



Joyce and Weil's Information Processing Model in Improving the Quality of English Language Learning at Madrasah Aliyah Palopo

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Abstract:

This research illustrates application of information processing models in improving the quality of English language learning. This research was carried out as Classroom Action Research (PTK). Study This was carried out at MAN Palopo with the research subjects being class XI students with a total of 22 students, 1 teacher and the principal. Sources of data obtained from these students include student formative tests in working on questions given at the end of the cycle. Results of observation sheets to measure improvements in student learning outcomes with the application of the model Information processing. Observation results and field notes related to student activities in ongoing English language learning. The results of research and analysis conclude that improving the quality of learning in research. The application of the information processing model is suitable for raising student values and students' interest in learning with the information processing concept having the mission of helping students to concentrate on a domain that they can master. Supervision/control, helps students develop a conceptual understanding of a particular domain. 2. Increased student learning outcomes from each cycle, namely in the competency test the average score was 69 in cycle I was an average score of 68.4 and in cycle IV the average score was 76.77.



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Introduction

Education as an effort to develop human resources is a solution to mastering knowledge to be able to take advantage of technological advances to facilitate life activities. This was expressed by Desi, "Education is closely related to human capital which has great potential in efforts to increase one's income from work (Desi Pristiwanti, 2022). Education and learning innovation is the right step in overcoming various problems in the educational process in general and the learning process in particular. In this way, learning innovations can be implemented by educators to improve weaknesses in the learning process, so that maximum results can be achieved.

Educators need to understand the dynamics of change and develop educational creativity with the capacity to absorb, adapt to, produce or reject change itself. ([Mustika, 2022](#)). Thus, the learning model is an effort to align the development of science and technology into the learning process and at the same time to solve various problems in the learning process, as Yunus believes, the model in the field of education and learning is an effort to solve problems in the field of education and learning. ([Yunus and Dedi Suardi, 2019](#)).

The quality learning process refers to Law no. 20 of 2003 concerning national education standards Chapter IX article 35 paragraph 1 "national education standards, namely standards for content, process, competency of graduates, educational staff, facilities and infrastructure, management, financing and assessment of education which must be improved in a planned and periodic manner ([Yanti & Syahrani, 2021](#)).

This kind of learning process can only be implemented through learning, namely designing effective learning by considering and using various things optimally, such as choosing learning methods that suit the characteristics of the subject matter, creating interesting media and utilizing the potential of students so that they can be involved in the learning process. ([Fakhrurrazi, 2018](#)). Apart from that, there should also be a quality learning process notice The condition of individual students as unique individuals, and this uniqueness must receive attention in the learning process ([Syarifuddin, 2018](#)).

Students are one of the determinants in considering and applying appropriate learning methods and media according to the characteristics of students. Thus, these components are closely related to realizing the quality of learning ([Asrori, 2013](#)). Learning reforms are being developed in Indonesia, teachers or prospective teachers are currently being offered a variety of learning model choices, which sometimes make it very difficult for research purposes to find literary sources. ([Yunus, 2019](#)). However, if teachers (prospective teachers) are able to understand the basic concepts or theories of learning which refer to the process (along with concepts and theories) of learning as stated above, then basically teachers can creatively try out and develop their own unique learning models, according to the real conditions in each workplace, so that in turn models will emerge learning version of the teacher concerned, which of course further enriches the existing learning model.

MAN Palopo is schools that have students with very diverse characteristics and backgrounds. Students can carry out their religious routines well without any disturbance so that students' religious activities are very strong in their daily lives, for example when midday time arrives, students immediately stop their activities and go straight to the mosque, recite the call to prayer, give kulum, and become prayer leaders, the whole series This worship is carried out by the students themselves, even when shopping for food and...drink In the school canteen, students themselves calculate the bill for the food and drinks they consume, so that an honest personality is reflected in the students.

