

Implementation of Cooperative Script Learning Strategy in Historical Aspects in Islamic Education Students of SMPN 3 Pulau Rakyat Asahan District

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Abstract

The purpose of this study was to determine: (1) how to implement cooperative script learning strategies on historical aspects in Islamic Education subjects, (2) what are the supporting factors in implementing cooperative script learning strategies on historical aspects in Islamic Education subjects, and (3) what are the inhibiting factors in implementing cooperative script learning strategies on historical aspects in the subject of Islamic Education. The research method used is qualitative. Data collection techniques are observation, interview and documentation. Data analysis was carried out by the stages of data reduction, data presentation and conclusion drawing. The data validity was done by using the data validity technique using triangulation, namely: source, method, investigator, and theory. The research findings show: (1) the implementation of the cooperative script learning strategy has been carried out well, it's just that there are several steps in the learning process that have not been maximally implemented, (2) the supporting factors in the implementation of the cooperative script learning strategy are the support of the principal, the class conditions comfortable, complete facilities and infrastructure, enthusiastic attitude of students, and rewards from the teacher, and (3) inhibiting factors for the implementation of cooperative script learning strategies, namely: less time, a large number of students, and the condition of students who are less conducive, lack of concentration and ability different students.

Keywords

cooperative script learning strategy; islamic education; historical aspects



I. Introduction

In the Islamic Education curriculum in junior high school, one aspect of the material being taught is the historical aspect (date), in this historical aspect the material taught has a broad scope, so the use of an inappropriate learning model will result in the saturation of students in the learning process. Therefore the teacher must be good at choosing the right learning strategy in this aspect, so that the objectives of the material can be achieved properly.

The implementation of appropriate cooperative learning strategies in the learning process will help students understand the material being taught so that the objectives of the desired competencies are achieved. Therefore, Islamic education teachers must be able to implement cooperative learning strategies in accordance with the material to be taught, so

that students are not bored and bored in participating in learning, so that learning objectives are expected to be easier to achieve.

Cooperative learning strategies also invite students to learn themselves with their fellow students with the aim that subject matter can be internalized in the students' personalities. However, in fact there are still many students who consider Islamic Education a boring subject, because there are still many Islamic Education teachers who use the lecture method in the learning process.

II. Review of Literatures

Cooperative script learning is based on the concept of constructivism, in this learning there is an agreement between students about the rules in collaboration. Problems that are solved together will be concluded together, the role of the teacher is only as a facilitator who directs students to achieve learning goals. In student interaction there is agreement, discussion, expressing opinions on the main ideas of the material, reminding each other of the concluding misconceptions, making conclusions together. The learning interactions that occur are really the dominant interactions between students and students. In student activities during learning really empowered the potential of students to actualize their knowledge and skills, so it really is in accordance with the constructivist approach developed at this time.

According to Istarani (2014:47) cooperative comes from the word cooperate which means working together, helping to help, mutual cooperation. Meanwhile, the word for cooperation means cooperation, cooperative partnership. Script comes from the word Script which means emergency banknotes, temporary share certificates and temporary share certificates. So understanding Cooperative Script is a learning strategy where students learn in small groups that have different abilities.

Nata (2009:213) revealed that cooperative script is a simple method that can be used to practice a skill or procedure with a study partner. According to Suprijono, (2009:126) cooperative script is learning by practicing in pairs, namely a strategy in which students are grouped in pairs with their own friends, one observing and the other practicing.

Silberman, (2001: 157) states that cooperative script learning teaches peers to provide opportunities and encourage students to learn something well, and at the same time he becomes a resource for others.

The principles that exist in cooperative learning according to Alit (2002: 210) are as follows: (1) students must have the perception that they sink and swim together, (2) students have responsibilities towards other students in their groups, in addition to responsibility towards yourself in studying the material at hand, (3) students must be of the view that they all have the same goals, (4) students must share assignments and share the same responsibilities among group members, (5) students will be given an evaluation or appreciation which will influence the evaluation of all group members, (6) students share leadership, while they acquire cooperative skills during learning, and (7) students will be asked to individually account for the material studied cooperatively.

The steps in cooperative script learning according to Sani (2019: 188) are as follows: (1) the teacher divides students into a number of pairs, (2) the teacher shares discourse/material and students can read and summarize it, (3) teachers and students assigning students who first act as speakers and other students who act as listeners, (4) the speaker reads the summary as completely as possible, by incorporating the main ideas in the summary. meanwhile the students are listeners; (a) listening/correcting/showing incomplete

main ideas; (b) help remember / memorize main ideas by connecting the previous material or other material, (5) changing roles, initially as a speaker is exchanged for a listener and vice versa, (6) conclusions are made by students with the teacher, and (7) closing.

