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PAI STUDENTS' PERCEPTION OF THE CLASS OF 2022 TOWARDS THE USE OF LEARNING MODELS BY PAI STUDY PROGRAM LECTURERS AT UIN AR-RANIRY

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ABSTRACT

This study aims to determine the perceptions of Islamic Religious Education students of the 2022 intake regarding the use of learning models by lecturers in the Islamic Religious Education Study Program at UIN Ar-Raniry Banda Aceh. The study used a qualitative approach with descriptive methods. Data were collected through observation, interviews, and documentation of 15 students as research subjects. The results showed that most lecturers still predominantly use lecture, discussion, and question-and-answer methods, while the application of innovative learning models is still limited. This causes some students to feel bored and unmotivated. However, there are several lecturers who have implemented active learning models such as problem-based learning and group discussions, which are considered to be able to increase student enthusiasm and understanding. Overall, students expect the implementation of learning models that are more varied, interactive, and relevant to technological developments to make the learning process more effective and meaningful.

Keywords: Perception Students , Learning Models .

INTRODUCTION

Learning model is framework systematically used lecturer or teacher for help participant educate reach objective learning that has been formulated . Each model has characteristics , steps , and approach certain things that distinguish it from method or learning strategies others . Selection of the right learning model play a role important in increase effectiveness of the learning process , interaction between teachers and students , as well as achievement results optimal learning (Srihartini , et al. 2024).

According to (Arden Simeru 2023) Learning model is framework work that provides description in a way systematic about achievement learning in frame help student Study in objective certain things you want achieved . In other words, the learning model is description general but still own objective certain things. This create a learning model different with method learning that has been apply steps or approach learning that covers more wide again . (Arden Simeru , et al. , 2023).

In the learning process known a number of terms that have similarity meaning , so that often people feel Confused For distinguish them . Terms the are : (1) learning model (2) method learning (3) learning strategies . The following This will presented terms said , with hope can give clarity about use term the .

According to Helmiati (2012). In his book : (1) Learning models is form illustrated learning from beginning until the ending presented in a way specifically by teachers. In other words, a learning model is wrap or frame from implementation something approaches , methods , strategies and techniques learning . (2) Learning methods is the method used For implement plans that have been arranged in form activity real and practical For reach objective learning . (3) Learning strategies is how it is done somebody in implement something method in a way specific . It cannot be denied that there is difference view in interpreting learning strategies .

In the world of education, the terms model, method and learning strategy frequently used in

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a way take turns, even though each has different meanings. Learning models describe design learning from beginning until the end that becomes framework implementation activity learning. Learning methods is the method used in apply plan learning to achieve goals achieved, while the learning strategy is approach commonly used For implement something method in a way effective (Hawa, 2025).

Temporary that , perception student become factor important in evaluate success of the learning process. Perception is method view individual to something phenomenon based on experience, observation, and knowledge that he has. Perception student towards learning models lecturer will influence level satisfaction, motivation, and results Study they. Positive perception usually appear when lecturer using an interesting, interactive and relevant model with need students (Lestari, et al. 2025).

Perception that is method view to something or express understanding results processed Power think, meaning perception related with factors external responded to through five senses, power remember, and power soul. Perception is source knowledge newly acquired somebody about the world and the environment that surrounds it. Knowledge is power, without knowledge man No can act in a way effective. Perception is source main For knowledge that. Perception can defined as a process of receiving, selecting, organizing, interpreting, testing and providing reaction to stimulation five senses or data. (Ananda Hulwatun Nisa, et al., 2023)

According to Stephen P. Robbins. Perception is a process undertaken individual For organize and interpret or interpret impressions senses them to give meaning for environment they. (Sabarini2021) meanwhile according to Schermerhorn, Hunt. Osborn. Perception is the process by which people select, organize, interpret, and obtain information. come back and respond to information from the world around him In other words, perception related with How somebody can interpret and respond information originating from from outside. (Sabarini2021)

Based on the description above, the researcher is interested in examining how lecturers use learning models and what students' perceptions are of the use of these learning models. The researcher hopes that by understanding students' perceptions of the use of lecturers' learning models, they will be able to understand how students perceive, assess, and respond to the learning models used by lecturers. This objective is important because student perceptions can influence motivation, engagement, and learning outcomes. It also serves as evaluation material for lecturers, adjustments, and improvements to the quality of learning to make it more effective, engaging, and tailored to students' needs.

