


CLASSROOM LEARNING MANAGEMENT USING COMPONENT DISPLAY THEORY IN ISLAMIC EDUCATION COURSES

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ARTICLE INFO	ABSTRACT
<p>Article history:</p> <p>Received 31 March 2023</p> <p>Accepted 27 June 2023</p>	<p>Purpose: To analyze the effect of using CDT in classroom learning management in Islamic Education courses.</p>
<p>Keywords:</p> <p>Classroom Learning Management; Component Display Theory; Science of Islamic Education; Higher Education.</p>	<p>Theoretical framework: The CDT is a learning theory that integrates aspects of humanism, behaviorism, and cognitive theory. The CDT produced a taxonomy that has the potential to be beneficial in the process of determining learning objectives since it makes use of two dimensions. The content and capability dimensions are the names given to these two categories of consideration.</p>
	<p>Design/methodology/approach: The research was carried out for two semesters (one academic year), namely the 2021/2022 academic year, for research activities ranging from problem determination, title, proposal, data collection, data analysis, validation, and research reports. The method used in this research is developed as proposed by Borg and Gall.</p> <p>Findings: This research shows that using CDT in classroom learning management in Islamic Education courses positively impacts students' understanding and skills. The practical recommendations from this research can provide helpful guidance for lecturers and instructors in improving classroom learning management and student learning experiences. Thus, this research has important implications for improving the effectiveness of learning and development of Islamic education.</p> <p>Research, Practical & Social implications: This study recommended being able to apply the CDTs learning model to courses with Islamic characteristics whose learning materials are sourced from the Quran and Hadith. It can also be tested in courses that instill values, such as the Pancasila Education course or the Civic Education course.</p> <p>Originality/value: This research provides a better understanding of the effectiveness of using CDT in classroom learning management in Islamic Education courses. The results of this study provide empirical evidence on the positive influence of this approach on students' understanding and skills. Thus, the benefits of this research are to improve the effectiveness of learning and optimize the teaching-learning process in Islamic Education courses.</p> <p>Doi: https://doi.org/10.26668/businessreview/2023.v8i7.2512</p>

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GERENCIAMENTO DO APRENDIZADO EM SALA DE AULA USANDO A TEORIA DE EXIBIÇÃO DE COMPONENTES EM CURSOS DE EDUCAÇÃO ISLÂMICA

RESUMO

Objetivo: analisar o efeito do uso da CDT na gestão da aprendizagem em sala de aula em cursos de educação islâmica.

Estrutura teórica: A CDT é uma teoria de aprendizagem que integra aspectos do humanismo, do behaviorismo e da teoria cognitiva. A CDT produziu uma taxonomia que tem o potencial de ser benéfica no processo de determinação dos objetivos de aprendizagem, uma vez que faz uso de duas dimensões. As dimensões de conteúdo e capacidade são os nomes dados a essas duas categorias de consideração.

Projeto/metodologia/abordagem: A pesquisa foi realizada durante dois semestres (um ano acadêmico), ou seja, o ano acadêmico de 2021/2022, para atividades de pesquisa que vão desde a determinação do problema, título, proposta, coleta de dados, análise de dados, validação e relatórios de pesquisa. O método usado nesta pesquisa foi desenvolvido conforme proposto por Borg e Gall.

Conclusões: Esta pesquisa mostra que o uso da CDT na gestão da aprendizagem em sala de aula nos cursos de Educação Islâmica tem um impacto positivo na compreensão e nas habilidades dos alunos. As recomendações práticas desta pesquisa podem fornecer orientações úteis para professores e instrutores na melhoria da gestão da aprendizagem em sala de aula e das experiências de aprendizagem dos alunos. Portanto, esta pesquisa tem implicações importantes para melhorar a eficácia da aprendizagem e do desenvolvimento da educação islâmica.

Implicações para a pesquisa, práticas e sociais: Este estudo recomendou a aplicação do modelo de aprendizagem CDTs a cursos com características islâmicas cujos materiais de aprendizagem são provenientes do Alcorão e do Hadith. Ele também pode ser testado em cursos que incutem valores, como o curso de Educação Pancasila ou o curso de Educação Cívica.

Originalidade/valor: Esta pesquisa proporciona uma melhor compreensão da eficácia do uso da CDT na gestão da aprendizagem em sala de aula nos cursos de Educação Islâmica. Os resultados deste estudo fornecem evidências empíricas sobre a influência positiva dessa abordagem na compreensão e nas habilidades dos alunos. Assim, os benefícios desta pesquisa são melhorar a eficácia da aprendizagem e otimizar o processo de ensino-aprendizagem nos cursos de educação islâmica.

