretests and posttest. With these results, this learning model can be used for a broader range of users.*

Keywords---- Quantum Teaching, Validity, Effectiveness, Social Skill,

1. INTRODUCTION

The main goal of education today is to develop students' social skills, which lead to improving personal and social health (Daraee, Salehi, & Fakhr, 2016; Morgan, Hsio, Dobbins, Brown, & Lyons, 2015; Rawles, 2016). This skill is an aspect of skill that experts see as a skill that is no less important than intellectual skills. One theory that examines this aspect is the theory of multiple intelligences, which reveals that every human being has different bits of intelligence (Gardner, 2003).

Social skills are still challenging to be clearly defined by experts until now (Smogorzewska & Szumski, 2017). These skills are rooted in cultural and social foundations that include initiating new communications, asking for help, and making suggestions to help others (Akelaitis, 2015). In simple terms, social skills are defined as skills possessed by a person in establishing and managing interactions with their environment to adapt and avoid conflicts.

A study conducted by Harvard University states that soft skills determine students' success in the future by 80% and hard skills by 20% (Utomo, 2010). This shows that social skills as one of the soft skills need attention from teachers to develop their abilities. (Gresham, 2016) states that students who have positive interactions or good relationships with their peers have the potential to have high levels of academic achievement.

Experts have explored various relationships between non-academic behaviour (social skills and motivation) and students' academic achievement (Wentzel, 2009; Wentzel & Watkins, 2002). Thus, learning social skills in students is an important stepping stone for their future social development. This is the reason why schools and their learning processes must be oriented to implementing various actions to grow students' social skills (Ioannis & Maria, 2017).

Social skills have become one of the focuses of the curriculum objectives in Indonesia. The graduate competency standards in the 2013 Curriculum are divided into three main parts, namely: (1) character education, (2) active learning methods, and (3) a balance between soft skills and hard skills covering cognitive, affective, and psychomotor aspects. One aspect of soft skills referred to in this case is social skills (Zuhri & Suparmin, 2013). There are still many junior and senior high school students who do not yet have adequate social skills. The rampant behaviour of children who cannot adapt to the environment and tend to be aggressive indicates their lack of social skills (Diahwati, Hariyono, & Hanurawan, 2016; Geldard & Geldard, 2012; Nuswantari, 2019).

Given that social skills are not acquired naturally, schools need to apply learning by training students' social skills (Sampathirao, 2016). (Loukatari, Matsouka, Papadimitriou, Nani, & Grammatikopoulos, 2019) confirm that social skills can be acquired through the learning process, including observation, acquisition, teaching and receiving feedback. Thus, one way to develop the social skills of participants is by designing learning through Islamic Religious Education Subjects.

The reality on the ground states that Islamic religious education carried out by teachers only emphasizes the transfer of knowledge and has not reached the formation of attitudes and behaviour (Zafi & Falasifah, 2018). In addition, the teaching and learning process in the classroom tends to be less creative. Some examples that support this postulate include: (1) the formulation of instructional objectives that are less precise, (2) the method is monotonous, (3) the media is less relevant to the content of the material being taught, and (4) learning only emphasizes the cognitive aspect (Anidi, 2017).

One of the efforts in designing exciting and innovative learning is by adopting quantum learning methods into Islamic subjects. Quantum teaching is a learning method that focuses on dynamic relationships in a learning environment that can create an attractive, fun, and challenging learning atmosphere (Rumapea, Syahputra, & Surya, 2017). In addition, quantum learning also has advantages that seek to bring students into the real world and bring the real world into their world (Silfia, Irwan, & Yerizon, 2019). In other words, the advantage of this learning model is connecting the subject matter with events that occur in the real world (Zeybeck, 2017).

