

Implementation of Cooperative Learning Methods in The Learning of Islamic Religious Education in Darur Rahmad Sambas

Ellisa Fitri Tanjung^{1*}, Rizka Harfiani², Nurzannah³

^{1,2,3} Universitas Muhammadiyah Sumatera Utara

Jl. Kapten Mukhtar Basri No. 3 Medan, Indonesia

**Email: ellisafitritanjung@umsu.ac.id*

ABSTRACT

Now it is very much needed to increase the learning of Islamic religious education in order to shape student, intellectual and emotional intelligence. The product quality of education is determined by the teacher in the learning process, because however good a curriculum (official), the results are highly dependent on what is done by the teacher in the classroom (actual). Mastery of the teaching methodology is far more important than the provision of subject matter (al-Thoriqoh ahamm min al-hymn). A study of the problems in this study include: (1) How is the Islamic religious education learning method implemented by teachers in school (2) Cooperative Learning educational approach can improve the quality of teaching Islamic education in Darur Rahmad Sambas High School. This study applies the quality methods and cooperative learning from any action researchers. The study was carried out in SMA Darur Rahmad Sambas. Source data from class X, the subject of study consists of 25 students.

Keywords: The quality of learning, Islamic religious education, Cooperative Learning.

INTRODUCTION

The purpose of Islamic education as well as national education in school, as the goal of national education is to make students not only intelligent and knowledgeable but also moral and religious people. Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state [1],

Verily Allah has given to every human being are two tools that can be used by humans to learn the mind and heart. As stated by Salleh on Islamic education teaching and learning methods according to which Allah has provided in man two important tools of learning, namely; mind (aql) and liver (qalb). But he thinks the more dominant between the two is used in many cases even inside the Islamic education system is mind (aql), while the liver (qalb) ignored [2]

The quality of education is determined by the teacher in the learning process. Some experts say that however good a curriculum (official), the result is dependent on what is done by the teacher in the classroom (actual). The quality of learning is also influenced by the attitude of creative teacher to select and implement various approaches or methods of learning, because the teaching profession requires a creative attitude and a desire to exercise the creativity and improvisation[3],

Therefore, teachers should always foster and develop creative attitude in managing learning. For example, in selecting and using a variety of techniques, approaches, methods and media of learning in accordance with the conditions of the students and the learning objectives of Islamic education. Teaching is not just a transfer of knowledge from teacher to student, but to help students be able to build their own knowledge through the power of the phenomenon and the object known[4],

Teachers need to keep practicing to be confident in thinking and acting while showing a good attitude in accordance with the values of Islam purely as an example to the students. Such criteria illustrates that the selection of teacher candidates not only seen from his academic performance but also more important is the independence and good personality [5], The most important thing in

achieving the learning objectives of Islamic education should be able to deliver students to terbinanya three aspects. First, the aspect of faith that covers all the pillars of faith. Both aspects of worship covering all the pillars of Islam. Third, the moral aspect of covering the entire akhlakul karimah[6],

In Keller and Fischer's research on the importance of teacher content knowledge (pedagogical) in guiding children to motivate student interest and student achievement. What teachers do, how they behave, and how they manage and interact with students, all depends on the skills of teachers. The majority of the difference in interest and student achievement lies in the classroom. Participants in today's classrooms with a wide range of differences (eg regarding ethnicity, inclusive education, and socioeconomic status), but each different students it is treated the same and supported according to their needs, and this is one of the challenges faced by the teachers. To be sure that the teachers should have a broad knowledge of learning and always encouraged to develop the professionalism of teachers and attention is systematically developing their pedagogical knowledge [7].

One effort to create an atmosphere of learning that allows students to communicate well is to use an educational approach centered on the student (student centured approaches). The approach of learning centered on student learning bore Cooperative Learning.

Active method is a form of interaction between students and teachers in which the two sides interact with each one in the classroom; students not passive listeners, but active participants of the process. Using modern educational technology and active learning in environmental education is very important, because it can be used to itumelakukan effective training and professional orientation of students [8]

Support fellow educators, diversity of views, knowledge and expertise, helps provide a collaborative learning valuable part of learning climate in class. Cooperative Learning is a process of learning in groups, where each student to convey and share information, experience, attitudes, opinions, abilities, and skills he has, to jointly improve the understanding of the entire group. Cooperative Learning is based on the premise that learning should encourage and help students to engage directly build knowledge so as to achieve a deep understanding.

