STRENGTHENING FURUDUL AINIYAH BASED ON EXCELLENCY IN PESANTREN; ASSURE APPROACH

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ABSTRACT

This study aims to analyze the strengthening of excellence-based furudhul ainiyah through the ASSURE approach to make learning effective at the Nurul Jadid Islamic boarding school. Research subjects use a descriptive qualitative approach. Research data was obtained from observations, interviews, and documentation. The data analysis was carried out in stages, starting with presenting, reducing, and drawing conclusions. The study results show that the ASSURE approach used by teachers in teaching furudul ainiyah material can create effective, efficient, and meaningful learning conditions. This is because the teacher pays attention to and follows the learning design that has been outlined. This research provides implications about the importance of learning design that must be carried out by all teachers to realize learning objectives optimally.

INTRODUCTION

In Islamic educational institutions, especially in Islamic boarding schools, students are equipped with religion and learn the basics of religious knowledge first before other sciences (Manshur, 2020; Assa'idi, 2021; Karim et al., 2022). The term Furudhul Ainiyah comes from the words Furudul and Al-ainiyah, which mean individual and obligation, namely the process of teaching and learning about something that must be done by a Muslim (Faridi, 2022). The materials related to the Furudul ainiyah program include Knowledge of Aqidah/Tawhid, Morals, Al-Qur'an, and daily prayers, which must be mastered both in terms of knowledge and its implementation in everyday activities (Yaqin, 2017). In addition, Furudlul Ainiyah is a vehicle for maintaining the (classical) salaf scientific tradition as the identity of the Islamic Boarding School (Abdurrahman et al., 2021). Furudul ainiyah is the primary material for carrying out worship. That way, students can carry out their worship solemnly and have a spiritual soul that can influence their behavior and emotions (Fitriyah, 2021).

In learning Furudul Ainiyah the quality of learning can be improved if the design is adjusted to the characteristics of students, so that learning becomes more meaningful. one of the approaches used

is the ASSURE Model (Wulandari et al., 2022). The ASSURE model, developed by Heinich, Molenda, and Russel in 1993, is an instructional design guide that integrates technology and multimedia to enhance learning environments from a constructivist perspective (Batır & Sadi, 2021; Gusnissa et al, 2021; Batır & Sadi, 2021). The ASSURE approach is an approach that focuses on the use of media in its implementation. In the ASSURE approach, learning is carried out with design and development to create an effective and efficient learning) (Baharun & Rizqiyah, 2019). This model refers to an analysis of ideal needs for a learning activity and all learning that is applied results of an in-depth analysis which is outlined in a plan and then applied in learning activities (Nawawi, 2018).

Kim Daesang and Downey in a journal entitled Examining in the use of the ASSURE model by K-12 Teacher found that the ASSURE model is one of the design models that is used as a reference for educators before carrying out lesson plans (9590). The ASSURE model has six stages, namely: (a) analyze learner (analyze students), (b) state standards and objectives (formulate standards and objectives), (c) select methods, media, and materials (choose strategies, technologies, media and materials teaching), (d) utilize methods, media, and materials (utilize technology, media and teaching materials), (e) requires learner participation, (invites students to participate), (f) evaluate and revise (do evaluation and revision (Purbasari et al., 2022; Rustandi et al., 2022; Baharun & Rizqiyah, 2019)

The ASSURE model is a learning design model that emphasizes the planned utilization of media and teaching materials, so as to make students learn actively so as to create learning programs that are effective, efficient and interesting and fun for students (Bajracharya, 2019). The ASSURE model learning design is one of the models that can lead systematically to plan the learning process effectively. In practice, this model combines the use of technology and media, so that by planning systematically, it can help solve problems and help make it easier to convey learning (Baharun, 2016; Afify, 2018; Syahril, 2018; Rana & Rana, 2020)

The phenomenon at this time is that many pay less attention to the obligations of fardhu ain which will later hinder the acceptance of worship. As with many who leave prayer, lack morals, and others. More specifically the phenomenon at the Nurul Jadid Islamic Boarding School, the lack of attention of students towards fardhu ain actions such as a lack of understanding of the procedures for prayer, ablution and lack of morals towards others and those who are older, and lack of familiarity with their creators. With this, there is strengthening of furudhul ainiyah with the ASSURE approach for students to understand more and know more about the issue of fardhu ain's obligations.

