



THE EFFECTIVENESS OF THE COOPERATIVE INTEGRATED COMPOSITION MODEL ON THE LEARNING OUTCOMES OF THE VIII GRADE STUDENTS OF MTs AL MANAR MEDAN PERIOD OF 2017/2018

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Abstract. *This study aims to determine the effectiveness of the cooperative integrated composition model on the learning outcomes of the VIII grade students of MTs Al Manar Medan TA 2017/2018. This study uses a total sample of students in class VIII1 as the experimental group and class VIII2 as a control group. Each group consists of 35 students. This study uses a quasi-experimental method, with the instrument of learning outcomes Fiqh Halal and Haram food and beverage material in the form of objective multiple choice questions as many as 30 questions. This test was tested after each group was treated using a cooperative and conventional integrated composition learning model. To find out the effectiveness of the cooperative integrated composition model, the calculations using the t test are performed. Based on the data analysis technique, the results of the study are as follows: Fiqh learning outcomes of students on Halal and Haram Food and Beverage material taught using the cooperative integrated composition learning model have an average value of average 74.2. Student Fiqh learning outcomes on Halal and Haram food and beverage material taught using conventional learning models has an average value of 69. Statistically using the t-test it is concluded that the cooperative integrated learning model of learning is effectively used in improving the learning outcomes of students in Fiqh class VIII MTs Al Manar Medan TA 2017/2018. This is evidenced from the results of hypothesis testing where $t_{count} > t_{table}$ is $2,271 > 1,668$.*

Keywords : *Students, Fiqih, Islamic Shool (Madrasah)*

INTRODUCTION

Cooperative learning model is a learning model using a grouping system or a small team of between four to six heterogeneous people who have different academic backgrounds, genders, races or ethnic groups to achieve common goals.¹

¹Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Kencana Prenada Media Group, Jakarta, 2008), h. 242

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One of the cooperative learning models that are widely known to help students understand and remind the material they are reading and writing is the Cooperative Integrated Composition Model, which is an integrated cooperative learning model of reading and writing. As mentioned above about the cooperative learning model which is a learning model using a grouping or small team system that is between four to six students. This learning model is a form of activity in learning that can activate students, develop students' thinking abilities in solving problems. This will make student learning fun and more interesting, because students are directly involved in the learning process. Students are given the freedom to think creatively and actively in developing abilities regarding the material being taught.

Based on observations pre-research that the author has done on Fiqh learning in eighth grade students of MTs Al Manar Medan, found several problems, including when teaching and learning activities on Fiqh subjects in class, still found many obstacles, especially problems in using the method of reading and taking notes given by teachers who have not supported student motivation to learn. To foster interest in reading and writing in students required an appropriate learning strategy so that students are accustomed to reading a discourse and accustomed to writing and making it a reading so that students understand what they are reading and understand what they are writing.

LITERATURE REVIEW

Cooperative Integrated Composition Learning Model abbreviated is one of the integrated cooperative learning models of reading and writing, where students are divided into groups to improve their comprehension skills in reading, writing, understanding vocabulary and language arts.

The main focus of this activities is to make the use of time more effective. Students are conditioned into cooperative teams which are then coordinated with the teaching of reading groups, so that they fulfill other objectives such as reading comprehension, vocabulary, message reading, and spelling. The main purpose of this model is to use cooperative teams to help students learn reading comprehension skills that can be applied broadly (Slavin, 2010: 203).

Here are some definitions of the model from several sources:

1. According to Slavin (2005: 200), Cooperative Integrated Composition model is a comprehensive program to teach reading, writing, and language arts in higher grades in primary schools.
2. According to Sutarno, et al (2010: 1), Cooperative Integrated Composition model is a cooperative learning model that integrates a reading comprehensively and then composes it into important parts.
3. According to Uno and Muhamad (2011: 115), Cooperative Integrated Composition model is one type of cooperative learning model which is an integrated composition of reading and writing cooperatively (groups). Namely reading material taught from various sources and then writing it into written form that is done cooperatively. This model was developed to improve the ability of students to read and receive feedback from reading activities that have been carried out.

METHODOLOGY

To be able to answer the problem of this research, data is needed. In collecting data through instruments or data collection tools. According to Arikunto, "it can be in the form of observations, interviews, literature, and documentation".²

A. *Field research*, directly researching the object of research using instruments:

1. Observation, which is a direct observation of the object of research.
2. Fiqh learning achievement test, which is to find out the learning outcomes of Fiqh students taught using a cooperative integrated composition model. The Fiqh achievement test that was tested was in the form of multiple choice objective with 4 answer choices namely a, b, c, and d. Test questions refer to Halal and Haram Food and Beverage material. Scoring is done only on the correct answer. If students answer correctly 1 then given a score of 1, wrong answers do not affect.

²Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktik*, Rineka Cipta, Jakarta, 2010),. h. 268

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- B. *Library research*, namely reviewing books, magazines, brochures and others relevant to the title of the study.
- C. Documentation study, which is looking for supporting data from documents or archives in MTs Al Manar Medan which are considered to have a relationship with the title of the research.

The indicators in this study provide sufficient direction for transparency to refer the problem to the actual concept, so that the focal point of the problem will be peeled off as desired. All research instruments such as observations and tests are arranged in a table based on the facts of the documents that support this research.

FINDINGS AND DISCUSSION

The research conducted at MTs Al-Manar Medan involved two classes, namely the experimental class and the control class. In the study two different learning models were conducted, namely the cooperative and conventional integrated composition models (question and answer). Cooperative integrated composition learning is carried out in the experimental class while conventional learning is carried out in the control class and each class consists of 35 students.

From the research results obtained the average value of the experimental class students was 74.2 and the average value of the ability of the control class students was 69. Based on these results it can be seen that there is a significant influence on the cooperative integrated learning composition model on the results of students' fiqh learning especially in food material and Halal and Haram Beverages. Then do the normality and homogeneity test. After testing it turns out that both classes are normally distributed and homogeneous but show that the average value of students taught using cooperative integrated composition models is higher than conventional learning. That is, the cooperative integrated learning composition model is more effective than the conventional model in improving student learning outcomes.

The difference in treatment between the experimental class and the control class is that the experimental class is taught with the cooperative integrated learning model of the teacher first giving a brief explanation of the material before they study the group to discuss the problems or problems found. Then this learning model gives students

more time to work on assignments and listen to each other. This learning model also provides opportunities to think and work alone and work together with others to ask questions that are not understood, so that a more lively, effective and creative learning environment is achieved. Whereas in the control class teaching and learning activities using conventional learning (lecture and question and answer), where the teacher plays an active role in delivering the subject matter as well as doing some question and answer. Overall on conventional learning only a small portion of students who want to answer questions given by the teacher, as well as the lack of active students in expressing opinions and questions and students are less independent. Then students tend to be less able to think and confused when working on their own questions without being guided by the teacher.

Then testing the hypothesis for learning outcomes using the t-test. After testing the learning outcomes data it turns out that $t_{count} > t_{table}$ is $2,271 > 1,668$, the hypothesis is accepted. Thus it can be concluded that the learning outcomes of students taught by using the cooperative integrated composition learning model are higher than conventional learning models in improving the learning outcomes of the VIII grade students of MTs Al Manar Medan 2017/2018 academic year.

During learning using the cooperative integrated composition model, several advantages were found, namely:

1. Don't spend a lot of time forming groups
2. A small number of group members can increase the participation of each member, this is because the speaker and listener each consists of one person.

Even though cooperative integrated learning applied is able to improve student learning outcomes, but in this study there are still found weaknesses, including:

1. Requires greater attention due to the large number of groups formed.
2. There was a commotion during the discussion.

During the study, almost no students complained of boredom in learning. In addition, researchers found some students who usually did not want to learn out of fear, but after providing learning using a cooperative integrated composition model made students more active, motivated and wanted to continue working on questions that

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could not be done out of curiosity. This results in students continuing to practice working on fiqh questions so that the results of this study are in line with researchers' expectations that the cooperative integrated composition model can get results more effectively than conventional learning models.

CONCLUSION

Based on the research results obtained from the data analysis, several conclusions are obtained, namely:

1. Fiqh learning outcomes of students who are taught using the Cooperative Integrated Composition Model in class VIII of MTs Al Manar Medan in the academic year 2017/2018 obtained an average value of 74.2 categories B (good). Of the 35 students, those who received the highest score were 93 and the lowest score was 53. Overall, the students who received nilai 74 were 20 students or 57.14% (had achieved KKM) while those who received ≤ 73 were 15 students or 42.86% (not yet reached KKM).
2. Fiqh learning outcomes of students who are taught using conventional learning models in class VIII MTs Al Manar Medan in the academic year 2017/2018 obtained an average value of 69 categories C (moderate). Of the 35 students, those who received the highest score were 87 and the lowest score was 47. Overall, the students who received ≥ 74 were 10 students or 28.57% (had achieved KKM) while those who received nilai 73 were 25 students or 21.43% (not yet reached KKM).
3. The Integrated Cooperative Composition Model is more effective than conventional learning models in improving the learning outcomes of the VIII grade students of MTs Al Manar Medan 2017/2018 academic year. The learning success of the Cooperative Integrated Composition model is 52.12% while the conventional learning model is 48.58%.

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