Palavras-chave: Gerenciamento da Aprendizagem em Sala de Aula, Teoria de Exibição de Componentes, Ciência da Educação Islâmica, Ensino Superior.

GESTIÓN DEL APRENDIZAJE EN EL AULA MEDIANTE LA TEORÍA DE LA VISUALIZACIÓN DE COMPONENTES EN CURSOS DE EDUCACIÓN ISLÁMICA

RESUMEN

Objetivo: Analizar el efecto del uso de la CDT en la gestión del aprendizaje en el aula en cursos de educación islámica.

Marco teórico: La CDT es una teoría del aprendizaje que integra aspectos del humanismo, el conductismo y la teoría cognitiva. La CDT ha producido una taxonomía que tiene el potencial de ser beneficiosa en el proceso de determinación de los objetivos de aprendizaje, ya que hace uso de dos dimensiones. Las dimensiones de contenido y capacidad son los nombres que reciben estas dos categorías de consideración.

Diseño/metodología/enfoque: La investigación se llevó a cabo durante dos semestres (un curso académico), es decir, el curso académico 2021/2022, para las actividades de investigación que van desde la determinación del problema, el título, la propuesta, la recopilación de datos, el análisis de datos, la validación y el informe de investigación. El método utilizado en esta investigación se desarrolló según lo propuesto por Borg y Gall.

Conclusiones: Esta investigación muestra que el uso de CDT en la gestión del aprendizaje en el aula en los cursos de Educación Islámica tiene un impacto positivo en la comprensión y las habilidades de los estudiantes. Las recomendaciones prácticas de esta investigación pueden proporcionar una orientación útil para los profesores e instructores en la mejora de la gestión del aprendizaje en el aula y las experiencias de aprendizaje de los estudiantes. Por lo tanto, esta investigación tiene importantes implicaciones para mejorar la eficacia del aprendizaje y el desarrollo en la educación islámica.

Implicaciones para la investigación, la práctica y lo social: Este estudio recomienda aplicar el modelo de aprendizaje CDTs a cursos con características islámicas cuyos materiales didácticos procedan del Corán y del Hadiz. También puede probarse en cursos que inculquen valores, como el curso de Educación Pancasila o el curso de Educación Cívica.

Originalidad/valor: Esta investigación permite comprender mejor la eficacia del uso de la TDC en la gestión del aprendizaje en el aula en los cursos de Educación Islámica. Los resultados de este estudio aportan pruebas empíricas sobre la influencia positiva de este enfoque en la comprensión y las habilidades de los estudiantes. Así,

los beneficios de esta investigación son mejorar la eficacia del aprendizaje y optimizar el proceso de enseñanza-aprendizaje en los cursos de Educación Islámica.

Palabras clave: Gestión del Aprendizaje en el Aula, Teoría del Despliegue de Componentes, Ciencia de la Educación Islámica, Educación Superior.

INTRODUCTION

Islamic education is an important part of the spiritual and moral development of students in the context of higher education. To achieve this goal, effective learning management is needed so that students can understand and apply Islamic principles in their lives (Al-Attas, 1991; Waghid, 2013). One approach that can be used in classroom learning management is Component Display Theory (CDT). Component Display Theory is a learning approach developed by Merrill (2018). This approach aims to facilitate understanding and mastery of concepts by using systematically organized components. Through the use of visual, symbolic, verbal, and experiential components, Component Display Theory encourages students to actively engage in learning and build deep understanding.

In the context of Islamic Education Courses (IEC), the application of CDT can help improve the effectiveness of classroom learning management. By using visual, symbolic, and verbal components, students can more easily understand Islamic concepts and relate them to everyday life. In addition, the use of the experience component provides direct experience to students in applying Islamic values in real situations (Ahmad & Rahman, 2016; Damopolii et al., 2022; Sudirman et al., 2023). Even though a significant amount of study has been conducted on the application of CDT in a variety of different learning environments, the amount of study on its application, particularly in IEC, is still relatively limited. As a result, the purpose of this research is to investigate the impact that implementing CDT into Islamic Education classroom management strategies can have.

In this study, a case study methodology was utilized (Sulaiman et al., 2023), and two classes that share similar characteristics were observed. In one class, we decided to use CDT as an experimental method, while in the other class, we decided to use a control group approach and not use the method. As a result, the findings of this study contribute to a more in-depth comprehension of the usefulness of employing CDT in the context of Islamic Education coursework for the purpose of enhancing students' levels of comprehension and ability.

