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APPLICATION OF COOPERATIVE MODEL IN IMPROVING STUDENTS' KNOWLEDGE ON THE MATERIAL OF PROPHET MUHAMMAD SAW'S EXAMPLE AND COMPASSION IN CLASS 1 OF SD NEGERI 4 BLANGPIDIE

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Abstract: Islamic Religious Education (PAI) has an important role in shaping the character of students who believe and fear Allah SWT. One of the essential aspects in education is the example and understanding of the love of the Prophet Muhammad SAW. The example of the Prophet Muhammad SAW is clearly seen in his honest, trustworthy and loving personal life. However, sometimes in this learning process it is not well absorbed by students due to several factors, this material is often centered on lecture methods and monotonous so that students' interest in the material quickly gets bored. The purpose of this study is to improve the learning outcomes of grade 1 students of SD Negeri 4 Blangpidie in the subject of PAI through cooperative learning. The type of research uses classroom action research (PTK). Based on the results of the study, there are two stages, namely the stages of cycle I and cycle II. In the stage of cycle I, several students who were found had not reached the KKM, then the second cycle stage was carried out, the students succeeded in achieving completeness and success.

Keywords: Cooperative Learning Model, Student Knowledge, Islamic Education.

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INTRODUCTION

Islamic religious education has an important role in shaping the character of students who believe and fear Allah SWT. One of the essential aspects of this education is the exemplary and understanding of the love of the Prophet Muhammad. How the exemplary Prophet Muhammad is clearly seen in his personal life which is honest, trustworthy, and full of love. In his daily life, the Prophet Muhammad also always maintained cleanliness and simplicity even though he was a messenger of Allah, he never lived in luxury. The exemplary Prophet Muhammad in living a simple life and appreciating the blessings given is a valuable lesson for humanity.

However, in practice the learning process in this material often focuses on the lecture method or tends to tell stories so that the withdrawal in learning makes students quickly bored. Learning and teaching are the main activities carried out in an educational process. Learning activities can be carried out if students are given the opportunity to

follow the learning process. In general, learning can be interpreted as a process to obtain the intended competencies including knowledge, skills, and attitudes.

Understanding the problems that arise above, a learning solution is needed that is expected to improve the quality of learning to be better than before. Based on the researcher's background, it is necessary to conduct research and observation to improve students' knowledge on the material on the exemplary behavior and compassion of the Prophet Muhammad SAW in class 1 of SD Negeri 4 Blangpidie.

METHODS

This type of research is classroom action research (CAR). Classroom action research is a research that applies the occurrence of cause and effect of behavior, although it describes what happens when treatment is given, and describes the entire process from the beginning of treatment to the impact of the behavior. Thus, it can be said that classroom action research or CAR is a type of research that describes both the process and the results, which are carried out by CAR in its class to improve the quality of its learning. This research was conducted at SDN 4 Blangpidie, with the research subjects being 8 first grade elementary school students.

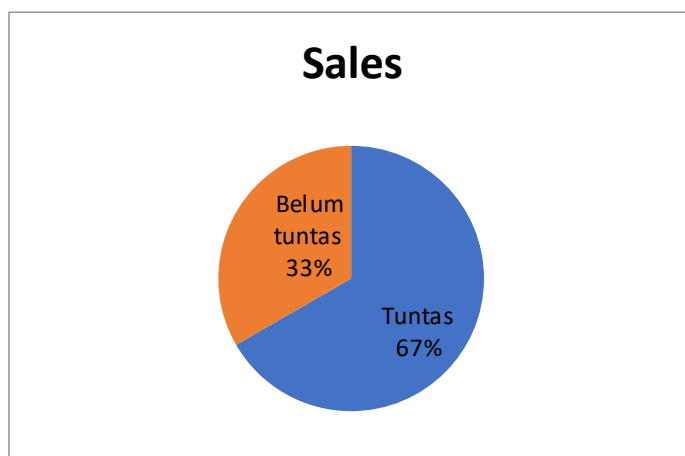
RESULTS

This research was conducted in class I of SD Negeri 4 Blangpidie with 8 students in class I. The results of initial observations showed that students were less skilled in solving the questions given and affected student learning achievement. The results of observations can be seen in the following table.

Cycle I

Table 1. Learning Outcomes of Students in Cycle I

No	Nama	KKTP	Nilai (x)	Keterangan
1	Muhammad alrafa	70	65	TT
2	M. Adam	70	80	T
3	Murti	70	100	T
4	Dafa Rifki Alfaqih	70	60	TT
5	Zaskia zuraika salam	70	65	TT
6	Khanza Cikha	70	75	T
7	Atifa kirana	70	60	TT
8	Ubay Naif	70	60	TT
Jumlah = 565				3 Tuntas
Rata-rata = 70				5 Tidak Tuntas
Presentase Tuntas				67%
Presentase Belum Tuntas				33%



Based on the data obtained, the cognitive learning outcomes of cycle 1 had an average value that was not yet completed by 5 students or 33%, while those that were completed were 3 students or 67%.

