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Efforts to Improve Islamic Religious Education Learning Achievement by Implementing a Collaboration Model at SD Negeri 0912 Tobing Julu

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning by using collaboration. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subject of this research is elementary school students. The data of this study was obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study show that collaboration can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of 40.19% in the pre-cycle, 61.27% in the first cycle and 88.90% in the second cycle. Thus, the use of collaboration can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Islamic education, learning achievement, collaboration.

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INTRODUCTION

In the teaching and learning activities that took place, there was a purposeful interaction. It is the teachers and students who move it. The interaction that aims is because it is the teacher who interprets it by creating an environment with educational value for the benefit of students in learning. Teachers want to provide the best service for students, by providing a fun and exciting environment. Teachers try to be good guides with a wise and wise role, so that a harmonious two-way relationship is created between teachers and students. When learning activities are in process, teachers must be sincere in their attitude and actions, and be willing to understand their students with all the consequences. All obstacles that occur and can be obstacles to the course of the teaching and learning process, both those that originate from the behavior of students and those that come from outside the students, must be eliminated by teachers, not allowed to be allowed. Because

the success of teaching and learning is more determined by teachers in managing the classroom.

In teaching, teachers must be good at using a wise and wise approach, not arbitrarily that can harm students. The teacher's view of students will determine attitudes and actions. Every teacher does not always have the same opinion in assessing students. This will affect the approach that teachers take in teaching. Teachers who see students as different personalities from other students will be different from teachers who see students as the same creatures and there is no difference in everything. Therefore, it is important to correct wrong views in assessing students. Teachers should view students as individuals with all their differences, so that it is easy to approach teaching.

The quality of learning is determined by the interaction of the components in the system. Namely objectives, teaching materials (materials), students, facilities, media, methods, community participation, school performance, and learning evaluation (Moh, Shochib, 1998). School performance, and learning evaluation (Moh, Shochib, 1998). Optimization of this component, determines the quality (process and product) of learning. Efforts that can be made by educators are to analyze the characteristics of each component and synchronize so that consistency and harmony are found, among others, to achieve learning goals. Because learning starting from planning, implementation and evaluation always refers to the objectives that are expected to be mastered or owned by students, both instructional effect (in accordance with the designed objectives) and nurturrant effect (accompanying impact) (Moch. Shochib: 1999).

The realization of the achievement of these goals, there are teaching and learning interaction activities, especially those that occur in the classroom. Thus, the activity is how the relationship between the teacher/teaching materials designed and the students occurs. This interaction is a communication process to deliver learning messages. This is in line with what Arief S Sadiman stated that the teaching and learning process is essentially an interaction process, namely the process of delivering messages through media channels/techniques/methods to message recipients. (Arief S, Sadiman, et al., 1996:13).

In line with recent learning innovations, including in elementary schools, namely: Collaboration. The teaching and learning interaction requires students to be active, creative and happy which involves them optimally mentally and physically. Their level of activity, creativity, and enjoyment in learning is a continuous range from the lowest to the highest. But ideally in the highest continuum, both the involvement of mental and physical aspects of students. Therefore, teaching and learning interaction with the Collaboration paradigm requires children: 1) Do; 2) Engage in activities; 3) Visually observing 4) Absorbing information verbally. Thus, teaching and learning interaction should ideally be able to learn students based on problem-based learning, authentic instruction, inquiry based learning, project based learning, service learning, and cooperative learning. Interaction patterns that are able to package this can change the active learning paradigm into a reflective learning paradigm.

With reflective learning interaction, students can make learning outcomes as a reference for critical reflection on the impact of science and technology on society; honing social awareness, honing conscience, and being responsible for their future careers. This ability is possessed by students, because with this pattern of learning interaction, it can make students active in thinking (mind-on), active in doing (hand-on), developing the ability to ask questions, developing communication skills, and cultivating to solve problems both personally and socially. In order for these results to be optimal, teachers are required to change their roles and functions to become facilitators, mediators, student learning partners, and evaluators. This means that teachers must create democratic and dialogical learning interactions between teachers and students, and students and students (Moh. Shochib: 1999; and Paul Suparno et al: 2001).

