THE IMPLEMENTATION OF ASSESSMENT INSTANT STRATEGY IN INCREASING OF AKIDAH AKHLAK LEARNING OUTCOMES

Bashori

Sekolah Tinggi Agama Islam, Tuanku Tambusai, Pasir Pengaraian, Riau

Email: bashoribashori@gmail.com

ABSTRACT

The purpose of this study is to find out the implementation of strategies Assessment Instant in learning Akidah Akhlak of seventh-grade students in MTs of Islamic boarding school Al-Kahf Bangun Purba district Rokan Hulu. From the results of data analysis can be concluded that the survey results in Akidah Akhlas for class VII B on the subject of proper manner to fellow MTs PP. Al-Kahfi Bangun Purba of Rokan Hulu can be enhanced through the implementation of strategies Instant Assessment, in which the common learning outcomes of students of class VII B has increased from 70.83 in the prior action into 77.75 in the first cycle, and finally, reaches 82.75 in the second reporting period. From the test results obtained by the price to the hypothesis of 28.30 was greater than table good at the significance level of 5% (2.07) and 1% (2.81). Thus the alternative hypothesis (Ha) is acceptable.

Keywords: *Strategy, Instant Assesment, and Learning Result.*

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui penerapan strategi Instanst Assesment dalam pembelajaran Akidah Akhlak siswa kelas VII B di MTs Pon-Pes Al-Kahfi Bangun Purba Kabupaten Rokan Hulu. Dari hasil analisis data dapat disimpulkan bahwa hasil belajar Akidah Akhlak siswa kelas VII B pada materi akhlak terpuji di MTs PP. Al-Kahfi Kecamatan Bangun Purba Kabupaten Rokan Hulu dapat ditingkatkan melalui penerapan strategi Instant Assesment, dimana rata-rata hasil belajar siswa kelas VII B mengalami peningkatan dari 70,83 pada sebelum tindakan menjadi 77,75 pada siklus I, dan akhirnya mencapai 82,75 pada siklus II. Dari hasil uji hipotesis diperoleh harga t_o sebesar 28,30 ternyata lebih besar dari t_{tabel} baik pada taraf signifikan 5% (2,07) maupun 1% (2,81). Dengan demikian hipotesis alternatif (Ha) dapat diterima.

Kata Kunci: *Strategi, Instant Assesment, dan Hasil Belajar.*

INTRODUCTION

Akidah Akhlak as part of the subjects of Islamic Education in *Madrasah Tsanawiyah* has the major role in the formation of the personality of students who believe and have a noble character. It is line with UU No. 20 the year 2003 which states that the National Education aims at developing students' potentials, to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a free and responsible (UU Sisdiknas No. 20 Thn. 2003).

Interest studied *Akidah Akhlak* for students in MTs, namely: 1) To develop faith through giving, fertilization, and development of knowledge, appreciation, practice, familiarity and experience of students of Islamic theology to become humans Muslims continue to develop faith And piety of Allah Swt; and 2) Realizing Indonesian human morality and avoid daily despicable character, both in the individual and social life as a manifestation of the teachings and values of the Islamic Aqeedah (Kemenag, 2014: xii).

Given the importance of the achievement of the objectives of the course Akidah Akhlak for students, then its success is determined by the role and task of a teacher by utilizing the development of various concepts, strategies and also the innovation of learning ways. Selection and use of policy, appropriate methods in learning need to be understood by the teacher because it will determine the effectiveness of education that is implemented (Usman, 2002: 22). In this case, Allah confirms in verse. An-Nahl 125:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُإِنَّ رَبَّكَ

هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning: *Invite (mankind, O Muhammad Saw) to the way of your Lord (i.e. Islam) with wisdom (i.e., with the divine revelation and the Qur'an) and fair preaching, and argue with them in a way that is better. Truly, your Lord knows best who has gone astray from His Path, and He is the best aware of those who are guided.*

Guided by the meaning of QS. An-Nahl above, it becomes a necessity for teachers to pay attention to the selection and use of strategies and learning methods that are appropriate to the situation, condition, and character of the students as well as the material to be submitted. It is intended that in learning can achieve the goals as predetermined.

