Increasing Student Learning Motivation through of the Dick and Carey Model in Islamic Religious Education

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Abstract

This research focuses on addressing the persistent challenge of motivating students in their engagement with Islamic Religious Education (PAI) materials. Despite the overarching goal of instilling virtue, there remains a recurring issue of insufficient motivation among students when it comes to PAI content. In response, this study investigates the potential effectiveness of applying the Dick and Carey instructional model within the context of GIS Prima Insani Elementary School. Employing a qualitative case study methodology, the research highlights the Dick and Carey model's systematic and organized approach. This instructional model emphasizes transparent steps that contribute to the clarity of learning outcomes, encouraging students to apply acquired knowledge in their daily lives—aligned with the broader objective of Islamic religious education. The findings suggest that the Dick and Carey model is well-suited for educational settings, offering a clear direction for both educators and students and fostering a sense of recognition and support. The structured nature of the model contributes to heightened commitment among students, ultimately enhancing motivation and facilitating optimal learning outcomes. In conclusion, the study underscores the significance of implementing effective instructional models, particularly the Dick and Carey approach, in Islamic religious education. By nurturing motivation and aligning with established standards, this model emerges as a valuable tool for educators, contributing to an overall enhanced educational experience. The findings emphasize the importance of adopting innovative approaches to address challenges in Islamic religious education, paving the way for future research and improvements in pedagogical practices.

Keywords: Dick and Carey Model, Islamic Religious Education, Student Learning Motivation

Abstrak

Penelitian ini mengatasi tantangan dalam membentuk motivasi siswa terhadap materi Pendidikan Agama Islam (PAI). Meskipun tujuannya adalah membentuk individu yang berakhlak baik, masih ada masalah berulang terkait kurangnya motivasi siswa dalam mengikuti materi PAI. Untuk mengatasi hal ini, penelitian ini mengeksplorasi potensi aplikasi model pembelajaran Dick and Carey di Sekolah Dasar GIS Prima Insani. Metodologi penelitian yang diadopsi untuk penelitian ini adalah studi kasus kualitatif. Model pembelajaran Dick and Carey dipilih karena pendekatannya yang sistematis

dan terorganisir dengan baik, menekankan langkah-langkah transparan yang berkontribusi pada kejelasan hasil pembelajaran. Model ini dirancang untuk mendorong siswa untuk mengaplikasikan pengetahuan yang diperoleh dalam kehidupan sehari-hari, sejalan dengan tujuan umum pendidikan agama Islam. Penelitian ini mengevaluasi kesesuaian model ini dalam konteks khusus Sekolah Dasar GIS Prima Insani. Temuan dari penelitian menyarankan bahwa model pembelajaran Dick and Carey cocok untuk pengaturan pendidikan. Pendekatannya yang langkah-demi-langkah memastikan arah yang jelas bagi pendidik dan siswa, mendorong rasa pengakuan dan dukungan. Sifat terstruktur dari model ini berkontribusi pada peningkatan komitmen siswa, sehingga meningkatkan motivasi dan memfasilitasi pencapaian hasil pembelajaran yang optimal. Sebagai kesimpulan, penelitian ini menyoroti pentingnya menggunakan model pembelajaran yang efektif, seperti pendekatan Dick and Carey. Dengan memupuk motivasi dan sejalan dengan standar yang telah ditetapkan, model ini terbukti menjadi alat berharga bagi pendidik, berkontribusi pada peningkatan keseluruhan pengalaman pendidikan. Temuan penelitian ini menekankan pentingnya menerapkan pendekatan inovatif untuk mengatasi tantangan dalam pendidikan agama Islam dan membuka jalan bagi penelitian dan perbaikan di masa depan.

