

The Use of Interactive Learning to Develop Learning Materials in Islamic Education Non-Formal Education

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ABSTRACT

This study aimed to investigate the use of interactive learning in developing learning materials in Islamic Education in the Package C program. The methodology employed in this study was quantitative, with the survey as the instrument. There were thirty package C learners involved in this study. A survey set was distributed to participants, and data were analyzed using descriptive quantitative analysis. The study indicated that the tutors used interactive learning to develop learning materials by involving the participants in arranging the learning topic. Most participants agreed about the interactive learning in the Package C program, shown in a high percentage of their responses. It concluded that the interactive learning approach by tutors in the Package C program effectively developed learning materials among learners. The study recommended that the government adopt interactive learning to design and develop the Package C program in Islamic education setting so that the learners were more enthusiastic and motivated to be involved in learning activities.

KEYWORDS

Learning topic, Learners, Approach, Enthusiastic



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Introduction

Package C program is a non-formal education designed to help learners obtain equal opportunities as secondary school students (Rita & Safitri, 2020). It helps learners from different backgrounds, such as gender, age, and socioeconomic status, to fulfill their learning needs. Learning activities in the Package C program are implemented with various strategies to improve the motivation of adult learners in the study. Furthermore, Package C learners are also provided with life-skill programs that can be useful in developing their quality of life. It focuses on studying learning materials like secondary school students, but the Package C program also provides the learners with functional and professional skills (Mufid & Herlina, 2019; Suwarnoto et al., 2020; Yolanda & Syuraini, 2019). It is conducted to encourage the competencies of learners to survive in building their businesses in the industrial world, domestically and abroad (Suwarnoto et al., 2020). These skills are provided because, usually, the learners in the Package C program are adults who need to gain better jobs and professional development.

Islamic Education is part of the main curriculums in the Package C program and other formal schools in Indonesia. This subject is delivered by tutors to build Islamic values among the learners to prepare them to be professional and characterized workers (Fanani, 2019; Islamy, 2021). Materials in Islamic education focus on *aqidah* (theology), *ibadah* (worship), and *muamalah* (transactions) skills to help learners create peaceful lives in the future (Danusiri, 2019; Shalihin & Widodo, 2020). Developing learning materials in Islamic Education is feasible and effective for learners to use in teaching-learning activities (Asari et al., 2020).

Most Package C program learners are adults with much experience (Rusadi & Jalius, 2020; Sarte et al., 2021; Widyarthika & Sapri, 2021). Implementing the andragogy approach for Package C learning is required because it can create interactive learning. In andragogy, learners can express themselves by sharing experiences with tutors and peers. Learners must be partners in the teaching-learning situation to formulate learning objectives and develop learning materials. Non-formal education is one of the education systems that aims, among others, to meet the learning needs of people who cannot be reached and fulfilled by formal education channels. Non-formal education provides various educational services for every citizen to obtain lifelong education following the development and demands of the times.

Equivalency Education is one of the education units in the non-formal education pathway which includes study groups (pursuit) Package A Program equivalent to SD / MI, Package B Program equivalent to SMP/MTs, and Package C Program equivalent to SMA/MA which can be organized through the Learning Activity Center (SKB), Community Learning Activity Center (PKBM), and (PKBM), or other similar units.

In Permendikbud No.14 of 2017 concerning Diplomas and Certificate of National Examination Results, Article 12 paragraph 2 reads, "The results of the National Examination for students from non-formal education, such as non-formal education Package B and Package C or Vocational Package C and learners from informal education at the junior high school / senior high school / vocational level is the result of an equivalency exam with formal education"

With regard to those mentioned earlier, one of the efforts taken to expand access to education is the efforts taken to expand access to education to support lifelong education is through equivalency education. Equivalency education is a non-formal education program that organizes general education, including general education, which includes Package A (elementary school equivalent), Package B (junior high school equivalent), and Package C (elementary school equivalent). (junior high school equivalent) and Package C (high school equivalent).

Paket-C or package C is a Non-Formal Education Program as an alternative from the Department of National Education (Depdiknas) which is intended for students who drop out of school or do not have time to enjoy formal education. Students who do not have time to enjoy formal education will join the Package C program. The organizer of package C is the government's cooperation with the community.

