

Optimizing Islamic Education Learning through Understanding Students' Learning Modalities in Improving Academic Achievement

Meriyanti

Raden Fatah State Islamic University Palembang
meriyantihafid@gmail.com

Miska Rosa Diana

Raden Fatah State Islamic University Palembang
miskarossa9869@gmail.com

Ermis Suryana

Raden Fatah State Islamic University Palembang
ermissuryana_uin@radenfatah.ac.id

Sutarto

Institut Agama Islam Negeri Curup
sutarto@iaincurup.ac.id

Abstract

This research aims to recognize student learning modalities and analyze the implications of learning modalities in optimizing PAI learning. By identifying them, students can determine learning styles, teachers can determine learning strategies and methods and parents can educate and treat children according to their learning styles. In this research, David Kolb's learning modality theory is used. He believes there are four learning styles: diverger style, assimilator style, converger style, and accommodator style. At the same time, Richard Bandler, John Grinder, and Michael Grinder put forward three learning styles: Visual, Auditory and kinesthetic. This paper uses the library research method, with a qualitative approach and data collection techniques, namely documentation, data taken in the form of primary data from articles, books and theses related to learning modalities and implications in PAI learning and secondary data from the Koran and interpretation. The conclusion is that the impact of learning modalities for optimizing PAI learning is that teachers can determine the learning curriculum, learning resources, learning materials, and suitable media for students, use varied methods, carry out assessment strategies and develop student potential. Schools also contribute to providing school facilities.

Keywords: Implications; Learning Modalities; Optimization; PAI Learning

Introduction

Knowing learning modalities is very important for teachers, students and parents. Learning modalities, often called learning styles, play a significant role in the success of student learning activities. Each student has a different learning style, so receiving, processing, and remembering the information obtained is also different.

A teacher must pay attention to the type of learning style that students have, and this also depends on the quality of teachers involved in the learning process and their effectiveness in carrying out their responsibilities for managing learning in the classroom, with the consequence that the teacher must have prepared (planned) everything so that the learning process runs effectively.¹ Then, the teacher must know students' learning styles/learning modalities. By knowing this, learning will be more effective and efficient because there will be good interaction between teachers and students².

There are three types of learning styles that students have: visual learning styles, auditorial learning styles, and kinesthetic learning styles. Learning modalities are not only recommended by teachers to identify but also by parents and students themselves because the suitable learning modality supports the potential for student success in the academic field³. So, by knowing the three learning styles of students, teachers can help students learn according to their learning styles so that student learning achievement can grow.

Many studies suggest that learning modality supports student success in the academic field. Like Dian Rahmawati's research at SMP Negeri 1 Punggur Lampung, she argued that there is a positive and significant influence between learning styles on the PAI learning outcomes of SMP Negeri 1 Punggur students, most of the VIII grade students have a visual learning style that is more dominant in PAI learning than auditorial and kinesthetic learning styles.⁴ However, the next teacher must use various methods to deliver the material to students with auditorial and kinesthetic learning styles. For this reason, teachers or teaching staff must also consider each student's different learning

¹ Isnawardatul Bararah, "The Effectiveness of Lesson Planning in Learning Islamic Religious Education at School," *MUDARRISUNA Journal* 7, no. 1 (2017): 131-147.

² Dian Rahmawati, "The Effect of Motivation and Learning Style on PAI Learning Outcomes of State Junior High School Students 1 Punggur Central Lampung," *Iain Metro* (Postgraduate Program (PPs) State Islamic Religious Institute (IAIN), 2018).

³ Asep Kurniawan, Sumijan, and Jufriadif Na'am, "Expert System for Identifying Student Learning Modalities Using the Forward Chaining Method," *Journal of RESTI (System Engineering and Information Technology)* 3, no. 3 (2019): 518-523.

⁴ Rahmawati, "The Effect of Motivation and Learning Style on PAI Learning Outcomes of Students of SMP Negeri 1 Punggur Central Lampung."

styles. PAI teachers must be exceptionally able to create exciting teaching strategies to support these differences and create a good teaching and learning atmosphere⁵. Similar research results were presented by Sayu Putri et al., who stated that knowing the learning style significantly contributes to learning outcomes.⁶

According to Keefe, learning style combines several characteristics, such as cognitive, affective, and physiological factors, with relatively stable indicators, namely how learners feel, interact with, and respond to the learning environment. Meanwhile, Brown argues that learning style is a way for students to perceive and process information in learning. Meanwhile, Celcia-Murcia said that learning style is a general approach learners use to acquire a new language or learn other subjects⁷.