Siklus II

Table 2. Learning Outcomes of Students in Cycle II

No	Nama	KKTP	Nilai (x)	Keterangan
1	Muhammad alrafa	70	65	TT
2	M. Adam	70	80	T
3	Murti	70	100	T
4	Dafa Rifki Alfaqih	70	75	T
5	Zaskia zuraika salam	70	80	T
6	Khanza Cikha	70	75	T
7	Atifa kirana	70	80	T
8	Ubay Naif	70	75	T
Jumlah = 630			7 Tuntas	
Rata-rata = 70			1 Tidak Tuntas	
Presentase Tuntas			67%	
Presentase Belum Tuntas			33%	



Based on the data obtained above, it can be seen that the number of students who have achieved a score above 70 in cycle II is 7 students, while the number of students who have not achieved completion is 1 student, while classical completion is 87%.

DISCUSSION

This study aims to improve the learning outcomes of Islamic religious education in grade I of SDN 4 Blangpidie by implementing a cooperative learning model. The initial conditions of the study were measured by observation and testing. Observation was used for student activities in the learning process, while the test was used to determine the learning achievement of Islamic religious education before and after being given action through the application of the cooperative learning model.

Cycle I Research Results

The stages in the cycle I research stage are planning, implementation, reinforcement, and reflection. This stage I is carried out during the learning process. Observations were made by researchers based on learning activities by preparing teaching materials in the form of RPP that had been made. Then the researchers also prepared facilities and infrastructure to support the learning.

Planning

Cycle I Action Planning

This stage is used to prepare for action planning by making a syllabus, lesson plan, observation sheets, LKPD, and making evaluation tools in the form of written tests

Implementation of Action I

In implementing learning, researchers use the Problem Based Learning (PBL) learning model.

Closing of Cycle I Actions

At this stage, the teacher/researcher and students together conclude the learning material and continue with prayer and greetings.

Reflection

Reflection is the stage of reviewing and seeing the results of student actions that have been carried out. At this stage, the researcher observed that (1) most students were still confused about their respective tasks during discussions, (2) most students were still passive and did not dare to express their opinions during discussions in class, (3) students still seemed hesitant to answer questions asked.

Regarding the obstacles that occurred in cycle I, improvements need to be made in cycle II.

Results of Cycle II Actions

Seeing the many shortcomings in cycle I, the researcher needs to make efforts to improve actions in cycle II.

Cycle II Action Planning

At this stage, preparations are made to carry out action planning by creating a syllabus, learning plan, teacher and student observation sheets, LKPD, and evaluation tools in the form of written tests and multiple choices.

Implementation of Cycle II Actions

At this stage, the researcher used the same learning model, namely Project Based Learning (PBL) which consists of (1) Preliminary Activities, (2) Core Activities, (3) Closing Activities.

Observation

Observation of cycle II during the process showed that the students' scores had reached above 70 and were complete.

Reflection

Based on the results of the evaluation and data analysis in cycle II which was implemented by implementing the cooperative learning model, it has been running well. The results of the student learning evaluation have increased in the learning completion criteria. The number of students who achieved the KKM in cycle II was 7 students, and there was 1 student who had not completed the KKM with a learning completion percentage of 87%. This can be seen from (1) Class discussions went quite smoothly, (2) Students looked confident in conveying their work results (3) Students paid attention to the teacher's explanation and delivered the material. Student learning outcomes in cycle II experienced a good increase, this was because students were able to move the questions well, understand the material and make the best use of time when doing the test.

Based on the results of the reflection of cycle II, it shows that several shortcomings found by researchers in cycle I have improved in cycle II after the implementation of the cooperative learning model, so this implementation to improve learning outcomes in class I of Islamic Religious Education and Character Education subjects has been considered quite successful and stopped in cycle II. The learning outcomes of students in cycle I, the achievement of learning outcomes can be considered successful. This can be seen from the number of students who reached a score of 70, who did not understand the KKM that had been set. The specified KKM requires a minimum of 80% of the total students to achieve completeness, but in cycle II only 7 students or 47% completed it, while 1 student or 53% still had not achieved completeness. The success of learning in this cycle can be considered less than optimal. The cause of this failure can occur due to various factors, such as lack of understanding of the material, lack of mastery of students' Asmaul Husana, ineffective learning methods, or the need for additional guidance for students who have not completed it. Therefore, a strategy is needed to improve the next cycle. This can include the development of more effective learning methods, increasing student excess in the learning process, and paying more attention to students who have not finished. The development that is highlighted can be seen from the differences between cycles I and II. Thus, the classical completion rate reaches 87%. This shows a significant increase in student achievement compared to the previous cycle. This achievement distinguishes that the learning method using the PBL learning model is more effective in helping to understand the material.

CONCLUSION

Based on the analysis of data taken from the learning outcomes of students from cycle I to cycle II, the researcher concluded that the use of cooperative learning methods can

improve the understanding of grade I students on the material of the exemplary and compassionate Prophet Muhammad SAW. The increase in learning outcomes obtained from cycle I to cycle II increased significantly. Thus, it can be concluded that improving the learning experience of Islamic Religious Education material and morals on the material of the exemplary and compassionate Prophet Muhammad SAW.

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