

IMPROVING LEARNING OUTCOMES OF ISLAMIC RELIGIOUS EDUCATION IN CIVIL DECISIONS MATERIAL IMPLEMENTING PROPHETS AND APOSTLES THROUGH COOPERATIVE LEARNING TYPES OF INVESTIGATION GROUPS FOR CLASS V STUDENTS UPTD NEGARA 06 KOTO PRIMARY SCHOOL, GUGUAK DISTRICT

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Abstract

The problem of this research begins with the condition of the Islamic Religious Education and Character Education learning process in class V UPTD SD Negeri 06 Guguak VIII Koto, Guguak District, Limapuluh Kota Regency, which is conventional and monotonous, and student learning outcomes have not yet reached completeness according to the Minimum Completeness Criteria (KKM) – namely 70. To improve the conditions of the learning process and student learning outcomes, Group Investigation (GI) type cooperative learning is carried out through Classroom Action Research design. The research subjects were 11 students of class V UPTD SD Negeri 06 Guguak VIII Koto, Guguak District, Limapuluh Kota Regency. The research was carried out in the even semester of the 2022/2023 academic year from February to March 2023. The research procedure was carried out in 3 cycles, each going through stages: planning, implementation, observation, and reflection. Sources of research data come from students, teachers, and colleagues. Data collection techniques include tests, observations, interviews, and discussions. Research data was analyzed quantitatively and qualitatively. The results of the research show that the Group Investigation (GI) type of cooperative learning that is implemented significantly improves student learning outcomes, starting from pre-cycle activities with a completion percentage of (36.36%), cycle 1 with a completion percentage of (54.55%), cycle two the percentage of completeness was (63.64%), and cycle three the percentage of completeness was (90.91%).

Keywords: Learning Outcomes; Islamic Religious Education; Cooperative Learning; Group Investigation (GI)

A. Introduction

The scope of learning Islamic Religious Education and Character in Schools/Madrasahs includes Al-Quran and Hadith, creed and morals, dates, and jurisprudence. So that the objectives of each scope of Islamic Religious Education and Character education can be achieved, it is necessary to innovate the learning process by teachers. In realizing a learning process and atmosphere that can actively develop students' potential, teachers play an essential role in making this happen (Putra & Idawati, 2017).

In Law of the Republic of Indonesia Number 20 of 2003 (Undang-Undang Republik Indonesia Nomor 20 Tentang Sistem Pendidikan Nasional, Pasal 3, 2003), it is explained that "learning is a process of interaction between students and educators and learning resources in a learning environment. The learning process is carried out with the aim that students can develop their respective potential. In connection with this, (Aunurrahman, 2010) states that the development of students' potential must be carried out by teachers in a comprehensive and integrated manner in the learning process. The current condition of the Islamic Religious Education and Character Education learning process is still conventional, where the teacher is the center of learning and students are only objects, so the potential within students cannot be developed. This is in line with the statement of Fahyuni (2019:29), who said that the Islamic Religious Education learning system in elementary/middle/senior high schools currently needs authentic renewal, which has so far been conventional, thus causing teachers to try hard to innovate in implementing exciting and fun learning, according to the needs of students at school.

The same condition also occurred during the Islamic Religious Education and Character Education learning process, which took place in class V UPTD SD Negeri 06 Guguak VIII Koto, Guguak District, Limapuluh Kota Regency. Several problems can be identified in this condition, including: the presentation of learning material by the teacher is less attractive to students because the teacher only uses the lecture method, lack of student interest in participating in the learning process in class, lack of interaction between students and teachers, teachers do not utilize media, strategies, models, and learning methods in presenting Islamic Religious Education and Characteristics subject matter in class, student learning outcomes are still below the Minimum Completeness Criteria (KKM), namely 70.

The causes of the above problems do not entirely come from the students themselves but are more caused by how teachers design and manage the learning process. Teachers create a learning process that is more varied and varied, thus causing boredom in students when following the learning process. To help teachers in designing and managing the Islamic Religious Education and Character Education (Khamalah, 2017; Nurtanto et al., 2017; Putra, 2019), learning process to make it more exciting and enjoyable for students, teachers can implement cooperative learning. According to (Isjoni, 2011) cooperative learning is a learning strategy with several students as members of small groups with different ability levels. In line with that, (A. M. Huda & Rokhman, 2021; M. Huda, 2014)

citing the opinion of (Rogers, 2006), states that cooperative learning is a group learning activity organized by the principle that learning must be based on social information change between groups of learners in which each learner responsible for their learning and encouraged to create the learning of other members.