One of the studies that have been carried out related to PAI learning based on quantum teaching, among others, was carried out by (Sadiyah, 2015). The study results stated that qualitatively, the Islamic education learning using the Quantum teaching approach could improve the learning outcomes of junior high school students. In addition, (Ikmal, 2017) developed a learning product in the form of Student Worksheets in the Islamic education learning, and it was proven to impact their learning outcomes positively. (Zafi & Falasifah, 2019) stated that the Islamic education learning with the quantum teaching method also moved the elementary school level. Likewise with a study conducted by (Romdloni & Malikin, 2018) confirmed that the application of Quantum teaching with the Kauny Quantum Memory type could improve student learning outcomes.

From the several studies above, it can be concluded that many researchers have applied the quantum teaching method to Islamic education learning in schools. Unfortunately, however, there is still no emphasis on the aspects of students' social skills. For this reason, researchers are interested in developing an Islamic education learning model with the quantum teaching method to improve students' social skills. After the product of this learning, the model has been designed. The next step is to test the quality of the product through three stages, namely, testing its validity, practicality, and effectiveness. For this article, the validity and effectiveness tests are the two aspects that are highlighted. The problem in this study is how the level of validity and effectiveness of the quantum teaching-based Christian Religious Education learning model is developed?

2. LITERATURE REVIEW

2.1. Social Skills

Social skills are defined as skills that a person uses to interact and communicate with others (Beheshtifar & Norozy, 2013). These skills are based on the prevailing social norms of society, and they will tell what attitudes and behaviours are considered normal and acceptable in certain situations (Tanaka & Okunishi, 2016). In other words, social skills are complex skills or abilities that produce behaviours that will be positively reinforced and do not result in behaviours that others will punish.

In maintaining and maintaining healthy communication, people need some social skills and social competence. Social skills are grouped into four types: survival skills, interpersonal, problem solving, and conflict resolution skills (Gökel & Dağlı, 2017). Survival skills are skills for humans as social beings to obey or follow directions and listen to suggestions in their environment. Interpersonal skills are human skills to empathize, cooperate, share and build relationships, while problem-solving skills are skills to take responsibility, ask for help, make decisions, and live independently. Finally, conflict resolution skills can overcome difficulties and apologize and prioritize a sense of peace.

Social skills are considered to positively improve an individual's relationship with his environment (Kiliç & Güngör Aytar, 2017). Some aspects of the association include empathy, participation in group activities, helping each other,

communicating with others, negotiation, and problem-solving. (Maleki, Mardani, Chehrzad, Dianatinasab, & Vaismoradi, 2019) mention that acquiring social skills is a significant part of human mental health. In addition, adolescents who have strong social skills, especially in conflict resolution, emotional intimacy, and pro-social behaviour, are more likely to be accepted by their friends in their environment (Bremer & Smith, 2004). Adolescence is also believed to be a period of personal and social development that requires a good repertoire of social-emotional skills to automatically adjust the level of psychological health (Akelaitis, 2015).

2.2. Islamic Education Learning (PAI)

Islamic religious education (PAI) is a subject that seeks consciously and planned to prepare students to know, understand, appreciate, believe, and carry out the teachings of Islam, accompanied by guidance to respect adherents of other religions. Thus, PAI is a continuous educational process that includes a reciprocal relationship between teachers and students to form good character and moral values.

In Indonesia, PAI is one of the compulsory subjects in the curriculum implemented starting from primary, secondary, to tertiary education. In addition, the implementation of this subject aims to equip students based on Islamic values and teachings based on the Qur'an and hadiths (Prihandini & Ishartiwi, 2021). PAI is considered necessary for transferring knowledge, deals, and religious skills in students' lives, hoping that they have faith, holiness, and noble character. In fact, through PAI, it is hoped that students will master knowledge about Islam and be able to practice these Islamic values (Rianawati, Mentari, Ma'ruf, & Tursina, 2020). The Islamic religious values in question include discipline, self-reliance, help, compassion, love of peace, and others.

In line with the description above, (Zaiton Mustafa & Hishamuddin Salim, 2012) emphasized that PAI is very important to build the character of a Muslim both individually and socially. PAI can train students' sensitivity so that they can behave well, act according to the rules, and make wise decisions. For this reason, PAI is very important to be taught to students so that they have provisions in society. If studied further, the integration of Islamic religious education and social skills becomes a significant asset for students because they are equipped with two fundamental things, namely religious values and values in social life.