Kata Kunci*: Model Dick dan Carey, Motivasi Belajar Siswa, Pendidikan Agama Islam*

INTRODUCTION

Historically and philosophically, education has been a force shaping morality and ethics, as well as playing a role in forming the identity of a nation. Education is regarded as a critical element in the development of knowledge, skills, and moral values (Sitika et al., 2023, p. 26). Islamic Religious Education (PAI) should ideally shape individuals into devout and knowledgeable individuals (ulul albab). The education sector needs to provide learning about Islamic teachings involving aspects such as faith (aqidah), jurisprudence (fiqih), hadith, morality (akhlak), and Islamic Studies (SKI). All of these are taught with the aim of enabling students to become comprehensive believers (kaffah) (Nuralim & Wachid, 2022, p. 180).

To achieve the desired learning objectives in Islamic Religious Education (PAI), several teaching strategies must be implemented, including: 1. Identifying and determining the specifications and qualifications for behavioral and personality changes in students by the instructor. 2. Choosing a learning approach system based on the aspirations and life views of students by the instructor. 3. Establishing procedures, methods, and learning techniques considered most appropriate to serve as guidelines for the teacher's teaching

activities. 4. Setting norms and minimum success standards, which are then used as guidelines for evaluating student learning outcomes. (Hasibuan, 2021, p. 12).

The contemporary educational scenario demands a shift in the traditional paradigms of teaching. Students' low motivation levels underscore the necessity for teachers to augment their skills and explore alternative approaches to knowledge transfer. The dynamic nature of education necessitates a forward-looking perspective, focusing not only on preparing the current generation but also on equipping future generations for the challenges ahead.

Teaching and learning is an educational activity with educational value, characterized by interaction between the teacher and students. This activity is directed towards achieving specific objectives that have been set before the implementation of the learning process. The teacher, with full awareness, plans teaching activities systematically by utilizing everything for the benefit of the teaching process (Sakolan, 2021, p. 28).

The landscape of education has grown increasingly intricate, marked by a surge in learning difficulties among students, as reflected in their diminished motivation and academic performance. The discontentment prevalent among students often stems from perceived monotony and prolonged learning activities, indicating a need for innovative approaches to foster engagement(Arum et al., 2022, p. 4).

In the pursuit of effective teaching strategies, educators must formulate comprehensive plans to guide their actions and achieve set goals. A crucial element in this strategy is the selection of appropriate learning models, each playing a pivotal role in assisting students in attaining their learning objectives (Ulum, 2020, p. 68). Among the strategies is the selection of the appropriate learning model, and the Dick and Carey model, if suitable, should be considered by teachers in their teaching strategy.

This study delves into the challenges faced by both teachers and students in the learning process, emphasizing the imperative role of active interaction between them.One such model warranting consideration is the Dick and Carey instructional model.To address the evolving landscape of education, it is imperative to explore innovative instructional models. The Dick and Carey model, characterized by its systematic approach and emphasis on learning outcomes, has proven effective in various educational settings. As a strategic tool, this model aligns with the goals of educators seeking to optimize students'

potential and alleviate the monotony associated with traditional teaching methods.

This research aims to investigate the applicability and effectiveness of the Dick and Carey instructional model in enhancing learning motivation among students. By scrutinizing the gap in current teaching methodologies and recognizing the need for novel approaches, the study seeks to contribute to the ongoing discourse on innovative strategies in education.The scientific merit of this research lies in its exploration of a potential solution to the prevalent issues in education – low motivation and dissatisfaction among students. The novelty of adopting the Dick and Carey instructional model as a teaching strategy adds value to the existing body of knowledge, providing educators with a practical tool to revitalize the learning experience.

The previous research with the title "The Dick and Carey Learning Model and Its Implementation in Islamic Education (PAI) Teaching" (Hasibuan, 2021), A study without conducting a case study at a specific location but through library research would be more focused on understanding the concept, stages, or implementation of the Dick and Carey learning model. However, for the current research, the implementation is carried out in GIS Prima Insani Elementary School, which is newly introduced to the Dick and Carey model in Islamic Education (PAI) teaching.

