

## Implementation of the cooperative learning model type decision-making to improve learning outcomes of islamic religious education

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### Abstract

This classroom action research aims to apply a decision-making cooperative learning model to improve student learning outcomes in Islamic religious subjects, specifically classroom action research topics related to the meaning of faith in the Apostles of Allah SWT class XI. The research location was SMA Negeri 4 Kendari, with a total sample of 37 students. This type of research uses classroom action research with the plan, action, observer, and reflection stages. Data collection techniques used multiple-choice tests with test instruments, and data analysis techniques used descriptive analysis. The results of the analysis showed that there was an increase in learning outcomes starting from cycles one and two by applying the cooperative-type decision model. These results indicate that the cooperative decision-making learning model can improve student learning outcomes, especially in Islamic religious education lessons.

**Keywords:** cooperative decision making type, learning outcomes, islamic religious education

### Introduction

Many complex problems need to be fixed in the current education system. Poor educational outcomes still need to be addressed in some areas. There is no way to separate this problem from classroom teaching, just as it cannot be separated from the myriad of circumstances that affect it, both internal and external to the classroom and the students who study there. Teachers are a significant factor in the success of their students (Hizbullah & Mardiah, 2015; Budiman, 2013). Therefore, they must continually find new ways to learn and teach, such as by discovering and using new forms of media, organizing their lessons, and implementing effective learning practices. Student learning outcomes are indicators of the success of specific teaching and learning strategies (Adi et al., 2019).

Low student achievement is a significant problem at SMA Negeri 4 Kendari. Poor student learning outcomes can be traced back to students' inability to understand and apply the information presented by teachers, which is reflected in their poor performance on standardized tests. The traditional teacher-centered approach to education is counterproductive, especially for students with lower abilities. In specific classrooms, education consists only of the one-way transmission of information from teacher to student. In this view, students have little freedom and must memorize their teacher's teacher notes to do well on subsequent tests. Students' expressions of boredom and lack of desire during class show the effect of the learning process. Therefore, schools must create learning models that inspire students to play an active role in their education.

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The results of classroom observations indicated that the teacher controlled various learning processes in the class and that students needed more opportunities to develop their own opinions about the content taught in the school's Islamic studies classes. It is because the teacher uses the teacher technique, in which students do nothing more than take notes and listen to the teacher's explanations rather than being actively involved in the material being taught.

The teacher approach has several areas for improvement, including causing students to become passive, making it challenging to regulate how much students learn, and, if it lasts too long, becoming boring (Aditia & Muspiroh, 2013; Agustun et al., 2021). Some students have spoken out, saying that the teacher approach is only sometimes practical due to a lack of instructors; in particular, students had difficulty hearing the teacher's voice, which led them to prefer talking to their neighbors at their desks rather than paying attention. In addition, it can be seen from the teaching and learning processes that the instructor uses a few instructional aids when delivering the material (Kelirik, 2018; Krisdiana et al., 2014; Herdianti et al., 2022). To be sure, using aids in class is intended to arouse students' curiosity and engagement with the material being discussed. Oktalia (2013) and Umroh (2019) argue that students will become disinterested if the teacher spends all class time talking without providing visual aids. Photos, models, schematics, newspaper articles, and other visual aids can help arouse students' interest in a topic. Students also said that their motivation to participate in the Islamic learning process could have been better because teachers usually prioritize understanding information through teachers, which makes them bored.

Based on the above, it is imperative to find an efficient and effective learning model as an alternative to enhancing learning activities to have the desired effect on student learning outcomes. Conceptual understanding and student learning outcomes will increase if they are more involved in learning activities. Therefore, increasing student learning activity is a viable strategy to improve educational outcomes.