So far, there are several studies on learning styles/learning modalities. First, teachers must understand students' learning styles in the classroom because knowing them will make it easier for teachers to provide a supportive environment for learning⁸. *Second*, student achievement in learning cannot be separated from student motivation and learning styles in the classroom⁹. *Third*, a study will determine the learning styles of visual, audiotorial, and kinesthetic students so that teachers can know what strategies to use in learning¹⁰. Learning modalities/learning styles must be understood by teachers and students because after students and teachers know their learning styles, then strategies in learning can be known. Learning can be more effective, so after learning the style, the teacher can apply several approaches to determine optimal implications for PAI learning.

This paper aims to complement previous studies' shortcomings, namely in paying attention to the implications of learning styles to optimize PAI learning. Specifically, this paper shows the characteristics and kinds of learning styles as an optimization of PAI

⁵ Ibid.

⁶ Sayu Putri Ningrat, I M Tegeh, and M Sumantri, "The Contribution of Learning Style and Learning Motivation to Indonesian Language Learning Outcomes" 2, no. 3 (2018): 257-265.

⁷ Pangesti Wiedarti, *The Importance of Understanding Learning Styles*, Ministry of Education and Culture Directorate General of Primary and Secondary Education, 1st ed. (Jakarta: Ministry of Education and Culture, 2018).

⁸ Febi Dwi Widayanti, "The Importance of Knowing Students' Learning Styles in Classroom Learning Activities," *Erudio Journal of Educational Innovation* 2, no. 1 (2013): 7-21.

⁹ Rahmawati, "The Effect of Motivation and Learning Style on PAI Learning Outcomes of Students of SMP Negeri 1 Punggur Central Lampung."

¹⁰ Mhd Chairian Afhara, "The Influence of Learning Strategies Based on Multiple Intelligences and Learning Styles on Islamic Education Learning Outcomes at Sabilina Elementary School, Percut Sei Tuan District" (Postgraduate Program, State Islamic Institute of North Sumatra Medan, 2013).

learning with the diversity of learning styles owned by students so that the implications can be felt in PAI learning by students, parents and teachers.

Research Methods

This research approach uses the *library research* method by collecting various references about the implications of learning modalities on optimizing PAI learning. The approach is qualitative because the data collected is in the form of sentence explanations and the results of the study under study. The author will present research data on the implications of learning modalities on optimizing PAI learning. The data collection technique is documentation, searching for various theories that are primary data sources from multiple books related to teaching modalities, journal articles with the theme of learning modalities and their implications for learning, and theses that discuss learning modalities.

As for the secondary data sources, they come from AlQur`an and tafsir, Al-Hadith, dictionaries and readings from websites about learning modalities. Data analysis in this study uses content analysis techniques with six steps, namely: (1) formulating research questions and hypotheses, (2) sampling the selected data sources, (3) creating categories used in the analysis, (4) data collection of a sample of documents that have been selected and coding, (5) creating scales and items based on specific criteria for data collection, and (6) interpretation of the data obtained.¹¹

Learning Modalities to Increase Effectiveness and Engagement in Modern Education

In modern education, understanding learning modalities has become a crucial element that supports the effectiveness of the learning process. Learning modalities refer to an individual's preferences in absorbing, processing and remembering information. Understanding students' learning modalities helps educators design more effective teaching strategies and improves student engagement and learning outcomes.

¹¹ M Irfan Taufan Asfar, *Narrative Analysis, Content Analysis, and Semiotic Analysis (Qualitative Research)*, 2019.

Learning Modalities Characteristics, Prompts and Strategies

Richard Bandler, John Grinder, and Michael Grinder state that there are fundamental differences between the three learning styles: visual, auditory, and kinesthetic. In this case, the author will provide a table detailing the characteristics of the differences between the three learning styles.

Table 1
Characteristics of Visual, Auditory and Kinesthetic Learning styles ¹²

Visual	Auditory	Kinesthetic
The position of the head is raised upwards towards the person speaking.	The head position turned towards the person who is speaking	Slightly lowered head and forehead position
Eye accessing looking up	Eye accessing towards and parallel to the ear	Eye access looking down or looking to the right
Upper chest breath, thin	Breath is evenly distributed over the entire surface of the chest	Deep breath in the diaphragm area
Learn by Remembering what you see.	Learn by listening and moving lips/voice while reading	Learning by doing
Sputters, almost without semicolons	Speaking at a medium tempo	Speaking at a slow tempo
Maintain a distance from others so that you can see more clearly	Easily distracted by noise	Responding physically
Explains things, tends to scribble on paper	In explaining something, convey it well	Explaining something with hand gestures
It is not easy to concentrate if what you see is not neat	It is difficult to focus when there is a commotion	Difficulty concentrating when sitting still and quiet
Very fond of painting	Very fond of music	Very fond of dance and martial arts
Tends to look at people's faces and clothes	Tends to pay attention to people in conversation	Tends to pay attention to people's behaviour and gestures
Likes to read the work tool before assembling the tool	Likes to listen to explanations before assembling tools	Likes hands-on practice in assembling tools
Free time to go to the library	Free time listening to music	Free time to exercise or do anything
Watch how computers work.	Hearing someone explain how a computer works	Disassemble a laptop to try to figure out how it works

Each student has a learning style based on the individual characteristics described above. Only a few students have one type of learning style that stands out. Students generally have more than one learning style, for example, a combination of kinesthetic and visual learning styles, auditorial and visual learning styles, and so on. So, the more dominant learning style can be a solution for students to choose advice.

