

ABSTRACT

Laksana, Nur Lilis 2017. The Implementation of Active Debate Model to Improve Student Islamic Religion In SMK Muhammadiyah 3 Ambulu. Thesis, Department of Islamic Religious Education Faculty of Islamic Studies Muhammadiyah University of Jember Supervisor: (1) Sofyan Rofi, M.Pd.I. (2) Dhian Wahana Putra M.Pd.I.

Keywords: Student Learning Outcomes, Active Debate model

The result of observation shows that the result of study of student of class X of Accounting 2 SMK Muhammadiyah 3 Ambulu is low. Learning is still teacher-centered and lacks media, so students do not understand the lessons that teachers teach, and teachers still often use lecture methods, and direct assignment so that students do not understand and look passive to learn and also low learning outcomes. For that, researchers apply learning media that have not been taught in schools, especially on Islamic religious lessons to improve student learning outcomes by using the Active Debate model.

For the problem of this research is how the application of Active Debate model to improve student learning outcomes in the subjects of Islamic Religious Education in SMK Muhammadiyah 3 Ambulu.

This study aims to improve student learning outcomes using the Active Debate model in student learning outcomes at SMK Muhammadiyah 3 Ambulu. The subjects of this study are students of class X Accounting 2, which amounted to 24 students.

Learning outcomes show an increase. This shows an increase in the percentage of mastery of student learning outcomes from cycle I to cycle II. Percentage of classical completeness to student learning outcomes in the first cycle of 59% increased to 78% in cycle II. Application of learning model of Active Debate can improve student learning result of class X Accounting 2 at SMK Muhammadiyah 3 Ambulu. Average student learning outcomes have increased from cycle I to cycle II.

Thus it can be concluded that the use of the Active Debate model in improving student learning outcomes has a significant influence. Therefore it is suggested to the institutions and teachers to be more creative in choosing strategies and learning models to further improve student learning outcomes.