2.3. Quantum Teaching

Various references state that quantum learning is rooted in the suggestology or suggestopedia learning method proposed by Georgi Lozanov. He is a teacher from Bulgaria who often conducts experiments. The principle of this theory states that a suggestion, both positive and negative, can undoubtedly affect student learning outcomes (Bobbi Deporter & Hernacki, 2011). Furthermore, the recommendations referred to in the learning process in the classroom can be in the form of (a) making students comfortable in class, (2) playing exciting music in class, (3) installing pictures, posters, or paintings to display information/learning materials, and (4) providing skilled teachers with the theory of suggestion.

Quantum learning is analogous to an interaction that converts energy into light. The energy in question is defined as a learning environment, and lights are defined as student success or achievement (Arditya & Syamsi, 2019). Furthermore, both of them also emphasized that quantum learning can be interpreted as an orchestra of various interactions in the classroom during the learning process. Quantum learning creates an effective learning environment by using the elements that exist in students and their learning environment through interactions that occur in the classroom.

Experts on quantum learning and teaching have put forward various definitions. (B. Deporter, Reardon, & Nourie, 2005) stated that quantum teaching combines the best models into a multi-sensory, multi-intelligence, and compatible package with the human brain, which will significantly improve teacher skills in future teaching and learning inspire their students to excel. Quantum teaching strategies are also defined as a series of live learning activities with all nuances and combining all conventions, interactions, and differences that maximize all learning moments (Chandra, Djamin, & Setiawan, 2017).

Quantum learning is one of the practical learning models and has many important factors (Usta, 2006). These factors can be a practical application, a funny and fun learning environment, leadership, communication skills, and higher mental skills. This learning is also interpreted as a learning process that is realized by providing background and strategies to improve the learning process and make this process more enjoyable (Demirel, 2012).

2.4. Validity & Effectiveness of Teaching Model

(Joyce, Weil, & Emily Calhoun, 2011) define the learning model to help learners obtain information, ideas, skills, values, and ways of thinking and improve the learner's ability to learn. Furthermore, the learning model can also be

interpreted as a learning plan to achieve several targets and objectives carried out through stages called syntax (Suyono & Hariyanto, 2011). Likewise, (Kilbane & Milman, 2014) describe the learning model as a specialized method for facilitating learning. In other words, the learning model contains specific strategies in facilitating learning for students to understand the learning material.

A good learning model ideally has several elements in it. There are five elements in a learning model, namely: (1) syntax or operational steps of learning, (2) social system or atmosphere and norms that apply in learning, (3) principles of reaction which describe how teachers should encourage and respond to students. , (4) support system is all facilities, materials, or learning environment that supports learning, and (5) instructional and nurturant effects learning outcomes are obtained directly based on the objectives to be achieved and the results of the accompaniment or nurturant effects (Joyce et al., 2011).

3. METHODS

3.1. Research Design & Participants

This research is part of research and development adapted from (Borg & Gall, 1989) theory by simplifying it into three main steps, namely planning, development, and evaluation stages. This study focuses on the development stage, which consists of three tests in determining the quality of the product being developed. (Nieveen, 1999) mentions three product quality criteria: valid, practical, and effective. This article uses an experimental study design with a randomized pretest-posttest control group design. Forty-two high school students (SMA Negeri 15 Makassar, Indonesia) were selected as participants and divided into an experimental group (20 students) and a control group (22 students). In addition, experts were also involved in the validity test process by appointing five experts in Islamic religious education.

3.2. Data Collection

3.2.1. validation sheets

For the validity test phase, the researcher used the PAI learning model validation sheet addressed to experts. This instrument consists of: (a) model book validation sheet, (b) teacher handbook validation sheet, (c) student book validation sheet, (d) Learning Implementation Plan (LIP), and (e) Student Worksheet. The researcher designed this validation sheet by considering several aspects and research needs. Before being used, this validation sheet is tested for validity and reliability.