¹² Kurniawan, Sumijan, and Jufriadif Na'am, "Expert System for Identifying Student Learning Modalities Using the Forward Chaining Method."

According to the characteristics of their learning modalities, teachers should choose learning modality/learning style strategies.

Table 2
Recommended Modalities for Students ¹³

No.	Student Prompts	Modalities
1	Say what you are reading so that it is audible so that you can easily remember it.	Auditory
2	Make scribbles on paper every time you memorize something and record any information you hear, such as from a teacher, so you can easily remember it.	Visual
3	To memorize something and remember it quickly, do it by moving something or while walking as long as it does not disturb others.	Kinesthetic

Modalities strategy for teachers ¹⁴

No.	Teacher Strategy	Modalities
1	Use apparent vocal variations when teaching <ul style="list-style-type: none"> - Encourage children to participate in discussions either in class or in the family. - Read the subject matter aloud - Use music - Discuss ideas verbally - They are the subject matter; ask the child to listen before bed. 	Auditory
2	Use engaging learning media when teaching <ul style="list-style-type: none"> - Use visual materials: pictures, diagrams, maps - Use colour to see the essential things - Encourage children to read illustrated books - Use multimedia: computer and video - Encourage the child to try to illustrate their ideas into pictures 	Visual
3	Use gestures and practice when teaching <ul style="list-style-type: none"> - Don't make it a long or hours-long study. - Encourage children to learn while exploring the environment - Allow children to chew gum while studying - Use light colors to underline important points in the reading. - Allow children to learn while listening to music 	Kinesthetic

Every student receiving lessons is different. Some students absorb lessons quickly, some are slow, and some are average. So, each student must have a unique trick in learning, whether they can visually learn lessons, in an auditorial way or kinesthetic.

Implications of Learning Modalities in Optimizing Islamic Education Learning

Learning modality is an approach that explains how individuals learn or the way each person concentrates on the process and masters complex and new information through different perceptions. Knowledge about learning styles is essential for teachers, parents and students because knowledge about learning styles can be used to help

¹³ Ibid.

¹⁴ Junierissa Marpaung, "The Effect of Learning Style on Student Learning Achievement," *KOPASTA: Journal of Guidance Counseling Study Program* 2, no. 2 (2016): 13-17.

maximize the learning process so that learning outcomes can be achieved following the expected goals.

David A. Jacobsen's concept of learning modalities has three important implications for teachers. *First*, the concept reminds us of the need to diversify because there is no teaching approach that all students will favour. *Second*, awareness of learning modalities can increase our sensitivity to differences in our students, making it more apparent that we will respond to our students as individuals. Third, the concept suggests that teachers should encourage students to think about their learning patterns, which can develop their metacognition¹⁵.

Learning modalities refer to how students access, process and understand information. In Islamic Religious Education (PAI) learning, understanding students' learning modalities can be crucial in optimizing learning. Teaching modalities have several implications in optimizing Islamic Education learning: curriculum planning, lesson planning, determining learning resources, using varied methods, selecting and determining media, assessment strategies developing student achievement, and providing school facilities.

1. Curriculum Planning

According to Abdurrahmansyah, the curriculum is not a simple word that can be defined or understood into it¹⁶. Said Hamid Hasan in Abdurrahmansyah expressed that the curriculum has several dimensions, namely, the curriculum in the dimensions of the idea, the curriculum in the dimensions of the document, the curriculum in the dimensions of the process, and the curriculum in the results. According to Abdurrahmansyah, the four dimensions of the curriculum are divided into several categories: 1) curriculum as an idea (*curricula as an idea*). 2) curriculum as a set of goals (*curricula as a set of objectives*). 3) curriculum as a subject (*curricula as a course of study or content*). 4) curriculum as a plan (*curricula as plans*). 5) curriculum as a document (*curricula as a document*). 6) curriculum as an experience (*curricula as experiences*)¹⁷.

¹⁵ Ali Murfi and Noneng Siti Rosidah, "Analysis of Learning Styles of Achieving Students Comparative Study of Achieving Students of SMAN 1 with MAN 1 Yogyakarta Class XI," *Journal of Madrasah Education* 1, no. 2 (2016): 295-308.