With learning interactions that package these values, it can make learning lingking (link and math or life skills) and delinking (disconnection of negative environments),

curriculum diversification, contextual learning, competency-based curriculum, and educational autonomy at the kindergarten school level with school-based management, and aims to strive for the foundation and develop children to have complete abilities called: Whole Child Education (PAS).

Basically, in the life of a nation, the educational factor has a very important role to ensure the development and survival of the nation. Directly or indirectly, education is a conscious effort in preparing for the growth and development of children through activities, guidance, teaching and training for life in the future. Of course, this is a shared responsibility between the government, community members and parents. To achieve this success, it needs continuous support and active participation from all parties. Teachers carry out a difficult task to achieve the goals of national education, namely improving the quality of Indonesian people, whole human beings who believe in and fear God Almighty, have noble ethics, personality, discipline, work hard, are resilient, responsible, independent, intelligent and skilled and physically and spiritually healthy, must also be able to grow and deepen their love for the homeland, to strengthen the spirit of nationalism and a sense of social solidarity. In line with that, national education will be able to realize people of development and build themselves and be responsible for the development of the nation. Ministry of Education and Culture (1999).

The success of learning objectives is determined by many factors, including the teacher's factor in carrying out the teaching and learning process, because teachers can directly influence, foster and improve the intelligence and skills of students. To overcome the above problems and to achieve educational goals to the maximum, the role of teachers is very important and it is hoped that teachers will be able to convey all the subjects listed in the learning process appropriately and in accordance with the concepts of the subjects to be delivered. By realizing the reality mentioned above, in this study the author took the title "Efforts to Improve Islamic Religious Education Learning Achievement by Implementing a Collaborative Teaching Model for Grade IV Students for the 2024 Academic Year. Learning is a process, a way, to make people or living things learn. While learning is trying to acquire intelligence or knowledge of changing behavior or responses caused by experience, (KBBI, 1996:14) Agreeing with this statement, Sutomo (1993:68) stated that learning is the process of managing a person's environment by deliberately being hugged so that it allows him to learn to do or demonstrate behavior as well.

Meanwhile, learning is a process that causes behavioral changes that are not caused by a physical growth process, but changes in habits, skills, increased knowledge, development of thinking, attitudes and others (Soetomo, 1993:120). Article 1 of Law No. 20 of 2003 concerning the national education system states that learning is the process of interaction between students and educators and learning resources in a learning environment. So learning is a deliberate process that causes students to learn in a learning environment to carry out activities in certain situations. Educators have realized that students have various ways of learning. Some students can learn very well just by watching other people do it. Usually these people like to present information that is concise. They prefer to write down what the teacher says. During lessons, they are usually quiet and rarely disturbed by noise. Visual learners are different from auditory learners, who usually do not hesitate to pay attention to what the teacher is doing, and take notes. They use the ability to hear and remember. During the lesson, they may talk a lot and be easily distracted by sounds or noise. Kinesthetic learners learn mainly by being directly involved in activities. They tend to be impulsive, arbitrary, and impatient. During the lesson, they may be anxious if they cannot move freely and do something. The way they learn may seem careless and chaotic.

Of course, there are only a few students who absolutely have one type of way of learning. Grinder (1991) stated that out of every 30 students, 22 of them can learn effectively on average as long as their teachers present learning activities that combine visual, auditory and kinestic. However, 8 of the students are so fond of one form of teaching compared to the other two. So they must try hard to understand the lesson if

there is no precision in presenting the lesson in the way they like. To meet this need, teaching must be multisensory and full of variety. The education community also observes changes in the way students learn. During the last five years of study, Schroeder and his colleagues (1993) have applied the Myer-Briggs type indicator (MBTI) to new students. MBTI is one of the most widely used instruments in the world of education and to fulfill the function of individual differences in the learning process. The results show that about 60 percent of students already have a practical orientation rather than theory towards learning and the percentage is increasing every year. Students prefer to engage in hands-on and concrete experiences rather than learning basic concepts first and then applying them. Another MBTI research, Schroeder explained, shows that high school students prefer truly active learning activities to abstract reflective activities with a ratio of five to one. From all this, he concluded that the way of learning and teaching is very suitable for today's students. To be effective teachers must use the following: small group discussions and projects, presentations and debates, in the classroom, exercises through experience, field experiences, simulations and case studies. In particular, Schroeder emphasized that today's learners "can adapt well to group activities and learn together."