Some previous research by (Agus R & Aliah, 2020) namely Furudhul Ainiyah based on local wisdom is a view of life knowledge with various life strategies in the form of activities that have been carried out by local communities in responding to various kinds of problems in meeting their needs. Local wisdom is often referred to as local policy, local intelligence and local knowledge, meaning that local wisdom is the result of experiences that have been passed by certain communities and not necessarily experienced by other communities. Previous research by (Baharun & Rizqiyah, 2019) regarding the ASSURE approach, the ASSURE approach is an approach that can design learning through technology-based media. This is necessary as an effort to regulate and condition the learning process by making active, creative and independent as well as encouraging students to be enthusiastic in studying diligently.

The previous research above shows that the ASSURE approach is vital in realizing learning objectives. Therefore, this research presents several new variants for developing innovative learning treasures, especially in Islamic boarding schools, considering that Islamic boarding schools are scarce in developing innovative and creative learning concepts. Therefore, the novelty of this research lies in efforts to strengthen furudhul ainiyah learning as a mandatory material in Islamic boarding schools Nurul Jadid with the ASSURE design.

Obstacles in learning Furudul Ainiyah in the area of the Nurul Jadid Islamic boarding school are the models, methods and learning carried out by educators which still seem monotonous so that this can lead to low achievement of students' competencies in learning Furudul Ainiyah such as still applying learning with the lecture method, so that for the participants students of the 21st century are considered less attractive and tend to be monotonous.

The uniqueness of the Nurul Jadid Islamic Boarding School makes learning furudul ainiyah the main/subject material that must be learned or understood by students within it. Through the ASSURE approach, furudhul ainiyah learning activities can be carried out correctly and provide optimal, effective, efficient, and meaningful results. In this research, researchers focused on strengthening excellency-based furudhul ainiyah through the ASSURE approach in making learning effective at the Pondok Pesantren Nurul Jadid Islamic, Probolinggo.

METHODS

Research Type

The type of research that the authors do is descriptive qualitative research. where researchers try to describe the strengthening of furudul ainiyah through the ASSURE approach in which data acquisition is based on interviews, observations, and documents.

Data source
1. Primary data comes from interviews with teachers at the boarding school and direct observation at the research site, namely at the Nurul Jadid boarding school.
2. secondary data obtained from documents/data from Islamic boarding schools needed by researchers such as student data.

Data Collection Technique
Data collection techniques used by the author in this study by using interviews, observation. The interview is a systematic way of researchers to obtain information in the form of oral statements about an object or event in the past, present and future. The researcher conducted interviews with several teachers ordered and observed the ongoing learning process

Data Analysis Technique
The data analysis technique uses the concept of Milles & Huberman (2014), which includes overall data presentation and data reduction, sorting and selecting data according to the research theme and concluding research findings.

RESULTS AND DISCUSSION

RESULTS
The Nurul Jadid Islamic Boarding School is opening a new program, namely the Furudhul Ainiyah program, which has fast learning (excellence). Namely, students who start entering the Islamic boarding school are immediately presented with Furudhul Ainiyah learning for 3 months at the boarding house or at school. At school, students are formed into classes consisting of 35 classes. Every day the teacher explains one material and the students immediately memorize it. In the boarding school, 10 to 11 people are formed together with their respective foster parents to repeat lessons taught at school and review the memorization of their Furudhul Ainiyah.

From the results of interviews with several teachers, that Excellence-based Furudhul Ainiyah is very effective for memorizing, but very less effective in understanding. Although students are required to memorize and understand most students only memorize. However, not a few students also memorize and understand it. According to the meeting of all teachers and foster carers in the Nurul Jadid Middle School hall, Furudhul Ainiyah based on Excellence has many shortcomings, including a lack of communication between teachers and foster carers which results in no technical similarities

in memorizing students which causes students to be confused. This Excellence-based Furudhul Ainiyah will be carried out for three years starting from 2022-2024. If indeed Furudul Ainiyah is based on Excellence, it has many advantages, maybe it could become a boarding school program forever. The results of this year's evaluation of Furudhul Ainiyah have many shortcomings and a lack of preparation. But this year the Excellent-based Furudhul Ainiyah program is running smoothly, even though there is much to evaluate.

Furudul ainiyah learning by using the ASSURE approach makes learning efficient, effective and meaningful, namely by using the learning design that has been outlined, including:

a. Analiyze lerner characteristic

This stage analyzes the characteristics of students who refer to learning conditions, the process of learning activities, teaching and teaching materials used. The research data was obtained through interviews and documents.