¹⁶ Abdurrahmansyah, *Theoretical and Implementative Studies of Curriculum Development*, 1st ed. (Depok Jakarta: PT Raja Grafindo Persada, 2021).

¹⁷ Ibid.

From the definition of the curriculum, after a teacher knows the student's learning style, the teacher plans and can design the curriculum so that the categories of each curriculum are well conveyed to students in a manner that is engaging, effective, and tailored to their individual needs and preferences. This ensures that the educational content is accessible and comprehensible, enhancing the overall learning experience and outcomes for all students.

A curriculum as an idea is an idea, desire, hope, or goal about something that is best achieved in teaching and learning activities.¹⁸ Then, a teacher must have a curriculum as an idea. The curriculum will be used as a guide and then read and interpreted to follow the national curriculum.

In the research of Doni Angyanur et al., writing that applying the independent curriculum to students' learning styles is very appropriate because the independent curriculum can develop students' competence. In the learning process, the independent curriculum centres on students' freedom to find their passion or interest in exploring all aspects of themselves to be able to accept and apply all forms of teaching received in the learning process at school, and the best teacher is a teacher who can understand his students' learning styles and motivate his students to grow and develop according to their age continually and have Pancasila character.¹⁹

In PAI learning, A teacher must be able to apply the curriculum chosen in the teaching because when a teacher knows the student's learning style, the curriculum's application in the education unit can be maximized, which helps students in the teaching and learning process.

2. Material Planning

At this stage, it is expected that a teacher who already knows students' learning styles will be able to plan PAI materials optimally. Planning is the first step to determining where to go and the requirements most effectively and efficiently. Before planning to learn, teachers must first project, such as the preparation of subject matter, the use of media, approaches and methods, and learning assessments in an allocation of time that will be carried out at a particular time to achieve predetermined goals.

¹⁸ Ibid.

¹⁹ Doni Angyanur et al., "Implementation of Merdeka Curriculum on Student Learning Styles in MI / SD," *JIPDAS: Scientific Journal of Basic Education* 1, no. 1 (2022): 41-51.

Based on research from Fathurrohman in Pasuruan Regency Elementary School in terms of planning teaching materials, PAI teachers prepare materials that will be delivered in the teaching and learning process, as for the steps in planning teaching materials, namely: 1) see and adjust the lesson plans/learning tools designed. 2) prepare/select strategies and methods in the implementation of material delivery how to select methods and strategies based on the characteristics and learning styles of students in the class. 3) search for material (internet, magazines, newspapers, reference books), 4) based on grade level and student ability.²⁰

3. Determination of Learning Resources

By knowing students' learning styles, teachers can also determine learning resources; determining learning resources is still related to determining the material that the teacher will teach because learning resources are all sources in the form of data, people and specific forms that can be used by students in learning, either separately or in combination so that it makes it easier for students to achieve learning goals or achieve specific competencies²¹.

Learning resources can take the form of Messages (information, teaching materials, folktales, fairy tales, sagas, and so on), People (teachers, instructors, students, experts, resource persons, community leaders, institutional leaders, career figures and so on), Materials (books, transparencies, films, slides, pictures, charts designed for learning, reliefs, temples, statues, comics, and so on), Tools/equipment (hardware, computers, radios, televisions, VCD / DVDs, cameras²².

In the form of learning resources are divided into Print learning resources (books, magazines, encyclopedias, brochures, newspapers, posters, and floor plans), Non-print learning resources (films, slides, videos, models, dolls, and audio tapes), Learning resources in the form of facilities (auditoriums, internet, libraries, study rooms, individual study tables, studios, fields and sports), Learning resources in the form of activities (interviews, group work, observation, simulations, and games), Learning resources in the form of the environment (parks and terminals)²³.

²⁰ Ibid.

²¹ Ulyn Ni'mah, Ali Bowo Tjahjono, and Ghofat Shidiq, "Utilization of the Internet as a Learning Resource for Islamic Religious Education," *Conference on Islam Studies (CoIS)* (2019): 326-340.

²² Ibid.

²³ Ibid.

The benefits of learning resources include providing a more concrete and direct learning experience, presenting something impossible to hold, visit or see directly, adding and expanding the horizons of science in the classroom, instilling a love of science and technology (Science and Technology) from an early age, increase the efficiency and effectiveness of education management both at the micro and macro levels, can stimulate to think more critically, stimulate to think more positively and encourage to develop further and motivated²⁴ .

4. Using Varied Methods

Teachers need to know learning styles so that they can teach using a variety of methods. The accuracy of the teacher in choosing the process, in addition to making it easier for students to receive learning material, will also make the classroom learning atmosphere fun and give a particular impression to students, often referred to as meaningful learning²⁵ .