English learning currently does not show satisfactory results. Because there are still many problems that cause students to become less enthusiastic about these subjects, including: 1) Inadequate facilities and infrastructure (limited textbooks for students). 2) The learning carried out does not attract students' interest so that students get bored easily and students are less active. 3) Low student learning achievement.

A teacher is able to instill material concepts well and create a conducive class atmosphere, namely a class atmosphere that can arouse students' enthusiasm for

taking part in Hadith English subjects and is able to improve students' learning achievement by using the right learning model when students start to get bored. follow the course of the lesson.

A learning model is a plan or pattern that can be used to form a curriculum, design learning materials, and guide learning in class or elsewhere. The family of learning models consists of four learning models, namely the Joyce and Weil information processing learning model, the social interaction learning model, the personal learning model and the behavioral learning model. This family of information learning models is based on cognitive learning theory which is oriented to students' ability to process information. Joice and Weil's information processing learning model also has another group of learning models, namely the inductive thinking model, inquiry training model, scientific inquiry, concept discovery, cognitive growth, advanced planning model And memory.

For MAN Palopo students, the application of the processing model is very important, because it can improve the intellectual quality of students, both from the cognitive aspect. Apart from that, the use of processing models is expected to have a positive influence on students and be able to improve student learning outcomes. Based on the experience that the researcher faced in the inactive English learning process, the researcher tried to find another learning model, so that learning more meaningful and of higher quality.

The application of Joyce and Weil's information processing model is one of the efforts made by educators enhancement Student learning outcomes in English language learning in class VII, the application of the Joice and Weil style of Joice & Weil information processing model with the aim of improving learning outcomes for class XI MAN Palopo students in English learning, is expected to motivate students to be more active in the teaching and learning process. To achieve the expected value according to the specified minimum completion criteria (KKM).

Methods

The research used is action research, namely action research in the form of a spiral And one cycle to the next. Each cycle includes planning, action, observation and reflection. The steps in the next cycle are revised planning, action, observation and reflection.

These learning steps were chosen because students in class 11 tend to prefer them play rather than learning continuously. Choosing the right learning model will make them more active in the learning process. The essence of the information process learning model in this research is that the English language lesson is material [Let's sing the song](#) By using the information process learning model to develop the ability to learn English, there is already a lot of English writing material, which if you just keep studying monotonously, you will get bored. So with this information processing model students will not feel bored and they will even feel that all the material is easy.

Study This was carried out at MAN Palopo with the research subjects being 22 class XI student participant students, 1 teacher and principal. The object of this research is the implementation of the learning process and outcomes obtained from the application of the information processing model in the English subject of class XI students for the 2022/2023 academic year. This research is applied with an information processing model.

Results

1. Application of Joyce and Weil's information processing model

Before researchers carry out learning by applying the Joyce and Weil information processing model, researcher first make observations in the class that is the subject of the research, namely class XI students at MAN Palopo. The observations made by the researcher focused on all English language learning process activities that took place in class.

Joice and Weil's information processing model concept is suitable for generating student values and students' interest in learning because the information processing concept has missions including:

- a) Focus means helping students to concentrate on a domain that they can master without making them unable to use all their abilities to generate ideas.
- b) Supervision/control, helps students develop a conceptual understanding of a particular domain. In the realm of hijaiyah letters, for example: the aim is to differentiate between one and another letters and develop categories by grouping letters that have many, not all, attributes, meaning that students will learn to see hijaiyah letters and differentiate them.
- c) Converting conceptual understanding into skills, in the case of Surah al-Lukman for example, skills will be exploring letter/sound relationships and how to read and spell the goal as understanding evolves into awareness in identifying data.

Basically, the processing model can help students collect information and test it carefully, processing the information into concepts and learn to manipulate those concepts. Used gradually, this strategy can also improve students' ability to create concepts efficiently and increase the perceptive range from which they view information.