Nevertheless, the educational process in every educational unit until today still leaves various problems. One of the common problems that the focal point is learning the process. According to Sanjaya (2010: 1) that the weakness of the learning process because students are less encouraged to develop the ability to think. Learning in the classroom tends to be directed to the child's ability to memorize information, forced to recall information without being required to understand the information he or she remembers to be connected in daily life.

Sanjaya's opinion above is quite reasonable because not a few teachers who complain when getting student learning outcomes are still far from expectations. Although already trying to teach with the maximum, but still the achievement of student learning outcomes is still small. This is because learning is done in agreement with the ability and taste of teachers. Whereas in fact the ability of teachers in managing less uniform learning by educational background

and motivation and their love of the profession.

The same problem also occurs in the learning of Akidah Moral Class VII B in MTs PP Al-Kahfi Bangun Purba. From the result of the interview with the teacher of Akidah Akhlak class VII on morality material, it is obtained information that before the learning starts the teacher has compiled RPP, the delivery of the material using various methods such as lecture, question, and answer, discussion, and assignment. However, the efforts of these teachers have not been able to run in accordance with expectations both concerning of process and student learning outcomes.

In terms of learning process on morality materials praised in class VII B, the authors found the following symptoms: 1) The learning is still focused on the teacher, where the teacher dominates the course of learning in the classroom resulting in the ability of students to think less than the maximum; 2) The activity of the students of class VII B only heard and recorded the subject matter presented by the teacher; 3) Some students tend to be passive in learning so that when teachers ask questions only some students are trying to answer and people tend to be the same; 4) When doing the exercises given by the teacher, some students do not want to try to answer themselves but cheat on his friends who are considered smart; And 5) When told to come forward to present the answer students do not want or fear due to the confidence of students who are lacking.

Meanwhile, concerning the acquisition of student learning outcomes class VII B was also still far from the expectations of teachers. Based on the results of the assessment documentation obtained information that of the 24 students class VII B declared thoroughly only ten people, while 14 others said unfinished.

From the above findings seen a problem in learning Akidah Morals in class VII B. Teachers as facilitators and motivators in learning, need to optimize student learning outcomes by choosing a learning strategy that can enable students in the learning process. One of the learning strategies that can be applied to solve the problems mentioned above is to use *Instant Assessment* strategy.

Instance types of active learning strategies *Assessment* is a plan to know the background of the student, the student experience, attitudes, expectations and quickly assess the student's ability. This type provides an opportunity for students who already understand to explain to friends who do not know or to see students' understanding of the newly learned material. It is as expressed by According to Silberman (2006: 93) states that the strategy is a strategy *Instant Assessment* rapid assessment to students to determine the ability of students and increase awareness of students to learn and motivate students.

The implementation strategy *Instant Assessment* of learning Aqeedah Morals on finer material in class VII B is expected to provide a variety of learning experiences for students such as exchange of information, improving the courage of students in answering questions and increase understanding of the things learned. Based on the symptoms that I have found in study of Aqeedah Morals on the material finer in class VII B, the authors were interested in conducting research with the title "Strategy Implementation *Instant Assessment* to Improve Learning Outcomes Aqeedah Morals Grade Vii B On Material Behavior Praised At Mts of Islamic boarding school Al-Kahfi District Bangun Purba Rokan Hulu District "

LITERATURE REVIEW

Strategy of Instant Assessment

Activities Learning requires strategies to achieve optimal goals. For that teachers should be able to use a variety of learning strategies that fit in the learning process. In general, the strategy is a guideline

for acting to achieve a predetermined goal (Trianto, 2009: 139).