There are various teaching methods, including lecture methods, discussion methods, drill and recitation methods (assignment methods), answer methods, story methods, etc. The variety of methods is based on research by Aprilia et al., and teachers use various methods in SKI lessons so that students do not feel bored learning. Students can be more active in learning and able to understand lessons to the fullest. This begins with making a Learning Implementation Plan (RPP). The lesson plan is made so that when teaching, the teacher has good guidelines and can measure the achievement of material indicators.²⁶

Other methods presented by Andi Abdul Muis such as the samawi or Qur`ani learning methods, Quantum methods, inquiry methods, recitation methods, discussion methods, uswah methods (exemplary), targib methods (promises accompanied by persuasion), tarhib methods (threats due to making mistakes), module learning methods, demonstration methods, and group work methods²⁷ .

²⁴ Sardiman, *Interaction & Motivation of Learning to Teach* (Jakarta: Grafindo Persada, 2007).

²⁵ Imelda Aprilia et al., "Implementation of Varied Learning Methods on SKI Materials in Madrasah Ibtidaiyyah," *JIP PGMI Scientific Journal* 6, no. 1 (2020): 52-72.

²⁶ Ibid.

²⁷ Andi Abd Muis, "Implementation of Varied Teaching Methods in Increasing the Learning Interest of Islamic Religious Education Learners at School," *Didaktika, Journal of Education of the Tarbiyah Department of STAIN Watampone* 10 (2015): 13-30.

When viewed from the senses possessed by humans, media and teaching tools or materials can be categorized into three groups: media with, viewing media and media that can be touched. Media use from one type to another must be done in every learning activity. Each learner certainly has a different pleasure in using their senses to learn. This is where the importance of variation in using the media and learning materials lies²⁸.

According to Muis's research, applying varied teaching methods in PAI learning is very helpful for students with different learning styles, visual, auditory, or kinesthetic. He revealed that learning with varied methods in the pattern of interaction in the classroom can eliminate feelings of boredom in learning, can prevent teaching verbalism, students will be interested, and learning outcomes will increase, overcome the vacuum in the classroom, overcome learning that leads to active, innovative, creative, effective, and fun learning (PAIKEM), develops students' interest in learning in the learning process, can help the smooth learning process at school, and varied teaching methods also affect students to be interested and interested and passionate about learning²⁹.

From these two studies, it is clear that after the teacher knows the learning style of his students, the teacher can determine a variety of teaching methods so that students are more active, creative, interested and passionate about learning.

5. Media selection and determination

Understanding the differentiation of students' learning styles is one of the components of pedagogical competence that teachers must master. By profoundly understanding learning styles as part of unique individual characteristics, teachers are expected to be more creative in preparing and implementing the learning process. Teacher creativity is the ability of teachers to create new ideas or products that can support their role in the learning process³⁰.

One form of teacher creativity is creativity in choosing the suitable learning media. In this case, the proper context can be interpreted as the press being appropriate and suitable on target, adapting to the needs of students, and keeping up with

²⁸ Ibid.

²⁹ Ibid.

³⁰ Andi Harpeni Dewantara, "Teacher Creativity in Utilizing It-Based Media in View of Student Learning Styles," *Journal of Primary Education* 1, no. 1 (2020): 15-28.

technological developments. One form of media that is currently widely used in the learning process is IT-based media³¹. Media in a learning activity has a considerable function, including as an intermediary to convey or to spread ideas, ideas and opinions in learning so that what is expressed by the teacher or teacher can reach the recipient.³²

Media that utilizes technological sophistication offers many advantages, including increasing learning motivation, attracting student attention, clarifying and simplifying complex concepts, and making abstract concepts more concrete and easy to understand; media is also a tool for transferring ideas, ideas or opinions in learning.³³

Media has a variety of qualifications, such as human, print, visual, audio-visual and computer-based media.³⁴ Each of these media has different functions and concepts. So, it depends on who will utilize the media. Learning media cannot be generalized for every learner, so it is necessary to analyze needs and develop according to existing conditions.³⁵

Like the research conducted by Guntur Cahyono on deaf children, namely those with limited speaking and hearing abilities, visual media is a suitable learning medium for deaf children. That is, by watching or watching pictures, then explaining visual media to deaf children using lip language or lip movement.³⁶

In contrast to the research conducted by Very Hendra and Endy Febriyanto, in their study on children with graphite, namely those with limited IQ, the media used by learning media uses IT-based media. Inside is an android-based software construct about learning media that has been developed. It has menus, games, videos, learning, simulations, practice questions, and evaluation of number recognition. Establishing this media using the MDLC method includes concept, design, material collecting, assembly, testing, and distribution.³⁷

³¹ Muslih Muslih, "Utilization of ICT-Based Learning Media at Non-Formal Education Institutions TPQ," *Dimas: Journal of Religious Thought for Empowerment* 16, no. 2 (2016): 215.