Tabel.1. Interviews

Student analysis	Interviews and documents
a. General characteristic analysis	1. The average age of students: junior high school level: 12 years and senior high school: 16 years 2. All students: 260 3. Gender: female 4. Class level: new students at the junior and senior high school students 5. Family background: the average entrepreneur
b. Basic competency analysis	1. Interest in learning, high enthusiasm to graduate 2. Knowledge is still low because it is the first time entering the lodge 3. Lack of experience studying religion
c. Learning style analysis	students receive furudhul ainiyah learning well because the material and learning style are suitable for students, students are more interested in learning audio, visual, and experience.

Based on the results of interviews on the analysis of the characteristics in the table. 1 it can be concluded that the learning needs of Furudul ainiyah are learning activities that are in accordance with these characteristics, namely memorizing, listening and practice so that new students can understand and as a form of action towards learning goals.

b. State performance objectives

At this stage, namely the stage as setting learning objectives, namely formulating the abilities that students must have after the learning process. The following is the result of an interview with one of the pesantren teachers conducted by the researcher.

Tabel 2. Interview with Informants

Learning	Learning objectives
a. Fiqh	Able to know and understand the principles of Islam and the procedures for its implementation and its implications in everyday life.
b. Aqidah/Tawhid	Able to know Allah SWT and His Messenger (compulsory, muhal and jaiz traits) and increase piety and faith in religion.

c. mater Akhlaq   Forming human beings who are moral, polite, in behavior.

Thus the results of the interviews in table.2 explain the objectives of students in learning furudhul ainiyah.

c. Select, methods, media, and material

At this step the selection of methods, media and teaching materials must be adjusted to the agreement in learning outcomes and adapted to the characteristics of students.

1) Method

The selection of learning methods in learning Furudhul Ainiyah based on Excellence must be adjusted to the learning objectives, learning styles and motivation of students who will support learning. The learning method aims to facilitate the process and learning of students so that what has been planned can be achieved as well and as easily as possible by students.

From the results of the interviews that the method used in learning Furudhul Ainiyah based on Excellence uses a rote method in which students are required to memorize material as quickly as possible, if the material on fiqh, morality and aqidah is completed within 3 months. If students feel they do not understand the material presented by the teacher, the teacher asks students to hold discussions and ask questions. So the methods used in learning furudhul ainiyah are rote methods, question and answer, lectures and discussions. The learning method used in Furudul ainiyah learning is very effective so that students achieve their learning objectives to the fullest. The most important method used is the rote method, students are required to memorize quickly within 3 months of completing Furudhul ainiyah learning.

2) Media

The use of media in learning Furudhul Ainiyah based on Excellence uses audio-visual media, namely with learning videos in the form of procedures for performing worship such as procedures for prayer, ablution, tayammum and others. So that students understand more and know the procedure which later students are required to practice it.

3) Teaching materials

From the results of interviews with furudhul ainiyah teachers, they argue that the teaching materials used in furudhul ainiyah learning are pocket books made specifically for matrei furudhul ainiyah by the education bureau of the Nurul Jadid Islamic boarding school which contains material for 3 months of learning.

d. Utilize, media dan material

At this stage the excellent-based furudul ainiyah learning uses RPP (lesson implementation plan), achievement targets, learning videos and assessment sheets for students' activeness in learning have been prepared which have been approved by all parties before being implemented in learning.

e. Require learner participation

At this stage the researcher collected data using observation to the furudul ainiyah learning placewhich took place in class. The following are the results of observations with the results:

Tabel.3

Assessment aspect	Done	Not implemented
1. Preview	√	
2. Prepare	√	
3. Prepare environment	√	
4. Prepare the learners	√	
5. Prepare the learning experience	√	

The conclusions from the results of observations from table.3 namely Furudul ainiyah learning The teacher must describe what he wants students to be involved in class. Such as study groups, presentations and discussions. The teacher should avoid lectures during learning and allow students to be responsive to opinions and play an active role in learning.