Term Strategy *(Strategy)* is derived from the "nouns" and "verbs" in Greek. As a noun, *strategies* are a combination of the word *"Stratos (army)"* to *"ago (lead)."* As a verb, meaning *STRATEGO* planned *(to plan)* (Majid, 2013: 3). In general, the strategy can be interpreted as an effort by someone to achieve a goal. In Big Indonesian Dictionary (2008: 1340), strategy is a careful plan of activities to achieve desired special goals

According to Sanjaya (2010: 126), the strategy is a plan that contains a series of activities designed to achieve individual educational goals. Learning strategy can also be interpreted as a general pattern of teacher and student activities in the realization of teaching and learning activities to achieve the objectives outlined. Or in other words, teaching and learning strategy is some steps that are engineered in such a way as to meet particular teaching goals (Father Fathurrohman, 2010: 3).

Djamarah and Zein (2002: 5) suggests that strategies are general patterns of teacher and student activities in the realization of teaching and learning activities to achieve the goals outlined. Meanwhile, according to Hamruni (2011: 3), a learning strategy is an action plan (series of events) including the use of methods and the utilization of various resources in education.

From the definition of the above strategies, according to Sanjaya (2010: 126), there are two things that need to be observed, namely: *first,* learning strategy is a plan of action (set of activities), including the use of methods and utilization of various resources or power in learning. It means that the preparation of the work plan has not yet reached the action. *Second, the* strategy designed to achieve individual goals. That is, the direction of all decision-making approach is the achievement of target. Thus, the preparation of learning steps, the utilization of various facilities and learning resources, all directed in efforts to achieve goals. Therefore, before determining the

strategy, it is necessary to formulate clear objectives that can be a measured success, because the goal is the spirit in the implementation of a strategy.

Based on the understanding of learning strategies that have been put forward above the authors to conclude learning strategies are ways that teachers will use to select learning activities including the use of strategies, methods, learning models, media and so forth in the learning process so as to achieve the goals outlined.

Instant Strategies Assessment

Implementation of learning contains about how should the learning process can take place properly, so that what the purpose of education can be achieved with the maximum. According to regulation of Government (PP) No. 19 Year 2005 Article 19, paragraph 1 stated that the process of learning in the educational unit organized in an interactive, inspiring, fun, challenging, motivating the students to participate actively and provide enough space for innovation, creativity, and Independence in accordance with the talents, interests, and development of physical and psychological learners (PP No.19, 2005: 7).

Based on government regulation Number 19 of 2005 article 19, paragraph 1 above, to learning students according to their learning style so that the goal can be achieved with optimal learning, we need a strategy. One strategy that can be applied in learning is a strategy *Instant Assessment.* This strategy is an attempt to find out the extent to which students' understanding of the material has just been studied. By using this strategy, students who already understand can explain to friends who do not understand.

According to Zaini et al. (2008: 20) *Instant* strategies *Assessment* is a technique that is fun and not scary to see how the students of the understanding, attention, and attitude toward the material being studied. Likewise, Silberman (2006: 193)

states that, s Strategy *Instant Assessment* is not a strategy that is daunting for students but rather a strategy to determine the student's background, experience, attitudes, expectations and concerns for students to learn quickly so that it can determine the ability of students In learning and increasing students' awareness of learning.

Steps Instant Strategies Assessment

Step-by-step strategies *Instant Assessment* according to Zaini et al are as follows: 1) Make the pieces of paper each written letter A, B, and C for the multiple choice questions, B or S for questions correct one, or 1, 2, 3, 4, and 5 for questions with Likert's answer; 2) Write questions or statements that students can answer by showing the previously prepared papers they have; 3) Read the statements or questions that have been made and students are asked to capture by lifting the paper; 4) Compute the students' answers and ask some students to explain the reasons for their answers; 5) Continue this procedure until the desired time (2008: 20)

According to Silberman (2006: 193), measures *Instant Assesment* strategy are as follows: 1) Make a set of cards for each student respondents. These cards can be either A, B or C for multiple choice questions, B or S for true-false questions, or scoring points 1 through 5; 2) Arrange a set of statements that students can answer about with one of their cards; 3) Read the first statement and command the students to answer by holding the card of their decision; 4) Quickly assess student responses. Instruct some students to discuss the reasons for their choice; 5) Continue with the remaining statements.