Equivalency education for pursuing package A, B, and C programs is to improve the knowledge, skills, and attitudes of learning so that they can have knowledge and skills. The purpose of implementing the Package C program is so that citizens learners have knowledge, skills, and attitudes that can be utilized to develop themselves, work for a living, and continue to earn a living and continue to a higher level so that they are ready to face competition in the future.

According to government regulation No. 55 of 2007 Article 1, religious education provides knowledge. It forms the attitudes, personality, and skills of students in practicing the teachings of their religion, which is implemented at least through subjects/courses in all paths, levels, and types of education.

Regarding the forms of learning implementation of Islamic Religious Education, the government has established several regulations that support the implementation of Islamic Education in every academic unit. For example, law No. 20/2003 on the education system National Article 12 paragraph 1 reads that every learner in each education unit has the right to receive religious education in accordance religion they adhere to and is taught by an educator of the same religion.

Meanwhile, Article 4 paragraph (1) reads: religious education in formal education and equivalency education programs should at least be held in the form of religious subjects or courses, and paragraph (2): every learner in the unit of religious subjects or courses and paragraph (2): every learner in the education unit in all paths, levels, and types of education is entitled to education units in all paths, levels and types of

education are entitled to receive religious education in accordance with the religion they adhere to and taught by educators of the same religion.

The law indicates that religious education, as one of the subjects, must be organized in every path, level, and type of education. Therefore, the government and local governments must consciously organize religious education, especially in non-formal education institutions.

Furthermore, specifically related to the Islamic Religious Education curriculum, the religious teacher is expected to be able to organize religious education following the content standards, process standards, and religious education following the content standards, process standards, and competency standards of graduates in the program. Competency standards for graduates pursuing package A, B, and C programs.

First, the process standard, according to Permendiknas No 3 of 2008, process standards are the national standards for education. 2008, process standards are national education standards relating to implementing learning in education units to achieve graduate competency standards. Process standards for equivalency education include planning, implementation, assessment, learning outcomes, and supervision of the learning process. The equality education learning process can be achieved through face-to-face, tutorial, independent, and a combination.

Second, content standards. Permendiknas No 14 of 2007 explains that the content standards for religious education learning in A, B, and C package programs, hereinafter referred to as content standards, include a minimum scope of material. A minimum level of competence includes a minimum scope of material and a minimum level of competence to achieve minimum graduate competencies in package programs A, B, and C package programs. Content standards developed by the National Education Standards Agency (BNSP) National Education Standards (BNSP) contain 1) a basic framework and structure of the curriculum, 2) a learning load, 3) a curriculum for package programs A, B, and C, and 4) education calendar. (Government Regulation No. 19 the Year 2005 on National Education Standards).

Third, graduate competency standards, In accordance with the Regulation of the Minister of National Education Number 14 of 2007 concerning content standards curriculum for equivalency education programs for packages A, B, and C. it is emphasized that the objectives of equality education package A, B, and C must meet the same competency standards as graduates at the primary and secondary school levels

Interactive learning is an approach to building multiple interactions between tutors and learners (Khan et al., 2020; Onyema* et al., 2019). It is needed in adult learning because good communication in classroom situations will improve learners' participation. They feel satisfied with their learning because they can interact with others to deliver their ideas. The tutors in Package C should consider an interactive

learning approach to develop learning materials for learners in the Package C program. The development of learning materials should improve learners' feedback on the quality improvement of teaching-learning activities (Djamas et al., 2018; Nathenson & Henderson, 2018; Peranginangin et al., 2019). Learning materials must provide a lesson plan to create an active learning situation. Tutors in the Package C program are expected to use multimedia in interactive learning to engage learners' participation in learning.

As stated previously, the learners in Package C are equal to secondary school learners. They must study the learning materials for secondary schools' curricula (Sicam et al., 2021). However, in the Package C program, the curriculum of Islamic Education is not rigid. It can be modified and planned based on the learning needs of learners. An interactive learning approach in developing learning materials means that tutors involve learners in discussing their learning objectives and materials. Both tutors and learners have similar perceptions and an agreement to conduct teaching-learning situations in teamwork. The study investigated the learners' perception of the interactive learning approach implemented by tutors in Islamic Education in the Package C program in developing learning materials.

Method

The methodology used in this study was quantitative with a survey approach. The quantitative method reveals phenomena and issues by gathering them in numerical form, which can categorize the data based on their structures (Apuke, 2017; Nardi, 2018)—package C learners as participants involved in this study. The sampling technique used in this study was census because all Package C learners participated. The location of the survey was SKB 1 Padang City. The questionnaire was developed and piloted to obtain its validity and reliability. Based on a pilot study, the validity of the questionnaire is 0.86, and the reliability is 0.95, which means that the questionnaire could be used in the actual research.

