

The role of the teacher in the successful implementation of the ADDIE Model in the process of Islamic Learning in Diniyyah Formal

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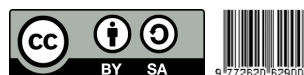
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Abstract

The role of the teacher in implementing the ADDIE model in the learning process of Islamic Religion in formal diniyyah is crucial. The ADDIE model, as a learning framework, includes five important stages: Analysis, Design, Development, Implementation, and Evaluation. Teachers play a major role in each of these stages, from understanding students' needs and learning environment (Analysis), designing appropriate learning strategies (Design), developing relevant and quality materials (Development), to implementing classroom learning (Implementation), and evaluating its effectiveness (Evaluation). The role of the teacher is not only as a facilitator, but also as a designer who adapts the curriculum to meet the needs of students. With a deep understanding of students' characteristics and learning objectives, teachers can adjust teaching methods, materials and assessments to suit the ADDIE model. The teacher's ability to adapt and refine each stage of ADDIE is key to the successful implementation of Islamic learning in the formal diniyyah environment. In this context, improving teachers' skills in understanding, implementing and evaluating the ADDIE model effectively will support the success of the Islamic learning process. Continued support in training, resources and curriculum updates is needed so that teachers can continue to optimise their role in implementing the ADDIE model for the success of Islamic learning in formal diniyyah institutions.

Keywords: *Implementation of Addie Model, Learning Process, Diniyyah Formal*

INTRODUCTION

Islamic Religious Education has a central role in shaping character, values, and morality in the lives of individual Muslims. In a formal education environment, such as diniyyah, Islamic learning is not only concerned with conceptual understanding, but also emphasises the application of Islamic ethical values in daily life (Nurdin.2022). In this context, the use of the ADDIE model as a learning framework is relevant as it offers a systematic approach in the design, development and evaluation of learning. Model ADDIE, which stands for Analysis, Design, Development, Implementation and Evaluation, has become the foundation for curriculum developers in various fields of education. In the context of Islamic learning in formal diniyyah institutions, the role of the teacher becomes very significant. Teachers are the key in effectively implementing the ADDIE model to ensure that Islamic learning goes according to the desired goals (Ismail.H.2023).

The first stage of the ADDIE model is Analysis, where teachers must deeply understand the characteristics of students, the learning environment, and learning needs and objectives. In the context of Islamic learning, this understanding plays an important role because the material taught must be relevant to the reality of students' lives so that it can be implemented properly. After the Analysis stage, Design becomes a crucial stage. Teachers need to design learning strategies that suit the characteristics of students, choose appropriate teaching methods, and formulate learning materials that are relevant to the principles of Islamic Religion. Learning design must accommodate diversity in students' learning styles, while considering the moral and spiritual values to be instilled. The next stage, Development, involves creating high quality and adequate learning materials. Teachers are required to develop materials that are not only informative, but also able to encourage a deep understanding of the teachings of Islam and its application in everyday life. This requires hard work in compiling materials that are interesting, relevant, and appropriate to the needs of students (Dheva,F, Nurhidayanti, Fakhruhin & Sutarto.2023).

When the materials have been developed, the Implementation stage enters the classroom learning implementation phase. This is where the teacher acts as a learning facilitator responsible for delivering the material in a way that inspires, empowers and encourages students to actively participate in the learning process. The teacher's ability to manage the class, explain the concepts of Islamic Religion, and facilitate discussions that deepen students' understanding are key to success at this stage.

After the implementation process, the evaluation stage becomes important to assess the success of learning. Teachers need to conduct a comprehensive assessment of student achievement in understanding and applying the teachings of Islam. Evaluation also helps teachers to reflect on the success or failure of the learning design that has been implemented and provides a basis for future improvements (Adiyono, Julaiha & Jumrah.2023).

In the context of implementing the ADDIE model in Islamic learning in formal diniyyah, the role of the teacher is the main axis. The teacher is not only the leader in the learning process, but also the designer who directs and adapts the curriculum to suit the needs of the students. Teachers' skills, knowledge and adaptability determine the success of the implementation of the ADDIE model in the context of Islamic education.

The challenges faced by teachers in using the ADDIE model for Islamic learning in formal diniyyah include a deep understanding of Islamic principles and the ability to integrate these values into the curriculum. In addition, ongoing support in the form of training, adequate teaching materials and other resources are needed so that teachers can continue to develop their skills in designing, implementing and evaluating Islamic learning using the ADDIE model effectively.

Therefore, it is important for educational institutions to provide adequate support to teachers in implementing the ADDIE model so that the learning process of Islamic Religion in formal diniyyah can achieve the expected success. This will not only improve the quality of Islamic learning but will also form a generation that is more solid in their understanding and application of Islamic teachings in their lives.

METHOD

This study aims to explore the vital role of teachers in determining the successful implementation of the ADDIE Model in learning Islamic Religion in a formal diniyyah environment. In this endeavour, the research utilises a qualitative approach that combines a number of data collection techniques from various sources to provide a comprehensive understanding.