Learning Outcomes

Learning outcomes are often used as a measure to find out how far a person has mastered the material already taught. To actualize the learning outcomes, a series of measurements are required using an excellent and qualified evaluation tool.

In Big Indonesian Dictionary, learning outcomes are interpreted with the mastery of knowledge or skills developed by the subjects, usually referred to the test scores or numbers provided by teachers (Depdiknas, 895).

Learning outcomes can be explained by understanding the two words that shape it, results and learning. Results are referring to an acquisition as a result of doing an activity in a process that leads to changes in the functional *input*. While learning is an attempt to change behavior in the learning individual. According to Purwanto, learning outcomes is a change that resulted in changes in human attitudes and behavior that includes aspects of cognitive, affective and psychomotor (Purwanto, 2013: 45).

According to Sunartana (1997: 55), learning outcomes are the results obtained by children in the form of the value of subjects. Furthermore, Suprijono (2013: 5) explains that learning outcomes are patterns of actions, values, understandings, attitudes, appreciations, and skills. Meanwhile, according to Dimyati and Mudjiono (2006: 295), learning outcomes are the results obtained in the form of impressions that result in changes in the individual as a result of activity in learning.

Another opinion as expressed by Sudjana (2009: 22), those learning outcomes are the abilities possessed learners after receiving learning experience. Meanwhile, according to M. Abdurrahman (1999: 37), learning outcomes are the capacity obtained by children after through learning activities.

By considering the above theories, it can be concluded that the learning outcome is the mastery of knowledge and changes in attitudes or behaviors that learners have in subjects through learning activities are indicated by the tests or grades provided by teachers.

Purwanto (2013: 51-53), the study covers three areas, namely: *cognitive, affective,*

and *psychomotor*. The three domains can be summarized as follows:

Cognitive domain. Cognitive domains are domains that include mental activity (brain), which has six levels of thought processes, which include: knowledge *(knowledge),* understanding *(comprehension),* application *(application),* analysis *(analysis),* synthesis *(synthesis),* and assessment *(evaluation*).

Affective domain. Affective domain is the domain associated with the attitudes and values which are divided into five levels, namely: *receiving* or *attending* (receiving or paying attention), *responding* (response), *valuing* (judge), *organization* (arrange or organize), *characterization by a value or value complex* (characterization by a value or complex values).

Psychomotor domain. Psychomotor is the realm of related skills *(skills)* or the ability to act after someone receives a learning experience particular has six levels: perception *(perception),* readiness *(sets),* the movement guidance *(guided response),* the movement of the familiar *(mechanism),* movement complex *(adaptation),* and the movement of creativity *(origination).*

While *Gagne* in Suprijono (2013: 6) states that the learning outcomes in the form of: a) verbal information that reveals the capabilities of knowledge in the form of language, both oral and written; b) intellectual skills is the ability to present the concept and symbol; C) cognitive strategy that is the ability to channel and direct its activities (the use of concepts and solve problems); d) motor skills that are the ability to perform a series of physical movements in the affairs and coordination, so as to manifest the automatism of physical motion; e) Attitude is the ability to accept or reject objects based on an assessment of the object.

Referring to the opinions of the above, it can be concluded that the learning outcomes are changes in behavior after participating in education that can be seen through the three domains, namely *cognitive,* *affective* and *psychomotor.* But that learning outcomes is a change of behavior as a whole and not just one aspect of human potential alone. That is, learning outcomes categorized by the above educational experts can not be seen fragmentary or separate, but comprehensive or comprehensive.

According Purwanto (2004: 107), the factors that affect student learning outcomes consists of two factors: internal factors and external factors. The internal factors include physical condition, condition of the five senses, talents, interests, intelligence, motivation, and cognitive abilities. While the external factors include natural conditions, social conditions, curriculum, lesson materials, teachers, facilities and infrastructure and administrative or management.

