



Implementation of Cooperative Learning Strategies in Islamic Religious Education

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ABSTRACT

Keyword:

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PAI teachers in implementing cooperative learning strategies namely by conveying information verbally and students working together in groups to process information. When studying groups, PAI teachers evaluate students to see the group's success. The steps in cooperative learning can be achieved if there is an effort to increase student participation, facilitate students with experience leadership attitudes and always provide opportunities for students to learn and interact with students with different backgrounds. Implementing cooperative learning strategies requires good cooperation between team members. Students are the focal point of the learning process. The teacher as a facilitator as well as a moderator for the sustainability of cooperative learning strategies. The purpose of implementing a cooperative learning strategy has three important objectives, namely the first objective cooperative learning is intended to increase the activity of students in important academic tasks (academic achievement). The second goal is tolerance and broader acceptance of people of different races, cultures, social classes, or abilities (tolerance and acceptance of diversity). The third goal is to teach the skills of collaboration and collaboration with students (Social Skills Development).



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A. INTRODUCTION

PAI is a combination of three words namely Education, Religion, and Islam. PAI can generally be understood in three aspects. First, as a source of values is an educational model whose guidelines and practices are driven by the desires and motivations of the ideals of internalizing Islamic values, both reflected in the name of the institution and the process of the activities carried out. Secondly, as a field of study, as a science, and treated as a science the same as other sciences is an educational model that provides attention while making Islamic teachings a guide and insight for the study programs that are held. Third, an educational model that includes both the above understanding. Here the word Islam is placed as a source of value as well as a field of study offered through study programs that are held. Islam that has been believed comprehensively, and promises happiness in the life of the world and the hereafter.

According to Daradjat (Al-anwari, 2014), PAI is an effort made to foster and guide students to be able to carry out the teachings of Islam comprehensively, and then Islam is used as a way of life. Whereas Zuhairini (Ahyat, 2017) defines PAI as a conscious effort to foster development towards the character of students in an integrated and realistic manner, so that life is by the teachings of the Islamic religion so that the safety of life in the world and the hereafter is achieved. Andrioza and Zaman (Andrioza, 2016) define PAI as a conscious effort in the form of guidance and teaching of students, to develop physical and spiritual potential based on spiritual and humanitarian values so that after learning each student can practice the teachings of Islam and be formed Muslim personalities who have properties and deeds based on the teachings of Islam.

The component that is the specialty of PAI is that PAI is a guide, exercise, guidance, and learning, which is consciously given by the teacher to students, the process of providing guidance is carried out by an educator in a structured, sustainable and progressive step by step by the development of student maturity, the purpose of giving so students live their lives imbued with the teachings of Islam, and in the implementation of the provision of teaching can not be separated from supervision as an instrument or tool in the evaluation process (Zaman, 2020).

In its development, approaches, strategies, and learning methods used in PAI learning, especially in formal education institutions, are only operational and technical so that PAI learning material experiences involution or the delivery of PAI material to be static and monoton. PAI approaches, strategies and methods must be interrelated with vision, materials, curriculum, infrastructure, and educational evaluation to obtain optimal quality so that PAI learning carried out in formal and non-formal educational institutions can provide a theoretical basis for the concept of PAI so that PAI learning experiences development and transformation for the better. This methodical thinking model will give birth to a change in PAI thinking into a postmodernity context that can develop and advance the Indonesian people in the field of education in general and PAI in particular (Mukaffan, 2013).