Results

This study involved participants of the Package C program in a community learning center in Padang City. Thirty participants joined this study. First, they filled in the questionnaire related to their perception of interactive learning implemented by their tutors during their research in the Package C program. Then, the data were analyzed using SPSS statistic frequency to determine the effectiveness of interactive learning implementation by tutors to develop learning materials. In another phase, the data were analyzed by scoring mean, standard deviation, and interpretation to determine learners' satisfaction.

Table 1. Distribution Frequency of the Implementation of Interactive Learning to Develop Learning Materials

No	Items	Response of Participants (N=30)							
		SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	The tutors discuss with the learners formulating the objectives of the learning material.	14	46.67	15	50	1	3.33	0	0
2	The tutors clearly explain the learners' competencies after studying the material.	9	30	19	63.33	2	6.67	0	0
3	Tutors involve learners in developing learning materials.	11	36.67	17	56.67	2	6.67	0	0
4	Tutors can connect learning materials with the everyday life of learners.	11	36.67	18	60	1	3.33	0	0
5	The learning material taught by the tutor is helpful for learners to develop their critical thinking.	10	33.33	19	63.33	1	3.33	0	0
6	The tutors create a comfortable atmosphere to make learners active.	15	50	12	40	3	10	0	0
7	Tutors encourage learners to be involved, asking more questions and delivering their ideas during the discussion.	17	56.67	12	40	1	3.33	0	0
8	Tutors encourage the curiosity of the learners to learn about the learning material.	10	33.33	18	60	2	6.67	0	0
9	Tutors provide opportunities for learners to revise learning materials.	12	40	16	53.33	2	6.67	0	0
10	The competencies of the tutors to use learning media help develop learning materials.	12	40	16	53.33	2	6.67	0	0
11	The tutors discuss the importance of the learning materials to the learners.	11	36.67	19	63.33	0	0	0	0
12	The tutors relate the learning materials to the everyday life of learners.	9	30	18	60	3	10	0	0
13	The tutors provide opportunities for learners to express their thoughts about the usefulness of learning materials in their lives.	17	56.67	12	40	1	3.33	0	0

Table 1 shows the distribution frequency related to participants' responses to interactive learning implemented by tutors in developing learning materials in the Package C program. Likert scales were used to measure the level of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Most participants placed their choices on strongly agree and agree on scales. The highest percentage strongly agreed was the items 7 and 13, "tutors encourage learners to be active asking more questions and delivering their ideas during the discussion" and "the tutors provide opportunities

for learners to express their thoughts about the usefulness of learning materials in their lives". In the two items, more than half of participants strongly agreed, with 17 (56.67%) for each. Item 2, 5, and 11 "the tutors clearly explain the competencies that the learners will obtain after studying the material", " the learning material taught by the tutor is useful for learners to develop their critical thinking", and "the tutors discuss the importance of the learning materials to the learners" showed the highest percentage with 19 (16.33%) of participants agree to the items. However, no participant chose to strongly disagree among the 13 items.

Table 2. Mean, Standard Deviation, and Interpretation of Implementation of Interactive Learning to Develop Learning Materials

Items	Mean	SD	Interpretation
1	3.48	0.506	High
2	3.23	0.634	High
3	3.29	0.455	High
4	3.33	0.665	High
5	3.29	0.573	High
6	3.40	0.732	High
7	3.53	0.551	High
8	3.26	0.613	High
9	3.33	0.736	High
10	3.33	0.461	High
11	3.36	0.601	High
12	3.20	0.453	High
13	3.53	0.544	High

Table 2 shows the mean, standard deviation, and interpretation of the data related to the participant's response to interactive learning implemented by the tutors during their teaching in the Package C program. There are three categories used to interpret the statistical data such as low (1.00-2.00), moderate (2.01-3.00), and high (3.01-4.00). Based on the table, every single item has a high interpretation. The participants agree that the tutors have the skills and competencies to implement interactive learning in the Package C program. The highest mean scores were items 7 and 13, "Tutors encourage learners to be active asking more questions and delivering their ideas during the discussion," and "The tutors provide opportunities for learners to express their thoughts about the usefulness of learning materials in their lives", with mean score 3.53. Item 1, "The tutors discuss with the learners in formulating the objectives of learning material," had a mean score of 3.48.