As for what happened in the Excellence-based Furudhul Ainiyah learning field, this really involved active students such as asking students to explain the material, discussing issues about religion and after that it was presented by students and teachers only listening to it and supervising it, who played an active role in learning furudhul ainiyah these are students.

f. Evaluate and revise

Evaluation in learning furudhul ainiyah based on excellence is by holding exams. The results of interviews with several teachers, that the evaluation in learning Furudhul Ainiyah based on Excellence is that the school holds CBT exams and practical exams. Where the CBT exam contains 100 multiple choice questions in which the questions are about material that has been studied for 3 months, and the results of the CBT exam are mostly those who pass and only a small number who fail. And for the practical exam, the teacher instructs students to practice the material that has been taught, such as prayer practice, ablution one by one and the teacher assesses whether the practice is right or wrong. And the results of the practical examination of the average student who pass. This means that the teacher is successful in teaching so that students get maximum results.

The steps for learning Furudhul Ainiyah based on Excellence: 1) Providing learning material according to the school schedule by the teacher, where the teacher explains or explains the material to students. 2). Santri are grouped into several classes, students are grouped into 8 classes for the junior high school level, and 15 classes for the high school level with 35 students per class. 3). In the first step the teacher provides a learning video, where the teacher prepares a learning video before learning begins, and gives it to the students to see as learning. 4). The teacher gives material to the students by explaining it, after watching the learning video the teacher gives the opportunity for the students to explain the purpose of the learning video and if the students' explanation is not perfect then the teacher will add an explanation related to the lesson. 5). The teacher instructs the students to memorize the material that has been explained, after the students understand the learning material, the teacher orders the students to memorize the material, time to memorize until the lesson is finished and submit it to the teacher. 6). Students are required to be able to practice it, after students understand and memorize it, students are required to practice it in the boarding school and practice it. 7). At the boarding school, the students review the foster guardians who have been determined, after getting the material and the material has been memorized, the students are required to repeat their memorization related to what was learned in the foster parents who have been determined.

While the steps in implementing ASSURE in learning Furudhul Ainiyah are excellent based: 1). Identifying and analyzing the characteristics of the students, the teacher finds out the background of the students regarding general characteristics, basic competencies and learning styles. 2). Formulate and include everything that becomes the goal and hope of achieving learning followed by students, after knowing the characteristics of the students then determines the learning objectives. 3). Choosing media, strategies and materials according to learning objectives, after making a choice, the teacher chooses media, strategies and materials that are appropriate to learning objectives so that they can help achieve learning objectives. 4). Utilizing the media and material as a whole, after choosing the media and material are used when learning takes place so that it is easier for the teacher to do the learning and a clearer picture to students. 5). Realizing the active participation of students in participating in learning, at this stage students are required to be active in learning such as asking questions, and discussing. 6). Carrying out evaluations related to learning outcomes, in the final stage of learning, the teacher evaluates students whether their learning is successful by conducting exams.

Based on the explanation above, the approach used in Furudhul ainiyah learning is the ASSURE approach. The ASSURE approach is an effective and efficient learning approach using

media and technology. In this approach students are expected to better understand learning by using media or technology. Using this approach makes students not only memorize but with an understanding of Furudhul Ainiyah material. And students can practice the materials and can answer questions about Furudhul Ainiyah, becoming an Islamic generation who is rich in knowledge.

This ASSURE approach invites students to be active in participating in learning and to be able to design a learning program that creates a fun and interesting learning atmosphere. So that in the ASSURE approach there is a paradigm in learning, namely from teacher center to student center. This happens because in the learning process more use and importance of the material than the explanation given by the teacher. From this explanation, the excellence-based Furudhul Ainiyah material is very suitable to be contributed with the ASSURE approach, because Furudul Ainiyah material is very suitable for students who are the center of their learning because there are many materials that must be practiced by students.

DISCUSSION

Furudul Ainiyah is a religiosity program contained in the Santri Trilogy initiated by the founder and first caretaker, KH. Zaini Mun'im and is a hallmark of the Nurul Jadid Islamic Boarding School (Rofiki & Hasanah, 2021). The Santri Trilogy includes: paying attention to the obligations of fardhu ain, being self-aware by leaving major sins behind, having good morals towards God and others (Mundiri & Bariroh, 2018; Abdullah et al., 2022). The Nurul Jadid Islamic Boarding School is famous for promoting Furudhul Ainiyah, the aim of which is for students to understand more and know more about the obligations of fardu ain, so that they can be practiced and taught to the community in the future.

