

## EFFORTS TO INCREASE STUDENTS' INTEREST IN LEARNING ON PAI SUBJECTS THROUGH A GROUP TYPE COOPERATIVE LEARNING MODEL INVESTIGATION (GI) CLASS V AT SDN NGRONGGO 3

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### Abstracts

This research aims to determine the implementation of Religious Education learning Islam using the Group Investigation type Cooperative Learning method for increase the learning interest of class V students at SDN Negeri 3 Kediri City. on the tree discussion of the attitude of simple living and sincere charity. This research is classroom action research, the research subjects of which are 23 class V students at SDN Ngronggo 3 Kediri City, consisting of 15 male students and 8 female student. Based on the research results, it shows that: (1) Cooperative Learning method type Group Investigation on PAI class V subjects at SDN Negeri 3 Kediri City was carried out well because with the Group Investigation type Cooperative Learning method educators can makes students more active in the learning process and does not feel bored, (2) The Group Investigation type Cooperative Learning method can be used increasing students' interest in learning in Class V PAI subjects at SDN Ngronggo 3 Kediri City, based on the results of the student questionnaire in pre-action, namely 58.7%, in cycle I namely 68.8%, while in cycle II the results of the student questionnaire were 75.5%.

#### **Keywords:**

Learning Outcomes; Cooperative Learning; Fun Learning.

### Introduction

Education is an effort so that humans can develop their potential through the learning process. This is in accordance with the meaning of the National Education System Law No. 20 2003 article 1 paragraph 1 which states that education is a conscious and planned effort to creating a learning atmosphere and learning process so that students (students) are active develop his potential to have religious spiritual power, control self, personality, intelligence, noble morals and skills needed by him, society, nation and state.

Learning is one vehicle that can influence growth and the development of students' potential towards the path of life provided by Allah SWT and students themselves will choose,

decide and develop their life path and the life he had learned and chosen Therefore all interaction activities Learning methods and conditions must be planned while always adhering to the objectives learning so that the learning process can be successful as desired.

In developing one's potential, of course through a process learning, because the learning process is a process of changing the student's status lack of knowledge to know. The success of the learning process is demonstrated by a change in attitudes and behavior as well as an increase in the status of knowledge from not knowing come to know. Islamic Religious Education is a very important subject, because

Islamic religious education can guide and educate consciously to direct their students towards a Muslim personality sourced from the Al-Qur'an and Al-Hadith which is in accordance with Islamic teachings. According to Imam Ghazali, the aim of education is to form full-fledged, good people world and the hereafter. According to Imam Ghazali, humans can achieve perfection if you want to try to seek knowledge and then try to practice it through knowledge the knowledge he learned.

The students' learning process is not only determined by the school, patterns, structure and content curriculum, but most of it is determined by the competence of the teachers who teach and guide them. Competent teachers will be better able to create an environment effective, enjoyable learning, and will be better able to manage the class, so students' learning is at an optimal level.

The learning process is a series of activities that occur in the nerves of the individual who is learning. The learning process occurs abstractly, because it occurs mentally and cannot be observed. Therefore, the learning process can only be observed if there is a change in someone's behavior different from before. These behavioral changes can be in terms of knowledge, affective and psychomotor. The teacher's role as an educator will be carried out well if Teachers have knowledge according to their field. Teachers will also be able to educate and teach if you have emotional stability, have a great sense of responsibility to improve the quality of education of their students, be responsive and sensitive to development and honesty and fairness in providing assessments to students.

Based on the results of initial observations, the researchers conducted on Class V at SDN Ngronggo 3 Kediri City, that researchers found several causes of low activity student learning. The causes of low student learning activity can be identified from the symptoms the following, namely:

1. Students pay less attention to the teacher when explaining the lesson material, in part Some students chat with each other, so students don't understand the material delivered by the teacher.
2. Students are less active when learning takes place in class.
3. Some students do not want to ask the teacher about missing material understood.
4. There are more male than female students.

Apart from the role of the teacher, the learning methods applied by the teacher in the process Learning also influences students' interest in learning at school. By applying Learning methods in accordance with the material taught will increase student activity in learning which will directly affect student learning achievement. On The Islamic Religious Education (PAI) learning process in schools is always teacher-centered as a giver of knowledge to students, while students are only loyal listeners without responding to what the teacher says in the lesson. This is due to Teachers often use the lecture method.

There are many methods that can be applied in elementary school curriculum learning. One method that can be used to support and improve intelligence students' emotions in elementary school learning, especially PAI subjects, is a method Cooperative Learning. Because the learning process uses the cooperative method Learning can increase students' interest in learning because this learning strategy is demanding positive interdependence,

individual responsibility, promotive interactions, communication between members, and group processing.

Based on the problems above, researchers are interested in conducting more research continued with the title: "Efforts to Increase Student Interest in Learning in PAI Subjects." Through the Class V Group Investigation (GI) type Cooperative Learning Model at SDN Ngronggo 3 cities of Kediri.

