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Improving Islamic Education Learning Outcomes and Students' Character through the Complete Sentence Type Cooperative Learning Model at SD Negeri 24 Tonang Raya

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Abstract: This study aims to improve student learning outcomes in Islamic education learning with the Complette Sentence Type Cooperative Learning Model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. The test is used to measure the improvement of student learning outcomes in Islamic education learning and observation is used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the Complete Sentence Type Cooperative Learning Model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of completeness of improving student learning outcomes in each cycle with details of the pre-cycle 47.56%, the first cycle 75.67% and in the second cycle increased to 88.77%. Thus, the use of the Complette Sentence Type Cooperative Learning Model can be used as an alternative to increase student activity in Islamic education learning in Islamic religious education learning.

Keywords: Complete sentence, cooperative learning, learning outcomes, islamic education.

INTRODUCTION

Education is aimed at improving the quality of human resources, as formulated in the goals of national education in the National Education System Law Number 20 of 2003: that National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Talking about educating the nation's life has a very wide range and study, especially educational studies related to learning in schools. One of the subjects that makes a positive contribution to the intelligence and enlightenment of the nation's life is the subject of Islamic Religious Education.

Islam has an important role in the life of mankind. Islam is an aid in efforts to realize a meaningful, peaceful and dignified life. Realizing the importance of Islamic Religious Education, the learning outcomes of Islamic Religious Education students at every level of education need to receive serious attention for the success of the Islamic Religious Education learning process. The subject of Islamic Religious Education in

Elementary Schools is developed into several elements, namely: 1) Akidah; 2) Morals; 3) Al-Qur'an and Hadith (4) Fiqh; 5) History of Islamic Civilization. Among the many elements studied at the elementary school level, this research only focuses on the elements of the Qur'an Hadith. Element, Al-Qur'an Hadith in elementary school learns a lot of short surahs that are memorized, such as the Qur'an Surah At-Tin. Without mastering it, how can students carry out the worship in question perfectly.

The efforts that have been made by the teacher are such as, 1). In the learning process, teachers have used various methods including memorization, demonstration assisted by the use of media; 2). The teacher explains to the students how to read Surat At-Tin properly and correctly; 3). The teacher recites or reads Surah At-Tin which is studied properly and correctly in accordance with the dignity and makhraj; 4). The teacher asks students to read the translation over and over again; 5). Instruct students to read the translation of Surat At-Tin in groups; 6). Instruct students to read the translation of Surat At-Tin individually. From the explanation above, it can be concluded that the teacher has tried to improve student learning outcomes, especially in the At-Tin letter material to achieve learning goals. However, after these efforts were made, it turned out that the learning outcomes of the students were still not in accordance with the expected goals, meaning that the learning outcomes of students in the material of surah At Tin were still low.

Based on the observations of researchers at the 24 Tonang Raya State Elementary School, symptoms or phenomena were found, especially in grade IV in the elements of the Qur'an Hadith such as, 1) Only 10 people (53.33) out of 17 people obtained a score above the Minimum Completeness Criterion, which is 75; 2) The difficulty of students translating Surah At-Tin and al-Qori'ah, this can only be seen in part; 3) students who can translate the letter At-Tin words well and correctly; 4) The difficulty of students interpreting the letter At-Tin, this can be seen that only some students can interpret the letter At-Tin properly and correctly. From the phenomena or symptoms mentioned above, it can be seen that the learning results of the elements of the Qur'an Hadith in the material of Surah At Tin are still relatively low.

Muhibbin Shah globally, the factors that affect a person's learning can be divided into three types, namely internal factors (factors from within the student), namely the physical and spiritual condition of the student, external factors (factors from outside the student), namely the environmental conditions around the student, and the approach to learning factor, which is the type of student learning effort which includes strategies and strategies used to carry out learning activities. Based on the symptoms and problems that have been explained, it is necessary to use cooperative learning. Currently, the cooperative learning model is developing.

One of the cooperative learning models is the Complette Sentences model, the goal is to improve student learning outcomes on At-Tin letter material. This Complette Sentences type cooperative learning model is expected to make students more active in participating in lessons, so that learning outcomes will increase. The Complette Sentences type cooperative learning model is a learning model that can create student learning activity so that it can improve student learning outcomes, where in this model the teacher prepares blanks or filling paper in the form of paragraphs in sentences or verses in the Qur'an whose sentences are incomplete and students discuss with the group to complete the sentence with the available answer key.

The advantages of the Complette Sentences type cooperative learning model are, 1) Increasing student cooperation in learning, especially in groups; 2) It can improve students' understanding in learning; 3) Improving student learning outcomes; 4) Students' memory and memorization are getting higher.