These findings can be considered not surprising when we consider the rapid pace of modern life. In today's world, students are retired, things deliberately go fast and there are many options available. The sounds sounded so melodious and the colors looked so vibrant and attractive. Objects, both real and virtual, move quickly. The opportunity to change everything from one condition to another is vast. Because today's students face a world where there is vast knowledge, rapid change, and uncertainty, they can experience anxiety and be defensive. Abraham Maslow taught us that human beings have two sets of strengths or needs, one striving to grow and the other leaning toward security. People who are faced with these two needs will have security rather than growth. The need for security must be met before the need to achieve something can be fulfilled, taking risks and exploring new things. Growth takes small steps, according to Maslow and "each step is only possible when there is a sense of security, which is a step forward from a safe home to an unknown territory" (Maslow, 1968). One of the main ways to gain a sense of security is to establish relationships with others and be part of a group. This feeling of mutual belonging allows students to face challenges. When they study with friends, instead of alone, they get emotional and intellectual support that allows them to get emotional and intellectual support that allows them to go beyond their current threshold of knowledge and skills.

Jerome Bruinner discusses the social side of the learning process in his classic book Toward a Theory of Instruction. He explained about "the deep human need to respond to others and to cooperate with them to achieve goals," which he called reciprocity. Bruner argues that reciprocity is a source of motivation that can be utilized by teachers as follows: "Where joint action is needed and where reciprocity is necessary for the group to achieve a goal, there is a process that brings the individual into learning to guide him to acquire the skills necessary in group formation" (Bruner, 1966)

Maslow and Bruner's concepts deal with the development of collaborative learning methods that are so popular in today's educational sphere. Putting students in groups and giving them demanding tasks to rely on each other to do is a great way to capitalize on the social needs of students. They tend to be more involved in learning activities because they do it with friends. Once involved, they also immediately have the need to talk about what they are going through with their friends which leads to further relationships.

Joint learning activities can help spur active learning. Learning and teaching activities in the classroom can indeed stimulate active learning in a special way. What students discuss with their friends and what students teach their friends allow them to gain understanding and mastery of the subject matter. The best methods of joint learning, such as jigsaw lessons, meet this requirement. assigning different tasks to students will encourage them to not only learn together but also teach each other.

METHODS

This research is an action research, because the research is carried out to solve learning problems in the classroom. This research is also a descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. According to Sukidin et al. (2002:54) there are 4 types of action research, namely: (1) research on teachers' actions as researchers, (2) collaborative action research, (3) integrated simultaneous action research, and (4) experimental social action research. The four forms of action research above, there are similarities and differences. According to Oja and Smulyan as quoted by Kasbolah, (2000) (in Sukidin, et al. 2002:55), the characteristics of each research depend on: (1) the main goal or the pressure, (2) the level of collaboration between the researcher and the outside researcher, (3) the process used in conducting the research, and (4) the relationship between the project and the school. In this study, the form of the teacher is used as a researcher, where the teacher plays a very important role in the classroom action research process. In this form, the main purpose of classroom action research is to improve learning practices in the classroom. In this activity, teachers are directly involved in the process of planning, action, observation, and reflection. The presence of other parties in this study has a non-dominant role and is very small. This research refers to continuous learning improvement. Kemmis and Taggart (1988:14) state that the action research model is in the form of a spiral. The stages of action research in a cycle include planning or implementing observation and reflection. This cycle continues and will be stopped if it suits the needs and is deemed sufficient. According to its definition, action research is research on things that happen in a community or a group of targets, and the results can be directly applied to the community concerned (Arikunto, Suharsimi 2002:82). The main characteristic or characteristic in action research is the participation and collaboration between the researcher and the members of the target group. Action research is a problem-solving strategy that utilizes real actions in the form of innovative development processes that are tried and solved along the way in detecting and solving problems.

