

IMPLEMENTATION OF THE LEARNING CYCLE 5E LEARNING MODEL DURING THE COVID-19 PANDEMIC (MULTICASE STUDY OF MOTIVATION AND LEARNING PARTICIPATION)

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Abstract: This study aims to determine the implementation of the Learning Cycle 5E learning model during the Covid-19 pandemic for Islamic Religious Education class XI subjects. There are several main things in this study, namely: 1) the implementation of the 5E Learning Cycle learning model during the Covid-19 pandemic, 2) the supporting factors and inhibiting factors for the implementation of the 5E Learning Cycle learning model during the Covid-19 pandemic, 3) the motivation and participation in learning Religious Education Islam Class XI students during the Covid-19 pandemic at SMA Negeri 2 Ungaran, SMA Negeri 1 Tuntang, and SMA Negeri 1 Ambarawa. The author uses a qualitative approach to collect data from educators. The findings of this study are the implementation of the Learning Cycle 5E learning model during the Covid 19 pandemic carried out with an online learning system. In this case, it does not reduce the learning steps in the 5E Learning Cycle model. There are several inhibiting factors in the implementation of the 5E Learning Cycle model during the Covid 19 pandemic, but there are also supporting factors so that the learning process can run optimally. The application of the Learning Cycle 5E learning model during the Covid-19 pandemic makes learning more student centered than face-to-face learning

Keyword: 5e learning cycle model, learning during the covid-19 pandemic, Learning Islamic education.

Introduction

Education is the most basic thing that is the need of human life. Education also plays an important role in life. Therefore, in the midst of a dynamic society situation, education should look far ahead and think about what students will face in the future. The teaching and learning process is the main goal in education. Therefore, the learning process must be adapted to the diverse backgrounds of students. Mohd Yusof¹ explained that a conducive classroom environment involved two-way interaction between students and instructors. The existence of this two-way interaction can stimulate learning and make students and educators active where learning can run efficiently. According to Wade² most students can get such benefits as the enjoyment of sharing ideas with others and learning more if they actively contribute to class discussions.

Schools are formal educational institutions that are held intentionally and directed as a place for student learning outside of family education. The learning climate in schools is created in such a way that it can generate and grow the motivation and participation of students in learning. Motivation and learning participation that grows well can improve student achievement which is the main goal in the learning process.

Participation in learning involves a variety of activities and takes various forms, such as simple questions from students or brief explanations of material by students. Discussions, dialogues, presentations are the most common and effective classroom ways to stimulate student participation in class. Fawzia³ revealed that pedagogical factors such as courses, topics, educators and teaching styles can affect student participation. Small group discussion activities are a type of participation from students to collaborate with

¹ Mohd. Yusof Abdullah^{a**}, Noor Rahamah Abu Bakar^a & Maizatul Haizan Mahbob^a, Student's participation in classroom: What motivates them to speak up?, *Procedia - Social and Behavioral Sciences* 51 (2012) 516 – 522

² Wade, R. (1994). Teacher education students' views on class discussion: implications for fostering critical thinking. *Teaching and Teacher Education*. Vol. 10(2): 231-243

³ Fawzia Al-Seyabi. (2002). Factors Affecting Students' Oral Participation in University Level Academic Classes within the Omani Context. Second Annual National National ELT Conference. March, 27 –28, 2002. Sultan Qaboos University, Oman

their themes which can then be presented in class. Fakhra Aziz⁴ cites Reda's opinion which states that speaking does not automatically result in learning. While some students may learn more by verbal interaction, there may still be some who silently absorb and process the material being taught.

With a variety of characters from students who sometimes create problems for educators to make the class effective, educators need methods in learning. One of the commonly used learning methods is the cycle learning method. The phases in the cycle learning model undergo many changes, one of which is Learning Cycle 5E. as stated by Bybee in a journal written by Cahyarini⁵. The phases included in the 5E Learning Cycle are engagement, exploration, explanation, elaboration, and evaluation.

Islamic religious education taught in schools is expected to form personal piety and social piety so as not to cause fanaticism, foster intolerant attitudes, weaken the harmony of religious life in schools and in society. Therefore, in learning in schools, Islamic religious education is expected to be able to play a role in realizing *ukhuwah Islamiyah*⁶ in a broad sense.

