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EFFORTS TO IMPROVE ACHIEVEMENT IN LEARNING AQIDAH AND MORALS BY APPLYING THE LEARNING TO- GETHER LEARNING MODEL TO STUDENTS OF CLASS VIII-C JOMBANG IN THE 2021/2022 ACADEMIC YEAR

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Abstract: Learning is a process, a way to make people or living things learn. while learning is trying to gain intelligence or knowledge. In today's education world, students participate fully in the world of education. However, sometimes, there are certain demands experienced by students to pursue high test and exam scores so that social gaps arise between students. So there needs to be a paradigm that examines the learning process of students to be better and more confident, one of which is the Learning together method. The purpose of this study is to reveal the influence of cooperative learning, the Learning together model, especially in the subject of Aqidah Akhlak. This study uses action research, because this study was conducted to solve learning problems in the classroom through two cycles. Based on the results obtained by the researcher, there was an increase in students where the completeness of student learning in cycle I was 75% and the completeness of student learning in cycle II was 89%. So, the application of the learning together model to students has a positive impact on students.

Keywords: Learning Together, Students, Aqidah Akhlak.

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INTRODUCTION

In this 21st century, we need to review the learning practices in schools. The role that must be played by the world of education in preparing students to participate fully in community life. There are several general perceptions that have taken root in the world of education and have become the expectations of society. This perception assumes that it is the teacher's job to teach and provide students with information and knowledge. Sometimes, students learn in situations that require high grades and test scores. So there needs to be a paradigm shift in examining the student learning process and student interaction with teachers.

Even researcher observations show that peer teaching is more effective than teacher teaching. Where the learning system provides opportunities for fellow students in structured tasks. In this system, the teacher is only a facilitator. Not only that, there are several reasons why this system is important and often used by schools because along with the process of globalization, social transformation, it prepares students to participate in a developing and modern world and has a social soul. The mutual cooperation method is also

known as the group work method. Many teachers have often used this method, but it cannot be denied that sometimes a stigma arises if with mutual cooperation students will dig deeper information by exchanging ideas with fellow friends. This stigma will affect teachers in carrying out the learning process and will continue to be a guideline. So that the group work method is considered less effective. Various negative attitudes and impressions do emerge. If group work is unsuccessful, students will tend to blame each other, and vice versa. This certainly creates a social gap between students, they can hang themselves on those who are considered more capable. so that teachers inevitably apply Learning together to them. From several backgrounds of these problems, researchers feel compelled to see the influence of structured learning and giving feedback on learning achievement with cooperative learning model learning together.

METHODS

This research is an action research, because the research was conducted to solve learning problems in the classroom. This research is also descriptive research, because it describes how a learning technique is applied and how the desired results can be read.

RESULTS

Cycle I

Planning stage

At this stage, the researcher prepares learning devices consisting of a learning plan, formative test I and supporting teaching tools.

Activity and Implementation Stage

In this case, the researcher acts as a teacher. The learning process refers to the learning plan that has been prepared.

Table 1. Recapitulation of Student Formative Test Results in Cycle I

No	Uraian	Hasil Siklus I
1	Nilai rata-rata tes formatif	70,00
2	Jumlah peserta didik yang tuntas belajar	27
3	Persentase ketuntasan belajar	75 %

From the table above, it can be explained that by implementing the Learning Together learning model, the average value of student learning achievement was 70.00 and learning completion reached 75% or there were 27 students out of 36 students who had completed learning. These results indicate that in the first cycle, classically, students had not completed learning, because students who obtained a score of 65 were only 75% smaller than the desired completion percentage of 85%. This is because students still feel new and do not understand what the teacher means and uses by implementing the Learning Together learning model.

Reflection

In carrying out this activity, information was obtained, namely: (1) teachers were not optimal in motivating students, (2) teachers were not optimal in managing time, (3) students were not active during the learning process.

Revision

There were still shortcomings in the implementation of teaching and learning activities

in cycle I, so revisions need to be carried out in the next cycle, such as (1) teachers need to be skilled and motivate students, (2) teachers need to distribute time well, (3) teachers need to be more skilled and enthusiastic in motivating students.

Cycle II

Planning Stage

At this stage, the researcher prepares learning devices consisting of lesson plan 2, formative test questions 2 and supporting teaching tools.

Observation Activity Stage

in this case the researcher acts as a teacher, while the teaching process refers to the learning plan by paying attention to revisions in cycle I, so that errors in cycle I are not repeated. At the end of the teaching process, students are given formative test II with the aim of determining the level of student success in the teaching and learning process.

Table 2. Formative Results in Cycle II

No	Uraian	Hasil Siklus II
1	Nilai rata-rata tes formatif	82,73
2	Jumlah peserta didik yang tuntas belajar	32
3	Persentase ketuntasan belajar	89

Based on the table above, the average value of the formative test was 82.73 out of 36 students, 32 students had completed it and 4 students had not achieved learning completion. So classically, the learning completion that had been achieved was 89%. The results in cycle II experienced a better improvement than cycle I. The increase in learning outcomes in cycle II was influenced by the increase in teachers' ability to apply learning together so that students became more accustomed to learning and understood the material presented.

Reflection

At this stage, what was implemented well and what was still not good was given. From the data obtained by the researcher, there were several, namely, (1) During the learning process, the teacher carried out the learning well, (2) students were active during the learning process, (3) the shortcomings in the previous cycle had improved, (4) the learning outcomes of students in cycle II achieved completion.

Revision

In Cycle II, the teacher has implemented the Learning Together learning model well, as seen from the responsive and active students so that the learning process with the Learning Together model runs well.

DISCUSSION

Student Learning Outcome Completion

The results of this study indicate that the Learning Together model has a positive impact on improving student learning achievement. This can be seen from the increasingly solid understanding of students on the material presented by the teacher (learning completion increased from cycles I and II), namely 75% and 89% respectively. In cycle II, student learning completion has been achieved classically.

Teacher Ability in Managing Learning

Based on data analysis, it was obtained that student activity in the teaching and learning process by implementing the Learning Together teaching model in each cycle in-

creased. This has a positive impact on student learning achievement, which can be shown by the increase in the average value of students in each cycle which continues to increase.

Student Activity in Learning

Based on data analysis by researchers, students are more focused on listening, paying attention to the teacher, and discussions between other students and discussions with the teacher, so it can be categorized as active student activity. Meanwhile, for teacher activity during learning, they have carried out the steps of teaching and learning activities well and made improvements for better learning.

CONCLUSION

Based on the research results that have been presented during 2 cycles, the results of all discussions are: (1) The Learning Together learning model can improve the quality of learning about faith and morals, (2) Learning Together learning has a positive impact on improving learning achievement, which is indicated by a percentage in cycle I of 75% and in cycle II of 89%, (3) The Learning Together learning model can make students feel that they are getting attention and the opportunity to express opinions and ideas.

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