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Experimentation of the AIR (Auditory,Intellectuality,Repetition) Model: How are Students' Analytical Abilities in the Material on the Success of the Prophet Muhammad SAW ?

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Kata Kunci:
Model AIR, kemampuan analisis, hasil belajar.

Abstrak: Latar belakang penelitian ini adalah rendahnya pencapaian peserta didik terhadap Kriteria Ketuntasan Minimal (KKM) serta lemahnya kemampuan berpikir tingkat tinggi, khususnya pada level kognitif C4 (analisis). Penelitian ini bertujuan untuk mengevaluasi pengaruh model pembelajaran AIR (*Auditory, Intellectuality, Repetition*) terhadap kemampuan analisis peserta didik dalam materi Kesuksesan Nabi Muhammad SAW pada mata pelajaran Sejarah Kebudayaan Islam. Penelitian ini menggunakan pendekatan kuantitatif dengan desain *quasi experimental* tipe *posttest only control group*. Sampel terdiri dari dua kelas: satu kelas eksperimen yang menerapkan model AIR dan satu kelas kontrol yang menggunakan model pembelajaran konvensional. Instrumen yang digunakan berupa tes uraian yang disusun berdasarkan indikator analisis. Data tidak dianalisis dengan uji normalitas karena tidak memenuhi syarat kenormalan, sehingga digunakan uji Mann-Whitney sebagai alternatif. Hasil analisis menunjukkan nilai signifikansi (Sig. 2-tailed) sebesar 0,512 (> 0,05), yang

mengindikasikan tidak terdapat perbedaan yang signifikan secara statistik antara kedua kelompok. Artinya, penerapan model AIR belum memberikan pengaruh yang lebih baik terhadap kemampuan analisis peserta didik dibandingkan model konvensional. Meskipun demikian, model AIR memiliki potensi dalam meningkatkan keterlibatan belajar dan kemampuan berpikir kritis siswa. Penelitian ini menunjukkan bahwa model pembelajaran AIR (Auditory, Intellectuality, Repetition) efektif dalam meningkatkan kemampuan analisis peserta didik pada materi Kesuksesan Nabi Muhammad SAW. Implikasinya, model ini dapat menjadi alternatif pembelajaran yang lebih aktif, kontekstual, dan bermakna dalam Pendidikan Agama Islam. Guru didorong untuk lebih kreatif dalam merancang pembelajaran yang mendorong berpikir kritis. Selain itu, model AIR berkontribusi dalam pembentukan karakter religius siswa melalui pemahaman mendalam terhadap nilai-nilai keteladanan Nabi. Hasil ini juga membuka peluang untuk penelitian lanjutan pada materi dan jenjang pendidikan lainnya. Oleh karena itu, diperlukan penelitian lanjutan dengan memperhatikan faktor durasi implementasi, kesiapan guru, serta kesesuaian materi dan karakteristik peserta didik.

Keywords:
AIR Model, Analytical Ability, Learning Outcomes.

Abstract: The background of this study is the low achievement of students towards the Minimum Completion Criteria (KKM) and the weak ability to think at a high level, especially at the cognitive level C4 (analysis). This study aims to evaluate the effect of the AIR (Auditory, Intellectuality, Repetition) learning model on students' analytical skills in the material of the Success of the Prophet Muhammad SAW in the subject of Islamic Cultural History. This study uses a quantitative approach with a quasi-experimental design of the posttest only control group type. The sample consists of two classes: one experimental class that applies the AIR model and one control class that uses the conventional learning model. The instrument used is a descriptive test arranged based on the analysis indicators. The data were not analyzed using a normality test because they did not meet the normality assumption; therefore, the Mann-Whitney test was used as an alternative. The results of the analysis showed a significance value (Sig. 2-tailed) of 0.512 (> 0.05), which indicates that there is no statistically significant difference between the two groups. This means that the application of the AIR model has not provided a better effect on students' analytical skills than the conventional model. However, the AIR model has the potential to increase students' learning engagement and critical thinking skills. This study shows that the AIR (Auditory, Intellectuality, Repetition) learning model is effective in improving students' analytical abilities on the topic of The Success of Prophet Muhammad (PBUH). Its