In the process, the parties involved in these activities can support each other. Meanwhile, the purpose of action research must meet several principles as follows: 1) The problem or topic chosen must meet the criteria, namely really real and important, attract attention and be able to handle and within the scope of the researcher's authority to make changes; 2) Research activities, both interventions and observations carried out should not interfere with or hinder the main activities; 3) The type of intervention that is tried must be effective and efficient, meaning that it is selected on target and does not waste time, funds and energy; 4) The methodology used must be clear, detailed, and open, each step of the action is firmly formulated so that people interested in research can check each hypothesis and prove it; 5) Research activities are expected to be an on-going process of activities, considering that the development and improvement of the quality of actions cannot be stopped but is a challenge all the time. (Arikunto, Suharsimi, 2002:82-83). In accordance with the type of research chosen, namely action research, this study uses the action research model from Kemmis and Taggart (in Arikunto, Suharsimi, 2002:83), which is in the form of a spiral from one cycle to the next.

Each cycle includes planning, action, observation, and reflection. The next step in the cycle is revised planning, action, observation, and reflection. The data collection tool in this study is a teacher-made test whose functions are: (1) to determine how well students have mastered the given subject matter in a certain time, (2) to determine whether a goal has been achieved, and (3) to obtain a grade (Arikunto, Suharsimi, 2002:149). While the purpose of the test is to find out the completeness of students' learning individually and classically. In addition, to find out where the mistakes made by students are so that they can see where the weaknesses are, especially in which parts of the TPK have not been achieved. To strengthen the data collected, observation methods carried out by peers are

also used to find out and record the activities of teachers and students in the teaching and learning process.

RESULTS

A subject or sub-subject is considered classically complete if the student who gets a score of 65 is more than or equal to 85%. A student is declared to have studied completely in a certain subject or sub-subject if he gets a minimum score of 65. In the planning stage of the first cycle, the researcher prepares learning tools consisting of the first lesson plan, the first formative test questions, and supporting teaching tools. In addition, observation sheets for the management of the collaborative learning model and observation sheets for teacher and student activities were prepared. The implementation of teaching and learning activities for cycle I will be held on February 5, 2024 in Class IV with a total of 22 students. In this case, the researcher acts as a teacher. The teaching and learning process refers to the lesson plan that has been prepared, and observation is carried out at the same time as learning. At the end of the learning process, students are given a formative test I to find out their level of success in the teaching and learning process. Based on the results of the study, the average score of student learning achievement was 70.00 with a learning completion rate of 68.18% or as many as 15 out of 22 students had completed their studies. These results show that in the first cycle, classical learning completeness has not been achieved because students who obtained a score of ≥ 65 were only 68.18%, smaller than the expected percentage of completeness, which was 85%. This is because students still feel new and do not understand the application of the Collaboration learning model.

In reflecting on the implementation of teaching and learning activities, some information was obtained from the observation results, namely teachers are less than optimal in motivating students and in conveying learning goals, teachers are less than optimal in time management, and students are less active during learning. Therefore, revisions are made for the next cycle with some improvements. Teachers need to be more skilled in motivating students and more clear in conveying learning goals so that students are more involved in every activity carried out. In addition, teachers need to distribute their time well and add the necessary information. Teachers must also be more enthusiastic in motivating students so that they are more enthusiastic.

In cycle II, the planning stage includes the preparation of learning tools consisting of a second lesson plan, a second formative test question, and supporting teaching tools. Teaching and learning activities for cycle II will be held on February 10, 2024 in Class IV with a total of 22 students. In the implementation of this cycle, the researcher acts as a teacher and the teaching and learning process refers to the lesson plan by paying attention to the revision from cycle I to avoid the same mistakes. Observation is carried out in conjunction with the teaching and learning process. At the end of the lesson, students are given a formative test II to find out their success rate. Based on the results of the study, the average score of student learning achievement was 77.73 with learning completeness reaching 79.01%, or as many as 17 out of 22 students had completed learning. This result shows an increase from cycle I. This increase occurs because the teacher informs that at the end of every lesson there will always be a test, so that students are more motivated to learn. In addition, students also begin to understand the purpose of implementing the Collaboration model learning.

