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How to Improve Elementary School Student Learning Outcomes by Implementing the Articulation Type Cooperative Learning Model?

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Abstract: Islamic education learning at the elementary school level is one type of learning that focuses on instilling students' spiritual values. This research aims to improve elementary school students' learning outcomes in Islamic religious education learning by implementing an articulation type cooperative model. This research uses a classroom action research method with a Kemmis & Mc Taggart design. This research step in each cycle consists of four, namely planning, action, observation and reflection. The subjects of this research were fourth grade elementary school students. Data was collected using observation and test techniques. The research results show that the application of the articulation type cooperative model can improve student learning outcomes in Islamic religious education learning in elementary schools. Therefore, this learning model can be used as an alternative solution to the problem of low student learning outcomes in Islamic religious education learning in elementary schools.

Keywords: Islamic education, cooperative model of articulation type, learning outcomes.

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INTRODUCTION

Moral Aqidah is a subject that instills the basis of faith in a person (Jannah, 2020). Morals are a person's inner state which is the source of the birth of an action (Lubis & Wangid, 2019). Morals are not only felt by humans themselves in life, family, society and the state. Aqidah Akhlak learning aims to shape the faith and behavior development of each student, namely the facilities, infrastructure, learning tools, learning media and methods.

Aqidah Akhlak learning, if delivered, is not adapted to the subject matter, situation, conditions and needs of the students, what happens is less than optimal, consisting of boredom, feeling stressed, and monotonous learning. Aqidah Akhlak teachers use conventional methods which are pure lectures, which are disinterested and low in learning outcomes.

Learning methods are the methods used by teachers in establishing relationships with students during teaching (Suprijono, 2009). Furthermore, Prawiyogi (2022) stated that learning methods are ways of presenting lesson material carried out by educators so

that a learning process occurs in students in an effort to achieve goals. A learning method is a strategy used by a teacher to guide students through the learning process to achieve their goals. The use of learning methods should be systematic and systematic, where each learning process has a very important role in achieving learning goals (Fatwa et al., 2023; Lubis et al., 2022; Siraj et al., 2023). Without a learning method it is impossible to implement it effectively in learning activities.

In Aqidah Morals the material is abstract and requires an appropriate learning model. Students also have challenges in understanding and applying the material. To improve learning, cooperative learning models such as sharing knowledge can be used. This model allows students to be considered "recipients" and not simply "producers".

The cooperative learning model is a teaching model that encourages active participation in learning by placing students in small groups and encouraging them to discuss new topics (Lubis, 2019; Pradana, 2016). This model can improve students' learning experience and increase interest in Asmaul Husna, improve daily life and achieve optimal learning outcomes.

Because studying in small groups, students can be freer to ask their friends about things they don't understand without feeling afraid, embarrassed or low self-esteem so that students' understanding of a concept will increase (Dasopang et al., 2023; Nurliza et al., 2024; Silvia et al., 2023). By increasing students' understanding of a concept, it is hoped that there will also be an increase in students' learning outcomes and learning activities (Anggareni et al., 2013; Junaid et al., 2021; Lubis et al., 2021). From observations made by researchers at SD Negeri 2 Jaya, there are several problems that hinder teachers in learning Aqidah Akhlak, such as 1) Teachers still use conventional methods in delivering Aqidah Akhlak subjects, especially Asmaul Husna material; and 2) The methods used are not varied enough to have an impact on student learning outcomes. Meanwhile, the problems found among students include 1) Students do not understand the Asmaul Husna material, because the methods used by the teacher in conveying the Asmaul Husna material are less varied; 2) Students experience boredom and then pay less attention to the subjects taught by the teacher; 3) Students cannot differentiate the meaning and examples of one Asmaul Husna from another. If this happens continuously it can have an impact on students' learning achievement decreasing.

Therefore, efforts need to be made to overcome these learning problems. One way that can be done to solve this problem is to use a more varied model. One model that can be used is the articulation type cooperative learning model.

METHODS

The method used in this research is Classroom Action Research. Classroom Action Research is research carried out by teachers in their own classes through self-reflection with the aim of improving their performance as teachers, so that the learning objectives can be achieved. According to Suyanto, PTK is a form of research that is reflective in nature by carrying out certain actions in order to improve and/or increase learning practices in the classroom.

The research methods used are descriptive quantitative and qualitative, namely problem solving procedures that are investigated by trying to describe a symptom, event, the interpretation of which depends on analytical sharpness, objectivity, systematicity and systemicity. Then it is calculated using simple statistics, in the form of simple formulas such as assessing learning outcomes and completion in individual and classical learning.