The results of this research are expected to make an important contribution to the development of effective learning methods in IEC. By utilizing CDT, it is expected to enrich students' learning experience and help them understand and internalize Islamic principles better.

MATERIALS AND METHODS

The investigation was carried out in Indonesia at the State Islamic University of Sultan Amai Gorontalo's Faculty of Tarbiyah and Teacher Training. Campus I is located at Jalan Gelatik No. 1, Kel. Heledulaa Utara, Kec. Kota Timur, Gorontalo City, Gorontalo Province, and Campus II is located at Jalan Pone, Pone Village, Limboto District, Gorontalo Regency. Both campuses have the same 96112 postal code. This research facility offers IEC in its lecture halls and classrooms, making it a multi-purpose facility.

During the academic year 2021-2022, the research was conducted over the course of two academic semesters (one academic year), with activities including problem determination, title creation, proposal development, data collection, data analysis, validation, and the writing of reports on the findings of the research.

The methodology that was applied to this study was development in the manner that was suggested by Borg and Gall (1989), with the following steps: (1) Carrying out preliminary research, including the likes of a literature review, carrying out observations, and analyzing RPSs that were utilized in the study, (2) Carrying out development planning, which includes defining skills, goals to be accomplished, and small-scale texts, and (3) Developing initial products and prototypes, (4) Conducting initial field tests, (5) Revising based on the results of initial field trials, (6) Conducting main field tests, (7) Revising or improving based on the results of main field trials, (8) Conducting operational field trials, (9) Revising final products on the results of operational field trial evaluations, (10) Dissemination of products from development and implementation.

In addition, the implementation of the model consisted of the following stages: (1) Preliminary Study, (2) Design (Designing), (3) Development Stage: Trial Stage 1; Revision Phase 1; Trial Stage 2; Revision Phase 2; Trial Phase 3; Revision Phase 3, and (4) Dissemination and Implementation Stage. The preliminary study was carried out first, followed by the design stage, then the development stage, and finally the implementation stage.

The process of conducting research was broken down into three primary stages, which are the following: (1) preliminary studies, (2) model development, and (3) model evaluation and testing. (Gelling, 2015; Burke et al., 2003; Laru et al., 2014). Preliminary studies are the initial stage in a study that aims to gather the necessary information and data before conducting more in-depth research. Preliminary studies are conducted to better understand the research topic, identify research needs, determine appropriate research methods, and collect preliminary data to analyze and interpret preliminary findings.

Model development refers to the process of designing and building a model that is used to solve problems or generate predictions, based on available data. The model development process involves several stages, including model selection, data collection, model training, evaluation, and adjustment. Meanwhile, model evaluation and testing are important steps in model development to measure the performance and reliability of models that have been built. Model evaluation is carried out during the development stage to ensure that the model is of good quality before practical use. Model testing is performed after the model is deemed ready for use in real situations, with the aim of testing its performance and predictive capabilities on never-before-seen data.

RESULTS AND DISCUSSION

Development of CDT Learning Model in Islamic Education Courses.

The step of analysis is the first stage that is carried out. This stage is a preliminary study that consists of both field studies and studies of existing literature. Carry out studies of the relevant literature, focusing on the analysis and investigation of theoretical foundations as well as the outcomes of previous research. Field studies are carried out by means of field research by means of the distribution of questionnaires to respondents in order to see aspects of student responses that are related to assessment in current Islamic education courses.

Utilize a learning model before actually beginning the learning process. The learning model is implemented in order to ascertain the capabilities of students as well as the performance of something or someone else. Capabilities, attitudes, skills, perceptions, and other characteristics can all be assessed through this method.

Using the Component Display Theory Self-confidence (CDTS) learning model, one can reveal the learning model on the ability to remember, use, find, and believe by demonstrating how much human ability is in performance. This can be done by showing how much human ability is in performance.

Merrill's CDT is a learning theory that was developed based on a combination of behavioristic, humanistic, and cognitive theories. CDT was named after Merrill, who developed the theory. The behavioral theory places an emphasis on learning through habituation in the natural environment (Snelbecker. 1984). There are three (three) aspects of ability that are commonly used in the content dimension of the learning process in CDT, but the study will use four (four) aspects of ability for the content dimension, which will be studied: 1) Keeping in mind, 2) Employing, 3) Discovering, and 4) Believing.

in terms of one's beliefs, and the term faith refers to one's beliefs when interpreted through the lens of Islamic teachings. People who believe in things are not simply people who believe in something; rather, their belief in something can encourage them to say and do work that is consistent with what they believe. Faith is not merely something that is believed or spoken about; rather, it is something that ought to be fully integrable in every person and is demonstrable through action or behavior.