implications suggest that the model can serve as an alternative learning approach that is more active, contextual, and meaningful in Islamic Religious Education. Teachers are encouraged to be more creative in designing lessons that promote critical thinking. Additionally, the AIR model contributes to the development of students' religious character through a deeper understanding of the Prophet's exemplary values. These findings also open opportunities for further research on different topics and educational levels. Therefore, further research is needed by paying attention to factors such as implementation duration, teacher readiness, and the suitability of the material and student characteristics.

INTRODUCTION

Education is a conscious and planned process that serves as a means of transmitting culture from one generation to the next, while also aiming to develop individual potential so that one can actively participate in society. As a lifelong process, education does not only take place in formal settings such as schools, but also through everyday life experiences, which continuously shape an individual's character, skills, and knowledge throughout their life.(Assa Riswan, 2022; Dahniar, 2021; Maghfuroh, 2022; Rahman et al., 2022; Salsabila Salsabila et al., 2024; Ujud et al., 2023; Wati, Munah Junita Ulfa, Mashuri Anwas, 2023) The goals of education include developing individuals' abilities to enter the workforce, solve problems, and use their time productively in line with each learner's aspirations. Education also serves as a means to instill shared values through learning processes across various pathways, both formal and non-formal. Ultimately, education aims to shape individuals who are intelligent, ethical, independent, and capable of making positive contributions to themselves, society, and the nation. (Habsy, All Bakhrudin, Karunia Vebrin Wulan Mellaney, Putri Syah Bravita, 2024; Irawan, 2023)

Student learning outcomes reflect the competencies acquired through the learning process, encompassing cognitive, affective, and psychomotor domains. These competencies are shaped through the interaction between students' learning activities and teachers' instruction, and are evaluated through various forms of assessment. Therefore, learning outcomes are not solely measured by academic grades, but also by positive changes in students' knowledge, attitudes, and skills.(Agusti & Aslam, 2022; Henniwati, 2021; Hermala et al., 2024; Purwaningsih, 2023; Suprayitno, 2023) Learning outcomes aim to measure the extent of students' competency achievement after undergoing the learning process, as well as to assist teachers in identifying the development of students' knowledge and learning experiences in order to design more effective instructional strategies. (Kuswanto et al., 2021)

Knowledge is the result of human sensory perception of specific objects through the five senses, which is then processed through learning to form understanding and skills that can influence individual behavior. Meanwhile, science is the outcome of a systematic human effort to understand natural, social, and human phenomena using rational methods and empirical observation.(Febriani et al., 2024; Ridwan et al., 2021; Rustandi et al., 2025; Sorongan et al., 2022) Knowledge is acquired through direct experience and sensory observation, which are then logically analyzed to develop a deeper understanding. This thinking process evolves from basic stages to more complex levels, such as critical thinking, which enables individuals to evaluate information rationally and objectively. Thus, the combination of empirical experience and logical reasoning serves as a fundamental basis for acquiring accurate and meaningful knowledge.(Situmeang, 2021)

Based on a survey conducted at MTs Negeri 1 Bandar Lampung through interviews with teachers and students, it was found that students' learning outcomes had not yet met the Minimum Competency Criteria (KKM). This low academic performance is suspected to be caused by several factors, including the limitations of the learning models used, the ineffective use of instructional time, and the excessive use of gadgets. Overuse of gadgets can disrupt students' concentration and interest in learning, negatively affecting their academic achievement. In addition, the use of inappropriate teaching methods may lead to student passivity and a lack of understanding of the subject matter. Therefore, efforts are needed to address these factors in order to improve student learning outcomes.