The use of a cooperative learning model of the decision-making type, in which students build their thinking and capacity to make judgments while studying the assessment of the information being taught, is one of the strategies intended to improve learning outcomes in Islamic Religious Education. As a result of cooperative learning and the Decision Making Process style, almost all students are happy and enjoy learning; students feel that there are more and more tasks to be done, so that students are active and enthusiastic about doing assignments; the subject matter presented is easier to understand, so that students more easily express and discover concepts in learning; and so on (Sriwarni, 2021; Suryaningsih, 2019). To help students apply what they learn in class to real-world scenarios, the authors of this article present a hands-on framework that educators in external education can use. There will be an increase in the learning standards of Islamic Religious Education at SMA Negeri 4 Kendari if the collaborative education Decision Making Process model is implemented there. Additionally, it has the potential to enhance the delivery of existing curricula, leading to deeper learning and more positive classroom dynamics. As previously stated, teaching methods serve as tools within the more extensive educational system to assist students in learning material. The author's interest in researching the topic "Implementation of the Cooperative Learning Model of the Decision-Making Type to Improve Learning Outcomes of Islamic Religious Education Class X SMA Negeri 4 Kendari on the Main Material of the Meaning of faith in the Apostles of Allah SWT " is based on the arguments presented.

**Method**

Classroom action research often referred to as "practice-based research/CAR, is included here. This PTK uses a decision-making cooperative learning model as an alternative action to improve the learning outcomes of Islamic Religious Education for class XI students at SMA Negeri 4 Kendari. The topic studied is the noble qualities of the faith in the Apostles of Allah SWT. Kemmis' four-step research design for school-based action research served as the basis for this investigation. These steps are planning; taking action; observing and contemplating; and drawing conclusions. Figure 1 provides a brief overview of the situation.

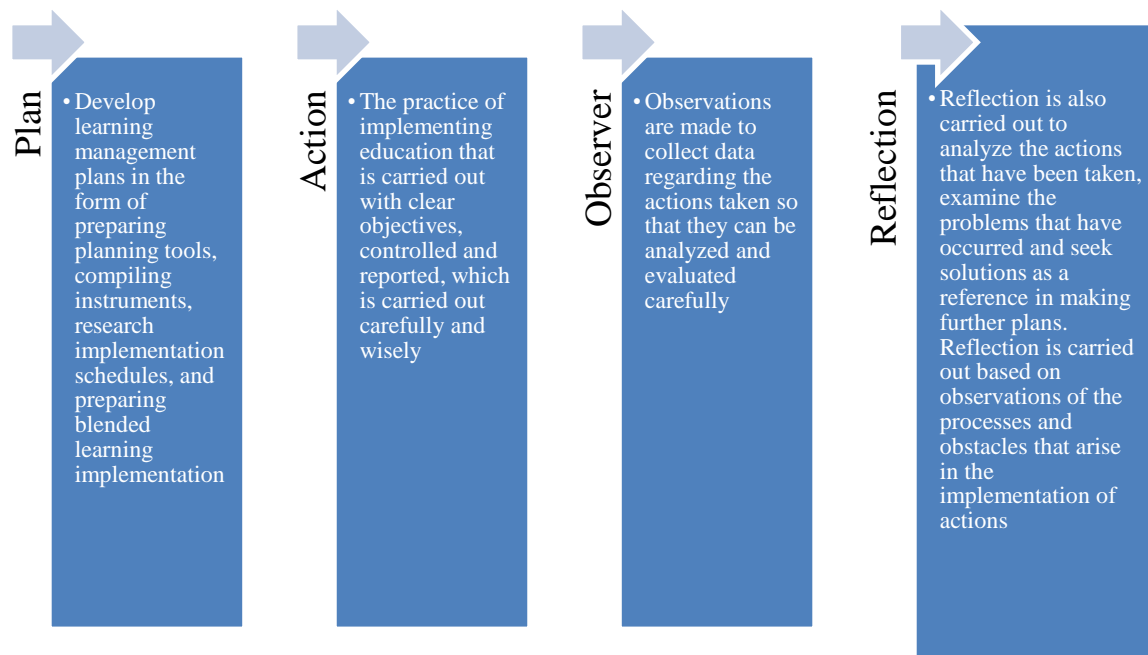


Figure 1. Action Research Cycle

Nineteen female and sixteen male opera singers from SMA Negeri 4 Kendari participated in this study. Thirty-six students from the tenth grade at SMA Negeri 4 Kendari participated in this study. Strategies for gathering information through watching, asking questions, and writing down what you find instruments for conducting research, such as questionnaires and tests. While quantitative descriptive statistics were collected and analyzed, the test results, which determine the average number of cycles

**Result and Discussion**

Information about students' progress in Islamic religious education is collected by administering tests of their knowledge. The following information was obtained from the descriptive analysis of the Cycle I and II exams, which were used to measure students' progress in Islamic religious education subjects on the noble character of the faith in the Apostles of Allah SWT.