Research subjects are a group of people or individuals being studied. Meanwhile, in this study, the research subjects were 20 students in class IV of SD Negeri 2 Jaya, 14 male students and 6 female students. This research was designed using classroom action research, the researcher in this activity acts as a teacher who applies the articulation type cooperative learning model in Islamic Religious Education learning. The implementation of this PTK consists of 2 cycles, each cycle includes 4 activities, namely (1) planning, (2)

implementation, (3) observation and interpretation, and (4) analysis and reflection. In this classroom action research, Kurt Lewin's PTK model was used.

The data in this research was obtained using observation, documentation, tests and interviews techniques. Observation guidelines are used to measure learning activities. Documentation techniques are used to analyze the student's score list at the previous meeting as a basis for strengthening the research problem. Test techniques are used to measure student learning outcomes. Meanwhile, interviews are used to find research problems. This research data was analyzed using descriptive statistical techniques.

RESULTS

Hasil penelitian siklus I

Implementation of learning activities for cycle I was carried out in two meetings. The first meeting was held on Wednesday 1 November 2022, the meeting was held for 3x35 minutes. The implementation of this class action was carried out in class IV of SD Negeri 2 Jaya with a total of 20 students, consisting of 14 students and 6 female students. Implementation was carried out in accordance with the RPP for cycle I which had been prepared through the application of the articulation type cooperative learning model.

In the initial learning activities carried out by the researcher, the students were conditioned to be ready to take part in teaching and learning activities, because when the teaching and learning activities were about to take place, there were still some students playing around. Then the teacher asks the students "how are you today". Alhamdulillah. When the student's answer is less than enthusiastic, the teacher motivates the student with an ice breaker "most prepared, happiest papap cuap aye-aye enthusiastic Huuuuuuuuuuuuuuuhhhhhhhhhhhhhhh Haaaaaaaaahhhhhhhhhhh". This is done as a form of raising students' enthusiasm for learning. Then the researcher who acted as a teacher and observer provided motivation related to the importance of studying moral aqidah subjects, especially Asmaul Husna material.

When entering the main activity, the teacher shows the Asmaul Husna calendar. Where in this media there are 4 Asmaul Husna that are studied today, namely al-malik, al-aziz, al-quddus, as-salam and al-mu'min'. The teacher shows one of the Asmaul Husna which the students then read and interpret. Then the teacher appoints one of the students to read the Asmaul Husna shown by the teacher. This is done to find out how deep the student's knowledge is about the Asmaul Husna material.

The teacher divides the students into 10 groups, each group consisting of 2 students, namely their seat mates. Then the teacher distributes worksheets to students which must be done in groups, where each group member gets the worksheet. The teacher instructs the students on how to do this problem, namely by interviewing their own group partners, then writing it on the worksheet. After completing interviews with each other, students who have finished first submit their worksheet to get a sequence number and present the results of their discussion in front of the class. In this activity the teacher tells the students that the time given to work is around 20 minutes.

After the students collect the results of their discussion, then the students pair up with their groups and come to the front of the class to present the results of the discussion. From the results of this presentation, there were still several groups who were still confused about giving examples of Asmaul Husna in everyday life. Here the teacher provides confirmation and responses to the results of the discussion that has been presented, then the teacher gives examples of applying Asmaul Husna in everyday life.

The results of the actions carried out in Cycle I that have been achieved can be seen in table 4.7. For the results of observations of student activities carried out in cycle I, the percentage was 60.41%, namely in the Less category. And the percentage of teacher activity reached 58.69% or is still in the Less category.

The results of the researcher's observations of student learning outcomes showed that 45% of learning activities were in the Very Poor category. This is because there are still 11 students who have not completed or are below the minimum completion criteria. Apart from that, from the results of observations made during this research, it is still felt that the implementation of this articulation type cooperative learning model has not been achieved optimally. Because there were still some students who had not done their assignments in groups, and when presenting the results of their discussions, only a few students responded to the results of the presentation.

This percentage is still far from the percentage you want to achieve, because ideally the percentage you want to achieve is 85%. From several observations during the research, it can be concluded that the actions taken during cycle I have not been successful, therefore they need to be improved and repeated in cycle II actions. In cycle II, several improvements are needed to achieve the desired percentage.

Hasil penelitian Siklus II

Cycle II was held on Thursday, November 9 2022 in class IV of SD Negeri 2 Jaya. This cycle was carried out at the 5th and 6th hours where the time allocation for the moral aqidah subject was 2 x 35 minutes or 1x face to face. In this planning stage, the researcher prepared learning tools consisting of lesson plans, group worksheets, media, and test questions. Planning in cycle II was based on the planning in cycle I. In cycle II researchers further improved learning activities from what was done in cycle I and media that could help students' understanding.