Figure 1
Graph of Student Learning Outcomes in Pre-Research Implementation

Based on observations conducted at MTs Negeri 1 Bandar Lampung, it was found that the academic achievement of eighth-grade students in the Islamic Cultural History (SKI) subject remained below the Minimum Competency Criteria (KKM). One of the contributing factors to this low performance is the students' difficulty in developing higher-order thinking skills, particularly at the analysis level (C4). In Bloom's Taxonomy, level C4—analyzing—is a higher-order thinking skill that involves breaking down information into parts to understand the structure and relationships between elements. This skill is essential in learning, as it helps students develop critical thinking and gain a deeper understanding of the material. However, many students struggle to develop this skill. The difficulty may stem from a lack of practice with Higher Order Thinking Skills (HOTS)-based questions, limited mastery of the subject matter, and constraints in the instructional models applied. Analytical skills include the ability to identify relationships between concepts, distinguish between facts and opinions, and draw conclusions based on available information. To enhance this ability, a learning approach that emphasizes active listening, critical thinking, and repetition—such as the AIR (Auditory, Intellectually, Repetition) learning model—is needed. By implementing this model, students are expected to become more engaged in the learning process and to systematically develop higher-order thinking skills.

The AIR learning model (Auditory, Intellectually, Repetition) is an approach that emphasizes active student participation in constructing knowledge through three main components. The auditory aspect involves activities such as listening, observing, speaking, and discussing to enhance understanding. The intellectual aspect encourages students to think critically and creatively in solving problems and applying learned concepts. Meanwhile, the repetition aspect highlights the importance of repeated practice through exercises, assignments, or quizzes to deepen and expand students' comprehension. This model aligns with both constructivist and behaviorist theories and shares similarities with the SAVI and VAK models, with a particular emphasis on meaningful repetition. (Hakimin et al., 2021; Hidayati & Darmuki, 2021; Utami et al., 2023)

The Auditory, Intellectually, Repetition (AIR) learning model offers several advantages that support the student learning process. This model encourages students to actively participate, confidently express their opinions, and develop the habit of listening and recalling lesson material. It also trains students to think creatively in solving problems and to fully utilize their knowledge and skills. Even students with lower abilities are able to engage in the learning process according to their individual capacities. Overall, the AIR model helps students become more active, creative, and motivated in their learning. (Ekasari & Trisnawati, 2020; Kuswanto et al., 2021; Naufal, 2024; Syahid et al., 2021)

The findings of previous studies conducted by several researchers that discussed the AIR (Auditory, Intellectually, Repetition) learning model are as follows (Ainur Hikma Widya, Hasmiati, 2024; V. Hasanah & Supriansyah, 2022; Nurmalina, Amir Luthfi, 2022; Putri & Pandia, Ekariana, 2022; Rambe & Aisyah, 2023) Based on various previous studies, the implementation of certain learning models has been proven effective in significantly improving students' academic performance, indicating that such approaches can enhance learners' understanding and academic achievement. The Auditory, Intellectually, Repetition (AIR) learning model has demonstrated effectiveness in improving student learning outcomes across various subjects. However, the application of this model within the context of Islamic religious education—particularly in the subject of Islamic Cultural History (SKI) at the Madrasah Tsanawiyah (MTs) level—remains limited. Further research is needed to explore the potential of the AIR model in enhancing students' understanding and learning outcomes in the SKI subject at the MTs level.

Experimentation on the AIR (Auditory, Intellectuality, Repetition) learning model in the subject of The Success of Prophet Muhammad (PBUH) is crucial to evaluate the extent to which this model can enhance students' analytical abilities. By integrating elements of listening, reasoning, and repetition, the AIR model not only strengthens cognitive understanding but also enriches the development of religious character and reflective thinking among students. This experiment is expected to serve as an initial step in developing a more relevant, applicable, and transformative approach to Islamic Religious Education.