Islamic Education Science is one of the subjects that are required to be taught as part of the curriculum at Islamic universities. Its purpose is to both educate students on a scientific level and encourage them to be able to apply what they learn in their daily lives through religious attitudes and behaviors. This is done in order to produce individuals who believe in God, perform good deeds, and have successful academic accomplishments both inside and outside of the classroom.

The research process is geared toward the IEC, the findings of previous research on the development of CDT learning models, and previous findings on Islamic education research. The findings of the research study led the researchers to the following conclusions: Oka (2017), Development of Interactive Teaching Materials Based on CDT in the Multimedia Course of the Department of Educational Technology FIP UNDIKSHA. Interactivity with Bahan Ajar through CDT. The ability to remember concepts (RC), an increase in the ability to remember principles (Rpi), the ability to use principles (Upi), the ability to apply procedures (Upr), the ability to remember procedures (RPr), and the ability to find procedures have all been demonstrated to contribute to an increased level of comprehension (FC). It is not possible to determine whether the questions were presented in text, animation, or video format, nor is it known how difficult the test questions were. The results on the ability to apply principles with questions that were submitted in graphic mode did not increase or 0%.

Cahyanto and Afifulloh (2020), an Electronic Module (E-MODULE) for integrated learning courses that is based on CDT. According to Borg and Gall's development research stage, studies on the creation of electronic modules that are based on CDT have been carried out successfully. These studies were carried out in accordance with the development research stage. An electronic module that is based on CDT was developed for the purpose of integrated learning courses in this research project. These modules have been evaluated in terms of their content's feasibility, as well as their language, practicality, and technological applicability. The product was validated by technology experts, and the materials for the Integrated Learning

Courses show that it is suitable for use as lecture teaching materials. These results were obtained from the validation.

The impact of Badiran's CDT on Fine Arts Learning (2004). The application of CDT in the learning of fine arts involves a variety of different efforts to find primary presentations. These efforts include designing the order of presentation of inquisitories, realizing results, developing presentations, and generalizing to other fields of study.

Classes in Islamic education science are presented in the same manner as general education classes. Learning has utilized a variety of learning strategies, such as information search, active sharing, and active debate, in addition to a variety of learning media, such as surveys sent to schools and madrasahs, resumes, and powerpoint presentations.

Prototype of the CDT Learning Model in the Islamic Education Science Subject

Teachers need to be skilled at organizing information in a way that is not only clear, but also precise, in order to make the learning process easier for their students. This is one way in which teachers can help students. This can be accomplished by utilizing a variety of learning theories and learning designs that motivate students to learn and continue to be motivated to learn over the course of the academic year. This will ensure that students are successful in their educational endeavors.

The field of study that is also known as instructional design is also sometimes referred to by the name learning design, which is spelled out as instructional design. It is the process of improving teaching practices through the analysis of the educational requirements of students and the methodical creation of new educational resources. "Learning design" refers to the process of preparing various forms of media and content for use in communication technologies in order to facilitate the efficient transfer of knowledge from instructors to students. This is done with the goal of making the educational experience more engaging for all parties involved. This process includes determining the initial status of student understanding, formulating learning objectives, and designing "treatments" based on a variety of different forms of media to assist in the transition from one state to another. Ultimately, the goal of this process is to facilitate learning. This process can only take place within the students themselves, under the direction of teachers, or in community-based settings, and it is ideal that it is based on information gleaned from learning theories that have been subjected to rigorous pedagogical scrutiny (Amin, 2016; Garcia et al., 2023).

The process of planning involves the selection and linking of knowledge, facts, imaginations, and assumptions about the future for the purpose of visualizing and formulating desired outcomes, required sequences of activities, and behaviors within acceptable limits to be used in the completion of a task. This is done in order to achieve the goal of visualizing and formulating desired outcomes, required sequences of activities, and behaviors within acceptable limits to be used in the completion of a task. This is done with the intention of reaching the objective of visualizing and formulating desired outcomes, required sequences of activities, and behaviors within acceptable limits that are to be used in the process of completing a task (Uno, 2010; Nordin et al., 2023). The second definition of planning states that it is the relationship between what is now (what is) and how it should be (what should be) in relation to requirements, the setting of goals, the order of priorities, programs, and the distribution of resources. In other words, planning is the relationship between what is and how it should be. According to this definition, planning is the process of establishing a connection between the present state of affairs (what is) and the desired future state of affairs (what should be) (Steller, 1983; Wahyuddin et al., 2021).