³² Guntur Cahyono, "Visual Media-Based Islamic Education 2, no. 1 (2019): 81-98.

³³ Marsita Dwi Susanti and Alfurqan Alfurqan, "Implementation of Visual Media Use in Islamic Religious Education Subjects," *An-Nuha* 1, no. 3 (2021): 281-291.

³⁴ Muhammad Muslih, "The Effect of Family Environment and School Environment on the Learning Achievement of 6th Grade Students of SDN Limbangan," *Syntax Literate; Indonesian Scientific Journal* 1, no. 4 (2016): 41-50.

³⁵ Unang Wahidin, "Implementation of Media Literacy in the Learning Process of Islamic Religious Education and Budi Pekerti," *Islamic Education: Journal of Islamic Education* 7, no. 02 (2018): 229-244.

³⁶ Cahyono, "Visual Media-Based Islamic Education Learning Planning for Deaf Children."

³⁷ Very Hendra Saputra and Endi Febriyanto, "Multimedia-based Learning Media for Children with Disabilities," *Journal of Mathematics Education* 1, no. 1 (2019): 15.

The Qur'an also explains the importance of a teacher using learning media because learning media can be audio-visual, technology-based, adapted to learning styles, student characteristics, and the shortcomings and advantages of these students. In the selection of Audio learning media, this media can only be heard as the words of Allah SWT, which hints at the use of audio media (the origin of the word "story") as in surah Al Baqarah verse 76:

Meaning: *they said, "Will you tell them what Allah has explained to you so that they may refute you before your Lord? Do you not understand?"* (Al-Baqarah/2:76).³⁸

From the word tell, cause sound or sound so that it can be heard and understood, as well as the contents of what will be conveyed³⁹. Visual learning media is a set of tools for channelling messages in learning that can be captured through the sense of sight without the sound of the tool. In the Al-Qur'an surah Al-Baqarah verse 31:

Meaning: *He taught Adam the names of all things, then showed them to the angels, saying, "Name them to me if you are truthful!"* (Al-Baqarah/2:31).

From the verse, Allah taught the Prophet Adam the names of all objects on earth, and then Allah ordered the angels to mention them, which the angels did not know. The objects mentioned by the Prophet Adam a.s. were ordered by Allah swt. Of course, Allah SWT has described its shape.

6. Assessment Strategy and Student Potential Development

An assessment strategy is a process that educators carry out by planning steps, preparing assessment tools, collecting information through evidence that shows student achievement, and processing and utilizing information about student achievement. Authentic assessment is a type of assessment that guides students in demonstrating the skills and abilities needed to address real-world problems and situations.

Teachers are expected to use various assessment techniques focusing on developing students' abilities at this stage. That is, adapted to the ability and development of brain capacity and the tendency of different individual learning

³⁸ Ministry of Religious Affairs Translations, *AlQur'an Translations*, 2019.

³⁹ M. Ramli, "Learning Media in the Perspective of Al Qur'an and Al HAdith," *Itihad Journal of Kopertais Region XI Kalimantan* 13, no. 23 (2015): 130-154.

styles.⁴⁰ By knowing students' learning styles, teachers can determine the assessment strategy, and this assessment strategy also aims to develop students' potential in learning.

Especially now that we are entering the 21st century, teachers must have an assessment strategy for developing student potential because, as we know, student abilities are measured through multiple-choice tests. This is not enough because each student has a different character. According to Eni Winaryati, the demands of the 21st-century assessment strategy are: 1) measuring students' ability to think critically, solve problems, gather information, and make reasonable and reasoned decisions while using technology. 2) assessment should provide solution-based tasks. Skills will focus more on students' operational skills, such as their expertise in using multiple sources appropriately and efficiently, rather than on whether students have responded correctly to the teacher's words. 3) Students are assessed based on assessments that lead to classroom-based actions⁴¹.

7. Provision of School Facilities

One of the implications of students' learning styles is that schools must have adequate facilities and infrastructure to maximize students' learning. Completeness of facilities and infrastructure is one aspect of the excellence of school quality. Educational facilities are equipment and supplies directly used to support the educational process, such as books, laboratories, libraries, etc. Educational infrastructure is a facility that indirectly supports the course of the educational process, such as the location/place of school buildings, playing fields, money, and so on⁴².

School facilities are the physical resources that facilitate effective teaching and learning. Facilities include classrooms, laboratories, libraries, equipment, consumables, electricity, water, visual and audio-visual aids, study tables, study chairs, playgrounds, storage space and toilets.⁴³

⁴⁰ Rahmawati, "The Effect of Motivation and Learning Style on PAI Learning Outcomes of Students of SMP Negeri 1 Punggur Central Lampung."