RESEARCH METHOD

The research was conducted for 3 days from Monday, November 13, 2023, to Wednesday, November 15, 2023, at GIS Prima Insani Elementary School in Garut, utilizing Class 2A as the sample. This research is qualitative in nature with a case study approach. The case study approach can be applied in various types of research, including regional planning, general administration, public policy, management science, and education. By employing a case study, researchers can maintain the holistic nature and meaning of real-life events. The main advantage of the case study approach lies in its ability to comprehensively connect with various types of evidence, such as documents, equipment, interviews, and observations (Yin, 2008). By observing the ongoing learning process in the classroom and conducting a study of documentation from primary data collected during the observation, as well as the results of interviews with the Head of GIS Prima Insani Elementary School, Puji Fauziah, S.Pd.SD, and with the Islamic

Education (PAI) teacher of Class 2, Kania Dewi Sopia, along with the students of Class 2A, Halwa Anaqah Maziya, and secondary data collected through literature review or library research. The research began by creating a research design in the form of an observation sheet framework, followed by interviews and observations during PAI lessons. The data and documents obtained were then analyzed to be included in the research article. Additionally, theories from previous research were sought to strengthen the results of the conducted research.

RESEARCH FINDINGS AND DISCUSSION

The research was conducted at Garut Islamic School Prima Insani Garut, located at Jl. Ciledug No. 281, Kulon Garut City, with the vision of "Realizing an Excellent and Achieving Educational Institution in Efforts to Produce Islamic Generations." From the interviews, it was found that both the school principal and teachers were not familiar with the Dick and Carey method. However, when explained about the stages of this method, teachers were willing to apply it in their teaching, and the school principal supported every decision made by the teachers in selecting teaching models and strategies for the progress of Islamic education. The research was conducted in Class 2A with the topic of *Azan*.

In the initial planning, the teacher identified possible goals for this learning session. These goals included students knowing the words of the call to prayer (*Azan*), understanding the purpose of the call to prayer, knowing the history of the call to prayer, understanding the meaning of the words of the call to prayer, and being able to recite the call to prayer. After identifying the goals, the teacher analyzed what the call to prayer is, the words of the call to prayer, when the call to prayer is recited, the history of the first call to prayer, the practice of the call to prayer, the benefits of the call to prayer, why the call to prayer is recited, and the terms related to the call to prayer.

Analyzing the characteristics of students and the learning context, including identifying initial behaviors and learner characteristics, the teacher conducted a diagnostic assessment of the behavior and learning styles of students at the beginning of the learning process. This aimed to identify initial behaviors and learner characteristics to guide the teacher in planning a learning experience that aligns with the characteristics and learning styles of the students.

At the beginning of each learning session, the teacher also posed triggering questions to stimulate the students. For example: "In a day, how many times do we perform the obligatory prayers? How do we know when the prayer time begins? When is the Iqamah usually recited?" These questions served to identify the students' abilities in PAI learning and train their critical thinking skills.

The teacher then formulated specific learning objectives, including writing performance objectives. The specific learning objective was for students to be able to explain the procedures of the call to prayer. This objective was established based on the analysis of learning goals and the identification of initial behaviors.

These objectives, the teacher developed the learning materials using instructional media such as instructional videos, papers cut into puzzles, a projector, and a whiteboard, as well as teaching resources.

The teacher created assessment instruments based on specific standards (developing criterion-referenced test items). Formative assessment standards were applied, and students were asked to fill out a checklist related to the Azan material.

Creating a learning strategy involves asking students to listen to a PowerPoint presentation on the rules of the call to prayer (Azan), the Azan procedure, and the pronunciation of the Azan. Following that, they are requested to watch a video of the Azan played by the teacher through a projector (review). The students are expected to attentively follow the words and intonation of the Azan presented in the video sequentially. Subsequently, the students are asked to recite the Azan together with its meaning on the screen (exploration).

The facilitate learning styles, characteristics, and the results of student identification and analysis, a student-centered approach with collaborative learning is chosen. The students are divided into five groups, and each group is assigned the task of finding an envelope containing puzzles that need to be assembled according to instructions (formulation). Each group is given the opportunity to come forward and share roles (Muazin and Mustami'). During the presentation, each group assesses the performance of other groups that come forward to present (presentation). In the reflection session, the teacher gives appreciation and explains in detail all the tasks completed by the students. Together, the teacher and students evaluate the learning related to the material

taught in that session with questions such as: 1. How do you feel after today's learning session? 2. Are you able to recite the Azan well?