III. Research Method

The research method used is qualitative. Data collection techniques are observation, interview and documentation. Data analysis was carried out by the stages of data reduction, data presentation and conclusion drawing. Data validity is done by using data triangulation techniques which are: sources, methods, investigators, and theories.

IV. Discussion

The first finding relates to the implementation of learning strategies, so that cooperative learning strategies have been implemented. Slavin (2009: 5) explains that cooperative learning requires all members of the study group to face each other face to face so that students can carry out a dialogue not only with the teacher but also with other students. Thus cooperative learning can overcome low student participation, and especially teachers of Islamic Education have implemented a cooperative script learning strategy. Based on observations and interviews with the authors, cooperative script learning strategies have been applied by Islamic subject teachers in historical aspects.

In terms of implementing the learning strategy, the principal strongly supports the implementation of learning, in addition to the facilities and infrastructure available that can be used by teachers in implementing implementing cooperative learning strategies. The lesson plan is also very decisive in the success of the learning process. Learning Implementation Plan is a plan that describes learning procedures and management to achieve one or more basic competencies that have been described in the syllabus. (Depdikbud, 1983:34)

Based on the author's findings, both through interviews and direct observation in the classroom when the learning process occurs, it is well implemented. It's just that there are some steps in the learning strategy that have not been fully implemented based on the results of the observation sheets that the author made. As for things that have not been done including, the teacher does not share the discourse that should be prepared by the teacher to be read and summarized by students, but the material is seen from textbooks held by each student. The teacher also did not instruct in advance the role of the student who served as listener. And for student activities based on the author's observations with the help of student observation sheets who act as listeners do not correct and show incomplete main ideas. Then the students who served as listeners also did not help memorize the main ideas by connecting the previous material.

However, based on the author's observations there is something interesting in the implementation of the cooperative script learning strategy carried out by the Islamic Education teacher at SMPN 3 Pulau Rakyat. The Islamic Education teacher asks several questions to students related to the material studied at that time orally before the teacher and students make a joint conclusion, which is that asking questions orally to all students is not in the syntax / steps of the cooperative script learning strategy.

Further findings are related to supporting factors so that the process runs well and learning objectives can be achieved as expected. Supporting factors so that the cooperative script strategy can be implemented properly are:

1. Support from the Principal.

The ongoing learning process in the classroom is inseparable from the support of policy makers, in this case the principal. The principal must act as an effective leader. As the manager of the school principal, he must be able to organize all the potential of the school to function optimally in supporting the achievement of school goals. This can be done if the principal is able to perform management functions well, which includes planning, organizing, directing and supervising. (Danim, 2002: 10). Based on the results of interviews and observations of the author, at SMPN 3 Pulau Rakyat the principal is very supportive of the learning process carried out by the teachers, the principal always provides the needs needed by the teacher in the learning process, from small things such as paper to duplicating material if necessary. Other efforts undertaken by school principals in monitoring education carried out by teachers are by monitoring the readiness of teachers in teaching, namely Monitoring at the planning stage of the learning process including syllabus elements and learning implementation plans, which contain subject identity, competency standards, basic competencies, indicators attainment of competence, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes that are carried out at the beginning of each learning semester.

2. Comfortable Classroom Conditions

The convenience of learning in the classroom is one of the internal factors that must be responded to by the principal, teachers, school staff and students themselves. The comfort of learning at school is the responsibility of the school community. The comfort of learning in the classroom is a simple problem but it can totally affect children's learning. The atmosphere of the classroom and its layout layout are also important components to create a comfortable classroom atmosphere, as well as adequate lighting. Djamarah (2006: 206), in arranging classrooms there are many stages that must be observed so that the classroom arrangement works well. The stages are: seating arrangements, arrangement of teaching tools, arrangement of class beauty and cleanliness, ventilation and lighting. The results of the author's observations directly into the classroom, not only class VIII-1, almost all classes have neatly arranged chairs and tables, each student and teacher's table is given a table mat and the class is decorated with beautiful decorations, both on the classroom walls. and on the other hand, plus the live flowers that thrive in pots placed in the middle of the classroom add to the beauty of the room, which makes us feel at home in it. Not only in the classroom, but the front of the classroom is also decorated beautifully, plus the classroom gardens in front of each class, planted with colorful and beautiful flowers.