The first approach in this research is through in-depth interviews with a number of teachers who have experience in applying the ADDIE Model in learning Islamic Religion (Juita, Agustiningrum, Sae, H & Radia.2023). Through these interviews, it is expected to reveal the views, experiences, and obstacles faced by teachers in utilising the model. Furthermore, the direct observation approach in the classroom is an important part of this study (Putri, Wulandari & Napizag.2023). Observations are conducted to gain a clear understanding of how teachers apply the ADDIE Model in the learning process of Islamic Religion. Observations will include teaching strategies, dynamics of interaction between teachers and students, and evaluation of the effectiveness of using the model in achieving learning objectives.

In addition, documents such as curriculum, lesson plans and learning materials were analysed (Ningsih, Yandra, & Widianingsih.2023). These documents were used as an important source of data to understand how the ADDIE Model is reflected in curriculum planning and the development of materials used in learning Islam in formal diniyyah. The data obtained from interviews, observations, and document analysis will then be analysed qualitatively. This analytical approach involves the process of classifying, grouping and interpreting the data to identify patterns, themes and key findings that emerge related to the role of teachers in applying the ADDIE Model in learning Islam in formal diniyyah settings.

It is hoped that the methodology used in this study is able to provide a comprehensive picture of how the role of the teacher affects the successful implementation of the ADDIE Model in learning Islamic Religion in formal diniyyah. With a multi-source approach, it is hoped that this study can provide significant insights to improve Islamic learning practices in formal diniyyah institutions through the implementation of the ADDIE Model.

RESULT AND DISCUSSION

After conducting a series of interviews, observations and document analyses with teachers involved in the learning process of Islamic Religion in formal diniyyah settings, the findings highlight the central role of teachers in the implementation of the ADDIE Model. The in-depth interviews with teachers provided a rich picture of their role in using the model. Teachers highlighted the importance of the Analyse stage as a key foundation in the lesson planning process. They emphasised that understanding students' characteristics, learning context and special needs is crucial before designing appropriate learning strategies.

The classroom observations also provided deep insights into how the ADDIE Model is applied in practice. It was found that most teachers utilise careful learning designs according to students' needs, but there are challenges in appropriately adapting such models to suit diverse classroom contexts.

Nonetheless, teachers' efforts in implementing teaching strategies that are in line with the principles of Islamic Religion demonstrate their commitment in integrating those values into the curriculum. Analyses of documents such as curricula, lesson plans and learning materials illustrate the efforts made to reflect the ADDIE Model. The findings show that many institutions have tried to apply the principles of the model in Islamic learning planning. However, there were also differences in the level of implementation from one institution to another, suggesting that there is room to improve the consistency and effectiveness of the model's application.

Overall, analysis of data from various sources highlighted that despite significant efforts in implementing the ADDIE Model in Islamic learning in formal diniyyah, there are still challenges that need to be overcome. There is a gap between teachers' conceptual understanding of the model and its practical implementation in the classroom. This emphasises the need for a more structured approach and more in-depth coaching related to the model.

Nevertheless, the findings of this study offer valuable insights for those involved in Islamic learning in formal diniyyah. The results provide a strong basis for further improvements in the use of the ADDIE Model, with particular emphasis on the role and involvement of teachers in each stage of the model. The gap between theoretical understanding and practical application also suggests the need for further support in the form of training and professional development for teachers.

In light of these findings, there is an opportunity to develop training programmes specifically designed to assist teachers in understanding, adapting and implementing the ADDIE Model more effectively in Islamic learning. Additional resources such as more appropriate teaching materials and institutional support are also needed to provide a supportive environment for teachers to implement the model. In the context of implementing the ADDIE Model, increased communication and collaboration between teachers, education staff, and other relevant parties in formal diniyyah would be valuable. This collaboration allows for the exchange of ideas, experiences, and resources that can increase the effectiveness of using the model.

In addition, the emphasis on continuous evaluation of the learning process of Islamic Religion based on the ADDIE Model is key. Periodic evaluation not only helps in assessing the success of the implemented model, but also provides opportunities for continuous improvement in learning practices. The findings of this study highlight the important role of teachers in the successful implementation of the ADDIE Model in Islamic learning in formal diniyyah. The findings provide a strong basis for further development and improvement in Islamic learning practices through the use of more systematic and structured models.

CONCLUSION

From the research results related to the role of teachers in implementing the ADDIE Model in learning Islamic Religion in the formal diniyyah environment, it is clearly evident that the role of teachers is crucial in the successful implementation of the model. The findings highlight the urgency of a deep understanding of all stages of the ADDIE Model, starting from Analysis to Evaluation. Teachers are the main parties in understanding students' characteristics, designing appropriate learning strategies, developing relevant materials, conducting classroom learning, and evaluating its effectiveness. The challenges faced by teachers in applying the ADDIE Model in Islamic learning include the gap between theoretical concepts and practical application in the classroom. While there have been significant efforts to apply the principles of the model, there are still gaps to improve the consistency and effectiveness of its application. This suggests the need for a more structured approach, more in-depth training and ongoing support from educational institutions for teachers to implement the ADDIE Model more effectively.

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