2. Implementation results model Joyce and Weil style information processing

Implementation model Joice and Weil style information processing is carried out in 4 cycles, while Cycle 4 includes:

The steps taken in cycle IV start from planning, carrying out observations, and reflecting.

1. Action planning is as follows:

- a. Identify problems that arise in cycle III and solve problems regarding how students can understand the content of English songs.
- b. Review the learning plan prepared for cycle IV by reflecting on cycle III.
- c. Prepare an observation worksheet, namely observing the teacher and the learning process in the classroom using the information processing learning model.

2. Implementation of the following actions:

- a. The teacher, accompanied by the researcher, carries out learning according to the learning implementation plan (RPP) that has been prepared by the researcher. The steps for learning the Koran in cycle IV are broadly as follows:
- b. The researcher provides the learning material that will be discussed.
- c. Researchers convey learning objectives
- d. Researchers distributed cards to all students
- e. Researchers give students time to think about the answer to each card that is distributed.
- f. Researcher pay attention to and supervise the operation of the Joice and Weil information processing model.
- g. Reinforcement and conclusion together.
- h. Researchers carry out tests.
- i. Compile learning evaluation tool

3. Observation

Action Observation, as follows:

- a. Observations are carried out together with actions, using available instruments. The focus of observation is student activities and the learning process in class.
- b. Researchers observed the implementation of learning and compared it with cycle III.

- c. The teacher and researchers observed the test results to see whether they had achieved learning completeness.
- d. The researcher observed the results and obstacles experienced in the learning process which were not in accordance with the researcher's expectations.
- e. The results of the observations are analyzed to obtain an idea of the impact of the actions taken. If the problem has been resolved and is deemed sufficient, the action will be stopped.

Table 1. Results of Student Effectiveness in Class During Cycle IV

No	Student Activities	Active Students	%	Category
1.	The number of students present during the learning process.	21	95	Very high
2.	Students follow the presentation of English material carefully	21	95	Very high
3.	Students respond to the teacher's explanation through questions	7	32	Very low
4.	Students respond to the teacher's explanation by responding	4	18	Very low
5.	Students are serious and enthusiastic in carrying out the assignments given by the teacher	21	95	Tall
6.	Students disturb other students	1	4.5	Very low
7.	Students are sleepy when the teacher explains	1	4.5	Very low
8.	The number of students who do not do their assignments	-	-	-
9.	Students work on assignments playfully	1	4.5	Low
10.	Students are noisy during learning	1	4.5	Low

Data Source: Observation of MAN Palopo Information Processing Model

By looking at the table above, it can be understood that the attendance of students in cycle IV is very high, then students follow closely the presentation of material by the teacher is also in the very high category, and the seriousness of students in carrying out the tasks given by teachers are in the "high" category, while students who respond to explanations through questions, responding or providing comments are in the "very low" category. However, when the learning process takes place, students generally follow it well because in this cycle there are a number of students who disturb other students, students who are sleepy during the cycle when the teacher explains the material, students who do not do their assignments, students who come in and out of class, and Students who are noisy during learning are in the "very low" category. As for the results of the analysis.

Table 2. Analysis Results process information through student assignments

Respondent	L/P	Mark	Completeness	
			Yes	No
R1	L	76	v	
R2	L	78	v	
R3	P	75	v	
R4	P	71	v	
R5	P	81	v	
R6	L	78	v	
R7	P	75	v	
R8	L	81	v	
R9	P	84	v	
R10	P	88	v	
R11	L	79	v	
R12	P	84	v	
R13	P	79	v	
R14	L	71	v	
R15	P	70	v	
R16	P	75	v	
R17	P	72	v	
R18	L	72	v	
R19	P	71	v	
R20	L	79	v	
R21	P	75	v	
R22	L	75	v	
AMOUNT		76,774	22	

Data Source: Results of the MAN Palopo Information Processing Model

Based on the table above, it can be seen that of the total respondents, namely 22 students, 22 students received a pass mark if the assignments during cycle IV were accumulated. It can also be seen that in cycle IV, the results of students' work generally always experience changes or improvements from the previous meeting.