So it is said by [9] Cooperative Learning mentions that includes social skills and learning abilities. It combines three concepts, namely the responsibility of the individual (individual accountability), group profit (group benefits), and achieving the same success (equal achievement of success).

The purpose of the Cooperative Learning is to increase student interaction in understanding a task. Active learning is: a. each obtained instructional methods that engage students in classroom activities rather than passively listening to lectures, b. classroom assessment involves a variety of activities ranging from designing tests, pencils, paper and performance measurement to vote, communicate the results of the assessment, and use it when making decisions, c. to effectively monitor and influence the development of students' thinking process, inquiry skills, attitudes towards science and learning behavior requires ongoing assessment forms that are integrated into everyday life [10],

The location of this research in the High School Darur Rahmad Sambas for Islamic Education in general is still using conventional learning, it can be seen from the results of observations and interviews conducted with several teachers. Based on observations of researchers, students in class X in the High school Darur Rahmad Sambas still tend to be passive it looks students rarely ask the teacher or classmates, are not able to give an answer when the teacher asked. Efforts to develop students' skills in defining, analyzing arguments, assess, clarify any questions or exposure of the material submitted teacher during the learning process takes place, it is seen from the interaction of students with teachers who are still dominated by teachers, students rarely ask, looks less respond to what taught by a teacher, and when the teacher asked the students are not able to provide answers. Thus, if seen from the Cooperatif Learning surplus is expected to improve the quality of Islamic

education learning outcomes of students. Therefore, the purpose of research is to determine the effect of the application of methods Cooperative Learning to improving the quality of Islamic education in class X Darur Rahmad Sambas.

METHODS

This study is a descriptive qualitative study aimed to describe or illustrate the phenomena that are and will be investigated. Subject and other research data source is Islamic education teacher and several students of class X SMA Darur Rahmad Sambas. Data collection methods used include the observation of direct observation with regard to human behavior, the work process to know the real condition in the field, interviews and documentation. Analysis of the data in this study using data analysis Qualitative data are expressed numerically.

RESULTS AND DISCUSSION

In order to achieve the goal of basic education SMA Darur Rahmad Sambas in learning activities using strategies or methods Cooperative Learning which varied according to the subject matter discussed so that students do not get bored with the method that's it.

Application of the method of learning by the group is very important to cultivate an attitude of mutual cooperation, collaboration and responsible in terms of accomplishing the task. This opinion is also supported by [11] who mentioned the importance of group goals and individual responsibility and help each other and encourage each other perform a maximum effort.

Student-created methods Studies (Students' Work Case Study)

The case study is a method that is considered as the best current method of learning. Case Study Method is one type of case discussions on the issue regarding the phenomenon of the real situation or a case demanding activities and lessons that can be learned, and solutions. Can also figure out how to avoid situations that will come up. The techniques used in this method can take cases that are in its environment, or if possible take the case of the students themselves [12].

This method is included in the method that uses several kinds or types of methods ie methods Lecture, Discussion and In The News (headlines). The use of the lecture method; because teachers convey the techniques ways to start activities to students by using words. Discussion method; discussed the case can be solved by individual and group discussion techniques. Methods In The News trains students look for important information or important news through social media to be used as ingredients in the study. A Case Study of Students' Work is often also used by the teacher by the name of Problem Solving or solving the problem, but to the methods Case Study of Students' Work is taking the problem / case that exist in everyday life the students themselves as a private matter, a family, friends, neighbors or even the most recent case in social media, such as television, radio or newspapers. Methods of problem solving is a process of scientific thinking.

The case study method is the use of the methods in learning activities with road trains students to be able to deal with various issues, whether it's a matter of individual, family or group to be resolved the problem themselves or be solved together. The focus is the investigation and discovery learning that is basically solving the problem. This method is expected to train students to think and act creatively, solve problems facing realistically thus stimulating the development progress of thinking and acting appropriately when faced with problems.