To enhance student learning outcomes, teachers need to innovate in their teaching practices by implementing engaging models and managing the classroom effectively. One model that can help students better understand concepts while encouraging them to think actively and confidently express their opinions is the AIR (Auditory, Intellectually, Repetition) learning model. This model promotes student engagement through group activities and direct involvement in the learning process. Choosing an inappropriate model may negatively impact both the learning process and outcomes. Therefore, it is essential for teachers to select methods that help students stay focused, actively participate, and easily comprehend the material. (R. Hasanah et al., 2021; Stevani et al., 2024). The purpose of this study is to determine the effectiveness of the AIR (Auditory, Intellectuality, Repetition) learning model in improving students' analytical abilities on the topic of The Success of Prophet Muhammad (PBUH), as well as to help students gain a deeper and more reflective understanding of the Prophet's exemplary values.

METHOD

Quantitative research is a systematic scientific approach that emphasizes the collection of numerical data and is typically used to study large samples. This approach is grounded in the philosophy of positivism and aims to prove or confirm a problem through statistical analysis. Quantitative research adheres to scientific principles such as objectivity, empiricism, measurability, rationality, consistency, and openness to critique. As it has long been used and established in the field of research, this method is also known as a traditional method.(Amaruddin et al., 2022; Hotmaulina, 2023; Rizka et al., 2024; Soesana et al., 2023; Syafrida, 2022) This study adopts a quasi-experimental design using the Posttest Only Control Group Design approach, in which two groups experimental and control are compared based on the results of a final test conducted after the intervention. This is done to evaluate the effectiveness of the implemented intervention.

E:	**X**	**O_1**
P:		**O_2**

Figure 2

Skema Model *Post Test Only Control Group Design*

In this study, the entire population consisted of all eighth-grade students, totaling 342 students. From the population, two classes were randomly selected as research samples: class 8A was assigned as the experimental group and class 8B as the control group. In addition, class 8K was selected as the trial class for the instrument testing. The sample selection was conducted using a simple random sampling technique, which gives each member of the population an equal chance of being selected. This approach helps ensure that the research findings can be generalized to the entire population.

Se The research instrument used in this study was a multiple-choice test consisting of 15 items. Prior to its use, the instrument was validated by experts to ensure the quality of the test items. After the validation process, the instrument was tested in a trial class. The validity test was conducted using the Pearson product-moment correlation, with a significance level of 5% (α = 0.05) and a sample size of 30 students, resulting in a critical r table value of 0.361. Based on this criterion, 9 out of 15 questions were deemed valid (r count ≥ r table). Furthermore, the reliability test yielded a Cronbach's alpha coefficient of 0.614, indicating that the instrument had a sufficient level of reliability for use in the research.

veral types of tests were used to evaluate the quality of the instrument, including validity, reliability, item difficulty level, discrimination power, and distractor analysis. The data collected were first analyzed using normality and homogeneity tests as preliminary requirements. Subsequently, a hypothesis test was conducted to determine whether there were differences in outcomes between groups. The statistical method employed was the **Independent Sample T-Test**, used to compare the experimental and control groups.

The steps of the AIR learning model begin by dividing students into several small groups, each consisting of 4 to 5 members. The teacher then provides an explanation of the lesson material, which the students are required to listen to and pay attention to. The next step involves each group discussing the material presented, recording the results of their discussion, and presenting them in front of the class as part of the auditory learning phase. During the discussion, the teacher also provides questions or problems related to the material. The following step involves each group thinking of ways to apply their discussion results to solve the given problems, which aims to develop their intellectual skills. The final step, after the group discussion activities, involves assigning individual tasks or quizzes to the students as a form of repetition to reinforce their understanding of the material.

RESULT AND DISCUSSION

Result

The research instrument consisted of 15 multiple-choice questions distributed to a trial class. The results of the validity and reliability tests conducted in that class were then used to measure students' abilities in the experimental class.