Meanwhile, Item 6, "the tutors create a comfortable atmosphere to make learners active," had a 3.40 mean score. Item 11, "The tutors discuss the importance of

the learning materials to the learners," had a 3.36 mean score. Furthermore, items 4, 9, and 10, "tutors can connect learning materials with the everyday life of learners," "tutors provide opportunities for learners to revise learning materials," and "the competencies of the tutors to use learning media are useful to develop learning materials" had the similar mean score with 3.33. Items 3 and 5, "tutors involve learners to develop learning materials" and "the learning material taught by the tutor is useful for learners to develop their critical thinking," had a mean score of 3.29 for each. Item 8, "Tutors encourage the learners' curiosity to learn about the learning material," had a mean score of 3.26. Item 2, "the tutors clearly explain the competencies that the learners will obtain after studying the material," had the top score of 3.23. However, item 12, "the tutors relate the learning materials to the everyday life of learners," only had a 3.20 mean score.

Discussions

The research findings on implementing interactive learning by Package C tutors in the Bintang Sakti Group of Padang City in developing learning materials can be measured by several criteria (Akbarini et al., 2018; Nengsih et al., 2022; Sefriani et al., 2020). The criteria of successful tutors can be identified such as the ability of tutors to involve learners to participate in formulating the objectives of learning materials, asking learners to respond based on their experiences, discussing materials, and assessing the relevance of the material to the daily lives of learners (Fadillah et al., 2021; Hizriani et al., 2022). Based on the study's results, it can be interpreted that almost all of the learners stated that tutors had implemented an interactive approach in developing learning materials in the Package C program in the Binuang Sakti Group under the SKB Region I, Padang City, Indonesia.

Learning material contains competency achievements that learners must master (Ibrahim et al., 2021; Rahman, Melliyani, et al., 2022). The selection of learning materials must be carefully considered and managed as well as possible so that competencies can be obtained to the maximum. The application of learning materials should pay attention to the learners' conditions. If the learners are not in a state of readiness to learn, it is possible for learning material to be postponed or the packaging modified to make it more attractive (Luthfiyah et al., 2022; Nengsih et al., 2022; Rahman, Novitasari, et al., 2022). In addition, the learning materials, especially in this case Package C, are ideally suited to the needs of the learners. When they learn what they need, there will be no problem motivating learners to learn. However, the tutor's ability to present material with good communication also determines the success of learning in achieving learning objectives.

Interactive learning demands that tutors understand the learners' situations and learning needs (Refat et al., 2019; Suriadi et al., 2020). In interactive learning, tutors are expected to have more abilities in (1) Developing learning materials; and (2)

Communicating and explaining the usefulness of the materials. To deliver learning materials, tutors can use multi-way communication from learners, one side of the interactive approach. The material presented is not just hands-off, which means waiting for the clock to finish, but expects feedback from each learner to participate in discussing the subject of learning.

In addition, tutors can also open a discussion with the learners about the benefits of the material being studied. The benefits of the material can also be explained by examining its relevance in the lives of learners and the experiences they have gained so far (Imron et al., 2021; Warsah et al., 2020; Widodo, 2019). Adults mean that they already have the capital in the form of quite a lot of experience and can be used as a learning reference. The ability of tutors to integrate learners' experiences with learning materials is very much needed because, in this way, learners understand and realize what educational meaning is in their daily experiences.

Conclusion

The learners attending the Package C program are equal to public secondary school students. However, the package C learners were adults with many experiences and different learning needs compared to common students. Therefore, tutors should implement an adult learning approach in teaching learners, including developing learning materials. The study showed that most learners agree that the tutors of Islamic Education successfully implement learning materials using interactive learning. Interactive learning reflects the interaction among tutors to learners and learners to learners in the teaching-learning process with an adult learning approach. It could create a responsibility for all parties to achieve the learning objectives. The tutors involved learners in determining the learning materials and asking about their learning needs. Learners in the Package C program enjoy their learning because they feel free to communicate to deliver their ideas related to developing learning materials which can encourage their motivation and enthusiasm to study. Other tutors can adopt this approach in the Package C program to improve the motivation and participation of learners in learning. The use of interactive learning material is important as a way to improve the learning outcome of the Islamic education package C program.

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5_33

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