Development of Islamic Religious Education Teaching Materials with a Meaning Model to Improve Elementary School Students' Creative Thinking Skills

Zaitul Ummi*1

Universitas Muhammadiyah Sumatera Utara, Indonesia*1
*1email: *zaitulummi087@gmail.com*

Abstract: Creative thinking skills are a must skill mastered by students at school. However, the fact is that this is not yet apparent learning process in class. One of the factors that influences .This can happen because the teaching materials used in class have not been used yet includes indicators of creative thinking skills. Therefore, it exists development of PAI teaching materials that can improve thinking skills student creativity is very necessary. This research aims to describe the development of teaching materials PAI is based on a meaning model to improve creative thinking skills students and responses.	*Keywords:* Teaching Material Development; Islamic Religious Education; Model Meaning; Creative Thinking Skills; Elementary School Students.
Abstrak: Keterampilan berpikir kreatif merupakan keterampilan yang harus dikuasai oleh siswa di sekolah. Namun faktanya hal tersebut belum tampak pada proses pembelajaran di kelas. Salah satu faktor yang memengaruhi hal tersebut dapat terjadi adalah karena materi ajar yang digunakan di kelas belum menyantumkan indikator keterampilan berpikir kreatif. Oleh karena itu, adanya pengembangan materi ajar PAI yang dapat meningkatkan keterampilan berpikir kreatif siswa sangat diperlukan. Penelitian ini bertujuan untuk mendeskripsikan pengembangan materi ajar PAI berbasis model pemaknaan untuk meningkatkan keterampilan berpikir kreatif siswa serta respon.	*Kata Kunci:* Pengembangan Materi Ajar; Pendidikan Agama Islam; Model Pemaknaan; Keterampilan Berpikir Kreatif; Siswa Sekolah Dasar.

A. Introduction

Creative thinking skills are essential skills possessed by individuals. 21st century education as stated in the 2013 Curriculum Revision General Overview document requires students to have Higher Order Thinking Skills (HOTS), one of which is having creative thinking skills (Sultoni, 2016). Creative thinking skills are skills that are relevant to human needs to survive and succeed in the 21st century.

It is important to master creative thinking skills because creative thinking skills are one of the skills that can prepare students to face a more complex life (Setiawan, 2021a). Creative thinking skills can help explain and interpret

abstract concepts, thereby enabling students to master the material in more depth. Improving students' creative thinking skills is important in the world of education. In accordance with the Attachment to the Regulation of the Minister of Education and Culture of the Republic of Indonesia (Permendikbud) No. 20 of 2016, creative thinking skills are one of the thinking skills that must be mastered by students in the learning process (Hadi et al., 2022). Judging from this basis, creative thinking skills are one of the skills that students must have in learning. However, what happens in the field is different from the theory stated displayed. In fact, classroom learning has not been able to improve students' creative thinking skills (Harfiani & Setiawan, 2019). This can be seen from several factors, including the teaching preparation factors that will be carried out by the teacher, the implementation of learning in the classroom, and the teaching materials used by students.

The Learning Implementation Plan is one of the important factors created by subject teachers to determine learning achievements in the classroom (Setiawan, 2021b).

In order to be able to teach material effectively in an efficient manner, lesson plans made by subject teachers should be made by the teacher themselves and tailored to the needs of the students in the class. However, what happens is that the lesson plans implemented by subject teachers during the learning process are not created by the subject teachers themselves, but rather RPPs downloaded from websites which the teacher then changes to the material according to the material to be taught in class.

B. Research Methods

This research is development research with the final result in the form of Islamic Religious Education teaching materials based on the meaning model to improve the creative thinking skills of fifth grade elementary school students (Moleong, 2007).

The subject of this research is Islamic Religious Education teaching material based on a meaning model to improve students' creative thinking skills class V Elementary School on learning materials related to the application of teaching materials which include Learning Implementation Plans, tests of students' creative thinking skills (Miles, Matthew B & Huberman, 1992).

Trials of Islamic Religious Education teaching materials based on meaning models to improve students' creative thinking skills and related learning tools were carried out at Pamah Semelir Elementary School in the odd semester of the 2023 academic year, namely for class 5 students.

The model for developing Islamic Religious Education teaching materials based on the meaning model to improve students' creative thinking skills is prepared by referring to the ADDIE development model which consists of five stages. The five stages are the analysis stage, the design stage, the development stage, the implementation stage, and the evaluation.

C.   Results and Discussion

Various negative impacts in using group work methods can be avoided if teachers are willing to spend more time and attention in preparing and compiling group work methods. The application of learning methods is not just group work, but rather the structuring. So, this teaching system can be defined as structured group work/study. The structure of the five main elements in this teaching system is positive interdependence, individual responsibility, personal interaction, collaboration skills, and group processes. This research is based on the problem of whether this learning model has an effect on Islamic Religious Education learning outcomes and how high the level of mastery of Islamic Religious Education subject matter is with the application of this learning method. The aim of this research is to reveal the influence on Islamic Religious Education learning outcomes and to find out how far the understanding and mastery of Islamic Religious Education subjects are after implementing this learning. This research uses three rounds of action research. Each round

consists of four stages, namely: design, activities and observations, reflection, and revision. The data obtained is in the form of formative test results, observation sheets of teaching and learning activities. From the results of the analysis, it was found that student learning achievement increased from cycle I to cycle III, namely, cycle I (60.71%), cycle II (75.00%), cycle III (89.29%). The conclusion of this research is that the cooperative learning together model can have a positive effect on student learning motivation, and this learning model can be used as an alternative to Islamic religious education.

D. Conclusion

The role of Islamic teachers for students is very important in shaping and improving student achievement. Islamic education is an effort to direct humans to be purposeful, civilized and dignified in living their lives in accordance with Islamic teachings, as well as producing children with good character. Instilling Islamic education in children from an early age means participating in preparing a generation of the nation with character. Children are the future generation of the nation who are expected to be able to lead the nation and create a civilized country, upholding the nation's noble values with noble character and becoming a generation with knowledge and knowledge. have faith in God Almighty. Therefore, learning Islamic religious education in schools as an effort to shape students' morals and achievements is very important. The role of teachers in shaping students will be better if it arises from religious awareness, not just based on behavior that is entrenched in society.

E. Bibliography

Hadi, N. M., Syaifullah, & Yusuf, W. F. (2022). Inovasi Pendidikan Agama Islam. *Jurnal Mu'allim*, *4*(1), 53–66.

Harfiani, R., & Setiawan, H. R. (2019). Model Penilaian Pembelajaran d Paud Inklusif. *Ihya Al-Arabiyah: Jurnal Pendidikan Bahasa Dan Sastra Arab*, *5*(2), 235–243.

Miles, Matthew B & Huberman, A. M. (1992). *Qualitative data Analysis: A Sourcebook of New Methods*. Sage.

Moleong. (2007). *Metodologi Penelitioan Kualitatif*. PT. Remaja Rosda Karya.

Setiawan, H. R. (2021a). *Management Of New Student Admissions In Improving The Quality Of Graduates At SMP Islam Al-Ulum Terpadu Medan*. 2, 843–850.

Setiawan, H. R. (2021b). *Menjadi Pendidik Profesional*. UMSU Press.

Sultoni, A. (2016). Implementasi Kurikulum 2013 Bidang Studi Biologi dalam Mengembangkan Sikap Religius Siswa di Madrasah Aliyah. *Jurnal Pendidikan Agama Islam*, 4(1), 69.