Table 1. Result analysis student learning outcomes

No.	Value	Cycles	
		I	II
1	Minimum	24,59	45
2	Maximum	88,5	95

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3	Average	58,92	72,41
4	Deviation standard	16,58	11,29

Table 1 shows that when the cooperative learning model of the decision-making type is used in class XI SMA Negeri 4 Kendari about the Noble Nature of the faith in the Apostles of Allah SWT, student learning outcomes increase from beginning to end. Second cycle. The minimum score, maximum score, average score, and standard deviation show that Islamic Religious Education students increase from cycle I to cycle II. Table 2 displays the percentage of each completed classical education cycle.

Table 2 Description of Student Learning Completeness

No.	Evaluation type	Completeness			
		Complete		Unfinished	
		Frequency (people)	Percentage (%)	Frequency (people)	Percentage (%)
1.	Cycle I	14	51,85	13	48,15
2	Cycle 2	23	85.19	4	14,81

Table 2 shows that the percentage of students who have completed compulsory courses has increased from cycle I to cycle II. In cycle I, 51.85% of students had completed the compulsory courses in the "good" category, which means that 14 students met the Minimum Mastery Criteria but still needed to meet the Minimum Mastery Criteria; thus, 75% of students achieved a minimum score of 68.

Cycle I: Descriptive analysis of learning outcomes in cycle I obtained scores that varied widely, from the lowest 24.59 to the highest 88.5, with an average of 58.92 and a standard deviation of 16.58 for the sub-subject of simple flat planes and levers and pulleys. Under these conditions, only 14 out of 28 students (51.85%) achieved the minimum criteria for competence set by the school at 68, while 13 students (48.15%) were still below this threshold.

These data indicate that students in this lesson did not study their assigned textbooks and could have participated more effectively in class discussions. By looking at these various factors, it is hypothesized that this affects students' Islamic learning outcomes, especially those who have yet to reach the minimum criteria for competence. To increase the number of students who demonstrated mastery of a subject in the next cycle, the instructors and researchers analyzed and reflected on the results of Cycle I and adjusted the instructions accordingly.

Cycle II: Based on descriptive data analysis, students in cycle two have studied the Noble Characteristics of the faith in the Apostles of Allah SWT with an average score of 72.41 and a standard deviation of 11.29. The minimum score is 45, and the maximum score is 95. Four children, or 14.81 percent, have learning outcomes below the Minimum Completeness Criteria or a score of 68, while 23 students, or 85.19 percent, have scores above 68. Four students still need to achieve learning mastery or a value of 68; the data shows improvement in the right direction. It is conceivable because children have a poor capacity to remember class material.

The results of the descriptive examination of the growth of student learning outcomes between cycles showed a significant increase in student achievement between cycles. In Cycle II, students showed greater mastery of the faith in the Apostles of Allah SWT, as evidenced by the increased learning outcomes in subjects, for example, the Noble Qualities of the Apostles, because the teacher had learned effectively. The cooperative learning model of the decision-making type is proven by

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good student learning outcomes that have achieved the Minimum Mastery Criteria individually and systematically according to curriculum requirements.

The findings from this study indicate that learning Islamic religious education with the Cooperative Decision-Making Model has increased students' knowledge of the faith in the Apostles of Allah SWT and meeting the Minimum Completeness Criteria.

### **Conclusion**

Conclusions that can be drawn from the research findings include revealing the distribution of values and learning outcomes in Islamic Religious Education for class XI SMA Negeri 4 Kendari who were taught using the Decision Making Cooperative Learning Model: in cycle I, a score was obtained from 24.59 to 88.5, and in cycle II, a score was obtained from 45 to 95. Applying the Cooperative learning approach of the Decision Making type in Islamic Religious Education has improved the learning outcomes of class XI SMA Negeri 4 Kendari, especially regarding the topic of the faith in the Apostles of Allah SWT. Specifically, the average score of student learning outcomes increased from 58.92 in cycle I to 72.41 in cycle II, with the percentage of students who completed the subject increasing from 51.85% to 85.19%.

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