⁴¹ Eny Winaryati, "Assessment of 21st Century Student Competencies," *National Seminar Edusainstek FMIPA UNISMUS 2018* 6, no. 1 (2018): 6-19.

⁴² Suri Margi Rahayu and Sutarna Sutarna, "Management of Junior High School Educational Facilities and Infrastructure," *Journal of VARIDIKA* 27, no. 2 (2016): 123-129.

⁴³ Ibid.

Educational infrastructure in schools includes classroom facilities, floors, hallways, toilets, library rooms, sports fields, and other facilities needed to carry out the teaching and learning process⁴⁴. Facilities include furniture, educational equipment, educational media, books and other learning resources, consumables, land, classrooms, education unit leadership rooms, educators' rooms, administrative rooms, library rooms, laboratory rooms, workshop rooms, production unit rooms, canteen rooms, power and service installations, places to exercise, places to worship, places to play, places to create.⁴⁵

If facilities and infrastructure are adequate, teachers can treat students with different learning styles to maximize learning. This can help students improve competence and achieve success in education.

Conclusion

Recognizing students' learning styles is necessary because not all students process information in learning similarly. Some are used to learning to form knowledge using the sense of sight, while others are used to learning by listening. This long-standing learning habit produces and forms it into a learning style.

David Kolb divides learning modalities into four types based on the tendencies carried out by each student because each student cannot have one tendency. Students usually combine the tendencies they have. David Kolb's modalities are as follows: the diverger style combines feeling and observation, and the assimilator style combines thinking and observing. Converger style is a combination of thinking and doing, and Accommodator style is a combination of feeling and action.

Richard Bandler, John Grinder, and Michael Grinder divide learning modalities into three parts: the visual learning style, which is typical of this learning style. Students learn and understand lessons through the process of vision. Second, in the Auditory learning style, which is typical of this learning style, students learn and understand lessons through the auditory process. Third, the kinesthetic learning style is where students understand lessons through physical activity, movement, and touch.

⁴⁴ Suyono Suyono et al., "Educational Facilities and Infrastructure in Improving the Quality of Student Learning Processes," *Journal of Educational Administration* 19, no. 2 (2022): 211-218.

⁴⁵ Rahayu and Utama, "Management of Junior High School Educational Facilities and Infrastructure."

The implication of learning modalities to optimize PAI learning is that students, teachers and parents need that learning modality because by knowing learning modalities, teachers can determine the learning curriculum, teachers can assess learning resources, teachers can evaluate materials in learning, teachers can choose suitable media for students, use varied methods, teachers can carry out assessment strategies and develop student potential, and schools contribute to the provision of school facilities.

In addition, by knowing the learning modality, students will be more active in learning. PAI will be more effective, and the results obtained will be maximized. It is important to remember that each student is unique, and learning modality preferences can change from one topic or concept to another. Therefore, the most effective approach is integrating various learning modalities in PAI learning so that each student can understand and absorb the material in the best way for them.

Bibliography

- Abdurrahmansyah. *Theoretical and Implementative Studies of Curriculum Development*. 1st ed. Depok, Jakarta: PT Raja Grafindo Persada, 2021.
- Afhara, Mhd Chairian. "The Effect of Learning Strategies Based on Multiple Intelligences and Learning Styles on Islamic Education Learning Outcomes at Sabilina Elementary School, Percut Sei Tuan District." Postgraduate Program of the State Islamic Institute of North Sumatra Medan, 2013.
- Angyanur, Doni, Nurhidayati Nurhidayati, Siti Lutfiah Azzahra, and Anjani Putri Belawati Pandiangan. "Implementation of Merdeka Curriculum on Student Learning Styles in MI / SD." *JIPDAS: Scientific Journal of Basic Education* 1, no. 1 (2022): 41-51.
- Aprilia, Imelda, Nelson Nelson, Sri Rahmaningsih, and Idi Warsah. "Implementation of Varied Learning Methods on SKI Materials in Madrasah Ibtidaiyyah." *JIP PGMI Scientific Journal* 6, no. 1 (2020): 52-72.
- Asfar, M Irfan Taufan. *Narrative Analysis, Content Analysis, and Semiotic Analysis (Qualitative Research)*, 2019.
- Bararah, Isnawardatul. "The Effectiveness of Lesson Planning in Islamic Religious Education Learning at School." *MUDARRISUNA Journal* 7, no. 1 (2017): 131-147.
- Cahyono, Guntur. "Visual Media-Based Islamic Education Learning Planning for Deaf Children." *IQRO: Journal of Islamic Education* 2, no. 1 (2019): 81-98.
- Fathurrohman, Amang, and Moh Nurhadi. "Learning Planning of Elementary School Teachers in Islamic Religious Education Materials in Pasuruan Regency." *Journal of at-tajdid* 5, no. 2 (2016): 219-242.
- Harpeni Dewantara, Andi. "Teacher Creativity in Utilizing It-Based Media in View of Student Learning Styles." *Journal of Primary Education* 1, no. 1 (2020): 15-28.