This excellent-based furudul ainiyah learning uses the ASSURE approach which makes learning effective, efficient and meaningful. By using these six learning steps students are very optimal in their learning because students are more active during learning and are more effective and efficient in learning so as to achieve learning goals. In the first step in the ASSURE approach is stage analyzes the characteristics of students who refer to learning conditions, the process of learning activities, teaching and teaching materials used. This activity was carried out by interviewing teachers and students, as well as observing the style of students. The goal in analyzing the characteristics of students is to find out the learning needs of students so that they are able to get the maximum knowledge in learning (Gusnissa et al., 2021).

Aspects of student identification can be analyzed in several categories, namely, special characteristics, basic competencies, and learning styles (Purbasari et al., 2022). General characteristics include, age, level of development, gender, culture, and socioeconomic factors. Basic competencies include the types of abilities, skills, and competencies that must be owned by students before learning, so that these competencies no longer need to be included in the learning to be taught. Learning styles are owned by students who differ in the meaning and point of meaning of knowledge including interaction and by responding with emotional attachment to learning (Purwati B, 2015). There are three kinds of learning styles, namely, a visual learning style (seeing) in which students more easily capture knowledge through pictures, an audio learning style (listening) in which students capture more knowledge with the help of music or the teacher teaches with singing, and a kinesthetic learning style (practice) in which students will more easily capture knowledge by practicing. By understanding students through learning styles, learning will run effectively and efficiently (Diba, 2022; Sahrawi et al., 2022; Muzakki et al., 2021). Dengan demikian sudah jelas yang telah dipaparkan di hasil pembahasan.

As for the second step the stage as setting learning objectives, namely formulating the abilities that students must have after the learning process. Learning objectives by clearly stating the target of students, showing the behavior or competence to be achieved, and the conditions of behavior and competence in learning can be observed. That way, so that there is compatibility between the learning outcomes that must be mastered with the assessment of learning outcomes (Adedapo & Opoola, 2021).

At this stage set learning objectives as specific as possible. Formulate specifically the knowledge, skills, and attitudes that students want to master after participating in furudhul ainiyah learning, what students must do as a result of learning, under what conditions the learning activities are carried out and how high the level of achievement is mastered.

At the stage of learning objectives are described using the ABCD format. ABCD Is a format for explaining specific learning objectives, and the abbreviation of ABCD is: Audience (students), in which students are asked by the teacher to demonstrate changes in behavior after learning activities are finished. Behavior (behavior) abilities that must be demonstrated by students by the teacher after learning is complete. Condition (condition), how students demonstrate the behavior that has been set in the lesson plan. Degree (degree), students can demonstrate changes in behavior that have been carried out in the learning process (Diba, 2022).

The third step is a very important step which is the selection of methods, media and teaching materials that must be adapted to students so that learning runs smoothly and achieves learning goals. The next step is to apply methods, media and teaching materials. At this preview stage, an educator first reviews the media, technology, and teaching materials that will be used. Prepare (provide) media, technology, and teaching materials. Prepare an adequate learning environment. Prepare the learners (preparing students), at this stage, how does an educator fully involve students in the learning process. Prepare the learning experience (preparation of learning experiences) includes the conditions and strategies in the learning process (Niswatin et al., 2022). Learning by using the ASSURE approach students are required to participate in learning so that it can improve learning outcomes (Kanuka & Kelland, 2008). The last step is the evaluation carried out in order to determine the effectiveness of the use of media and technology in learning.

CONCLUSION

Strengthening Furudhul Ainiyah based on excellence through the ASSURE approach correctly will provide benefits for teachers and students in making learning effective. Furudhul Ainiyah based on excellence is religious learning (practice procedures) with a learning period of 3 months. Through the ASSURE approach, it is an alternative for excellence-based furudhul ainiyah learning because this design completely designs learning preparation starting from analyzing student character, determining goals, choosing media, methods and teaching materials, teacher and student participation as well as evaluation and revision for better learning good. Strengthening Furudhul Ainiyah based on excellence through the ASSURE approach can create effective, efficient and meaningful learning conditions, so that learning will run well and learning objectives will be achieved. Research on strengthening furudul ainiyah based on excellent through the ASSURE approach has yielded positive results for students at the Nurul Jadid Islamic Boarding School. For this reason, all educators who carry out learning similar to research subjects should use the ASSURE approach in their learning. the researcher also suggests to other parties to carry out further research on this research on a wider subject, more general material and more relevant methods so that generalizations are drawn.

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