METHODS

Study This use approach qualitative with type study descriptive research descriptive aim For gather in the form of words, pictures, and not the numbers. That thing caused by the presence of implementation method qualitative. In addition, all collected possible become key to what has been researched. (Adhi, 2019). Descriptive method is method in examine the status of a group human, a object, a set of conditions, a system thinking or something class events in the present. The purpose of study descriptive is For make description, overview or painting in a way systematic, factual and accurate about facts, properties as well as connection between the phenomenon being investigated .(Mariana, 2023)

In research qualitative, data collected through observation, interviews, and documentation

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Data obtained from classroom observations as well as results interview with students. In research this, researcher No give treatment special to samples studied. Researchers only want to gather information about How use of the learning model used lecturer Uin Ar-raniry Pai study program.

Research Location Implementation study This conducted in the UIN Ar-Raniry Banda Aceh Campus Area , Syiah Kuala District , Banda Aceh City, Aceh Province . Subjects research on research This are 15 students study program Islamic Religious Education Class of 2022.

Study This done in effort know How use of learning models and how perception student to use of learning models lecturer . This goal important Because perception student can influence motivation , engagement , and outcomes Study from students . And also as material evaluation for lecturers , adjustments , and improvements quality learning to be more effective , attractive , and appropriate with need student .

Study This need method data collection so that the information obtained in accordance with formulation problem and can trusted . As for the technique data collection used in study This is as following :

Observation is a technique observations (observations) conducted by researchers in settings natural with objective For explore or dig and raise something meaning from something existing phenomena in self participants or subject in study qualitative . (Haryoko , 2020). It means.

Interview , Form interview instrument is a series of data in the form of ask answer between researchers with source person in the form of information about problem ongoing research examined . In the session interview researchers free ask What just question to related sources with study . (Shafrida , 2021)

Documentation , According to Sugiyono (2018) Documentation is activity collect , record , store , and manage data or information in in the form of writing, images , sound , or other media so that it can be used back in the future . It means researchers utilise documentation to obtain accurate data as well as support validity .

RESULT AND DISCUSSION

This research was conducted on the campus of UIN Ar-Raniry Banda Aceh, a university located in Banda Aceh City, specifically at Jalan Syeikh Abdur Rauf No. 1, Kopelma Darussalam, Syiah Kuala District, Banda Aceh City, Indonesia. Ar Raniry State Islamic University (formerly the Ar Raniry State Islamic Institute) was inaugurated as IAIN on October 5, 1963, by Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 89 of 1963. Later, its status was changed to a university (UIN) effective October 1, 2013, based on Presidential Regulation of the Republic of Indonesia Number 64 of 2013.

The Islamic Religious Education Study Program was born simultaneously with the establishment of the Faculty of Tarbiyah and Teacher Training on December 15, 1963, and was inaugurated by the Minister of Religious Affairs of the Republic of Indonesia, K.H. Saifuddin Zuhri. Thus, the Islamic Religious Education Study Program is one of the oldest study programs in the Faculty of Tarbiyah and Teacher Training.

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Use of Lecturer Learning Models for Students

Based on the researcher's observations, it can be seen that the use of lecturer learning models in the lecture process is still not fully optimal and not evenly distributed. This finding is reinforced by the researcher's observations in class, where the learning process appears to be more lecture-centered. Students tend to listen to explanations, take notes, and only a few actively ask questions or express opinions. This indicates that learning is still one-way and does not actively involve students. Furthermore, during the discussion activities, the researcher observed that the discussions were not running optimally. Only some students were active, while others remained passive. This indicates that the use of the learning method Discussions have not been fully effective in increasing student engagement. Informant RF also stated: "The learning model often used by lecturers is problem-based learning, in which lecturers present students with a problem and the students discuss how to solve it.