One can reach the conclusion that planning is a method for ensuring that a task is carried out on a consistent basis in order to accomplish one's objectives by basing their thinking on the two perspectives that have been presented above. According to Amin (2016), the following factors constitute the primary components of an effective learning design: a) the learners, who are the parties who are the focus, whose characteristics, initial abilities, and prerequisites need to be known; b) the learning objectives, which can be either general or specific, are the elaboration of competencies that will be mastered by the learners; and c) the instructional strategies that will be used by the learners. c) The process of conducting an analysis of the subject matter or the content that is going to be studied is what is meant by the term "learning analysis." Teaching materials, which refer to the format of the material that is intended to be given to students. Learning strategies can be implemented on a large scale over the course of one year or on a smaller scale over the course of a single teaching and learning activity d) Teaching strategies can be implemented on a large scale over the course of one year or on a smaller scale over the course of a single teaching and learning activity e) Teaching strategies can be implemented f) learning assessment, which involves measuring skills or competencies in order to determine whether or not they have been mastered by the learner.

Your understanding of learning and the process of learning should be integrated with the perspectives of the three primary theories of learning, namely behavioral, cognitive, and

humanistic learning, in that order. This will help you get the most out of your study of learning and the process of learning (Merrill, 2018; Yasin et al., 2023). The term "cognitive behavioral teaching," also abbreviated as "CBT," refers to a learning theory or instructional design theory that integrates aspects of teaching knowledge drawn from both behavioral and cognitive perspectives. The abbreviation "CBT" is also commonly used (Oka, 2017).

The behavioral approach treats the mind as if it were a "black box" that merely reacts to quantitatively observable stimuli. This approach does not take into account the complexity of the mind. It gives absolutely no consideration to the thought processes that are taking place in the brain at any given time. Those who subscribe to this school of thought believe that learning can be inferred from changes in behavior that are both observable and measurable. When it comes to the design of a learning medium, the following is an illustration of one way in which this principle can be put into practice: It is necessary to administer assessments to learners in order to determine whether or not they have attained the learning outcomes. This serves two purposes: a) students should be explicitly informed of the learning outcomes so that they can set their expectations and determine whether or not they have achieved the outcomes from online learning; and b) learners should be tested to determine whether or not they have achieved the learning outcomes. a) This serves two purposes: b) students should be explicitly informed of the learning outcomes so that they can set their expectations and determine whether or not they have achieved the outcomes from online learning. The purpose of giving learners tests is twofold: first, to ascertain the level of achievement that the learners have attained, and second, to offer the learners the appropriate feedback. c) In order to facilitate better learning, the various learning resources that are available should be arranged in the most efficient manner possible. The sequence can move from simple to complex forms, from known to unknown information, and from knowledge to application, and d) Learners should be given feedback so that they can know how to take corrective action if it is necessary.

Learners can be divided up into the following groups, according to the cognitive stance:

- 1) Learners whose primary mode of operation is reflective observation prefer to observe carefully before acting.
- 2) Learners whose primary mode of operation is concrete experience favor specific situations in which they can engage and relate to their peers rather than to people in authority.
- 3) It is often simpler for students who are learning abstract concepts related to socialization to work with objects and symbols rather than with other people. They take great pleasure in engaging in methodical analysis and working with various theoretical frameworks.
- 4) Students who prefer to learn through active experimentation find that learning through

practices that involve doing and through discussion groups is the most beneficial for them. They take pleasure in participating in active learning methods and interacting with one another in order to acquire information and receive feedback.

When it comes to the design of a learning medium, the following is an illustration of one way in which this principle can be put into practice: Students who have a variety of learning styles should receive adequate support in addition to the activities that they participate in. a) Learning materials need to include activities that cater to a variety of learning styles, so that students can select the activities that are most appropriate for them based on the tendencies of their own learning styles; b) Students who have a variety of learning styles should be able to choose the activities that are most appropriate for them based on the tendencies of their own learning styles. Students who learn in a variety of ways have access to a wide range of support options; for instance, students who are able to assimilate information best benefit from high instructor attendance. Learners should be motivated to learn, regardless of how useful the material is, because if they aren't, they won't learn anything. Even though it is preferred that there be a small number of instructors present, c) the information should be presented in a variety of ways to accommodate the participation of a wide range of individuals in the process and to facilitate the transfer of short-term memory to long-term storage, and d) the information should be presented in a variety of ways. Learners will not be successful if they are not motivated to do so. e) At some point during the process of learning, the learner should be given the opportunity to reflect on what they are learning, and this opportunity should be made available to them. Work in conjunction with the students. f) According to the fundamental premises of cognitive psychology, students first receive information, then process that information, and only then do they commit it to their long-term memory for safekeeping.