According to Sudjana (2002: 39-40), the learning outcomes achieved by students are influenced by two main factors namely the factors that come from within students and factors that come from outside the student self. Factors that come from students include: the ability possessed, motivation, interest and attention, attitudes and habits of learning, diligence, socioeconomic, physical and psychological factors. While the factor that comes from outside the student self is the quality of teaching. What is meant by the quality of teaching is the high low or the effectiveness of the learning done by the teacher in achieving the purpose of teaching.

Furthermore Mulyasa (2005: 190-191) states that there are several components involved in the learning that can affect the achievement or learning outcomes, namely: 1) Raw input that refers to individual characteristics that enable easy or not the learning process; 2) Instrumental input that refers to the qualifications and completeness of required facilities and infrastructure such as teachers, materials, sources, methods, and programs; 3) Input environment that refers to the situation, physical condition and atmosphere of the

school and the relationship between teachers and friends.

Syah states that in general the factors that influence learning achievement are internal factors (derived from within the student), external factors (derived from outside the student), and learning approach factors that are the type of student learning efforts that include strategies and methods used by students to Doing activities learning lesson material.

Factors that come from within the student (internal) include: a) Physiological aspects (physical) such as physical condition and muscle tension, the condition of special organs of students such as the level of sense of the listener and senses also greatly affect the ability of students to absorb information And knowledge, especially those presented in the classroom; And b) Psychological (spiritual) aspects such as students' intelligence (intelligence), student attitudes, student talents (potential ability), interests, student motivation.

External factors that come from outside the student self-consists of two kinds: a) School social environments such as teachers, administrative staff, and classmates, community, neighbors, and friends around the village students; And b) Non-social environments such as school buildings and their location, homes of student families and their locations, learning tools, weather conditions, and study time used by students (Muhibbin Syah, 2008: 132).

RESEARCH METHODS

The study was carried out for two months from March to May 2016. The research site is in MTs PP. Al-Kahfi District Bangun Purba Rokan Hulu District.

This research is a qualitative classroom action research. According to Sutama (2011: 16), action research or *Classroom Action Reset* is a reflective study. Research activities depart Of the real problems faced by educational practitioners in basic tasks and their respective functions, alternative solutions reflected the conveniences expected the problem and followed up with the planned real actions and measurable As it has Presented by Kunandar (2008: 71), the classroom action research model is four Stages, namely: 1) Preparation of the plan, 2) Action, 3) Observation 4) Reflection. Meanwhile, according to Arikunto (2006: 16) also explained that the research model No class there are four stages to be known, namely: 1) Planning, 2) Implementation, 3) Observations, 4) Reflection.

As the collecting data research in use as follows: *First,* Observation. According to Sanjaya (2011: 86), observation is a technique of collecting data by observing any ongoing events and record it with an observation tool about things to be observed or researched. According to Sugiyono (2010: 203), this observational technique is used when research relates to human behavior, work processes, natural phenomena and if the observed respondents are not too large. This observation techniques writers use to observe teachers in teaching and learning activities of students of class VII B via *Instant Assessment* strategy on finer material to Allah SWT. And *secondly,* Test Results Learning. The test is a set of stimulus *(stimulus)* given to a person with intent to obtain an answer that can be the basis of the scoring numbers (S. Margono, 2005: 170). In this study the authors use written test instruments with multiple choice form in each cycle.

While the technique of analysis data of this class action is; there are two data to be analyzed that is qualitative and quantitative data. Qualitative data were analyzed using descriptive analysis techniques with a percentage; in while quantitative data presented using statistical tests.

Activities teacher in avoiding misconduct clicking analyzed using a percentage formula as follows:

$$Persentase(\%) = \frac{jumlah\,skor\,yang\,diperoleh}{skor\,maksimal} X\ 100\%$$

Teacher activity is determined using the following criteria:

1) 80% - 100%: Very good teacher activity.
2) 70% - 79%: Teacher activity is good.
3) 60% - 69%: Adequate teacher activity.
4) 0% - 59%: Teacher activity is less.