3.2.2. Social Skills Questionnaire

In addition, in the effectiveness test, researchers used social skills questionnaires at the beginning of learning (pretest) and after learning (posttest). The questionnaire used is the Social Skills Inventory (SSI) developed by (Riggio, 1986). This questionnaire consists of 90 statement items which are grouped into six subscales, namely: (a) emotional expressivity, (b) emotional sensitivity, (c) emotional control, (d) social expressivity, (e) social sensitivity, and (f) social control. Each subscale consists of 15 statement items using 5 Likert Scales. Namely, the lowest score is one, and the highest score is 5. Thus, the minimum score obtained by students in this questionnaire is 90, and the highest is 450.

This social skills questionnaire was also tested for validity and reliability before being used in the research process. The test results using 'alpha show that the internal consistency reliability of this social skills questionnaire is 0.84. thus, this questionnaire is declared to have good internal consistency because the score obtained is above 0.80 (Matson et al., 2010).

3.3. Data Analysis

3.3.1. Validity Test

Before the product of the quantum teaching-based, the PAI learning model is validated. First, the validation instrument is tested for the level of validity and reliability. The criteria for the validity and reliability of the model can be seen in table 1 below.

Table 1. Categories of learning model validity & reliability (Malhotra, 2011)

<i>Aspect</i>	<i>Scale Statistics</i>	<i>Category</i>
<i>validity</i>	$ra \leq r \text{ table}$	<i>Invalid</i>
	$ra > r \text{ table}$	<i>Valid</i>
<i>Reliability</i>	$A < .60$	<i>Unreliable</i>
	$.60 \leq a \leq 1.00$	<i>Reliable</i>

After the validation instrument is declared valid and reliable, the next step is to validate the product of the learning model developed. Validation is carried out by experts and practitioners who have competencies and educational and learning backgrounds. There are five validators in charge of assessing the learning model by giving a checklist on a scale of four questionnaires: very invalid = 1, less valid = 2, valid = 3, and very valid = 4. After obtaining the average score, the validation is compared with the validity criteria listed in table 2.

Table 2. Criteria for the validity of the PAI learning model based on quantum teaching (Muhali, Yuanita, & Ibrahim, 2019; Ratumanan & Laurens, 2011)

No	Score Interval	Category
1.	> 3.6	Very valid
2.	2.8–3.6	Valid
3.	1.9–2.7	Less valid
4.	1.0–1.8	Much less valid

3.3.2. Effectiveness Test

The effectiveness test to determine the quality of the learning model developed is to test the effectiveness. This test aims to determine the effectiveness of the PAI learning model based on quantum teaching to improve students' social skills. The design used in this phase can be seen in table 3.

**Table 3. Research design on effectiveness test
The Pretest-posttest Control Group Design**

Group	Pretest	Intervention	Posttest
Experimental Group	O1	X	O2
Control Group	O3	Y	O4

Information:

O1: Pretest in the experimental group

O2 : Posttest in the experimental group

O3: Pretest in the control group

O4 : Posttest in the control group

X: treatment with PAI learning model based on quantum teaching

Y: treatment with a conventional method

The pretest and posttest were then analyzed quantitatively with the help of the SPSS 23 computer software program to see the level of effectiveness of this learning model. Researchers analyzed the differences in students' social skills from the two groups, using the quantum teaching-based PAI learning model and the conventional model (lecture technique), by running the t-test.

4. RESEARCH RESULTS

4.1. The Validity of Quantum Teaching-Based PAI Learning Model

Before the product developed is validated by experts, the researchers develop research instruments. Next, the researcher tested the instrument to see its valid and reliable aspects before being distributed to the validators. The products developed in this study consisted of: (a) model books, (b) student handbooks, (c) teacher handbooks, (d) Learning Implementation Plans (LIP), and (e) Student Worksheets. Thus, there are also five instruments used, namely: (a) model book validation sheet, (b) student handbook validation sheet, (c) teacher handbook validation sheet, (d) lesson plan validation sheet, and (e) teacher handbook validation worksheet.

