Improving the Quality of Student Learning at SMP Negeri 1 Pammana, Wajo Regency in Pai Subjects through the Application of Cooperative Learning Type Card Sort

Nurjannah[1*], Muhammad Arifai[2], Mustaking[3], Najmiah[4], Hamdi[5]

[1] Wajo Regency Education and Culture Office, South Sulawesi, Indonesia
[2] SMPN 2 Tanaditolo, South Sulawesi, Indonesia
[3,5] SMP Negeri 1 Pammana Wajo Regency, South Sulawesi
[4] SMP Negeri 2 Sengkang, South Sulawesi, Indonesia
*Corresponding Author, Email: nurjanna34@gmail.com

ABSTRACT

The school level's learning conditions in general and especially at SMP Negeri 1 Pammana are still coloured by the emphasis on the aspect of knowledge, and there is still little that refers to the involvement of students in the learning process itself. As a result, students get the learning result score is still below the average of 60.00. This research is a Classroom Action Research, which includes four stages of implementation, namely: planning, action/implementation, observation/evaluation, and reflection. This study consisted of two variables, namely: first, the free variable type card sort cooperative learning. Second, the dependent variable is the quality of knowledge of grade VIII students of SMP Negeri 1 Pammana. The results showed that the learning quality of Islamic religious education for VIII B grade students at SMP Negeri I Pammana in the 2007/2008 academic year had increased through the application of card sort type cooperative learning. Namely, the increase in student activity in the learning process, indicated by student learning outcomes with an average value of 60.70 in the first cycle, increased to 70.70 in the second cycle.

Keywords: Learning, PAI, Card Sort

INTRODUCTION

Today the world of education is faced with various changes in various aspects of life in society. This is due to the rapid development of science and technology and globalization that has swept the world, including the Indonesian nation (1).

Through this change, the world of education is demanded to make a real contribution to improve the quality of education results and services to the community. Thus, the innovation and creativity of educators as the spearhead are required to be

Improve the quality of education in society. With the passing of Law No. 20 of 2003 concerning the National Education System on July 8, 2003, by the President of the Republic

of Indonesia, as a revision of the Law on the National Education System No.2 of 1989, is fundamental to respond to demands for accelerated quality of education and the spread of knowledge to all levels of society. As mandated in the National Education System Law. "The government must be able to ensure equitable distribution of educational opportunities, increase the quality and relevance and efficiency of education management to face challenges in accordance with the guidance of changes in local, national and global life." That is why one of the immediate efforts made by the government to meet these demands is "educational reform in a planned, directed and sustainable manner" (2).

The lack of students who are active in learning activities is not only caused by methodological inaccuracies, but also by the conventional educational paradigm, which always uses classical teaching methods and lectures, without ever being interrupted by various forms that challenge students to try. In the learning process, students are less encouraged to develop their thinking skills, only directed at the ability to memorize information; students' brains are forced to remember and accumulate various information without being required to understand the information they place to connect it with everyday life. As a result, when students graduate from school, they are smart theoretically, but they have a low application (3).

Graduate competency standards are qualifications of graduate abilities that include attitudes, knowledge, and skills (4). Content standards are the scope of the material and the level of competence as outlined in the criteria for graduation competencies, study material competences, subject competencies, and learning syllabi that students must fulfil at certain levels and types of education. Educator and education standards, namely the criteria for pre-service education and physical and mental eligibility, and education in an office.

The selection of learning methods that are by the objectives of the curriculum and the potential of students are the necessary abilities and skills that must be possessed by a teacher. The teacher's accuracy in choosing the learning method will affect the success and learning outcomes of students (5).

The school level's learning conditions in general and especially at SMP Negeri 1 Pammana are still coloured by the emphasis on the aspect of knowledge, and there is still little that refers to the involvement of students in the learning process itself. As a result, students get the learning result score is still below the average of 60.00. The lecture method still dominates learning, including the subject of Islamic Religious Education; in other words, the presentation of subject matter is still monotonous. Students are not interested in learning Islamic Religious Education. In such situations, students become bored because, without dynamics, innovation, and creativity, teachers find it challenging to develop and improve the quality of learning, which will significantly affect student learning outcomes and outcomes.

LITERATURE REVIEW

Learning is a process of interaction between students and educators and learning resources in a learning environment. The learning process is experienced throughout a human's life and can apply anywhere and anytime (6).