Activities of students in finer material to Allah is analyzed using a percentage formula as follows:

$$Persentase(\%) = \frac{jumlah\,skor\,yang\,diperoleh}{skor\,maksimal} X\ 100\%$$

Learning activity class VII B is determined using the following criteria:

1) 80% - 100%: Student learning activity is very good
2) 70% - 79%: Student learning activity is good.
3) 60% - 69%: Student learning activity is enough.
4) 0% - 59%: Student activity less.

Morals Aqeedah learning outcomes students of class VII B at finer material to Allah is analyzed using the following formula:

$$M = \frac{\sum X}{N}$$

In which:
M = The average value *(mean)*
N = *Number of cases* (the number of frequency / number of people)
$\sum X$ = Total value (Hartono, 2008: 34)

The student learning outcomes above are divided into several categories as follows:

1) 80 - 100: student learning outcomes are categorized as very high.
2) 70 - 79: student learning outcomes are categorized as high.
3) 60 - 69: student learning outcomes are categorized enough.
4) 0 - 59: student learning outcomes are categorized as low.

Classroom action research hypothesis test uses a formula *"t test"* as follows:

$$t_o = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD_D}{\sqrt{N-1}}\right)}$$

In which:

$\sum D$ = Difference in value between pre action and after action

SD_D = Standard deviation between pre action and after the action.

N = Number of students (Hartono, 2008: 34)

Research Result

Before serving of action research results, the first time will be presented the results of students of class VII B before the action as a description of why the need for action in each cycle. Results of students of class VII B was obtained after learning Aqeedah Morals on the finer material to Allah by using lectures, question and answer, discussion, and assignments. The student learning outcomes show that the total value derived from 24 students of class VII B of 1700 with an average of 70.83. The average obtained is still below the predetermined KKM is 75. Of the 24 students of class VII B, which is otherwise completed as many as 10 people (41.67%), while not yet complete as many as 14 people (58.33%), Judging from the results obtained by students of class VII B such, it is necessary to act to improve the learning outcomes of students of class VII B . As for efforts to improve learning outcomes Aqeedah Morals graders, VII B at the finer material to Allah is to implement a strategy *Instant Assessment.*

Measures Implementation Cycle I

The first cycle consisted of two meetings held on 22 March and 5 April 2016 and the time allocation of each meeting 2 x 40 minutes. After going through the process of action based on sound planning, then the results can be seen below: a) The results of

activity observation teacher in Aqeedah Morals in the first cycle considered good where the total score obtained by 9 from the ideal score of 12 with a percentage of 75%; b) Cruising class VII B in the first cycle of class VII B in the first cycle are categorized either where the total number of scores obtained for 57 of the maximum score is 72 with an average of 79.17%; and c) The results of students of class VII B in the first cycle obtained a total value obtained from 24 students of class VII B by 1866 with an average of 77.75. Of the 24 students of class VII B, which is otherwise completed as many as 17 people, while not complete as many as seven people (41.67%). While completeness class (classical) in the first cycle reaches 70.83%.

Based on the results of action research in the first period, then the result can be the authors reflect on the following: a) Activities teacher in the first cycle categorized as good with a percentage of 75%. However, there are several stages of learning are less implemented by the teacher; b) Cruising class VII B in the first cycle are categorized either by a percentage score of 79.17%. This shows that students of class VII B have started to adapt to the strategy adopted teacher. However, there are still some students who seem less daring respond to other students' answers, where the results of observations show that the aspect respond to deal with new answers reached 54.17%; and c) The results of students of class VII B in the first cycle obtained a value of 1864 with an average of 77.75 in the high category. The number of students who otherwise completed as many as 17 people and who did not complete as many as seven individuals with the percentage of completeness class (classical) amounted to 70.83%. From the results obtained in the first cycle shows that the average classroom student learning outcomes VII B increased by 6.92 from before action which only reached 70.83 into 77.75 in cycle I. In addition, the number of students of class VII B which is otherwise completed also

increased by 29.17% from the prior action that only reaches 41.67% to 70.83% in cycle I. Although the average learning outcomes of students of class VII B has been above the KKM, the results achieved in the first cycle is still not by the criteria set, where the percentage of completeness class (classical) is still below 85%.