In the reflection on cycle II, some information was obtained from the observation results, namely student motivation, student guidance in formulating conclusions or finding concepts, and time management. Therefore, revisions are made for the next cycle with some improvements. Teachers must be able to make students more motivated during the teaching and learning process, closer to students so that they do not feel afraid to ask questions or express opinions, be more patient in guiding students in formulating conclusions, and distribute time well so that learning activities can run as expected. In

addition, teachers should also add more sample questions and provide practice to students in each teaching and learning activity.

In cycle III, the planning stage includes the preparation of learning tools consisting of a third lesson plan, a third formative test question, and supporting teaching tools. Teaching and learning activities for cycle III will be held on February 15, 2024 in Class IV with a total of 22 students. In the implementation of this cycle, the researcher acts as a teacher and the teaching and learning process refers to the lesson plan by paying attention to the revision of cycle II. Observation is carried out in conjunction with the teaching and learning process. At the end of the lesson, students are given a formative test III to find out their success rate. Based on the results of the study, the average score of the formative test was 82.73 with a learning completeness of 86.36%, or as many as 19 out of 22 students had completed learning. The results in cycle III show a better improvement than cycle II. This increase in learning outcomes is influenced by the improvement of teachers' ability to apply the Collaboration model of learning, so that students become more familiar with this method and easier to understand the material being taught.

In the reflection stage of cycle III, a study was carried out on what has been done well and aspects that still need to be improved in the teaching and learning process. From the data obtained, it is known that during the teaching and learning process, teachers have carried out learning well, although there are still some aspects that are not perfect. Based on the observation data, students are also more active during the learning process. The shortcomings in the previous cycles have been improved, so that the learning outcomes of students in cycle III have reached completeness. In the revision of the implementation of cycle III, teachers have implemented the Collaboration model well, and the activities of students and their learning results show that the teaching and learning process has gone well. Therefore, too many revisions are not needed, but what needs to be considered is how to maintain and maximize the methods that have been applied so that learning objectives can be achieved more optimally.

Based on the results of this study, learning the Collaboration model has a positive impact on improving student learning achievement. This can be seen from the increase in students' understanding of the material taught, with the completeness of learning increasing from cycle I to cycle III, namely 68.18%, 79.01%, and 86.36%, respectively. In cycle III, the completeness of students' learning has been classically achieved. In addition, data analysis also shows that student activities in the teaching and learning process by applying the Collaboration learning model have increased in each cycle. This increase has a positive impact on their learning achievement, as shown by the average score that continues to increase in each cycle. During learning, the most dominant student activity is listening to the teacher's explanation and discussing with classmates and teachers. Thus, it can be said that students are active in the learning process. Teachers' activities during learning have also gone well, especially in guiding and observing students in finding concepts, explaining difficult materials, and giving feedback through evaluation and question and answer.

DISCUSSION

Collaborative learning is a learning model that applies a new paradigm in learning theories (Yufiarti 2003). This approach can be described as a learning process by fostering students to work together in small groups to achieve the same goal. The collaborative approach aims to enable students to build their knowledge through dialogue, sharing information with fellow students and teachers so that students can improve their mental abilities at a high level. This model is used in every subject, especially those that may develop the sharing of information among learners. Collaborative learning is described as a teaching model in which students work together in small groups to achieve the same goal. The thing that needs to be noted in collaborative learning activities, students work together to solve the same problem, and not individually solve separate parts of the

problem. Thus, during collaboration, the students work together to build the same understanding and concept to solve each part of the problem or task.