Implementing cooperative learning will enable the learning process designed by the teacher to be more attractive, enjoyable for students, and more effective in responding when given assignments. The cooperative learning model used in creating the learning process for Islamic Religious Education and Character Education in class V UPTD SD Negeri 06 Guguak VIII Koto, Guguak District, Limapuluh Kota Regency is of the Group Investigation (GI) type.

Based on the identification of the problems above, the author tries to improve the learning process of Islamic Religious Education and Character through Classroom Action Research (PTK) with the topic "Improving Learning Outcomes of Islamic Religious Education and Character in the Material of Belief in the Prophets and Apostles Through Group Investigation (GI) Cooperative Learning) Class V Students of UPTD SD Negeri 06 Guguak VIII Koto, Guguak District, Limapuluh Kota Regency, Academic Year 2022/2023.

B. Method

This research design uses a quantitative and qualitative approach through Classroom Action Research (CAR). According to (Kunandar, 2011), Classroom Action Research (PTK) is a self-reflective activity carried out by educational actors in an academic situation to improve rationality and justice regarding a. educational practices, b. understanding of educational practices, c. the case in which educational practices are carried out. This Classroom Action Research (PTK) was conducted at UPTD SD Negeri 06 Guguak VIII Koto, Limapuluh Kota Regency. The research was carried out in the even semester of the 2022/2023 academic year, namely February to March 2023, which refers to the educational calendar. The subjects of this Classroom Action Research (PTK) were 11 students in class V UPTD SD Negeri 06 Guguak VIII Koto, Guguak District, Limapuluh Kota Regency, consisting of 4 men and seven women. The data sources for this Classroom Action Research (PTK) are students, teachers, colleagues, and collaborators. Classroom Action Research (PTK) data collection techniques are tests, observations, interviews, and discussions. The Classroom Action Research (PTK) procedure is carried out in a cycle consisting of several activities, namely planning, implementation, observation, and reflection. This procedure refers to the PTK flow developed by Kurt Lewin. As quoted by Zainal Aqib (2006:21), the flow of classroom action research developed by Kurt Lewin consists of four stages, namely: 1. Planning stage, 2. Implementation stage, 3. Observation stage, and 4. Reflection stage. (Arikunto, 2010) also suggests four essential steps that need to be carried out in classroom action research, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. These four stages must be remembered in the procedures for carrying out classroom action research by a researcher so that the results of the classroom action research can be perfect and meet the objectives. The flow of

Classroom Action Research (PTK) developed by Kurt Lewin can be seen in the following picture:

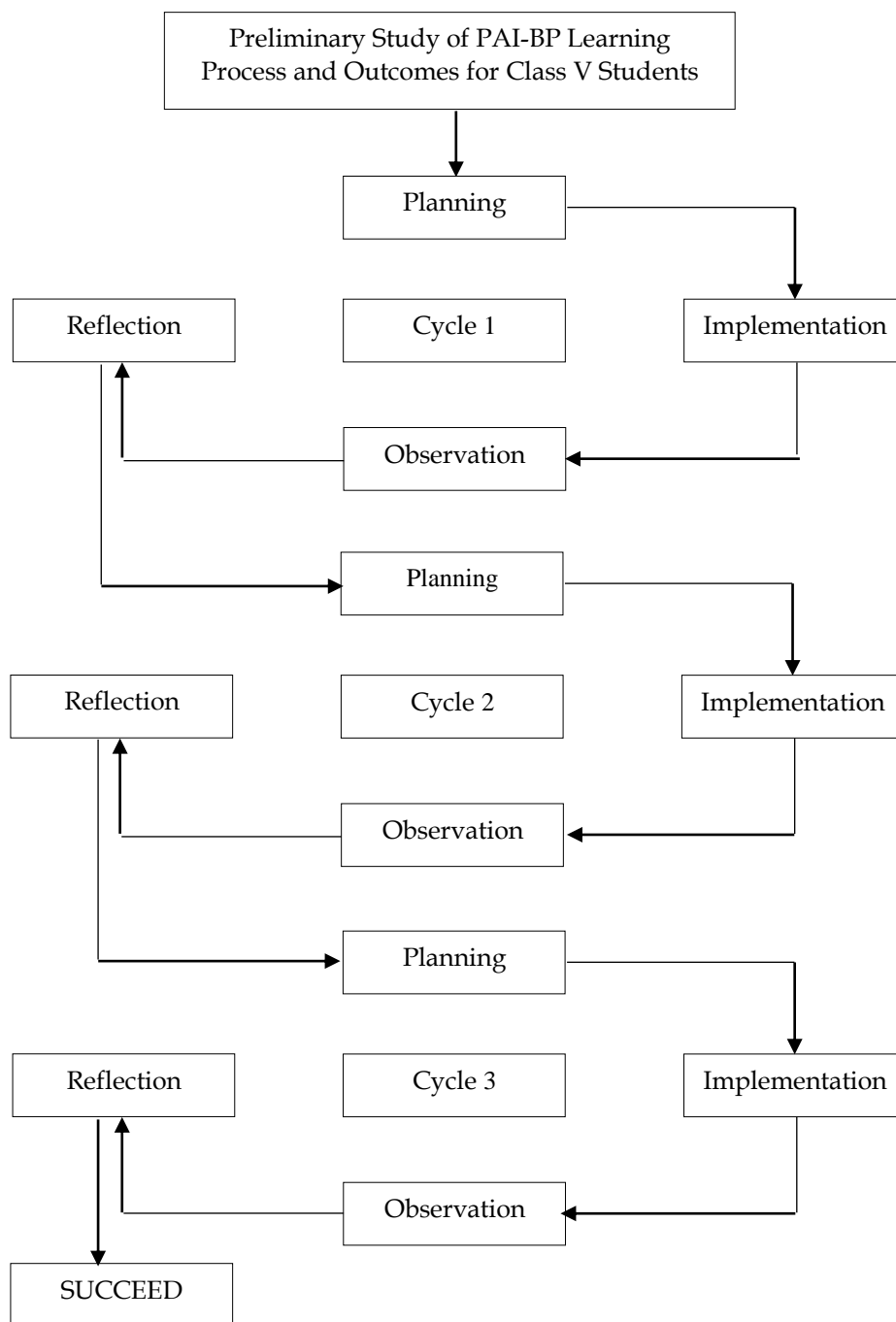


Figure 1 Kurt Lewin's PTK Flow Model (1990) in (Aqib, 2006)

Data analysis techniques are carried out for each cycle implementation activity through observation of learning activities, implementation of Group Investigation (GI) type cooperative learning, and the learning outcomes achieved by students. The data was analyzed descriptively using percentage techniques.

C. Finding and Discussion

Finding

Pre-Cycle Learning Outcomes

The learning outcomes of pre-cycle students in learning Islamic Religious Education and Character in Class V UPTD SD Negeri 06 Guguak VIII Koto, Guguak District, Limapuluh Kota Regency are as follows:

Table 1. Pre-Cycle Formative Test Results

No	Name	KKM	Score	Information	
				Complete	incomplete
1	Akifa Lutfi Qanita	70	77	v	
2	Alva Zhavira	70	62		v
3	Alvis Adriano	70	62		v
4	Amabel Damara Elisya	70	57		v
5	Aprilliano Wafiy Al Ziko	70	68		v
6	Aqila Lutfi Taqiyya	70	73	v	
7	Farel Sisko Putrami	70	65		v
8	Farwizah Hazifah	70	73	v	
9	Redho Kurniawan	70	67		v
10	Sakma Sarifah	70	70	v	
11	Restu Annabel	70	47		v
total			721	4	7
Average score achieved			65.55		
Completion percentage			36.36%		

From table 1 above, the results of the pre-cycle formative tests in the Islamic Religious Education and Character Education learning process were obtained with an average score of 65.55 with a learning completion percentage of 36.36%. In this case, it can be interpreted that from 11 new students, four students have completed, and seven students have not. These results show that in classical pre-cycle learning, students still need to complete their education because only 36.36% of students got a score according to KKM 70. This is because the learning process designed by the teacher still needs to be more varied and conventional.

Cycle 1 Learning Outcomes

After finding out that student learning outcomes were quite low from the results of the formative tests carried out in the pre-cycle, the next step was to carry out the Islamic Religious Education and Character Education learning process in class V by implementing cooperative learning of the Group Investigation (GI) type. The learning process for cycle 1 was carried out on Monday 6 February 2023 in class V UPTD SD Negeri 06 Guguak VIII Koto for 11 students. The learning process refers to the learning plan that has been prepared. At the end of the cycle 1 learning process, students are given formative test 1 with the aim of determining the level of student success in the Group Investigation (GI) type cooperative learning process. The results of cycle 1 research are as follows:

Table 2. Pre-Cycle Formative Test Results

No	Name	KKM	Score	Information	
				Complete	incomplete
1	Akifa Lutfi Qanita	70	76	v	
2	Alva Zhavira	70	70	v	
3	Alvis Adriano	70	65		v
4	Amabel Damara Elisya	70	66		v
5	Aprilliano Wafiy Al Ziko	70	68		v
6	Aqila Lutfi Taqiyya	70	75	v	
7	Farel Sisko Putrami	70	65		v
8	Farwizah Hazifah	70	75	v	
9	Redho Kurniawan	70	70	v	
10	Sakma Sarifah	70	70	v	
11	Restu Annabel	70	55		v
Total			755	6	5
Average score achieved			68.64		
Completion percentage			54.55%		