METHODS

This research uses the Classroom Action Research (PTK) approach which is carried out in two cycles, with each cycle covering the stages of planning, implementation, observation, and reflection. The subject of this study is a fourth grade student of State Elementary School 24 Tonang Raya, Dua Koto District. PTK is a research approach that focuses on efforts to improve the learning process through cycles consisting of planning, implementation, observation, and reflection stages.

This method aims to improve the quality of learning and overcome problems faced in the classroom directly. The variables of this class action research are divided into two types, namely the independent variable and the bound variable. These two variables were measured to assess the effectiveness of the application of active learning methods in improving students' ability to read surah At-Tin with the correct tajwid. The population in this study is all grade IV students of State Elementary School 24 Tonang Raya, Dua Koto District in the current school year. This population was chosen because grade IV students are considered to be at an important stage of development in character formation, including in reading and memorizing surah At-T in.

The research sample is a certain grade IV student totaling 17 students. The technique used is experimental. This technique was chosen because the researcher wanted to ensure that the sample used was really relevant to the focus of the problem, namely reading and memorizing Surah At-Tin with the correct tajweed. The types of data obtained in this study are quantitative data types. Data collection techniques are learning outcome tests and observations. In this learning model, the teacher guides students to outline the problem-solving plan into stages of activities, the teacher gives examples of the use of skills and strategies needed so that these tasks can be completed. Teachers create a flexible and inquiry-oriented classroom atmosphere by students.

This study uses the classroom action research method (PTK) which aims to improve student learning outcomes in Islamic Religious Education (PAI) and Ethics subjects, especially in QS material. At-Tin through the application of the Complete Sentence type cooperative learning model in grade IV of SD Negeri 24 Tonang Raya. This research was carried out in two cycles, with each cycle consisting of planning, implementation, observation, and reflection. This learning model was chosen because it can improve students' skills in expressing opinions in a structured manner and increase their understanding of PAI and Ethics materials.

The subject of this study is grade IV students totaling 30 students. In each cycle, students will be divided into small groups to work together in discussing QS material. At-Tin. Each group was asked to compile a complete sentence related to the content of the letter, which included an understanding of the meaning of the verse, moral values, and its relationship to daily life. The Complete Sentence type cooperative learning model provides opportunities for students to work together, discuss, and convey the results of their discussions in the form of complete and clear sentences.

The learning process begins with the teacher explaining the QS material. At-Tin in general, then gives an example of how to make a complete sentence related to the verses in the letter. After that, students are divided into groups and asked to discuss the meaning of the verses in QS. At-Tin and the Ethical values contained in it. Each group had to make a complete sentence based on their understanding and then present the results of their discussion in front of the class. This process aims to train students' speaking skills as well as deepen their understanding of the material. Data collection was carried out through observation and learning outcome tests. Observations were made to assess the level of student activity during group discussions and presentations, as well as to see the extent to which students were able to apply the cooperative learning model in understanding the material and composing the right sentences.

Learning outcome tests are conducted after each cycle to measure students' understanding of the material that has been learned. This test is in the form of questions

related to QS. At-Tin, which tests students' knowledge of the meaning of verses, as well as the moral and ethical values contained in them. Reflection is carried out after each cycle to evaluate the success of the applied learning model and to determine the improvement steps that need to be taken in the next cycle. Based on the results of the reflection, teachers can plan improvements on aspects that are not optimal, such as time management, student involvement, and learning strategies. Thus, it is hoped that student learning outcomes will continue to improve and the application of the Complete Sentence type cooperative learning model can be more effective in increasing students' understanding of PAI and Ethics materials.

RESULTS AND DISCUSSION

Sekolah Elementary Negeri 24 Tonang Raya was established in 1983. The first 24 Tonang Raya Elementary School was established under the name SD Impres/1983 which was financed by the government. The 24 Tonang Raya State Elementary School is now led by the principal, namely RUSMAN S.Pd. The 24 Tonang Raya State Elementary School is an educator and education staff consisting of civil servant teachers, and PPPK / Honor teachers, all of whom are 12 people. The total number of students of SDN 24 Tonang Raya is 106 people consisting of 6 classes.

Facilities and infrastructure are very important main components to support the achievement of the expected educational goals, without adequate facilities and infrastructure, education will not provide maximum results. The presentation of pre-cycle research results consists of the preparation and implementation stages of learning. The initial condition of learning outcomes (pre-cycle) in Islamic religious education subjects for the 2024/2025 Academic Year that achieve the Learning Goal Achievement Criteria (KKTP) is still low, namely 3 people with a percentage of 17.64%. The presentation of the results of the 1st cycle of research consists of planning, implementation, observation and reflection. In cycle II, the learning outcomes achieved are being able to recite Surah At-Tin with the correct makhraj, being able to read Surah At-Tin randomly, and being able to write Surah At-Tin properly and correctly.