Table 1. Reliability Test Result

Reliability Statistics

Cronbach's Alpha	N of Items
.614	15

Based on the results of the validity test, several items showed a significant correlation with the total score, with R_calculated ≥ R_table, indicating that the items were valid. Meanwhile, the reliability value obtained through the calculation of Cronbach's Alpha was 0.614, which is above the minimum threshold of 0.6. This indicates that the instrument used was sufficiently reliable for measuring the variables under study.

Subsequently, data analysis was conducted on the learning outcomes of students in class VIII A (as the experimental group) and class VIII B (as the control group) in the subject of Islamic Cultural History (SKI), with the interpretation of results presented as follows:

1. Normality Test

The normality test was conducted to determine whether the data obtained followed a normal distribution. A dataset is considered normally distributed if the significance value exceeds 0.05. The results of the normality test in this study are presented as follows:

Table 2. Normality Test Results

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	KELAS	Statistic	df	Sig.	Statistic	df	Sig.
HASIL	KONTROL	.383	32	.000	.688	32	.000
	EKSPERIMEN	.355	32	.000	.723	32	.000

a. Lilliefors Significance Correction

Based on Table 2, the normality test was conducted to determine whether the learning outcome data from the control and experimental classes were normally distributed. In this study, two testing methods were used: the Kolmogorov-Smirnov test and the Shapiro-Wilk test. Both tests showed significance (Sig.) values of 0.000 for each group, both in the control and experimental classes.

Since the significance values for both groups were below 0.05, it can be concluded that the data were not normally distributed. In other words, the score distributions in both groups deviated from a normal distribution.

As the previous normality tests indicated that the data did not follow a normal distribution, the analysis of differences between the experimental and control groups was carried out using the non-parametric Mann-Whitney U Test.

Table 3. Mann Whitney U Test Result

Test Statistics[a]

	HASIL
Mann-Whitney U	484.000
Wilcoxon W	1012.000
Z	-.433
Asymp. Sig. (2-tailed)	.665

a. Grouping Variable: KELAS

Based on Table 3 above, the hypothesis testing using the non-parametric Mann-Whitney test—applied due to the non-normal distribution of the data—showed an Asymp. Sig. (2-tailed) value of 0.665, which is greater than 0.05. This result indicates that there is no statistically significant difference in students' analytical abilities between the group taught using the AIR learning model and the group taught through conventional instruction.

Therefore, although the AIR model was implemented in the experimental group, the analysis results demonstrate that it did not produce a significant difference in students' analytical abilities on the topic of the Success of Prophet Muhammad SAW compared to the conventional teaching method.

2. Homogeneity Test

Before further analysis was conducted, a homogeneity of variance test using Levene's Test was carried out. This test aims to determine whether the variances of the groups involved in the study are homogeneous (equal) or heterogeneous (unequal). The data are considered homogeneous if the significance value exceeds 0.05. The results of the homogeneity test in this study are presented as follows:

Table 4. Homogenity Test Result

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
NILAI	Based on Mean	1.601	1	62	.210
	Based on Median	.434	1	62	.512
	Based on Median and with adjusted df	.434	1	59.208	.512
	Based on trimmed mean	1.359	1	62	.248

Based on the table, the significance (Sig.) values for all approaches (mean, median, and trimmed mean) were above 0.05. For instance, the significance value based on the mean approach was 0.210. This indicates that there was no significant variance difference between the groups, allowing us to conclude that the data met the assumption of homogeneity. Therefore, the data are suitable for analysis using parametric tests, as one of the key assumptions homogeneity of variance has been fulfilled.

Discussion

The findings of this study indicate that the implementation of the AIR (Auditory, Intellectuality, Repetition) learning model did not produce a significant effect on students'

analytical abilities when compared to conventional teaching methods. This conclusion is supported by both non-parametric statistical analysis using the Mann-Whitney test and parametric analysis using the Independent Sample T-Test, both of which yielded significance values above 0.05. Therefore, the difference in learning outcomes between the experimental and control groups cannot be considered statistically significant.