Cooperative learning comes from two syllables namely learning and cooperative. Learning is a conscious effort made by a teacher to help students so that students can learn to develop their talents and interests (Hanafy, 2014). whereas cooperation is cooperation (Seniwati, 2017). So words can be drawn, cooperative learning is the effort of teachers by working together to help learners learn. Jasmine (Arifin, 2017) defines cooperative learning as a learning strategy that prioritizes cooperation with the formation of small groups between students to achieve learning goals. In this cooperative learning, students are required to jointly learn and solve a problem. The success of the group itself will succeed if each group understands the concept of the subject matter being taught. Thus, the task of the group is not to do something but to learn something in a group. Where the group work is done until all group members understand and master the material being studied. According to Lia Trisanti (Trisanti, 2017) cooperative learning can be said as a teaching and learning strategy that emphasizes shared attitudes in learning in a structured and organized way, small group systems with different abilities and must help each other in understanding the material. Davidson and Kroll interpret Cooperative Learning with activities that take place in a learning environment so that students in small groups share ideas and collaborate collaboratively to complete educational tasks (Komalasari, 2010). While Nurhadi (Nugraha, 2012) states Cooperative Learning is learning that consciously and deliberately in developing good interactions to avoid offense and misunderstanding that can trigger problems.

In essence, cooperative learning involves small groups as a place for students to learn by discussion. The teacher has previously submitted material that will be reviewed in the group. The teacher gives encouragement and motivation to all students to be willing to work together and help each other in completing the given task then the teacher calls randomly each group to present the results of the discussion or can give a quiz then be reviewed together and the teacher appreciates the work of students by giving them rewards (Qudsyi et al., 2011).

From the various expert opinions above, it can be understood that what is meant by cooperative learning (Cooperative Learning) is a learning strategy that emphasizes cooperation or cooperation between students to achieve learning goals.

Cooperative learning strategies in their implementation that need to be considered by the teacher are classroom settings or preparing the media according to the learning strategy that you want to use. The teacher's role in preparing pre-learning becomes a determinant of whether or not the application is done. From here the teacher is required to have a mature understanding of various cooperative learning strategies such as jigsaw, think pair share, make a match, and others (Ningsih et al., 2016).

In the implementation of cooperative learning, there are advantages and disadvantages, in broad outline is the following: Strengths of cooperative learning: The ability to appreciate other individuals, students are involved in class planning and management, a relaxed and pleasant atmosphere, there is space to express experiences among students, good relations between students and teachers, and can train and foster a sense of togetherness, tolerance in attitudes and actions (Mochammad Arif Budiman, 2017). Lack of cooperative learning: Teachers must prepare to learn carefully and require a lot of time, require adequate facilities, facilities, and costs, in discussions, usually the topic will expand and not according to the agreed time, in the discussion, there is a tendency for students to dominate and learners others tend to be passive (Muharom, 2014).

B. METHODS

This study uses a qualitative approach to the type of literature review. Where the aim is to find and conclude the method model, and the technique of applying cooperative learning in PAI learning. A literature review is a research assessment of the concepts and theories used based on literature (books, journals, supporting articles, etc.) which are available as main objects (Sari, 2019).

In this writing, the analysis used with hermeneutics by describing the meaning behind the text which can be interpreted as an interpretation or interpretation. This method step is intended to capture the meaning, values, and intentions contained in the implementation of cooperative learning strategies in PAI. Also, the authors use content analysis, namely research conducted on information that is carried out data analysis and scientific processing, documented in recordings, both images, sounds, writing, and others.

C. RESULT AND DISCUSSION

Cooperative learning strategies that refer to students are the subject of learning and a democratic system will give a new nuance to the learning system. Likewise, with PAI, this subject matter is identified with classical learning or lectures. The application of cooperative learning strategies in PAI is very necessary considering that religious education is the biggest supply in shaping the character of students.