The subject of discussion is the letter, At-Tin, with the achievement of learning to read Q.Sat-Tin Memorize the letter At-Tin correctly and fluently. Teacher activities with the application of the Complette Sentences type cooperative learning model are an overview of the implementation of the initial activities, core activities, and final activities of the learning process. Based on the results of field notes by teachers and peer observations and assessments of students' learning outcomes, it is illustrated that there has been an improvement in the ability of grade IV students to understand Q.S At-Tin material at SDN 24 Tonang Raya, Dua Koto District, Pasaman Regency. After taking action and being observed, the researcher reflects to reflect on mistakes and advantages, in cycle II the learning process has gone well.

The learning results obtained by students have also shown a significant improvement. As is known, in the second cycle, student completeness increased to 14 people (82.35%) students who completed. While 3 students (17.64%) have not been completed, meaning that the learning outcomes of students in the second cycle have reached 82.35% of the Minimum Completeness Criteria that have been set while the Minimum Completeness Criteria (KKM) that have been set in this study is 70. For this reason, researchers as well as teachers do not need to carry out the next cycle, because it is clear that the learning results obtained are clear. The application of the Complete Sentence type cooperative learning model in this study has proven to be effective in improving student learning outcomes in Islamic Religious Education (PAI) and Ethics subjects, especially in QS material. At-Tin.

This model provides students with the opportunity to work in groups, discuss with each other, and construct complete sentences based on their understanding of the Qur'anic verses being taught. In this way, students not only understand the meaning of the

verse, but can also formulate sentences with the correct structure, which makes it easier for them to express their understanding verbally. During group discussions, students are more actively involved in the learning process. Each member of the group is responsible for contributing to discussing the moral and ethical values contained in the QS. At-Tin. This encourages better collaboration and communication between students, as well as increasing their understanding of the importance of morals in daily life. This learning model also helps students develop speaking and critical thinking skills, as they must be able to construct sentences that are not only structurally correct, but also relevant to religious and moral values.

The results of the learning test conducted at the end of the cycle showed an increase in students' understanding of the PAI and Ethics material. The application of a cooperative model that involves active discussion, as well as the preparation of complete sentences, provides opportunities for students to deepen their understanding of the meaning of verses in QS. At-Tin. Overall, students showed a significant increase in scores, indicating that they better understood the relationship between religious teachings and everyday behavior, and were able to express that understanding in a more structured and clear way. However, there are several challenges that must be faced during the implementation of this model, one of which is time management which is sometimes limited, considering the relatively short duration of learning.

However, with more effective time adjustments, this learning model can be applied more optimally. In addition, to increase the activeness of all students, teachers need to provide more intensive encouragement so that each student can be more confident in participating, so that maximum learning outcomes can be achieved.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the application of the Complette Sentences type cooperative learning model can improve the learning outcomes of Islamic Religious Education elements of the Qur'an Hadith in the At-Tin letter material of Grade IV students of State Elementary School 24 Tonang Raya, Dua Koto District, Pasaman Regency. It can be seen that the completeness of student learning increased from 23.52% or reached 4 students who completed before the action, while in the second cycle the completeness of students has exceeded 75%, namely with a completeness of 82.35% or around 14 students who have reached the KKM that has been set, which is 70. This success is due to the implementation of the Complette Sentences type cooperative learning model which has been implemented in accordance with the attached lesson plan. Based on the results of research conducted at SD Negeri 24 Tonang Raya, it can be concluded that the application of the Complete Sentence type cooperative learning model has succeeded in improving student learning outcomes in Islamic Religious Education (PAI) and Ethics subjects. This model allows students to collaborate in groups, discuss material, and construct complete sentences based on their understanding of QS. At-Tin. This not only improves students' understanding of the material, but also enriches their speaking and critical thinking skills. The application of this method has also been proven to be effective in increasing student activity in learning. Students are more involved in discussions, exchange opinions, and contribute in groups. In addition, they can more easily understand and express moral values and religious teachings contained in QS. At-Tin, which can be applied in daily life. The improvement in student learning outcomes recorded through the test shows that this method has a positive impact on material understanding and the expected ethical values. However, despite the challenges in terms of time management, the implementation of the Complete Sentence type cooperative model can be optimized with careful planning and more efficient time management. With this improvement, it is hoped that this learning model can continue to be applied effectively to improve the quality of PAI and Ethics learning in the future.

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