Table 4. The results of the validity & reliability of the research instrument

No.	Validation sheet items	ra	Category	Cronbach's alpha (α)	Category
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1.	Model book	.75	Valid	0.80	Reliable
2.	LIP	.78	Valid	0.83	Reliable
3.	Teacher's handbook	.70	Valid	0.81	Reliable
4.	Student handbook	.82	Valid	0.88	Reliable
5.	Work sheet	.78	Valid	0.86	Reliable

Based on the results of the validity and reliability tests as shown in table 4 above, it can be concluded that the research instrument in the form of a product validation sheet is declared valid and reliable. This learning model is designed and developed to improve students' social skills at the high school level. This model is designed into several stages (syntax), namely: (a) grow, (b) observe, (c) practice, and (d) evaluate.

The finished product is designed and then validated by five experts. In addition to providing input and suggestions for improvement, the experts also assess the product developed. Several aspects evaluated by the experts are presented in table 5, while the validation of the model books and learning tools are shown in table 6 below.

Table 5. Description of validation for each product

<i>No</i>	<i>Product development</i>	<i>Validated Aspects</i>
1.	<i>Model Book</i>	<i>Model rationality Supporting theories Model description Implementation of learning Learning environment & assigned tasks</i>
2.	<i>Teacher book</i>	<i>Format Illustration Language aspect Contents</i>
3.	<i>Student Book</i>	<i>book format Illustration Language aspect Content aspect</i>
4.	<i>Learning Implementation Plan (LIP)</i>	<i>Instructional aspect Language aspect Content/content</i>
5.	<i>Student worksheet</i>	<i>Format Language aspect Content/content</i>

Table 6. Expert validation results

<i>No</i>	<i>Item</i>	<i>Content validity</i>	
		<i>Score</i>	<i>Category</i>
1.	<i>Model Book</i>	3.6	<i>Valid</i>
2.	<i>Student Handbook</i>	3.55	<i>Valid</i>
3.	<i>Teacher's Handbook</i>	3.83	<i>Sangat valid</i>
4.	<i>Learning Implementation Plan</i>	3.54	<i>Valid</i>
5.	<i>Student Worksheet</i>	3.34	<i>Valid</i>

From the validation results, it can be concluded that the PAI learning model based on quantum teaching can already be used. This is based on a content validation process that involves experts showing scores that fall into the valid and very valid categories. The validation of the teacher's handbook obtained an average accumulation of 3.83 and was included in the very valid category. Furthermore, the lesson plans, student handbooks, student worksheets, and model books obtained

an average score that was included in the valid category because they were in the range of 2.8 to 3.6.

4.2. The Effectiveness of Quantum Teaching-Based PAI Learning Model

The effectiveness test in this study was conducted using two different classes, namely the experimental class and the control class. The results of the pretest and posttest of the two groups are presented in table 7.

Table 7. Paired Samples Statistics

		<i>Mean</i>	<i>N</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
<i>Pair-1</i>	<i>Experiment-pretest</i>	323.45	20	53.166	11.888
	<i>Experiment-posttest</i>	413.55	20	18.386	4.111
<i>Pair-2</i>	<i>Control-pretest</i>	317.18	22	41.008	8.743
	<i>Control-posttest</i>	363.68	22	34.249	7.302

Table 7 results from paired samples statistics descriptive analysis of the two groups (experimental & control) for each test (pretest and posttest). For the experimental group, the mean value of the pretest (M) was 323.45 with a standard deviation of 53.166, while the mean value of the posttest (M) was 413.55 with a standard deviation of 18.386. Furthermore, for the control group, the mean value of the pretest (M) was 317.18 with a standard deviation of 41.008, while the mean value of the posttest (M) was 363.68 with a standard deviation of 34.249.