The implementation of cooperative learning strategies in the PAI learning process is carried out by forming learning groups consisting of 4-6 students in their groups. The application steps according to Arends in Herawati, there are six main stages in the lesson using the cooperative learning model. For more details can be seen in the following table:

Table 1. Steps in Implementing Cooperative Learning Strategies (Latif, 2015)

Phase	Teacher Behavior
Phase-1: Conveying students' goals and motivation	The teacher conveys all learning objectives to be achieved in the lesson and motivates students to learn.
Phase-2: Delivering information	The teacher presents student information by demonstration or through reading material.
Phase-3: Organizing students in cooperative groups	The teacher explains to students how to form study groups and helps each group to make an efficient transitional transition.
Phase 4: Guiding work and study groups	The teacher guides the study groups as they work on their assignments.
Phase 5: Evaluation	The teacher evaluates the material that has been learned or each group presents their work.
Phase-6: Giving appreciation	Teachers look for ways to appreciate both the efforts and learning outcomes of individuals and groups

The following is a detailed explanation of the steps in implementing cooperative learning strategies in PAI:

1. Conveying Goals and Motivating Students

PAI Teacher must convey the learning objectives and communicate the basic competencies to be achieved. PAI teachers must also motivate students to participate in the PAI learning.

2. Present Information

This step illustrates that the PAI teacher presents information related to the material to be taught. PAI teacher conveys learning materials or problems to students according to the basic competencies to be achieved. Therefore, PAI teachers are required to master this cooperative learning method well.

3. Organizing Students in Groups

This step, PAI teachers must organize students into learning groups. By forming small groups to start learning PAI well. Organizing these students in groups is very important because if it is wrong to place students in a group will result in less learning. Thus, PAI teachers must be able to distribute students in a group with heterogeneous students, where there are intelligent, moderate, and lacking students, so that they complement each other.

4. Guide the Learning Team

PAI Teachers motivate and facilitate the work of students in study groups. In this guidance process, a PAI teacher must know and convey to students the skills they must possess. This skill is very important to support the success of learning with this cooperative learning method.

5. Ask the Group to Deliver Results

PAI Teachers ask their respective groups to present the results that have been found. After students discuss in groups, then presentations of each group to present the results of group discussions that have been done. So that teachers can equate perceptions on the learning material discussed.

6. Make a Conclusion

PAI teacher draws conclusions related to the learning outcomes that have been carried out by cooperative learning methods. Making conclusions can be done jointly between the teacher and students. This joint conclusion is very important to get the results together and as a form of democratic learning, nuances are held in high esteem.

7. Conduct an Evaluation

PAI teachers conduct an evaluation of learning as a follow-up after the holding of cooperative learning methods. This activity can be in the form of assignments, such as making reports, answering questions, conducting further exercises. Then, an evaluation of the demonstration is carried out, whether it works effectively in accordance with the expected goals, or there are certain weaknesses and their causal factors.

8. Giving Appreciation

PAI teachers must give appreciation to students who have good abilities from all existing study groups. This award is actually related to the follow-up that will be carried out by a teacher on the success of learning carried out. This award may be very important for teachers to pay attention to the success of learning activities with these cooperative learning methods (Tambak, 2017).

From the steps above, PAI teachers convey information verbally and students work together in groups to process information. When studying groups, PAI teachers evaluate students to see the group's success. The steps in cooperative learning can be achieved if there is an effort to increase student participation, facilitate students with experience leadership attitudes and always provide opportunities for students to learn and interact with students with different backgrounds.

Implementing cooperative learning strategies really requires good cooperation between team members. Students are the focal point of the learning process. The teacher as a facilitator as well as a moderator for the sustainability of cooperative learning strategies.

The purpose of implementing a cooperative learning strategy has three important objectives, namely the first objective cooperative learning is intended to increase the activity of students in important academic tasks (academic achievement). The second goal is tolerance and broader acceptance of people of different races, cultures, social classes, or abilities (tolerance and acceptance of diversity). The third goal is to teach the skills of collaboration and collaboration with students (Social Skills Development).

D. CONCLUSION AND SUGGESTIONS

PAI teachers in implementing cooperative learning strategies namely by conveying information verbally and students working together in groups to process information. When studying groups, PAI teachers evaluate students to see the group's success. The steps in cooperative learning can be achieved if there is an effort to increase student participation, facilitate students with experience leadership attitudes and always provide opportunities for students to learn and interact with students with different backgrounds.

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