Through this reflection, it is hoped that there will be a deep understanding of the learning and achievements of the students. At the end, the teacher always connects the lesson to worldly and hereafter activities relevant to daily life (application). This way, Islamic education becomes meaningful learning that does not only stop in the classroom or school but also extends beyond, involving not only cognition but also the connection between cognitive abilities and social and spiritual attitudes.

According to Kania, she was not familiar with the term "Dick and Carey" initially. However, after being introduced to the model, she realized that she was already accustomed to using it due to the systematic and planned learning approach taught during the independent curriculum training that all teachers at SD GIS Prima Insani attended. This approach involves conducting prior diagnostic assessments and analyzing learning objectives based on the identification or diagnostic assessments conducted by the teacher. Hence, Kania chose to use the collaborative learning model in her teaching strategy and a student-centered approach to sharpen critical thinking skills that align with the Pancasila learner profile.

The researcher found a constraint related to the teachers' understanding of various teaching models. This lack of understanding hindered teacher innovation in curriculum design and development. However, the school demonstrated strong management, with an open-minded school principal. Even though the school principal was less familiar with the teaching model, she regularly organized training, workshops, or mandatory briefings attended by all teachers. She believed that educational knowledge is always evolving and up-to-date, and educators must continually upgrade their abilities in both science and educational theories. The teachers easily adapted to the Dick and Carey model and were open to learning and discovering new things.

As the school adopted the independent curriculum in its teaching, lesson planning utilized teaching modules containing learning objectives and achievement targets. The school, being part of the JSIT (Integrated Islamic School Network), also implemented an integrated learning strategy, ensuring that each module included every integrated element. The school frequently held meetings with parents to discuss students' progress at home, while parents were informed

about the school's programs and activities, as well as the development of their children.

The advantage of using the Dick and Carey teaching model is that teachers can accurately design and innovate in curriculum development, adapting the material for more meaningful learning. This was evident when the researcher interviewed one of the students from Class 2A. The student expressed joy and comfort with the PAI learning, even though they didn't understand the model and teaching methods. The student could clearly answer questions related to the Azan and explained that learning PAI was easy, and they were enthusiastic about participating in the lessons.

The Definition of Model Dick and Carey

A model is a representation that can be understood by someone to perform a task or achieve a desired goal. A model can also be interpreted as a structured tool to optimize a process. Furthermore, a model can be considered as a form of guidance that enables a group or individual to engage in activities according to the established patterns within the model, with the aim of achieving effective and efficient learning. A model is a series of sequential procedures to realize a process, such as needs assessment, media selection, and evaluation (Masruroh, 2023, p. 471).

The Dick and Carey learning model is a systematic approach in instructional design. The basic components of instructional system design include analysis, design, development, implementation, and evaluation. This model, developed by Dick and Carey, consists of various elements necessary for designing comprehensive learning activities. Dick and Carey integrate cognitive and behavioral elements, emphasizing students' responses to presented stimuli. (Octaviana & Sutomo, 2022, p. 116).

Walter Dick is a graduate of Princeton University and earned a PhD in Educational Psychology from the University of Pennsylvania. He studied under Robert Gagne and was heavily influenced by Gagne's work, particularly "The Conditions of Learning," published in 1965. Walter Dick later wrote the book "The Systematic Design of Instruction," published in 1978, with graduate student Lou Carrie. While writing this book, Lou's husband, named James, also contributed to its creation. James had expertise in education and new media technology. Dick, Carey, and James collaborated to develop a learning design

model known as the System Approach Model. The results of their development are presented in the book "Systematic Design of Instruction." The model they developed is commonly referred to as the Dick & Carey model (Octaviana & Sutomo, 2022, p 116).