The procedures performed by the teacher of Islamic education in the application of Students' Work Case Study method:

Step-by-step implementation:

- (1). Teacher assigns students to look for the problem (the case) that are around, it could take the issue of self or family.

- (2). The class is divided in pairs or threes in one group, the rest of the other groups can analyze and mendiskusika. For example, one case by a group that is despicable behavior: insubordinate children against parents.
- (3). Master pointed out that the purpose of the case study is studying the topic by examining the real situation or example that illustrates the topic.
- (4). Teachers give sufficient time for each pair or group to develop their case to be discussed, or a problem to be solved. Then each couple or group directed a summary of the case studies detail that leads to the cause of children against parents.
- (5). When the discussion is finished students are required per group or partner to present in front of the class in rotation by allowing one of them to lead the discussion of cases.

After teachers of Islamic education subjects implement teaching methods Cooperative Learning differences junior high students' learning behavior of Darur Rahmad Sambas. Students learn more spirit, passion and excitement of students seen during the learning of Islamic Education at the start, the students enthusiasm for learning, diligent questioning and able to answer questions posed by the teacher. Then thus influence on Islamic education learning outcomes, it is proved by meningkatnya student achievement in the subject of Islamic education in particular and other subjects in general.

CONCLUSION

Based on the research results with this we can conclude there are significant Learning Cooperative learning methods to improve the quality of Islamic education teaching in class X Darur Rahmad Sambas Effect of Cooperative Learning methods to increase learning Islamic education can also be seen on student achievement in school and outside of school. Where students always got a winner in the competition in the field of religion, and not only the students but also improve the performance of the school, high school where Darur Rahmad Sambas always won in each race at the district / municipal, provincial and even national level. Now a favorit schools in their area.

REFERENCES

- [1] P. R.I, *Undanng-Undang Republik Indonesia No. 20 tahun 2003 tentang Sistem Pendidikan Nasional*. Jakarta: Restindo Mediatama, 2003.
- [2] M. S. Salleh, "Strategizing islamic education," *Int. J. Educ. Res.*, vol. 1, no. 6, hal. 1–14, 2013.
- [3] S. S. Nana, *Prinsip dan Landasan Pengembangan Kurikulum*. Jakarta: P2LPTK, 1983.
- [4] J. Muliawan, *Pendidikan Islam Integratif*. Yogyakarta: Pustaka Pelajar, 2005.
- [5] M. A. Lubis, "Effective implementation of the integrated Islamic education," *Eff. Implement. Islam. Educ.*, vol. 5, no. 1, hal. 59–68, 2015.
- [6] P. daulay Haidar, *Pendidikan Islam Dalam Sistem Pendidikan Nasional di Indonesia*. Jakarta: Kencana Perenada Media Group, 2007.
- [7] M. M. Keller, K. Neumann, dan H. E. Fischer, "The impact of physics teachers' pedagogical content knowledge and motivation on students' achievement and interest," *J. Res. Sci. Teach.*, vol. 54, no. 5, hal. 586–614, 2017.
- [8] A. M. Zedan, M. Y. Z. B. M. Yusoff, dan M. R. Bin Mohamed, "An Innovative Teaching Method in Islamic Studies: The Use of PowerPoint in University of Malaya as Case Study," *Procedia - Soc. Behav. Sci.*, vol. 182, hal. 543–549, 2015.
- [9] L. Campbell. M, *Metode Praktis Pembelajaran: Berbasis Multiple Intelegences*. Depok: Instuisi Press, 2001.
- [10] J. M. Mantikayan, T. Mantoro, dan H. Mohammed, "The Effects of Audience Response Systems on ActiveLearning," no. Ical, hal. 78–84, 2012.

- [11] E. S. Robert, Cooperative Learning theory, Research and Practice, Allyn & Bacon A simon & Schuster Company. Singapore, 2008.
- [12] S. Mell, *Active Learning: 101 Strategi Pembelajaran Aktif*. yogjakarta: Pustaka Insan Madani, 2005.