Learning has a similar meaning to teaching, although it has different connotations. In the context of education, the teacher teaches students so that students can learn and master the content of the lesson to achieve a specified objective (cognitive aspects), which can also affect changes in attitudes (affective aspects) and skills (psychomotor elements) of a student. Teaching gives the impression of being one-sided only, namely the work of the teacher. While learning also implies an interaction between teachers and students (7).

From this description, it is clear that the term "learning" indicates students' efforts to learn the subject matter as a result of teacher treatment. Here it is clear; the learning process carried out by students cannot happen without teacher treatment. What distinguishes it only lies in its role.

Left brain thought processes are logical, sequential, linear, and rational. This site is very organized. Thinking is by the regular tasks of verbal expression, writing, reading, phenol, and symbolism. Meanwhile, the workings of the right brain are random, irregular, intuitive, and holistic. His way of thinking is through nonverbal ways of knowing, such as feelings and emotions and awareness regarding feelings.

The two hemispheres of the brain need to be developed optimally and in balance. Learning that only tends to take advantage of the left brain, such as forcing children to think logically and rationally, will leave children in a "dry and empty" position. Therefore, learning to think logically and rationally needs to be supported by right-brain movements, such as incorporating elements that can influence emotions, namely aesthetic elements through a fun and exciting learning process. In the standard educational process, learning is to use both hemispheres in a balanced manner.

METHODOLOGY

This research is a Classroom Action Research, which includes four stages of implementation, namely: planning, action/implementation, observation/evaluation, and reflection (8). This study consists of two variables, namely: first, the free variable type card sort cooperative learning. Second, the dependent variable is the quality of education of grade VIII students of SMP Negeri 1 Pammana. Classroom action research begins with initial reflection carried out by researchers in collaboration with participants looking for other information to identify and find out the initial conditions or look for problems that exist in the place that will be the object of research.

RESULT
Table 1. Student learning scores in cycles I and II

No.	Student	Value	
		Cycles I	Cycles II
1.	A	80,50	90,50
2.	B	80,00	90,00
3.	C	60,50	70,50
4.	D	50,50	60,50
5.	E	40,50	60,00
6.	F	60,70	70,00
7.	G	80,00	90,50
8.	H	90,00	90,50
9.	I	80,50	90,00
10.	J	70,00	70,80
11.	K	50,00	60,50
12.	L	60,00	70,00
13.	M	70,00	80,60
14.	N	60,30	70,40
15.	O	70,00	80,50
16.	P	80,00	90,00
17.	Q	70,10	80,00
18.	R	60,50	70,50
19.	S	70,30	80,40
20.	T	30,70	50,30
21.	U	70,00	70,50
22.	V	50,00	60,50
23.	W	70,40	80,00
24.	X	40,50	60,00
25.	Y	70,00	80,00

Based on the quantitative analysis, it was obtained descriptive statistical values that showed student learning outcomes obtained after participating in the teaching and learning process using cooperative learning type card sort in Islamic religious education subjects at SMP Negeri 1 Pammana as shown in the following table:

Table 2. Statistical value of student learning outcomes in cycles I and II

Description	Statistical Value	
	Cycles I	Cycles II
Number of samples	25	25
Ideal value	100,00	100,00
Highest value	90,00	90,50
Lowest value	30,70	50,30

Average value	60,70	70,70
Median	60,70	70,80
Standard deviation	1,46	1,18

The data in the table shows that of the 25 total students of class VIII at SMP Negeri 1 Pammana, who are research objects. In the first cycle, the highest value obtained was 90.00; the lowest value is 30.70; the average value is 60.70, and the standard deviation is 1.46. In the second cycle, the highest value obtained was 90.50; the lowest value is 50.30, the average value is 70.80; and a standard deviation of 1.18.

Table 3. The results of observations of student activities in cycle I

No	Observed component	Meeting I		Meeting II	
		Frequency	Percentage%	Frequency	Percentage %
1.	Number of students attending	23	92,00	24	96,00
2.	Students who pay attention and record the teacher's subject matter. Students ask questions.	18	72,00	20	80,00
3.	Students answer questions Students respond to questions	4	16,00	5	20,00
4.	Students who are active in their groups	2	8,00	4	16,00
5.	Students who ask the researcher when having difficulty discussing	3	12,00	4	16,00
6.	Students who provide guidance to their friends	20	80,00	22	88,00
7.	Students who actively respond to questions to other groups during discussion	4	16,00	3	12,00
8.	Students who can complete group assignments correctly	5	20,00	8	32,00
9.	Students who get high scores when given the quiz. Behavior that is not relevant to learning activities:	2	8,00	4	16,00
10.	a. Talking about things that have nothing to do with the subject matter b. Play around	5	20,00	10	40,00
11	c. Get out of class d. Sleep	10	40,00	15	60