Another problem in learning PAI and Budi Pekerti subjects is the low learning character of students. This is due to the difficulty of students in understanding the material presented by the teacher. This is very concerning, considering that PAI and Budi Pekerti are important subjects.

Apart from all of the above, in early 2020 the world began to be in an uproar about infectious diseases that changed the entire fabric of human life. Coronavirus Disease (Covid-19) is an infectious virus that was first reported to have spread in the Wuhan area, China⁷ and continues to spread throughout the world. The Outbreak of the Coronavirus Disease (COVID-19) is a serious concern for the global

⁴ Fakhra Aziz, Uzma Quraishi*, Asma Shahid Kazi, Factors behind Classroom Participation of Secondary School Students (A Gender Based Analysis), *Universal Journal of Educational Research* 6(2): 211-217, 2018

⁵ A. Cahyarini1*, S. Rahayu2, Yahmin2, The Effect Of 5e Learning Cycle Instructional Model Using Socioscientific Issues (Ssi) Learning Context On Students' Critical Thinking *Jpii* 5 (2) (2016) 222-229

⁶ Gunawan, H. (2013). *Kurikulum dan Pembelajaran Pendidikan Agama Islam*. Bandung: Alfabeta.

⁷ Lee, A. (2020). *Wuhan Novel Corona Virus (Covid-19): Why Global Control is Challenging?* *Public Health*, 179, A1-A2. DOI: 10.1016/J.PUHE.2020.02.001.

education system. Efforts to suppress the spread of the Covid-19 virus have prompted the closure of schools in more than 100 countries (Edeh., 2020) worldwide. School closures caused more than one billion students to drop out of school. Many educators and participants are relying on technology to ensure continuous online learning during the Coronavirus pandemic. The Indonesian government has addressed this problem by implementing various policies, especially in the field of education, the Learning From Home (BDR) program has been implemented. The government has set a policy of learning from home through the Circular Letter of the Minister of Education and Culture Number 36962/MPK.A/HK/2020 which states that learning must be done online so that the spread of Coronavirus Disease (Covid-19) can be prevented⁸.

Islamic religious education subjects play an important role in determining a person's character and morals⁹. Asmuni¹⁰ explained that the Learning Cycle 5E learning model in learning Islamic Religious Education and Morals can make students more active both individually and in groups so that it has an impact on students' understanding of the material discussed.

Learning Cycle 5E Model during the Covid-19 Pandemic Period for Islamic Religious Education Subjects

Learning Cycle 5E is an alternative learning model that can be used when implementing an online learning system during a pandemic like this. The implementation of the Learning Cycle 5E learning model is not just a transfer of knowledge from educators to students, but a concept acquisition process that is oriented towards active student involvement¹¹ so that the learning process can be more meaningful and students are able to solve problems that arise. faced.

⁸ Karnawati, & Mardiharto. (2020). Sekolah Minggu Masa Pandemi Covid-19: Kendala, Solusi, Proyeksi. *Jurnal STT Simpson*, 13-24 doi: 10.46445/djce.v1i1.291

⁹ Kania Dana Utami Efektivitas Model Learning Cycle 5 E Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran PAI Atthulab, Vol. I No. 2 2016/1437

¹⁰ Asmuni, Penerapan Model Pembelajaran Learning Cycle 5E untuk meningkatkan aktivitas dan penguasaan konsep siswa pada mata pelajaran PAI dan Budi Pekerti di SMA Negeri 1 Selong, *Jurnal Paedagogy*, Juli 2020, Vol 7, No.3

¹¹ Shoimin, A. (2014). *68 Model Pembelajaran Inovatif dalam Kurikulum 2013* . Yogyakarta: Ar-Ruzz Media.

The Covid-19 pandemic has affected almost all aspects of human life. Various efforts were made to break the chain of the spread of the Covid-19 virus, one of which was the implementation of online teaching and learning processes (Kemendikbud Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID-19) which was strengthened by the Secretary General of the Republic of Indonesia. Number 15 of 2020 concerning Guidelines for the Implementation of BDR during the Covid 19 emergency). The principle is that the learning process can continue in a way that students can access learning materials from home. According to Chaeruman¹² online distance learning has 2 terms, namely synchronous and asynchronous learning. The implementation of the Learning Cycle 5E learning model which was carried out at SMA N 2 Ungaran, SMA N 1 Tuntang and SMA N 1 Ambarawa was carried out asynchronously and synchronously (Observations at SMA N 2 Ungaran, SMA N 1 Tuntang and SMA N 1 Ambarawa). Implementation of asynchronous learning by utilizing the Google Classroom application to share attendance, material and evaluation links. Executed when entering the Exploration and Elaboration phase. Meanwhile, synchronous learning uses the Google Meet or Zoom application which is usually carried out during the Engagement, Explanation, and Evaluation phases when evaluating verbally.