From the result of reflection, as mentioned above, indicate the successes and weaknesses that have been achieved during the first cycle, both the activity of teachers in teaching, student learning activities and student learning outcomes. To fix and maintain the success that has been achieved in the first cycle, it is necessary efforts to act on the second cycle

Implementation of the Action Cycle II

The second cycle consists of two meetings held on 19th and 26th of April 2016, with the allocation of time every meeting of 2 x 40 minutes. After going through the process of action based on the results reflect the first cycle and based on sound planning, then the results can be seen below: a) The results of teacher activity observation on the second period is categorized very well where total score is obtained as many as 12 of the ideal score of 12 with a percentage of 100%; b) Activities VII B grade students in the second cycle is categorized very well where the total number of scores obtained for 69 of the maximum score is 72 with an average of 97.22%; c) Results of students of class VII B at the second cycle was obtained a total value of 1986 and an average of 82.75. In this second period as many as 24 students of class VII B has been declared complete (100%).

Based on the results of action research on the second reporting period, it can be the authors reflect on the following: 1) The teacher has been trying to implement a strategy of *instant assessment* with excellent accordance with the instructions. Some of the activities teachers during learning in the first cycle of less implemented has been

applied. It can be seen from the observation of teachers in learning activities in the second cycle with the acquisition of a percentage score of 100%. This shows an increase of 25% from the first cycle, which only reached 75%; 2) Learning Activities class VII B has been in accordance with the steps strategy of *instant assessment* better. Some of the learning activities of students are less implemented in the first cycle has been applied. It can be seen from the observation of learning activities of students of class VII B with a percentage score of 97.22%. This shows an increase of 18.06% from the first cycle, which only reached 79.17%. The increased activity of students of class VII B in the second cycle is because teachers have tried to correct some of the weaknesses that exist in the first cycle; and 3) The results of students of class VII B at the second cycle with the acquisition categorized as very high average of 82.75. This shows an increase of 5.08 of the first cycle, which only reached 77.67. Number of students of class VII B who completed the second cycle also increased by 29.17% from the first cycle, which only reached 70.83% to 100% in the second cycle.

With the successes that have been achieved in the second cycle in terms of both the activity of teacher, student learning activities, and learning outcomes of students of class VII B , the authors are no longer contemplating the third cycle for the requirements of this class action research have been met in full, either average learning outcomes of students of class VII B has been exceeded by 75 or completeness KKM class that exceeds 85%.

Data Analysis

The data analysis was conducted to compare the average achievement students of class VIII B between before and after the action. In analyzing the results of students of class VIII B, the authors use a predetermined formula that is:

$$M = \frac{\sum X}{N}$$

To make it easier to analyze data on the students of class VIII B, the authors summarize in the form of a recapitulation of student learning outcomes as listed in the table below:

Table 1. Recapitulation Student Results Class VII before and after action

Jumlah Siswa	**24**	**24**	**24**
Jumlah Nilai	1700	1866	1986
Rata-rata	70,83	77,75	82,75
KKM	75	75	75
Jumlah Siswa Tuntas	10	17	24
Jumlah Siswa Belum Tuntas	14	7	0
Persentase Ketuntasan Kelas	41,67%	70,83 %	100%

Based on the table above shows that before action obtained a total score of 1700 with an average of 70.83 in the high category and class completeness only reached 41.67%. After the action on the first cycle obtained a total value of 1866 with an average of 77.75 in the high category and completeness class has reached 70.83%. After the action on the second cycle obtained a total value of 1986 and an average of 82.75 in the category of very high grade and completeness reach 100%.

Based on the data described above indicate that there are differences in learning outcomes among students of class VII B before action after the action well in the first cycle and the second cycle.