Table 8. Paired Sample t Test

		<i>Paired Differences</i>					<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
		<i>95% confidence interval of the difference</i>							
<i>Pair</i>	<i>Class</i>	<i>Mean</i>	<i>Std. deviation</i>	<i>Std. Error Mean</i>	<i>Lower</i>	<i>Upper</i>			
<i>Pair-1</i>	<i>Experiment Class</i>	-90.100	45.633	10.204	-111.457	-68.743	-8.830	19	.000
<i>Pair-2</i>	<i>Control Class</i>	-46.500	26.958	5.747	-58.453	-34.547	-8.090	21	.000

To test the effectiveness of this learning model, researchers conducted a t-test using SPSS software. Table 8 above is a paired samples test with the probability (p) with the symbol sig. (2-tailed) for pair-1 (pretest-posttest), the experimental group was 0.000 while for pair-2 (pretest-posttest), the control class was also the same, which was 0.000. Based on the provisions, if the probability value is less than 0.05, it can be concluded that there is a significant difference between the two scores. Thus, the two groups did increase the pretest and posttest. Still, statistically, the increase in the experimental group using the PAI learning model with the quantum teaching model was more significant.

5. DISCUSSION

Social skills are an essential aspect that must be achieved in education. But in fact, there are still many students who have a deficit in this skill. This social skill deficit is caused by many factors, one of which is problematic behaviour such as disobedience, aggressive behaviour, and impulsive behaviour (Gresham, 2016). Although social skills and problem behaviour are two different domains, the two aspects are interrelated. If the level of social skills is low, it has the potential to underlie student behaviour.

Studies on religious learning associated with social skills are still scarce. However, several studies are linking social skills with other aspects. One of them is a study conducted by (Kucukkaragoz & Erdogan, 2017) which connects social skills with social, emotional learning (SEL). The results of this study indicate that there is a relationship between these two aspects with a significant level of change based on the age variable under investigation.

Social skills can also be developed by various methods and the quantum teaching model as in this study. Peer tutoring techniques with cooperative work systems have also been shown to improve students' social skills (Mellado, Valdebenito, & Aravena, 2017). This study also confirms that peer tutoring contributes to personality development in an integral and

inseparable way. In addition to using peer tutors, social skills can also be improved with digital teaching materials (Sariyatun, Suryani, Sutimin, Abidin, & Akmal, 2021). According to the study results, digital teaching materials can provide connectivity between students that encourages social interaction and communication in cyberspace.

Social skills as life skills can improve the quality of life and make relationships between individuals strong and close. This condition will undoubtedly lead to a person's physical and psychological health. In learning at school, students try to adjust to their new environment and friends based on their social skills. The study conducted by (Sharma, Goswami, & Punima, 2016) proves that strong social skills can help facilitate interpersonal interactions that lead to efficient work results.

Social skills are skills that must be taught from the lowest level of education to higher education. This is based on the gradual development of these skills (Sorlie, Hagen, & Nordahl, 2020). The development of social skills depends not only on social learning processes at home, such as modelling, reinforcement, and imitation but also on relationships with peers and teachers at school (Odgen & Hagen, 2018). Learning social skills in schools aims to train them to be open to others, understand themselves and others, and feel comfortable interacting with others (Witarso & Utoyo, 2018).

Social skills can also be identified from the language aspect of students. A study stated that students who showed stronger vocabulary skills could interact with their peers (Sparapani et al., 2018). Likewise, (Tanaka & Okunishi, 2016) said that overseas students who have high language proficiency or a long period of stay in a country tend to use social skills. The assumption that students from abroad who are considered more prominent in social skills is not even proven from the results of this study.

6. CONCLUSION

This study is a continuation study of Islamic religious education's research and development process by adopting quantum teaching. This research aims to test the level of validity and effectiveness of the learning model developed by researchers by testing the validity and effectiveness of improving students' social skills. The research results show that the product developed consisting of model books, student books, teacher books, lesson plans, and student worksheets is declared valid based on the assessment of experts in the content validity test. In addition, the product was also tested by involving 40 students (20 students in the control class and 20 students in the experimental class). As a result, the products that have been developed are declared effective based on t-test analysis using SPSS software. Henceforth, this research can be directed to a broader trial involving students from other schools or carried out in schools from different regions.

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