Component display theory, also known as CDT, is a collection of perspective relationships that are involved in learning activities in order to obtain relationships that improve goal achievement. The term "component display theory" is an abbreviation for "component display theory" (Badiran, 2004). The CDT is an instructional method that combines the cognitive learning theory and the behavioral learning theory (Cahyanto, 2020). CDT demonstrates the existence of a perspective theory in order to demonstrate the existence of a multi-perspective approach to the construction of perspective theory, which is required in the process of evaluating knowledge pertaining to learning (Merrill, 2018). The Comprehensive Drug Testing (CDT) has a number of benefits, one of which is that its prescription (the micro aspect) is exceptionally comprehensive. This is one of the CDT's many advantages. According

to Reigeluth (1983), the prescription of CDT is more all-encompassing when compared to other theories, and in particular in contrast to Gagne's theory, which does not provide all-encompassing steps for the application of its principles. Reigeluth argues that this is because Gagne's theory does not provide comprehensive steps for the application of its principles. According to Reigeluth's interpretation, this is due to the fact that Gagne's theory does not provide exhaustive instructions for putting its principles into practice. One more benefit of utilizing CDT is that it is more reliable for the efficient production of educational materials. This is an advantage that cannot be overlooked (Oka, 2017).

Assurance in the effectiveness of the CDTS Model's learning design. It is hypothesized in the CDT model that the likelihood of establishing particular learning conditions increases proportionately with the level of specificity of the learning objectives that are stated. In addition, it will become progressively feasible to describe the criteria for measuring capabilities in accordance with the objectives of the learning process. By combining the content type taxonomy and the performance taxonomy, CDT provides specifics regarding learning objectives. The "performance-content matrix" is a matrix that illustrates the relationship between student performance and the subject matter that they are being taught. Learning objectives, known as *xiaokening*, are contained within each cell of each matrix. These objectives are determined not only by the level of performance, but also by the content type that is being taught. To differentiate between learning objectives that only refer to the level of performance and learning objectives that are more detailed, the authors of this study refer to the latter as "learning objectives." As a result, the term "learning target matrix" is used in this research instead of the more common "performance-content matrix."

Based on the adaptation of the Merrill CDT Model learning target matrix that was discussed earlier, it is possible to see that the CDTS Model contains two primary elements of development. These elements are as follows: (1) there is an addition of "believe" at the performance level, and (2) there is an addition of "ain" in the content type of teaching/learning presentation material (mandatory). Therefore, belief and 'ain are the two primary components that bring the CDT model into line with the CDTS model (obligatory).

The concept of self-confidence can be found in a variety of references (self-cinfidence) The perception that an individual is capable of planning and carrying out actions in order to demonstrate certain abilities is what is meant by the term "self-confidence" (Yusof & Hasbullah, 2015). It is clear that belief takes the shape of a perceptual understanding of his capacity to carry out a specific action. This is in accordance with the understanding that states,

as well, which states An individual's perception of his or her own capabilities is the cornerstone of self-confidence (Hidayat et al., 2019). The perception of being able to accomplish something is what builds confidence. A person's self-confidence can be defined as their belief that they are able to accomplish something in a specific setting and be successful at it (Hanum et al., 2013).

The definition of belief as an academic belief includes confidence in academics as one of its components, and the definition of self-confidence as the confidence that individuals feel about their ability to perform scientific tasks to form relevant behavior includes confidence in academics as one of its components (Jendra & Sugiyono, 2020). An individual's perception of his or her own capabilities is the foundation of self-confidence (Fadillah, 2019; Obie & Lahaji, 2020). To be successful in academic endeavors (learning), one must have confidence in one's abilities.

Bandura pretty much covers the concept of "self-efficacy," which is another way of referring to "self-confidence," in the field of psychology, particularly the cognitive school. The concept of self-efficacy refers to an individual's belief in his or her ability to use personal control over motivation, cognition, and affection within his or her social environment (Firmiana & Rahmawati, 2020). The individual's level of confidence and stability serves as an estimate of the existing abilities that produce the behavior that is desired in order to accomplish the goal that is desired. That belief is what drives people's actions. A person's level of self-confidence can be defined as their expectations, or their beliefs (expectations), regarding how far they are able to go in a given circumstance (Wicaksana, 2016).