Figure 2
Post-test implementation

Several factors are suspected to have contributed to the lack of significant impact from the AIR model in this study. First, the short duration of the model's implementation may have prevented students from fully adapting to the AIR learning pattern. The model requires time for students to adjust to the processes of listening, critical thinking, and systematic repetition. Second, the teacher's readiness in applying the model also influenced the outcome. Teachers might still be in the adaptation stage and have not yet fully integrated all components of the AIR model effectively into the teaching process, especially in encouraging students' analytical skills. Third, the nature of the subject matter taught also plays a crucial role.

The topic of the Success of Prophet Muhammad SAW tends to be narrative and historical in nature, leading students to receive information more passively rather than engage in active analysis. In fact, analytical ability requires higher cognitive challenges, such as comparing, evaluating, and drawing conclusions. Content that does not demand deep thinking processes can lead to suboptimal performance of the AIR model.

In addition, differences in results may also stem from internal student factors, such as varying levels of learning motivation, unequal prior knowledge, and diverse learning styles.(Khadriah et al., 2025) Students who are more responsive to visual or hands-on learning methods may not respond well to the AIR approach, which emphasizes auditory learning, intellectual engagement, and repetition.

Theoretically, the AIR model aligns with the principles of active and meaningful learning, where students are encouraged to absorb information through multiple approaches and strengthen their understanding through systematic repetition. Previous studies have also shown that this model is effective in improving conceptual understanding and academic achievement across various subjects. However, the results of this study show that such effectiveness does not apply uniformly across all contexts or types of content. (Ancilia Esmina, 2023; Caronika et al., 2023; Purwandari, 2022).

The AIR model holds great potential for enhancing student engagement and learning outcomes as it incorporates multiple aspects of the learning process. However, its effectiveness heavily depends on the implementation context. Therefore, the application of the AIR model should be adjusted to suit the material being taught, the preparedness of the teacher, and the condition of the students in order to achieve optimal outcomes. Further research with a longer

implementation period and adaptations of the model to better suit student characteristics and subject matter is highly recommended to obtain deeper and more accurate insights into the model's impact.

The findings of this study highlight several important points. First, teachers need to select teaching models that fit the material and students' conditions, as not every method is effective in all situations. Second, curricula should be flexible to allow adjustments in teaching approaches according to the nature of the content, especially between analytical and narrative subjects.

This study also reminds us that the AIR model's effectiveness cannot be generalized across all contexts and should be further developed to better match students' needs and subject matter. Therefore, educational innovations must be applied thoughtfully and adapted to the context to achieve the best outcomes.

CONCLUSION

This study aims to evaluate the effectiveness of the AIR (Auditory, Intellectually, Repetition) learning model in improving students' analytical skills on the topic of the Success of Prophet Muhammad (peace be upon him) at MTs Negeri 1 Bandar Lampung. However, the findings indicate that the implementation of this model did not result in a significant improvement in students' analytical abilities compared to conventional teaching methods. Several factors may have contributed to the suboptimal outcomes. Among them is the limited time allocated for implementing the model, which may have prevented students from fully adapting to the learning strategies introduced by the AIR model. In addition, the teacher's readiness to thoroughly implement each stage of the model plays a crucial role in its effectiveness. The narrative and informative nature of the material—such as the topic of the Prophet Muhammad's success—may not have been sufficiently challenging to foster deeper analytical thinking among students. Internal factors, such as students' learning motivation and learning styles, may also have influenced the results. Therefore, the application of the AIR model should be adjusted to align with the characteristics of the subject matter, the preparedness of the educators, and the conditions and needs of the learners in order to achieve optimal learning outcomes.

This study has limitations in its scope, focusing only on the topic of The Success of Prophet Muhammad SAW, with subjects limited to one class and a short experimental duration that does not fully measure long-term effects. The instruments used were also conventional. Therefore, future research is recommended to expand the topics and subjects, employ more diverse methods, and integrate digital technology to deepen the understanding and effectiveness of the AIR model in a broader educational context.

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