Stages of the Dick and Carey Model

Here are the main steps and components of the instructional design model proposed by Dick, and Carey: 1) Setting learning objectives, Undoubtedly, the attainment of educational objectives relies heavily on the active involvement of the teacher. Educators need to be familiar with and apply appropriate measures during the teaching process. Hence, for a comprehensive realization of educational goals, teachers must possess the ability to grasp the underlying concepts of learning(Arini & Umami, 2019, p. 105); 2) Conducting instructional analysis. After setting learning objectives, the next step is to conduct instructional analysis, a procedure used to determine the relevant skills and knowledge needed by learners to achieve competence. This involves identifying the knowledge, skills, and attitudes that learners should possess after completing the learning process. (Magdalena et al., 2020, p.251); 3) Analyzing learner characteristics and the learning context. In addition to identifying the foundational skills and procedural steps that should be included in the learning process, it is also important to recognize specific skills that students should ideally possess before the learning begins. This does not mean creating a comprehensive list of all abilities that students may have but rather identifying specific skills that students should have before starting the learning process. (Mudlofir & Rusydiyah, 2016); 4) Drafting specific learning objectives means identifying the curriculum content to achieve the goals (Ulin Nuha & Faedurrohman, 2022, p. 140); 5) Developing assessment instruments. When creating written assessment instruments, it is necessary to consider substantive aspects such as the alignment between test items, question indicators, and learning indicators. Construct aspects, such as formulating questions or inquiries that must be clear and precise, and language aspects, which involve formulating questions without using words or sentences that can lead to multiple interpretations. (Juanda, 2014, p. 319); 6) Designing learning strategies. In curriculum development, individuals responsible for designing the pattern or framework of the curriculum are referred to as designers or curriculum

designers. The term "design" refers to the pattern or framework used in the curriculum development process (Sitika et al., 2023,p. 28); 7) Creating and selecting teaching materials. The type of learning activities is closely related to the learning objectives and the subject matter being addressed. When the material presented is new, it is reasonable for the learning activities to begin with the delivery of information. As explained in the presentation sequence and the learning process, the delivery of information can be done through various methods, not necessarily in the form of descriptive text that students have to read. These methods can include games, model demonstrations, video presentations, and various other varied forms. On the other hand, if the material given to students is something that has been discussed before, deepening the material through group discussions using Student Worksheets (LKS) would be more appropriate. The main goal of this activity is to solidify students' understanding of mastering the material (Agustini, 2023, p. 56); 8) Developing and creating formative assessments. Formative evaluation is a type of assessment conducted when planning a program with the goal of gathering information that will be used to improve and develop the program to address community problems or needs. (Yusuf & Nata, 2023, p. 270); 9) Revising the learning program. The goal of this program evaluation is to measure the level of student engagement in the learning process. The current evaluation format takes into account the individual conditions and situations of students, considers project goals, evaluates teaching approaches, and involves student participation. (Muhali, 2019, p. 38); 10) Creating and developing summative evaluations. Summative evaluation is a form of assessment conducted at the end of a learning program or teaching activity. The purpose of this evaluation model or form is to assess the final outcomes achieved by students, particularly in the mastery of knowledge. The assessment results simultaneously reflect the success of the teaching and learning process. Summative evaluation plays a role in providing the necessary information to make decisions regarding students' graduation or to determine whether a program can be continued with a new program or if improvements are needed in the learning program. (Juanda, 2014, p. 201).

Learning should also be conducted contextually by utilizing models, strategies, and techniques that align with the characteristics of Basic Competencies (KD), so that learning objectives can be achieved (Fetra Bonita Sari, Risda Amini, 2020, p. 4338). Based on the instructional analysis, specific learning

objectives are formulated that reflect expectations or descriptions of the desired behavior from students after participating in the lesson. In its development, these specific objectives or learning indicators encompass changes in knowledge-related behaviors related to the learning material. (Magdalena et al., 2020).