Confidence in oneself is the capacity to successfully complete the responsibilities that have been assigned to him (Amri, 2018). The ability to finish one's own personal tug-of-war game is an essential component of self-confidence (Jendra & Sugiyo, 2020). The capacity to carry out a behavior is what we mean when we talk about having self-confidence, while expectations of outcomes are what we mean when we talk about making predictions about the possible results of carrying out that behavior (Zagoto, 2019). The ability to take on challenges and see them through to completion is at the heart of what it means to be confident.

'Ain, its legal status is obligatory in Islam, which means that it is an act that, when performed, earns merit but, when not performed, earns sin. Another word for obligatory law is *fardhu*, which can be further subdivided into the categories of *fardhu 'ain* and *fardhu kifayah*. All Muslims are required to perform *fardhu 'ain*, which includes acts of worship such as the five daily prayers, fasting, and other similar acts. In the practice of *fardhu 'ain*, the emphasis is

not on the attitude of remembering, using, or finding; rather, the emphasis is on the attitude of believing.

"And (remember) when We said to the angels, "Bow down ye unto Adam," bow down to them, except the devil; He is hesitant and hazy, and he is a member of the group of those who are unjust." (QS. Al-Baqarah: 34).

The behavior of the angels in the form of prostration is unquestionably based on behavior that is capable of carrying out the command in accordance with the requirements (instructions) of their Lord. To those individuals who do not behave in a submissive manner, make them into demons. In this setting, one's level of belief serves as a key differentiator between those who obey and those who disobey authority figures.

Without the necessity of disobedience, one's faith in God can become a source of motivation for getting things done (remember the devil). Obedience, specifically obedience to the commands that God has given, is a genuine form of confidence because it is actually man who is limited in many ways.

"Remember when your Lord announced to the angels, "Behold, I will make a caliph on earth," and set the caliphate in motion. They asked, "Why do you want to make (the caliph) on earth one who will cause mischief to him and shed blood, when we are constantly praying by praising you and purifying you?" The Lord was quoted as saying, "Verily, I know what it is that you do not know."" (QS. Al-Baqarah: 30).

An attitude that always accepts commands, followed by the ability to carry them out, complete with perfect results, is indicative of a level of self-confidence that is commensurate with a being who is constrained and who voluntarily submits to the directives of Allah (as expected).

On the basis of some of the definitions of beliefs that were presented earlier, it is possible to see that beliefs are a component of the level of learning work (behavior), which encompasses all different kinds of instructional materials, including instructional materials of the type "*ain*" (compulsory). The behavior of carrying out (obeying) that demonstrates one's ability to perform an action and complete it with achievement according to the highest expectations is what constitutes confidence in a person. Belief, from the point of view of Islamic Religious Education, is the mentality of submitting to the commandments of Allah SWT on the obligatory (*'ain*), and carrying them out perfectly. This is the definition of faith.

Supporting and Inhibiting Factors of the CDTS Model

There are a variety of sources from which the factors that support the implementation of the CDTS learning model can emerge or come, including educators, students, policies, and infrastructure support. Because of the characteristics of the religious learning model that wants or aims to reach the level of "believe," the development of CDTS will be very welcome to educators of religious subjects, in particular. This is because of the characteristics of the religious learning model that wants / aims to reach the level of "believe."

An educator will find the encouragement of learning needs that help him achieve his learning objectives to be motivating, and he will be motivated by his own learning needs. An educator will be motivated by his or her own learning needs if those needs can be identified and then encouraged to produce learning outcomes that meet learning objectives. Discover and develop the two most important aspects of the CDTS, which are the performance of "sure" and the type of teaching materials "*ain*."

Because the development process for the CDTS model is not very different from the development process for the CDT model, the only difference is the addition of two aspects, namely; Performance of "sure" and type of teaching materials "*ain*." Educators will not be constrained in terms of learning development when using the CDTS model because the development process is not very different from the CDT model development process. The presence of a Quran "hafiz" at each and every level of education is yet another factor that lends support to the implementation of CDTS in educational institutions. It is believed that many performances are derived from verses in the Quran and Hadith; as a result, it will not be difficult for educators to locate learning resources that are conducive to the fulfillment of learning requirements.

However, there may be challenges for educators in the process of implementing the CDTS learning model, for instance in terms of the amount of time required. The designers and educators of the CDTS model must devote a significant amount of time to its development. The most difficult aspect of developing CDTS is getting people into the routine of following even (copy-paste) documents.