## Methods

This type of research is *Classroom Action Research* (CAR), namely research carried out by teachers in their own classes by planning, implementing and reflecting on actions collaboratively and participatively with the aim of improving their performance as teachers so that student learning outcomes can increase. This research was conducted at SD Negeri Ngronggo 3 Kediri. The research subjects were students of class V SD Negeri Ngronggo 3 Kediri. This research will be carried out in 2 cycles. Each cycle consists of: planning, implementation, observation and reflection.

The data collection technique that will be used in this research is using tests, tests are students' written exams to measure the extent of students' abilities in mastering the material. The learning implementation instrument uses teaching modules, media and materials to be delivered. The data collection instrument uses a written test. The learning outcome scores and averages for each cycle are calculated using the following formula:

$$Skor = \frac{B}{N} \times 100\%$$

Information:

B = Number of questions answered correctly

N = Number of all questions

$$x = \frac{\sum x}{n}$$

Information:

x = Average value

$\sum x$  = Total student scores

n = Number of students

## Results and Discussion

### Findings

#### Implementation of Cycle 1

##### a) Planning

- Research subjects: V SDN 3 Ngronggo Kediri
- Number: 23 students
- Learning material: PAI
- Delivering an introduction to the Student Profile Contribution Project
- Pancasila and Rahmatan Lil Alamin's Student Profile
- Research instruments: Oral test and written test

##### b) Implementation

The research implementation took place simultaneously with the implementation of learning as usual by following the steps in the Teaching Module.

##### c) Observation

- Teachers note the level of student involvement and participation in learning activities.

- The teacher gives grades to the written tests (formative tests) given to students and completed through group discussions.

d) Reflection

The assessment results show that almost all (68,8%) students experienced an increase in learning outcomes in the material on PAI. This shows that the use of Group Investigation (GI) media has a big influence on the learning outcomes of class V SDN 3 Ngronggo Kediri.

Furthermore, the results of the research in cycle 1 will be the basis for continuing to cycle 2 by making improvements and adjustments to the actions needed to achieve the research objectives more effectively.

Implementation of Cycle 2

a) Planning

- Research subjects: Class V SDN 3 Ngronggo Kediri
- Number: 23 students
- Learning material: PAI
- Delivering an introduction to the Project for Strengthening the Pancasila Student Profile and the Rahmatan Lil Alamin Student Profile.
- Research instrument: Written test

b) Implementation

The research implementation took place simultaneously with the implementation of learning as usual by following the steps in the Teaching Module.

c) Observation

- Students' enthusiasm is very high in paying attention to the Group Investigation (GI) which makes them get enough inspiration to do the assignments given by the teacher.
- Students take the summative test given by the teacher calmly because they feel that their knowledge supports them to be able to take the test correctly.

d) Reflection

The learning process carried out in cycle 2 has a big influence on student learning outcomes on PAI Subject. The results of the scores in cycle 1 obtained an average score of 68,8%. Then in cycle 2, student learning outcomes obtained an average score of 75,5%.

The assessment results showed that all students experienced increased learning outcomes in the PAI Subject. This shows that the use of make a match media has a big influence on the learning outcomes of class V SDN 3 Ngronggo Kediri.

**Analysis**

The results of research conducted in cycles 1 and 2 on improving the learning outcomes of class IV A SDN 1 Setiamulya Tasikmalaya on Asmaul Husna experienced a very significant increase. Students' attitudes in participating in learning activities using Index Card Match media are more enthusiastic than when listening to explanations of material in lectures. The increase in student learning outcomes on surah Asmaul Husna can be seen in the table below:

Table 1. Data on improving student learning outcomes

No	Cycle	Average value	Absorption	Completeness
1	Cycle 1	68,8	68,8%	68,8%
2	Cycle 2	75,5	75,5%	75,5%

After implementing cycles I and II, there was an increase in students' interest in learning with the results of observations and the results of questionnaires that have been filled out in each cycle. As for categories questionnaire of students who are considered very good with a percentage of 80%-100%, category good with a percentage of 70% - 79%, fair category with a percentage of 60% - 69% and category including less than  $\leq 59\%$ , from the results of the student

interest in learning questionnaire in Pre actions amounted to 703 and reached a percentage of 58.7% and in cycle I it was 824 reaching 68.8%, and in cycle II it was 904 reaching 75.5%. After the cycle is held In cycles I and II there was an increase in students' interest in learning in PAI subjects through the Cooperative Learning method, the group investigation type is as follows, increased interest in learning from pre-action 59.0%, in cycle I 68.8% and in cycle II increased to 75.5%.

### Conclusion

The Group Investigation type Cooperative Learning method can increase interest in learning students in Class V PAI subjects at SDN Ngronggo 3, Kediri City, based on the results of the student questionnaire in pre-action, namely 58.7%, in cycle I, namely 68.8%, while in cycle II the results of the student questionnaire were 75.5%. So you can It was concluded that starting from pre-action, cycle I to cycle II, students' learning interest PAI subjects increased after using the Cooperative Learning method Group Investigation type.

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