The Dick and Carey instructional design model is able to enhance student motivation for the following reasons:

Clear Objectives, the model emphasizes the importance of clearly defined learning objectives. When students understand what they are expected to achieve, it can enhance their motivation as they have a clear direction and purpose in their learning (Hawley, 1921, p. 257).

Relevance of Content. The model encourages the integration of real-world examples and practical applications into the instructional design. When students see the relevance of the content to their lives or future endeavors, it can significantly boost their motivation to engage with the material (Frymier & Shulman, 1995, p. 40).

Variety in Instructional Strategies. Dick and Carey promote the use of a variety of instructional strategies to cater to different learning styles. This variety keeps the learning process dynamic and interesting, preventing monotony and helping to sustain student interest and motivation (Agarwal, 2018, p. 20).

Active Student Participation. The model emphasizes active participation by students in the learning process. When students are actively engaged through discussions, projects, or hands-on activities, their motivation tends to be higher as they feel a sense of involvement and ownership in their learning (Tasgin & Tunc, 2018, p. 58).

Feedback and Assessment. The model includes provisions for regular feedback and assessment. Constructive feedback helps students understand their progress, identify areas for improvement, and reinforces their achievements, contributing positively to their motivation(Koenka & Anderman, 2019, p. 15).

Technology Integration. Dick and Carey model acknowledge the role of technology in instructional design. The incorporation of technology, when done effectively, can make the learning experience more interactive, engaging, and relevant for students who are often motivated by technology-driven activities (Siddiqui et al., 2020, p. 11).

Individualization and Adaptation, as a whole can be described as a concept where approaches or strategies are tailored to the unique characteristics

of each individual, while remaining capable of adapting to situational or environmental changes. The model allows for the customization of instruction to meet individual student needs. Recognizing and addressing the diverse learning preferences and abilities of students can foster a positive learning environment, enhancing motivation (Sajjadi et al., 2022, p. 100468).

Collaborative Learning. The model supports collaborative learning experiences. Group activities and collaborative projects can boost motivation through peer interaction, shared responsibility, and the opportunity to learn from one another (Vauras et al., 2019,p 187).

By incorporating these elements, the Dick and Carey instructional design model provides a comprehensive approach that considers the multifaceted aspects of student motivation in the learning process. The success of the learning process is also not separated from the active role of the school principal who continuously supports the training and development of the teachers so that they can generate teaching methods that align with the evolution and progress of technology(Kurniawan & Hasanah, 2021). This is exemplified by Puji Fauziah, who has organized specialized training for educators and education personnel to support the success of learning in the school. In addition, it is crucial for teachers to develop a curriculum that makes learning meaningful. Meaningful learning refers to learning that is designed according to the context, environment, and culture of the students, and involves parents and the community as partners (Purnawanto, 2022). This includes organizing class meetings with parents and holding regular consultations regarding student progress.

CONCLUSION

The Dick and Carey model is a structured and systematic instructional design model that consists of several stages, namely: 1) Setting learning objectives; 2) Conducting instructional analysis after setting learning objectives; 3) Analyzing learner characteristics and learning context; 4) Drafting specific learning objectives; 5) Developing assessment instruments; 6) Designing learning strategies in curriculum development; 7) Creating and selecting teaching materials; 8) Developing formative evaluations; 9) Revising the learning program; 10) Creating and developing summative evaluations.

SD Garut Islamic School Prima Insani, which has implemented the independent curriculum in their school, applying the Dick and Carey model as a

curriculum design does not pose difficulties. This is because the instructional model emphasizes systematic approaches, allowing teachers to organize learning activities according to identified results and steps in the Dick and Carey model. Although the terminology of the model may be unfamiliar to educators in the school, its implementation has made learning interesting, meaningful, and has boosted students' motivation to learn.

This research demonstrates that many teachers and school principals are not familiar with the Dick and Carey model. Therefore, there is a need for training and guidance for educators, including teachers and school principals, regarding curriculum design and development. Curriculum is the heart of an educational institution and serves as a guide for the educational process, especially in subjects like Islamic Education, which requires the integration of cognitive abilities and attitudes.

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