		6	24,00	4	16,00
		7	28,00	5	20,00
		2	8,00	1	4,00
		0	0	0	0

Table 4. The results of observations of student activities in cycle II

No	Observed component	Meeting I		Meeting II	
		Frequency	Percentage%		Frequency
1.	Number of students attending	24	96,00	25	100,00
2.	Students who pay attention and record the teacher's subject matter. Students ask questions.	22	88,00	24	92,00
3.	Students answer questions Students respond to questions	6	24,00	7	28,00
4.	Students who are active in their groups	5	20,00	6	24,00
5.	Students who ask the researcher when having difficulty discussing	6	30,00	8	40,00
6.	Students who provide guidance to their friends	23	92,00	24	96,00
7.	Students who actively respond to questions to other groups during discussion	3	12,00	2	8,00
8.	Students who can complete group assignments correctly	10	40,00	15	60,00
9.	Students who get high scores when given the quiz. Behavior that is not relevant to learning activities:	5	20,00	7	28,00
10.	a. Discuss things that have nothing to do with the subject matter b. Play around	15	60,00	20	80,00
11.	c. Get out of class d. Sleep	17	68,00	19	76,00

		3	12,00	2	8,00
		2 0 0	8,00 0 0	1 0 0	4,00 0 0

DISCUSSION

Based on the results of the data analysis described above, quantitatively, the results of this action research indicate an increase in student learning outcomes of Islamic religious education and engagement activities in the learning process of grade VIII students at SMP Negeri 1 Pammana after the implementation of a cycle I actions and implementation of cycle II actions.

The results of observations of the implementation of the action cycle I (meetings I and II) from the observation of student activities during the learning process show that the average percentage of student activity increases during the implementation of the action cycle II (meetings III and IV).

In general, students think that the card sort type of cooperative learning can be applied to Islamic Religious Education lessons. With collaborative learning, it is easier for them to understand the subject matter by working in groups.

This study's findings indicate that cooperative learning has a positive impact on students with low learning abilities, namely:
1. Increased expenditure of time and tasks.
2. Self-confidence becomes higher.
3. Improving attitudes towards lessons at school.
4. Improve attendance.
5. Acceptance of individual differences becomes greater.
6. Higher learning outcomes and motivation.

Based on the research findings, it turns out that the use of cooperative learning shows high effectiveness for the acquisition of student learning outcomes, both in terms of its effect on mastery of subject matter as well as seen from the development and training of attitudes and social skills that are very beneficial for students in their life in society.

CONCLUSIONS

Based on the results of data analysis and discussion, it can be concluded: that the quality of learning Islamic religious education for class VIII B students at SMP Negeri I Pammana in the 2007/2008 academic year has increased through the application of card sort type cooperative learning. Namely, the increase in student activity in the learning process indicated student learning outcomes with an average value of 60.70 in cycle I increased to 70.70 in cycle II.

REFERENCES

1. Tilaar HAR. Beberapa agenda reformasi pendidikan nasional dalam perspektif abad 21. IndonesiaTera; 1998.
2. UUD RI. No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. 2003. Jakarta Sinar Graf. 2013;
3. Nopilda L, Kristiawan M. Gerakan Literasi Sekolah Berbasis Pembelajaran Multiliterasi Sebuah Paradigma Pendidikan Abad Ke-21. JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan). 2018;3(2):216–31.
4. Rachmawati R. Analisis Keterkaitan Standar Kompetensi Lulusan (SKL), Kompetensi Inti (KI), dan Kompetensi Dasar (KD) dalam Implementasi Kurikulum 2013. Tatar Pas J Diklat Keagamaan. 2018;12(34):231–9.
5. Akhmad I. Standar kompetensi mata pelajaran pjok. Kemendikbud Direktorat Jenderal Guru Dan Tenaga Kependidikan. 2016;1–8.
6. Suardi M. Belajar & pembelajaran. Deepublish; 2018.
7. Surya M. Psikologi pembelajaran dan pengajaran. Bandung Pustaka Bani Quraisy. 2004;73–4.
8. Rukajat A. Penelitian Tindakan Kelas (Classroom Action Research): Disertai Contoh Judul Skripsi dan Metodologinya. Deepublish; 2018.