The results of learning carried out in cycle 1 with the application of cooperative learning (cooperative learning) type Group Investigation (GI) in the learning of Islamic Religious Education and Character in class V UPTD SD Negeri 06 Guguak VIII Koto, Guguak District, Limapuluh Kota Regency, have not seen any changes. The average value of student learning outcomes in cycle 1 was 68.64 and the percentage of completion was only 54.55% or there were 6 students out of 11 students who had completed their studies. These results show that in cycle 1 classically students were not yet complete in their learning, because students who got a score of 70 were only 54.55% less than the desired percentage of completeness, namely 75%. This happens because students still don't understand and don't understand the Group Investigation (GI) type of cooperative learning.

Cycle 2 Learning Results

After reflecting and revising the deficiencies in planning and implementing learning in cycle 1, the learning process continued in cycle 2 by preparing learning tools consisting of: learning plan 2, formative test questions 2, and supporting teaching tools. The implementation of cycle 2 learning was carried out on Monday 20 February 2023 in class V UPTD SD Negeri 06 Guguak VIII Koto Guguak District for 11 students. The research results of this cycle 2 learning process are as follows:

Table 3 Results of Cycle 2 Formative Tests

No	Name	KKM	Score	Information	
				Complete	Not Completed
1	Akifa Lutfi Qanita	70	85	V	
2	Alva Zhavira	70	80	V	
3	Alvis Adriano	70	68		V
4	Amabel Damara Elisya	70	80	V	
5	Aprilliano Wafiy Al Ziko	70	75	V	
6	Aqila Lutfi Taqiyya	70	87	V	
7	Farel Sisko Putrami	70	68		V
8	Farwizah Hazifah	70	80	V	
9	Redho Kurniawan	70	68		V
10	Sakma Sarifah	70	75	V	
11	Restu Annabel	70	65		V
Total			831	7	4
Average score achieved			75,55		
Completion percentage			63.64^o%		

In the table above, the average score obtained is 75.55%, and the completion percentage is 63.64%; in other words, 7 out of 11 students have completed their studies. These results indicate that in the Group Investigation (GI) type cooperative learning process in cycle two, classically learning completeness has increased slightly better than in cycle 1. This happens because researchers have made improvements and revisions to learning planning, implemented Group Investigation (GI) type cooperative learning process in accordance with the steps, informing students that at the end of each learning process there will be an evaluation or test, so that students at the next meeting are more motivated and enthusiastic in learning, besides that students also have understand the Group Investigation (GI) type cooperative learning approach.

From the results of the implementation of the Group Investigation (GI) type cooperative learning process above, at the reflection stage, information was obtained from peer observations that teachers need to motivate students in learning, teachers provide guidance to students in formulating conclusions and determining concepts, and teachers need to consider management. time during the learning process.

From the results of the reflection on the learning process in cycle 2, revisions need to be made, because the implementation of the learning process in cycle 2 still contains shortcomings, including the following:

- a. Teachers should be able to make students more motivated during the learning process.
- b. Teachers should better understand students' characters and establish friendly relationships, so that students do not feel afraid to express opinions and ask questions.
- c. Teachers are more patient in providing guidance to students in formulating conclusions and discovering concepts.
- d. Teachers must consider using time more effectively, so that the learning process can run according to expectations.

e. Teachers must provide students with more tasks such as working on practice questions.

Cycle 3 Learning Outcomes

The results of the implementation of the Group Investigation (GI) type cooperative learning process in class V UPTD SD Negeri 06 Guguak VIII Koto, Guguak District, Limapuluh Kota Regency in cycle 2 were still not perfect, so they continued in cycle 3. In the implementation stage, the researcher again prepared the learning tools by referring to the results of reflection and revision in cycle two, which consists of learning plan 3, formative test questions 3, and supporting teaching tools. The implementation stage of the Group Investigation (GI) type cooperative learning process in class V UPTD SD Negeri 06 Guguak VIII Koto, Guguak District, Limapuluh Kota Regency, was carried out on Monday, 14 March 2023, with a total of 11 students. In the cycle three learning process, the researcher acts as a teacher, and the learning process refers to the learning plan that was revised in cycle 2, aiming that errors and deficiencies in cycle 2 will not be repeated in cycle 3. The observation stage is carried out simultaneously with the ongoing learning process. At the end of the learning process, students are given three formative tests to determine the student's level of classical success during the learning process. The results of the productive test in cycle 3 of the Group Investigation (GI) type cooperative learning process in class V UPTD SD Negeri 06 Guguak VIII Koto, Guguak District, Limapuluh Kota Regency are as follows:

Table 4 Results of Cycle 3 Formative Tests

No	Name	KKM	Score	Information	
				Complete	Not Complete
1	Akifa Lutfi Qanita	70	100	v	
2	Alva Zhavira	70	86	v	
3	Alvis Adriano	70	74	v	
4	Amabel Damara Elisya	70	90	v	
5	Aprilliano Wafiy Al Ziko	70	85	v	
6	Aqila Lutfi Taqiyya	70	100	v	
7	Farel Sisko Putrami	70	72	v	
8	Farwizah Hazifah	70	86	v	
9	Redho Kurniawan	70	75	v	
10	Sakma Sarifah	70	86	v	
11	Restu Annabel	70	68		v
Total			922	10	1
Average score achieved			83,82		
Completion percentage			90,91%		

Based on the table above, the average score was 83.82, with a classical completion percentage of 90.91%. The results of the formative test of the Group Investigation (GI) type cooperative learning process in cycle three have improved significantly compared to cycle 2, where out of 11 students, only one student did not complete, and ten students completed their learning. The increase in student learning outcomes in cycle three is

influenced by the teacher's ability to implement the Group Investigation (IG) type cooperative learning process so that the learning process becomes more exciting and enjoyable for students.

Even though the learning outcomes in cycle 3 are excellent, the reflection stage is still carried out so that what has been done in the learning process in cycle three can be maintained so that the learning process is enjoyable for students and student learning outcomes increase. For the revision stage, because the learning process is already perfect and student learning outcomes have improved, there is no need for revision. Still, it is necessary to pay attention to the following action, namely maximizing and maintaining the learning model that has been carried out with the aim that teachers always carry out a learning process that is fun and interesting for the students. Students, so it is not monotonous. By implementing cooperative learning, you can improve the quality of learning and student learning outcomes.

Discussion

In this research, there were three achievements obtained from implementing the Group Investigation (GI) type cooperative learning process, including the following:

Teacher's Ability to Manage the Learning Process

Based on the results of observations made by colleagues in the learning process starting from pre-cycle activities, cycle 1, cycle 2, and cycle 3, it can be seen that the teacher's ability to manage the learning process has increased significantly. This is because teachers can make improvements at the end of each process in terms of learning implementation plans (RPP), test questions used, learning methods and media used, and class and time management so that reflection and revision are carried out for each activity. The teacher's efforts to determine whether or not educational goals have been achieved are by carry out assessment or evaluation efforts that provide grades based on certain criteria. (L, 2019). Learning is also a process that tends to be reflected in the expected behavior after students have completed studying and taken from their learning experience (Putri Lestari & Habibah, 2023).

Student Activities in the Learning Process

With the increasing ability of teachers to manage the learning process, which was initially conventional and monotonous, students needed to be more motivated and enthusiastic about learning, eventually experiencing change and improvement (Noviarita et al., 2021; Oktiani, 2017). Originally, many students in the learning process were not excited or bored and needed help understanding the material presented by the teacher. They became enthusiastic and understood because the teacher, in presenting the lesson material, used the Group Investigation (GI) type cooperative learning model, which students felt to be new, so they felt their curiosity increased. By implementing the Group Investigation (GI) type unified learning model, teachers can change the learning patterns and atmosphere that students participate in, which were previously conventional, dull, and uninteresting, to become more enjoyable.

Completeness of Student Learning Outcomes

Through cooperative learning type Group Investigation (GI) in the learning process of Islamic Religious Education and Characteristics in class V UPTD SD Negeri 06 Guguak VIII Koto, Guguak District, Limapuluh Kota Regency, it has a very positive impact in improving student learning outcomes. This can be seen as students' learning completeness has increased from pre-cycle; the percentage of completeness was (36.36%); in cycle 1, the rate of completeness was (54.55%); in cycle 2, the rate of completeness was (63.64%), and in cycle 3, the share of fullness amounted to (90.91%).

E. Conclusion

Group Investigation (GI) type cooperative learning applied to Islamic Religious Education and Character learning can significantly improve teachers' abilities in managing the learning process, increase student learning activities, and improve student learning outcomes. This can be seen from the results of research carried out starting from pre-cycle activities with a completion percentage of (36.36%), cycle one completion percentage of (54.55%), cycle two completion percentage of (63.64%), and cycle three percentage of completion is (90.91%).

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