Regarding learning models that can improve the quality and learning process of Islamic Religious Education, Abd Rahman¹³ explains that the monotonous learning model must be replaced with a learning model that makes students active, creative, innovative, and fun. Abd Rahman¹⁴ also mentions that one of the learning models that embody the learning habits of active learners is the inquiry-discovery approach. The Learning Cycle 5E learning model is included in the Inquiry-discovery approach. The Learning Cycle 5E

¹² Chaeruman, U. A. (2017). PEDATI Model Sistem Pembelajaran Blended, Panduan Merancang Mata Kuliah Daring, SPADA Indonesia. Jakarta: Direktorat Pembelajaran KEMRISTEKDIKTI

¹³ Abd Rahman Bahtiar, Prinsip-Prinsip dan Model Pembelajaran Pendidikan Agama Islam, Jurnal Tarbawi Volume 1 No 2 2016 ISSN 2527-4082

¹⁴ Abd Rahman Bahtiar, Prinsip-Prinsip dan Model Pembelajaran Pendidikan Agama Islam, Jurnal Tarbawi Volume 1 No 2 2016 ISSN 2527-4082

learning model is one of the learning models based on a constructivist approach and inquiry¹⁵ as a manifestation of the student-centered principle.

The Learning Cycle 5E learning model requires students to play an active role (Kania., 2016) in learning, so that educators only act as companions when learning. This is in accordance with the state of online distance learning during the Covid-19 pandemic which requires students to study from home without meeting directly with educators. Students can find the concepts of learning material and explore further independently in relation to the material that has been given.

Supporting Factors and Inhibiting Factors Implementing the 5E Learning Cycle Model During the Covid-19 Pandemic

The implementation of distance learning (online) has various kinds of problems. Problems from educators are related to the ability of science and technology, from students related to facilities and infrastructure, and from the parent's side, the availability of time in accompanying children to learn. Asmuni¹⁶ explained that these various problems can be overcome by increasing the competence in mastering technology, providing understanding to parents about monitoring and monitoring learning and manually assigning tasks for those who have difficulty accessing the internet.

These problems also occurred in SMA N 2 Ungaran, SMA N 1 Tuntang and SMA N 1 Ambarawa. There are several factors that hinder online learning during a pandemic. Technical factors, for example, limited internet data packages, signal strength at home, specifications of the gadgets used. The inhibiting factor can actually be overcome with the data package subsidy policy from the government, if the signal is constrained, communication with educators and the application used is also light enough so that it does not require a gadget with high specifications. Non-technical factors such as the environment and family are less supportive.

¹⁵ Deborah L. Hanuscin and Michele H. Lee. 2008. Using the Learning Cycle as a Model for Teaching the Learning Cycle to Preservice Elementary Teachers. *Journal of Elementary Science Education*. 20 (2) 51-56. Western Illinois University

¹⁶ Asmuni, Penerapan Model Pembelajaran Learning Cycle 5E Untuk Meningkatkan Aktivitas Dan Penguasaan Konsep Siswa Pada Mata Pelajaran PAI dan Budi Pekerti di SMA Negeri 1 Selong, *Jurnal Paedagogy*, Juli 2020, Vol 7, No.3

Non-technical factors like this require communication between schools, parents, and students to find solutions to problems. The obstacle felt by parents is that they have to spend more time with their children accompanying online learning, they have to divide more time to assist their children in online learning, to assist children in online learning will certainly affect their daily routine work activities. days will be reduced, sometimes parents also learn with their children and help do the tasks with their children.

Online learning also forces parents to use technology, so like it or not and like it or not, they have to learn and be ready to teach remotely using technology¹⁷.