Observations also showed that in classes using more interactive learning models, the learning atmosphere became more lively. Students appeared more active, asked questions, and understood the material more easily.

However, the use of these varied learning models is still limited to a few lecturers and has not been implemented across all courses. Furthermore, lecturers have not yet adapted their learning models to the material being taught, resulting in ineffective learning.

Based on interviews and observations, it is clear that lecturers' learning models tend to be one-way and lack variety. This results in less interactive learning and less than optimal student engagement.

However, the fact that some lecturers have implemented varied learning models demonstrates efforts to improve the quality of learning. More interactive learning models have been shown to increase student enthusiasm, participation, and understanding.

Thus, the use of lecturer learning models needs to be continuously developed to be more varied, interactive, and appropriate to student needs.

Student Perceptions of the Use of Lecturer Learning Models

Some students stated that in the lecture process, lecturers still often use lecture, discussion, and question and answer methods. The use of more varied and innovative learning models is still not widely implemented. This was conveyed by informant LS: "The learning model used by lecturers is not interesting and not varied, making students bored, so the motivation to learn is very lacking and not entirely good, there is still much that needs to be evaluated again." The same thing was also conveyed by informant AAQ: "Lecturers most often use lecture and question and answer methods, sometimes we often get bored and lack enthusiasm in participating in the learning process."

From this statement, it can be understood that the use of learning models is not yet varied, making students feel bored and less motivated in attending lectures.

However, not all students have the same view. Some students think that there are also lecturers who have used varied and quite interesting learning models. This was expressed by informant HAA: "Many lecturers have taught with varied methods and the lecturers have been quite optimal so that there is a lot of motivation in learning from the lecturers, for the impression of this lecture the lecturers have been quite optimal in teaching by using several methods." In addition,

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informant NA also stated: "Many lecturers have implemented varied learning models so that learning is interesting and students are more enthusiastic." These results can be concluded that the use of lecturer learning models is not evenly distributed, resulting in differences in learning experiences among students.

Based on the research results, it is clear that student perceptions stem from their experiences during lectures. If lecturers employ a less varied teaching method, students tend to feel bored and unmotivated. Conversely, if lecturers employ engaging and engaging learning models, students will be more active and enthusiastic. Lack of varied learning results in students being less active and acting solely as recipients of information. However, in classes that employ active learning models such as problem-based learning, students respond more positively. They feel more engaged, understand the material more easily, and are more active in the learning process.

From this statement, it can be concluded that the use of varied and innovative learning models is crucial for improving the quality of learning. Therefore, lecturers are expected to develop more creative, interactive, and technology-based learning models to meet student needs.

CONCLUSION

Based on results research that has been done to PAI students from the class of 2022 at UIN Ar-Raniry Banda Aceh, from results the interview above can concluded that perception PAI students of the 2022 class against use of learning models lecturer Still diverse or varies . Most of them student have an opinion that lecturer in the lecture process Still dominant use method learning like lectures , discussions and questions answer , while Provide recommendations for follow-up research results and further research needed. Suggestions that are common sense do not need to be written down. If suggestions are needed, be specific. Conclusions are presented in paragraph form. The length of the conclusion is between 5-10% of the total length of the manuscript. This section is written in Cambria typeface, font size 11, spacing 1.15 with line spacing after and before 0. application of varied and innovative learning models Still classified as limited . Condition This cause part student feel saturated, less motivated , and less active in follow activity lectures.

However , there are also some lecturers who have implementing learning models active and creative , such as problem based learning and learning based discussion group , which is assessed capable grow Spirit Study students . Students who take part lectures with a model like This student feel more enthusiastic , easy understand materials , and more involved in a way direct in the learning process . This show that use of appropriate learning models own impact significant to motivation , engagement , and outcomes Study student .

Student expect more variations of learning models interesting , interactive , and appropriate with developments over time, so that the learning process No only lecturer - centered , but also encourages participation active students . Therefore that , lecturer expected can more increase ability in designing and implementing creative , innovative learning models , as well as based technology For create atmosphere effective , fun , and meaningful learning .

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