Based on the table above, it shows that the average cycle student learning test score is 77% and so on Researchers classify these values based on the level of success as shown in the following table:

Table 3. Learning Achievement

No	Score	Letter	Category	Number of Students	Percentage
1	80-100	A	Very well	5	23%
2	66-79	B	Good	17	77%
3	56-65	C	Enough	-	-
4	46-55	D	Not	-	-

5	0-45	E	enough Fail	-	-
	Amount			22	100%

Data Source: Results of the MAN Palopo Information Processing Model

Based on the percentage score of the fourth cycle learning test results above, the learning outcomes of students who scored in There are 5 students (23%) in the very good category, 17 students (77%) scored in the good category. Based on the assessment of the learning test results as in table 1.3, it shows that the student learning test results have slightly improved because students can understand the contents of English songs even though they are still far from being in the category. The most important thing is that usually noisy students can be overcome so that students can serious in doing assignments so that he gets an average score of 77%, exceeding the Minimum Completeness Criteria (KKM), namely 70% in subjects, but judging from the percentage score, it is still far from success.

Based on the researcher's observations, when students were given assignments there were still a small number who lacked focus and seriousness in completing the assignment, lacking concentration as the researcher explained. However, overall the students have carried out their assignments seriously.

4. Reflection

Reflection in cycle IV was carried out to improve the implementation of learning by using a learning model to process information which is expected to improve student learning outcomes in English subjects.

Table 4

CYCLE COMPARISON	BARRIERS IN INFORMATION PROCESSING MODELS
CYCLE I	Based on the researcher's observations, when students were given assignments there were still a small number who were less focused and serious in completing the assignment, this was due to their lack of understanding of the material that had been taught by the teacher due to a lack of concentration when the teacher explained. However, overall the students have carried out their assignments seriously even though the results are not all complete
CYCLE II	There are still several problems that must be resolved so that in the second cycle they can be improved, there are still many students who are confused about how to process information and lack students' understanding of the material presented by researchers.
CYCLE III	Based on the assessment of the learning test results, it shows that the students' learning results have improved slightly, but the students do not understand English songs because the students are noisy, playing around in doing the assignment, which has an impact on achieving an average score of 70% based

	on the Completion Criteria. Minimum (KKM) subjects.
CYCLE IV	Based on the percentage scores from the fourth cycle learning test results above, there were 5 students (23%) who scored in the very good category, 17 students (23%) scored in the good category, 17 students scored in the good category (77%). Based on the assessment of the learning test results as in table 4.15, it shows that the student learning test results have improved slightly because students can understand the contents of English songs even though they are still far from being in the category. The most important thing is that usually noisy students can be overcome so that students can serious in doing assignments so that he gets an average score of 77%, exceeding the Minimum Completeness Criteria (KKM), namely 70% in subjects, but judging from the percentage score, it is still far from success.

Conclusion

The implementation of the Joice & Weil style information processing model is suitable for raising student values and students' interest in learning because the Joice & Weil style information processing concept has missions including: a) Focus in the sense of helping students to concentrate on a domain that can be mastered without using all their abilities to generate ideas. b) Supervision/control, helping students develop a conceptual understanding of a particular domain. c) Convert conceptual understanding into skills in understanding the content of English songs. The results of implementing the information processing model, the Joice & Weil information processing learning model is a model that provides teachers with the opportunity to express their own opinions. Based on the results of the research, it shows that there has been an increase in the learning outcomes of the Qur'an for MAN Palopo class students. After applying the information processing model and KKM to the material [Let's sing the song](#) The average score obtained was 76.77. Increased student learning outcomes from each cycle, namely in the competency test the average score was 69 in cycle I which was an average score of 70.6, and in cycle IV the average score was 76.77%.

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