- Kurniawan, Asep, Sumijan, and Jufriadif Na'am. "Expert System for Identifying Student Learning Modalities Using the Forward Chaining Method." *Journal of RESTI (System Engineering and Information Technology)* 3, no. 3 (2019): 518-523.
- Marpaung, Junierissa. "The Effect of Learning Style on Student Learning Achievement." *KOPASTA: Journal of Guidance Counseling Study Program* 2, no. 2 (2016): 13-17.
- Muis, Andi Abd. "Implementation of Varied Teaching Methods in Increasing the Learning Interest of Islamic Religious Education Learners at School." *Didaktika, Journal of Education Department of Tarbiyah STAIN Watampone* 10 (2015): 13-30.
- Murfi, Ali, and Noneng Siti Rosidah. "Analysis of Learning Styles of Achievement Students Comparative Study of Achievement Students of SMAN 1 with MAN 1 Yogyakarta Class XI." *Journal of Madrasah Education* 1, no. 2 (2016): 295-308.
- Muslih, Muhammad. "The Influence of Family Environment and School Environment on Learning Achievement of 6th Grade Students of SDN Limbangan." *Syntax Literate; Indonesian Scientific Journal* 1, no. 4 (2016): 41-50.
- Muslih, Muslih. "Utilization of ICT-Based Learning Media at TPQ Non-Formal Education Institutions." *Dimas: Journal of Religious Thought for Empowerment* 16, no. 2 (2016): 215.
- Ni'mah, Ulyn, Ali Bowo Tjahjono, and Ghofat Shidiq. "Utilization of the Internet as a Learning Resource for Islamic Religious Education." *Conference on Islam Studies (CoIS)* (2019): 326-340.
- Ningrat, Sayu Putri, I M Tegeh, and M Sumantri. "Contribution of Learning Style and Learning Motivation to Indonesian Language Learning Outcomes" 2, no. 3 (2018): 257-265.
- Rahayu, Suri Margi, and Sutama Sutama. "Management of Junior High School Educational Facilities and Infrastructure." *Journal of VARIDIKA* 27, no. 2 (2016): 123-129.
- Rahmawati, Dian. "The Effect of Motivation and Learning Style on PAI Learning Outcomes of Students of SMP Negeri 1 Punggur Central Lampung." *Iain Metro. Postgraduate Program (PPs) State Islamic Institute (IAIN)*, 2018.
- Ramli, M. "Learning Media in the Perspective of Al Qur'an and Al Hadith." *Ittihad Journal of Kopertais Region XI Kalimantan* 13, no. 23 (2015): 130-154.
- Saputra, Very Hendra, and Endi Febriyanto. "Multimedia-based Learning Media for Children with Disabilities." *Journal of Mathematics Education* 1, no. 1 (2019): 15.
- Sardiman. *Interaction & Motivation of Learning to Teach*. Jakarta: Grafindo Persada, 2007.
- Susanti, Marsita Dwi, and Alfurqan Alfurqan. "Implementation of Visual Media Use in Islamic Religious Education Subjects." *An-Nuha* 1, no. 3 (2021): 281-291.
- Suyono, Suyono, Ade Nur Triyani, Camelia Camelia, and Novi Wulandari Purba. "Educational Facilities and Infrastructure in Improving the Quality of Student Learning Processes." *Journal of Educational Administration* 19, no. 2 (2022): 211-218.
- Ministry of Religious Affairs Translations. *AlQur'an Translation*, 2019.

- Wahidin, Unang. "Implementation of Media Literacy in the Learning Process of Islamic Religious Education and Budi Pekerti." *Islamic Education: Journal of Islamic Education* 7, no. 02 (2018): 229-244.
- Widayanti, Febi Dwi. "The Importance of Knowing Students' Learning Styles in Classroom Learning Activities." *Erudio Journal of Educational Innovation* 2, no. 1 (2013): 7-21.
- Wiedarti, Pangesti. *The Importance of Understanding Learning Styles*. Ministry of Education and Culture Directorate General of Primary and Secondary Education. 1st ed. Jakarta: Ministry of Education and Culture, 2018.
- Winaryati, Eny. "Assessment of 21st Century Student Competencies." *National Seminar Edusainstek FMIPA UNISMUS 2018* 6, no. 1 (2018): 6-19.