A collaborative approach is seen as the process of building and maintaining a common conception of a problem. From this point of view, the collaborative learning model becomes efficient because the members of the study group are required to think interactively. Experts argue that thinking is interactive. Experts believe that thinking is not just about manipulating mental objects, but also about interacting with other people and with the environment. In a classroom that implements a collaborative model, teachers share authority with Learners in a variety of specific ways teachers encourage Learners to use their knowledge, respect their colleagues and focus on a higher level of understanding. The role of teachers in the collaborative learning model is as a mediator. Teachers relate new information to the learner's experience with the learning process in other areas, helping learners determine what to do if they are struggling and helping them learn about how to learn. More than that, the teacher as a mediator adjusts the level of information of students and encourages students to maximize their ability to be responsible for the next teaching and learning process.

As a mediator, teachers undergo three roles, namely functioning as facilitators, models and coaches. As a facilitator, teachers create a rich environment and creativity to help students build their knowledge. In order to carry out this role, there are also three things that must be done. First, regulating the physical environment, including arranging the layout of indoor furniture as well as the supply of various resources and equipment that can help the teaching and learning process of students. Second, providing a social environment that supports the learning process of students, such as grouping students heterogeneously and inviting students to develop social structures that encourage the emergence of appropriate behaviors to collaborate between students, third, teachers give the task of provoking the emergence of interaction between students and the surrounding physical and social environment. In this case, teachers must be able to motivate children.

The role of a model can be realized by dividing thoughts about something (thinking aloud) or showing students how to do something gradually (demonstration). In addition, showing students how to think when going through difficult group situations and through communication problems is just as important as exemplifying how to make plans, monitor the completion of tasks and measure what has been learned. The role of teachers as coaches has the main principle, which is to provide adequate assistance when students need it so that students continue to hold responsibility for their own learning process. This is done by providing instructions and feedback, redirecting students' efforts and helping them use certain strategies. One of the important characteristics of a classroom that implements a collaborative learning model is that students are not divided based on their abilities, interests, or characteristics and reduce the opportunity for students to learn with other students. Thus, all students can learn from students and no student does not have the opportunity to provide input and appreciate the input given by others.

The collaborative model can be described as follows. When it happens collaboratively, all students are active. They communicate with each other naturally. In a group of 4 to 6 children, there the teacher has made a design so that students can collaborate with each other. In groups that have been determined by the teacher, the existing facilities are also tried by the children to be able to collaborate. For example, in a group of 4 to 6, a teacher only prepares 2 to 3 boxes of coloring tools that are used alternately. With the hope that each student can communicate with each other. With active communication between students, a good relationship and mutual respect will be established. The tool is not private property, but has become common property. Each child does not feel that they belong personally, but can be used together. At the same time, if you have the desire to use it, there will be natural communication with the use of polite language. In conditions like this, teachers only observe how students work and how to communicate and become a comparison when students need help.

For collaboration in a subject, a teacher assigns assignments in groups with the same goal. Each student in the group collaborated with each other by sharing experiences. From the experience of each group, it is concluded together. In this case, the teacher plays the role of a guide and divides tasks so that the group discussion can go well as planned. In a classroom that uses a collaborative learning model, the situation that occurs is knowledge that is divided between teachers and students. In other words, both teachers and students are seen as sources of information. This situation is clearly different from the situation that generally occurs in traditional classrooms. In traditional classrooms, teachers are seen as the only source of information and knowledge that flows one-way from teacher to student, or all teacher-centered learning. To achieve effective goals, a teacher needs to create various ways of teaching that are in accordance with the subject so that it can run effectively.

CONCLUSION

Based on the results of the research that has been presented during three cycles, the results of all discussions and analyses that have been carried out can be concluded that the collaborative teaching model can improve the quality of PAI learning. The learning of the Collaboration model has a positive impact on improving student learning achievement which is characterized by an increase in the completeness of student learning in each cycle, namely cycle I (68.18%), cycle II (79.01%), cycle III (86.36%). The collaborative teaching model can make students feel that they are getting attention and the opportunity to express their opinions, ideas, ideas, and questions. Students can work independently or in groups and are able to account for all individual and group tasks. The application of the Collaboration learning model has a positive influence, namely it can increase students' learning motivation.

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