CONCLUSION

Based on the analysis, it can be concluded as follows: 1) Implementation of the strategy *Instant Assessment* of learning Aqeedah Morals class VII MTs in PP. Al-Kahf Bangun Purba District of Rokan Hulu has increased from 75% in the first cycle to 100% in the second cycle, and 2) Implement strategies *Instant Assessment* can improve learning outcomes Aqeedah Morals class

VII MTs in PP. Al-Kahf Bangun Purba District of Rokan Hulu where on average before the measure student learning outcomes reached only 70.83 later in the first cycle average learning outcomes of students of class VII B rose to 77.75 in the first cycle and 82.75 on the second cycle. Likewise, completeness class (classical) increased from 41.67% in the prior action becomes 70.83% in the first cycle, and eventually, reach 100% in the second cycle.

REFERENCES

Abdurrahman, M. (1999). *Pendidikan Bagi Anak Berkesulitan Belajar*. Jakarta: Rineka Cipta.

Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta. Edisi Revisi V.

Departemen Pendidikan Nasional. (2008). *Kamus Besar Bahasa Indonesia*, Jakarta: Balai Pustaka.

Dimyati., Mujiono. (2006). *Belajar dan Pembelajaran,* Jakarta: Rineka Cipta.

Djamarah, SB., Aswan, Z. (2002). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.

Fathurrohman, P., M. Sobry Sutikno. (2010). *Strategi Belajar Mengajar*. Bandung: Refika Aditama.

Hamruni. (2011). *Strategi dan Model-model Pembelajaran Aktif Menyenangkan*. Yogyakarta: Fak. Tarbiyah UIN Sunan Kalijaga.

Hartono. (2008). *Statistik Untuk Penelitian*, Yogyakarta: Pustaka Pelajar.

Kementerian Agama Republik Indonesia. (2014). *Akidah Akhlak Untuk Siswa Kelas VII MTs*. Jakarta: Direktorat Pendidikan Pendidikan Madrasah dan Direktorat Pendidikan Islam Kementerian Agama RI.

Margono, S. (2005). *Metode Penelitian Pendidikan*. Jakarta: Rineka Cipta.

Mulyasa, E. (2005). *Implementasi Kurikulum 2004*, Bandung: Remaja Rosda Karya.

Peraturan Menteri Agama RI Nomor 2 Tahun 2008 tentang Standar Kompetensi Lulusan dan Standar Isi Mata Pelajaran Pendidikan Agama Islam dan Bahasa Arab untuk MTs

Purwanto. (2013). *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Pelajar.

Purwanto, N. (2004). *Psikologi Pendidikan*. Bandung: Remaja Rosdakarya.

PP Nomor 19 Tahun 2005 Pasal 19 ayat 1

Sanjaya, W. (2011). *Penelitian Tindakan Kelas*. Jakarta: Kencana Prenada Media Group

_____. (2010). *Strategi pembelajaran Berorientasi Standar Proses Pendidikan*, Jakarta: Kencana.

Silberman, Melvin L. (2006). *Active Learning 101 Cara Belajar Siswa Aktif*. Bandung: Nusa Media.

Sudjana, N. (2009). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT Remaja Rosdakarya.

_____. (2002). *Dasar-dasar Proses Belajar Mengajar*. Bandung: Sinar Baru Algesindo.

Sugiyono. (2010). *Metode Penelitian Pendidikan*, Bandung: Alfabeta.

Sunartana. (1997). *Evaluasi Hasil Belajar Mengajar*. Surabaya: Usaha Nasional.

Suprijono, Agus. (2013). *Cooperative Learning Teori dan Aplikasi Paikem*. Yogyakarta: Pustaka Pelajar.

Syah, M. (2008). *Psikologi Pendidikan dengan Pendekatan Baru*, Bandung: Remaja Rosdakarya, Cet. XIV.

Trianto. (2009). *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: Prenada Media Group.

Undang-Undang Sistem Pendidikan Nasional No. 20 Bab II Pasal 3 Tahun 2003

Usman, B. (2002). *Metodologi Pembelajaran Agama Islam*, Jakarta: Ciputat Press

Zaini, H. et al. (2008). Hizam dkk. *Strategi Pembelajaran Aktif*, Yogyakarta: Pustaka Insan Madani.