The capability of CDT to generate a high level of accuracy in the accomplishment of learning goals is the source of the strength of the CDTS model, which lies in the strength of CDT. Students are assisted in developing their ability to think cogently, critically, and methodically, particularly with regard to specific subject matter, through the accumulation of

mastery of a number of carefully designed learning objectives. The purpose of CDTS is to improve CDT so that it can fully satisfy the requirements for learning about religious topics.

The fact that good practice and documents that demonstrate the benefits of CDTS do not yet exist is one of the shortcomings of CDTS. As a result, there is a possibility that educators will be less enthusiastic about developing CDTS as a result of this weakness. The learning module includes a few of the most important elements that are required for learning, including: (1) A Map of the Position of the Material in General; (2) An Explanation of the Relationship Between the Presentation Strategy Component; and (3) a Summary of the Learning Objectives. The learning module includes several key components that are essential to the learning process. These include: (1) a map of the position of the material in general; (2) an explanation of the relationship between the primary presentation strategy component and the secondary presentation strategy component; (3) learning objectives; (4) a description of the material; (5) learning activities; and (6) an evaluation.

This structure is referred to as being simpler than learning modules in general, and it is anticipated that this module will serve as one of the references utilized by students. The expectation is that students will conduct their own independent research to locate resources that are suitable for their individual educational requirements. It is anticipated that readers will be encouraged by this straightforward model. In point of fact, there are a relatively small number of thingsaman. Its purpose is to accomplish the following: 1) make the presentation of the material easier and clearer so that it is not overly verbose; and 2) help students and teachers overcome the limitations of space, time, and sensory power. 3) so that it can be used appropriately and in a variety of ways, such as to increase the motivation and passion for learning of students and teachers; 4) to develop the ability to interact directly with the environment and other learning resources; 5) to permit students to measure or assess their own learning outcomes. It is anticipated that students will use this module as their first reading material because it provides easy access to a variety of learning resources. Additionally, it will demonstrate learning materials and resources that can be studied in greater depth.

The nature of the students, or the ways in which they learn, presents a challenge for this module. The learning module is more adaptable with students / students who have a visual style of learning, which depends on the clarity and precision of vision. As learning material, the documents take the form of the learning module. Students who prefer to learn in other ways than visually might not fare as well academically as those who prefer to learn visually.

The printed documents that make up the learning modules have the benefit of being physically robust and are offered in a variety of predetermined shapes and dimensions. In order for the users to become more accustomed to it, the more adapted it will become to the form. In this way, the specific location, dimension, hue, and page number are more likely to be retained in long-term memory (memorize).

The printed documents that make up the learning modules have the benefit of being physically robust and are offered in a variety of predetermined shapes and dimensions. These aspects of the learning module that are strengths are also areas in which it lacks. The user's condition will determine how easy or difficult it is to carry and care for the document because of its physical form, which may interfere with or make it difficult to do either of those things. It is portable, unlike the e-module-shaped module, so the user can take it with them anywhere.

CONCLUSION

This research looks into the application of CDT in Islamic Education classes as a means of managing student learning in the classroom. The primary purpose of this research is to investigate the impact that utilizing this methodology has on the level of comprehension and proficiency that students have when it comes to the acquisition of the foundational ideas of Islamic Education. A secondary objective of this study is to develop actionable recommendations that can be used to enhance the management of student learning in the classroom. The incorporation of CDT into IEC learning management has a beneficial effect on the students' overall level of comprehension of the material being taught. Students who were a part of the experimental group that used this methodology demonstrated a significant improvement in their understanding of the fundamental concepts of Islamic Education when compared to students who were a part of the control group that utilized the conventional methodology.

In Islamic education, the application of CDT helps students develop their applicative skills, which is another way in which the theory is beneficial. Students in the experimental group demonstrated a greater capacity to apply the ideas presented in Islamic Education to the wider educational and life contexts in which they were encountered. The findings of this research provide recommendations that can be put into practice for improving classroom learning management in Islamic Education classes. The effective learning strategy known as CDT can be utilized by lecturers and instructors in the process of designing instructional materials that develop crucial components for use in this course. Utilizing this strategy to

facilitate student comprehension and active participation in class can also lead to improved management of the interaction between students.

This study was able to make a significant contribution to the progression of Islamic education thanks to its findings. This research offers a novel and efficient method of teaching that, through the utilization of CDT, assists students in developing an understanding of and capacity for the application of Islamic religious principles within an educational setting. This will assist in improving both the standard of Islamic education as well as the applicability of Islamic tenets in contemporary educational settings.

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