Implementation of the 5E Learning Cycle Learning Model during the Covid-19 Pandemic is related to Student Motivation and Learning Participation

In a Covid-19 pandemic situation like this, the learning climate of students is starting to change. The teaching and learning process is carried out from their respective homes, educators and students cannot meet directly at school, learning is carried out through an online system, educators and students are required to be able to operate gadgets and online learning systems, learning facilities and infrastructure for different students. different, the participation of parents when students study from home, the availability of internet data quota, data signal strength, and much more. Not to mention if it is related to the character of students who can be taught directly in schools or educators can reprimand directly if students behave poorly. This makes educators think creatively and innovatively so that learning objectives can be achieved optimally

The results of research from Kana¹⁸ explain that with the Learning Cycle 5E learning model students can increase

¹⁷ Agus Purwanto, Rudy Pramono, Masduki Asbari, Priyono Budi Santoso, Laksmi Mayesti Wijayanti, Choi Chi Hyun, Ratna Setyowati Putri, Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online di Sekolah Dasar, *Journal Of Education Psychology And Counseling Universitas Pelita Harapan Indonesia*, Volume 2 Nomor 1 (2020) ISSN Online : 2716-4446

¹⁸ Kania Dana Utami Efektivitas Model Learning Cycle 5 E Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran PAI Atthulab, Vol. I No. 2 2016/1437

understanding and participate more actively in learning because students are invited to find their own concepts of the material being taught. The implementation of the Learning Cycle 5E learning model carried out by educators of Islamic Religious Education class XI at SMA N 2 Ungaran, SMA N 1 Tuntang and SMA N 1 Ambarawa can increase motivation and learning participation. This can be seen from the results of the attendance recap of students who scored >80% during the learning process. In the learning process during the Covid-19 pandemic, there are problems with online learning, starting from the adaptation of the new learning system, the role of parental supervision and the learning environment. This was also found by educators at SMA N 2 Ungaran, SMA N 1 Tuntang and SMA N 1 Ambarawa. However, various efforts have been made by educators starting from using easy learning applications and establishing communication with parents regarding student learning at home. This is in line with Asmuni's research (2020) on the problems of distance learning (online), including the lack of mastery of science and technology and the lack of parental supervision.

Conclusion

The implementation of the Learning Cycle 5E learning model during the Covid 19 pandemic at SMA N 2 Ungaran, SMA N 1 Tuntang and SMA N 1 Ambarawa was carried out with an online learning system. This does not reduce the learning steps in the 5E Learning Cycle model. The first step in the Learning Cycle 5E learning model is engagement, namely generating interest, students are given questions, quizzes or small cases to predict the material discussed. In learning, educators use Google Classroom as a substitute for classrooms. Followed by the second step of Exploration, students are given the opportunity to work together with friends to test predictions or guesses in the previous phase. The next phase is explanation, in this phase educators play an active role in explaining to students about the material being discussed. In the explanation phase, educators use video conferencing in the form of zoom or google meet to explain material and share material in the form of ebooks, power points and pdfs. The next phase is elaboration, the active role of participants is needed to expand the knowledge and concepts they have built in the previous phase.

Students will look for additional information related to the material discussed through wikipedia, blogs, ebooks and various other websites. The last phase is evaluation to measure the learning process and students' understanding of the material discussed. Applications used by Google Forms and Microsoft Quizz.

There are several supporting and inhibiting factors in the implementation of the 5E Learning Cycle model during the Covid 19 pandemic in Islamic Religious Education subjects. Supporting factors include: the availability of supporting infrastructure to support learning, science and technology owned by class XI students so that educators no longer need to teach how to operate applications or systems, and the internet quota subsidy policy for learning. Inhibiting factors include: the online learning system is a new system so it is necessary to adapt all elements of education, face-to-face online learning is also different so it requires educator creativity to maximize the available time, and environmental factors that are less supportive. Students learn from their respective homes with different environments.

Students' motivation and learning participation are in the spotlight when implementing online learning. The application of the Learning Cycle 5E learning model during the Covid-19 pandemic made learning more student centered than face-to-face learning in class. Students are able to explore material widely in cyberspace, while offline only sourced from books or modules used. This makes students more motivated to learn and find material concepts. The forms of assignments given also vary from making a material resume in the form of power points, learning videos that will be uploaded to YouTube and Instagram, as well as oral practice using video conferencing. Student participation in learning when using the Learning Cycle 5E learning model during the Covid-19 pandemic reached >80%, so the Learning Cycle 5E model can be used during the Covid-19 pandemic

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