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4. Facilities and Infrastructure

It cannot be denied that in the education process, the quality of education is also supported by the facilities and infrastructure that become the standards of schools or related educational institutions. Facilities and infrastructure greatly affect students' ability to learn. Therefore, facilities and infrastructure are also supporting factors in the learning process. Teachers need learning tools to support learning activities. Apart from the teacher's ability to organize learning activities, support from learning facilities is very important. The more complete and adequate the learning facilities owned by a school will make it easier for teachers to carry out their duties as educational personnel. Mulyasa (2004: 17) states that educational facilities are tools and equipment that are directly used and support the educational process, especially the teaching and learning process such as buildings, classrooms, desks and chairs, as well as learning tools and media, while what is meant by educational infrastructure is learning facilities that indirectly support the course of the process of education or teaching such as the yard, garden, school garden, road to school but if used directly for teaching and learning processes such as school parks used by schools for teaching Environmental Education, school grounds as well as sports fields, this component constitutes the educational infrastructure. It can be concluded that what is meant by learning facilities and infrastructure are facilities that directly or indirectly support the educational process, especially the teaching and learning process, both mobile and immobile so that the achievement of learning objectives can run smoothly, regularly, effectively and efficiently.

5. Students' Enthusiasm

The enthusiasm of students is also a supporting factor in the learning process, students who are enthusiastic about responding to any stimulus given by the teacher, so that learning becomes active because of the reciprocal interaction between teachers and students and students and students. According to Damayanti in Sriningsih (2019:8) the factors that influence enthusiasm for learning are as follows: the teacher in managing learning activities must liven up the atmosphere and be full of enthusiasm, the teacher always explains the objectives, uses and benefits of the quality of the lessons provided for the future life of students, The teacher must always guide students in carrying out assignments, every task that has been done by students must be checked and assessed by the teacher and reward the student's work.

The findings are related to the inhibiting factors in the implementation of the cooperative script learning strategy at SMPN 3 Pulau Rakyat, because the learning process does not always go well according to the teacher's expectations, because sometimes there are factors that can hinder the learning process from running well. Same as the learning process of Islamic Education at SMPN 3 Pulau Rakyat using a cooperative script strategy. Based on the research findings, both through interviews and direct observation, there are several inhibiting factors in implementing cooperative script learning strategies, namely:

1. Time is short.

The implementation of the cooperative script learning strategy takes a long time, while the learning time of Islamic Education is 3 x 40 minutes per meeting. So a short time becomes an inhibiting factor for the learning process using cooperative script strategies, moreover, historical material is a material that has a wide and many discussion. Based on the

research findings, it is true that the time available and the steps that must be taken in the learning process is not sufficient.

2. The large number of students.

The number of students in each class is 32 students, using a cooperative script learning strategy means that there are 16 groups of students, with the number of groups it is not possible for each group to make a presentation to the front of the class, therefore after each group has finished doing their respective assignments in accordance with the specified time, the teacher asks questions to all students which are answered orally, and for students who successfully answer are given points or grades. Each student's answer is in exchange for the percentage of students to the front of the class. Therefore the skills of teachers in managing the class are very important when faced with a situation like this.

V. Conclusion

The research conclusions are as follows: (1) the implementation of the cooperative script learning strategy on historical aspects in the Islamic Education subject has been carried out well, it's just that there are some steps in the learning process that have not been maximally implemented, namely the teacher has not made a discourse to be discussed by students, the teacher only relies on the textbook held by the student, so that if students do not bring textbooks, students will be constrained in participating in learning. Then the teacher is also less clear about informing students of their respective assignments when discussing, (2) supporting factors in the implementation of cooperative script learning strategies on historical aspects in the Islamic Education subject as follows: school principal support, comfortable classroom conditions, facilities and infrastructure complete, enthusiastic attitudes of students, and rewards from the teacher, and (3) inhibiting factors for implementing cooperative script learning strategies on historical aspects in the subject of Islamic Education, namely: less time, large number of students, and less conducive student conditions. lack of concentration and ability of different students.

The recommendations given are: (1) for principals to continue to improve the facilities and infrastructure needed by teachers in the learning process, (2) for teachers, to always improve competence through training, seminars or workshops, and (3) for students, so continue to be active in studying.

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