The implementation of cycle II is carried out in accordance with the learning plan that has been designed. The beginning of this learning activity is carried out by conditioning the students, this is done so that the students are ready to take part in the learning activity process. Because when learning is about to start, there are still students who are still playing around and going in and out of class. Then the teacher asks the students "how are you today". Alhamdulillah. When the student's answer is less than enthusiastic, the teacher motivates the student with an ice breaker "most prepared, happiest papap cuap aye-aye enthusiastic Huuuuuuuuuuuuuuuhhhhhhhhhhhhhhhh Haaaaaaaaaahhhhhhhhhhhh". This is done as a form of appreciation and also to raise students' enthusiasm for learning.

After providing motivation to the students the teacher asked the students regarding the meaning of Asmaul Husna, "What is the meaning of Asmaul Husna al-malik, al-Quddus, al-Aziz as-salam and al-Mu'min. Some students answered enthusiastically, although there were still a small number of them who just remained silent. The teacher does this as brain storming, students are asked to recall the material they have studied at the previous meeting.

Entering the core activity, the teacher divides students into several groups in pairs. The teacher distributes material according to the Asmaul Husna attitude. Students are asked to read it and make a summary. Then students observe the PPT and a video about having noble morals with Asmaul Husna is shown. This is done to find out how deep the knowledge is and make it easier for students to understand examples of the application of Asmaul Husna material in everyday life.

The teacher divides the students into 10 groups, each group consisting of 2 students, namely their seat mates. Then the teacher distributes worksheets to students which must be done in groups, where each group member gets the worksheet. The teacher instructs the students on how to do this problem, namely by interviewing their own group partners, then writing it on the worksheet. After completing interviews with each other, students who have finished first submit their worksheet to get a sequence number and present the results of their discussion in front of the class. In this activity the teacher tells the students that the time given to work is around 20 minutes.

Students work on the worksheet by interviewing their seat mates, where in this case there is collaboration with their group mates. Students can exchange ideas and teach each other where their group partners are experiencing difficulties or things they don't understand.

After the students collect the results of their discussion, then the students pair up with their groups and come to the front of the class to present the results of the discussion. From the results of this presentation, students can give examples and differentiate Asmaul Husna al-malik, al-quddus. As-salam, al-aziz al-mu'min in everyday life. Here the teacher provides confirmation, reinforcement and response to the results of the discussions that have been submitted from the groups that have come forward to present the results of the material discussion according to Asmaul Husna's attitude.

The actions taken in Cycle II can be seen in table 4.12. The observation results for student activities in Cycle II reached 91.66% and can be categorized as Very Good. Then the results of observing teacher activities were 89.13% and entered the Good category. For the results of researchers' observations of student learning outcomes, learning activities reached 90% or were in the Very Good category. This means that students' success in improving their learning outcomes in cycle II has been successful.

The articulation type cooperative learning model applied in the Asmaul Husna material can run better, which can be proven by increasing student learning outcomes. The application of the articulation type cooperative learning model can help students improve student learning outcomes, especially on Asmaul Husna al-Malik, al-Quddus, al-Aziz as-Salam and al-Mu'min material. The students had worked on the discussion sheet in pairs, then during the presentation in front of the class most of the students participated actively in responding to the results of the presentation.

The percentage to be achieved is 90%. From the results of several observations carried out, it can be concluded that the actions taken during cycle II have been successful, from 45% increasing to 90%. For this reason, there is no need to carry out third cycle actions.

DISCUSSION

The results obtained show that the implementation of learning using the Articulated Type Cooperative Learning model went very well. From cycle I to the next cycle there was a significant increase. Students can understand the meaning of Asmaul Husna, provide examples of Asmaul Husna that exist in everyday life according to what is taught. Students find it easier to remember examples from Asmaul Husna.

The student learning results show that the application of the Articulation Type Cooperative Learning model has a positive impact on the Asmaul Husna Learning Outcomes in the Aqidah Akhlak Subject for class IV students at SDN 2 Jaya, this can be seen from the increase in learning completion results in each cycle, namely in the first cycle it reached 45 % (Poor), and increased in cycle II with a percentage of 90% (very good) so in cycle II it can be said that classical student learning achievement has been achieved without the need for Cycle III.

CONCLUSION

That the implementation of the Articulated Type Cooperative Learning model on Asmaul Husna material for class IV students at SD Negeri 2 Jaya went well, namely in accordance with the theory and steps contained in the articulated type cooperative learning model. It has been proven that students can work in pairs and this model can increase the learning outcomes of class IV students at SD Negeri 2 Jaya to 90%. That there is an increase in learning outcomes for Asmaul Husna material using the articulation type cooperative learning model for class IV students at SD Negeri 2 Jaya. What can be proven in cycle 1 is

that the average value of class 75 in cycle II is 89.75. The percentage of completion in cycle I was 45%, then in cycle II it was 90%.

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