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Cooperative Learning in Islamic Religion and Character Subjects for High School Students

Mansur¹

¹Universitas Indraprasta PGRI Jakarta, Indonesia

*Email korespondensi: mansurdosen@gmail.com

Abstrak

Learning Islamic religion still requires strengthening in terms of methods. Students are not yet able to apply daily behavior and character that is in accordance with religion and character. Students need methods that can provide benefits from the religious material they have studied at school. This research method uses an experimental method, by comparing the experimental class and the control class. There were 31 students who took part in this research. Data was taken by interviews and tests. The data was processed using data normality and data homogeneity tests. The data is continued with a pair sample test. The research results state that the cooperative learning method can provide an increase in grades of 17 points. Students are given the opportunity to carry out religious activities and practice worship consistently and regularly.

Keywords: Cooperative, Islamic Religion, Characteristics

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INTRODUCTION

The cooperative learning model is an alternative teaching strategy which is an improvement on the weaknesses of conventional learning. When compared with conventional learning, the cooperative learning model has various advantages. The cooperative learning model seen from the student aspect is to provide opportunities for students to express and discuss a view, experience, which is obtained by students learning by working together in formulating a group view (Arisanti, 2015). Cooperative learning is a necessity when the learning paradigm has changed from being teacher centered to being more student centered. This means that students are no longer considered to be involved in determining their own development. Islamic Religious Education also requires this cooperative learning model so that students develop a sense of solidarity between each other and to foster the character of mutual cooperation and the desire to succeed together, not selfishly. Sustainable, E., & Azzahri, F. (2022). There are many reasons why cooperative learning models are implemented in the current education system. According to Slavin, the use of this cooperative learning model can increase student achievement and also have other positive consequences that can develop relationships between groups, acceptance of classmates who are weak in academics and increase their sense of self-esteem. Cooperative learning fosters awareness that students need to think, solve problems and apply their abilities and knowledge (Sari, et al, 2018). Cooperative learning is a type of learning that encourages students to actively exchange ideas with each other in understanding something.

learning materials. In cooperative learning, students learn and work in groups. Cooperative learning emphasizes cooperation, helping each other and

Based on the description above, research questions can be asked, namely, how effective is the cooperative method in Islamic religion and character subjects and what is the learning process of cooperative methods in Islamic religion subjects? and character in class X high school students? while the aim of research is to find out

METHOD

This research uses a post test only control design type experimental method. This experimental research method involves a comparison group or control group to obtain the results. In this experimental method with a comparison group, there are two variables that are studied and given different treatment. After receiving different treatments, researchers must conduct research on the results obtained from two different experiments. The type of research is experimental research. This research was carried out at Darussalam High School, Bekasi Regency, in the even semester of the 2018/2019 academic year. Research respondents were determined after a homogeneity test. Determination of the sample using the cluster random sampling method. The data collection methods used in this research were tests, observations at school, documentation, and interviews. Meanwhile, the data analysis technique uses the Independent Sample T-Test with the help of the SPSS 24 program. using the independent sample t-test with the help of SPSS 20. To study the effect, use the following test criteria: (1) if the sig value is ≤ 0.05 then the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. (2) if the sig value is > 0.05 then the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected.

RESULTS AND DISCUSSION

Results of data processing using SPSS 24. Results include descriptive, data normality and data homogeneity. Power is continued with data processing. The t-paired sample test. This test is to measure the results of the control class X Science A class and the experimental class X Science B class. The control class does not use cooperative methods, while the experimental class uses cooperative learning methods. The results of data processing are as follows:

Case Processing Summary

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Eksperimen		31	100.0%	0	0.0%	31	100.0%
Kontrol		31	100.0%	0	0.0%	31	100.0%

Data has been processed for 31 students in the control class and experimental class.

Descriptives

Hasil Belajar siswa	Eksperimen	Mean	94.6667	.77657
		95% Confidence Interval for Mean	Lower Bound	93.0784
			Upper Bound	96.2549
		5% Trimmed Mean	94.6296	
		Median	93.5000	
		Variance	18.092	
		Std. Deviation	4.25346	
		Minimum	90.00	
		Maximum	100.00	

	Range		10.00	
	Interquartile Range		8.25	
	Skewness		.081	.427
	Kurtosis		-1.979	.833
Kontrol	Mean		77.3000	.70000
	95% Confidence Interval for Mean	Lower Bound	75.8683	
		Upper Bound	78.7317	
	5% Trimmed Mean		77.2778	
	Median		78.0000	
	Variance		14.700	
	Std. Deviation		3.83406	
	Minimum		70.00	
	Maximum		85.00	
	Range		15.00	
	Interquartile Range		5.00	
	Skewness		-.211	.427
	Kurtosis		.120	.833

In the control class the maximum score is 85 and the minimum score is 75. In the experimental class the maximum score is 100 and the minimum score is 80. There is a difference in the average score between the control and experimental classes.

Table 2. Normality

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Eksperimen	.272	31	.020	.773	31	.010
Kontrol	.172	31	.023	.943	31	.109

In the normality table, the Sig value. > 0.005 , so the data can be said to be normal.

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Sebelum - sesudah	-9.91304	9.49599	1.98005	-14.01942	-5.80667	-5.006	22	.000

In the paired samples test table, the value is $0.000 < 0.005$, which means there is a difference in the average of the control and experimental classes.

DISCUSSION

The cooperative learning process begins with reading theory and material provided by the teacher via YouTube. Students are invited to dialogue and form groups to summarize the material. Students are given tasks such as preparing a prayer room for Friday prayers, activities are developed by visiting orphanages together. As well as carrying out the holiday of Sacrifice. After that, students are asked to make a report and provide opinions about the obstacles and obstacles they faced while completing the assignment Widiyanto, S. (2022).

It is hoped that Islamic religious learning can be practiced well in all aspects of life, both individual and social life. Education and teaching must continue to be pursued with the aim of maximizing the positive function of the cognitive realm of students (Anwar, M. 2018). In order to realize this, accuracy in learning is required in order to optimize students' cognitive abilities, which can be achieved through cooperative learning. Cooperative learning can be seen from various aspects, starting from motivational, social, cognitive maximization and cognitive exploration. Developing cognitive abilities can be interpreted as communication between individuals in a group that is able to maximize student achievement to direct all thinking abilities and reorganize information Sulaiman, S. (2022). Cognitive elaboration means that each student will work hard to understand and explore various information in order to increase their cognitive knowledge. Riyadi, I. (2015). Cooperative learning can be interpreted as a learning stage that is carried out by grouping participants into groups or small groups, by forming groups the participants will discuss and communicate with each other Mariyana, M. (2022). From this communication process, students will exchange ideas and find solutions or ways out of the problems they face together.

Another method that is often applied by teachers besides lectures is group work to vary the learning process, but this does not provide significant changes because only diligent participants discuss problems or material with each other while lazy students tend to be passive and the final impact is that only diligent students who understand and understand the learning material. Cooperative learning is something that can be used in learning Islamic religion and character for high school students (Nurisman,skk, 2023).

CONCLUSION

Based on the results above, it is concluded that the cooperative method can improve student learning outcomes. Cooperative methods also increase good cooperation between students. It is best for students to be given activities related to religion with the guidance of teachers and parents at home. The learning process using the cooperative method emphasizes togetherness and cooperation between students.

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