

Cooperative method of listening team type and the power of two type in Islamic religious education learning

Adriantoni

Universitas Adzkia, Padang, Indonesia

Corresponding author

Adriantoni, E-mail: adriantoni@adzkia.ac.id

Abstract. The purpose of this study was to determine whether the learning outcomes of Islamic Religious Education (PAI) of students whose learning uses the power of two method are better than the learning outcomes of PAI of students whose learning uses the listening team method. This type of research is a quasi-experimental (Quasi Experimental Research) with a randomized control group only design. The population in this study were all students of class X SMAN 1 Tanah Sepenggal in the 2017/2018 academic year. The results showed that the average test scores of the experimental class were better than the average test scores of the control class. So is the percentage of learning completion. And there is a significant difference in learning outcomes between the listening team method and the power of two method in PAI lessons.

Keywords: Learning Result, Cooperative Learning, The Method of Listening Team, The Method of The Power Of Two

Abstrak. Tujuan penelitian ini adalah untuk mengetahui apakah hasil belajar Pendidikan Agama Islam (PAI) peserta didik yang pembelajarannya menggunakan metode the power of two lebih baik dari hasil belajar PAI peserta didik yang pembelajarannya menggunakan metode listening team. Jenis penelitian ini adalah eksperimen-semu (Quasi Experimental Research) dengan rancangan penelitian randomize control group only desain. Populasi dalam penelitian ini adalah seluruh peserta didik kelas X SMAN 1 Tanah Sepenggal tahun ajaran 2017/2018. Hasil penelitian menunjukkan bahwa perolehan rata-rata nilai tes kelas eksperimen lebih baik rata-rata nilai tes kelas kontrol. Begitu juga dengan persentase ketuntasan belajarnya. Dan terdapat perbedaan hasil belajar yang signifikan antara metode listening team dengan metode the power of two pada pelajaran PAI.

Kata kunci: Hasil Belajar, Pembelajaran Kooperatif, Metode Listening Team, Metode The Power of Two

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Introduction

Education is a necessity of life for every human being because no one is born with knowledge (smarts). This need is very important and absolute, because the high status of a human being is determined by the level of faith and knowledge and education that he has. In Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Chapter I and Article 1 defines education as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential for personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state (Law of the Republic of Indonesia No. 20 of 2003, 2016: p. 2).

Islamic religious education is a conscious effort to prepare students to believe, understand, live, and practice Islam through guidance, teaching, and training activities by paying attention to demands, to respect other religions and harmonious relations between religious communities in society to realize national unity (Saiful Bahri Djamarah, 1997: p. 48).

Meanwhile, Islamic religious education according to Ramayulis is a conscious and planned effort in preparing students to know, understand, appreciate, believe, be pious, have noble character, practice Islamic teachings from its main sources, the holy book of the Qur'an and al-Hadith, through guidance activities, teaching exercises, and the use of experience (Ramayulis, 2005: p. 21).

The education process must refer to the objectives of education, in general the objectives of education lead to maturity while in Law of the Republic of Indonesia No. 20 of 2003 concerning the national education system, article 3 states that education aims to develop the potential of students to become human beings who believe and are pious to God Almighty, have noble character, are capable, creative, independent and become democratic and responsible citizens (Law No. 20 of 2003, 2003: p. 11).

Formulation of educational objectives is a central problem in education because without a clear formulation of educational objectives, actions become haphazard, without direction, and can even go astray or take the wrong steps.

In order for educational objectives to be achieved, it is necessary to pay attention to everything that supports the success of the educational program. It is in the learning process that the internalization of values and the direct inheritance of culture and norms occurs. Therefore, teaching and learning activities are the “spearhead” for achieving the inheritance of the values above. For this reason, it is very necessary to create a conducive atmosphere in the learning process so that students are truly interested and actively participate in the teaching and learning process.

One of the most important things in the learning process is the method used by an educator in delivering learning material. Regarding the method, the Qur'an has provided instructions regarding educational methods in general in Surah An-Nahl verse 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ
بِالْمُهْتَدِينَ ۚ ١٢٥

Meaning: *“Call (people) to the way of your Lord with wisdom and good instruction and rebuke them in a way that is good. Indeed, your Lord is most knowing of who has gone astray from His way and He is most knowing of who is guided”*. (QS. An-Nahl: 125) (Department of Religious Affairs, the Republic of Indonesia, 2005: p. 282).

PAI learning at SMA N 1 Tanah Sepenggal has not been in accordance with what is expected. There are several obstacles faced in PAI learning, one of which is the lack of understanding of students towards the materials taught by educators. This condition is caused by various things, including: students pay less attention to the material presented because of boredom with monotonous learning methods, which are more dominated by educators, the educator's teaching methods are less interesting, so that the learning that takes place is less meaningful and feels boring for students. As a result, student learning outcomes are relatively low.

One of the learning methods that makes students more active and enthusiastic in the learning process is the cooperative learning method of the power of two type known in Indonesian as the “power of two heads” method, this method is a learning activity used to encourage cooperative learning and strengthen the importance and benefits of synergy between two people. This method has the principle that thinking together is much better than thinking alone (Hisyam Zaini, 2013: p. 55). This cooperative learning method has many types, one of the cooperative learning methods that has been applied by educators in class X of SMAN 1 Tanah Sepenggal is the listening team type or known in Indonesian as the listening team, learning using this method begins with the presentation of material by the educator, then the educator divides students into four groups and each group has its own role, namely the first group acts as the questioner, the second and third groups are the answerers, and the fourth group is the group tasked with making conclusions from the results of the discussion. Learning ends with the delivery of various keywords or concepts that have been developed by students in discussions (Istarani, 2012: p. 235). The use of the power of two type cooperative learning method is an effort to increase student learning activities and

creativity. By implementing this method, it can overcome difficulties and attract students' attention in classroom learning. Thus, student learning outcomes will increase and learning objectives will be achieved.

Methods

This research is a quasi-experimental research, the method of implementation and time of the research have been determined. This research was conducted on two classes, namely the experimental class and the control class. In the experimental class, students were given the Power Of Two method. While in the control class, students were given the listening team method. The research design used was a randomized control group only design. In this design, a group of subjects taken from a certain population are randomly grouped into two groups, namely the experimental group and the control group (Sumadsi Suryabrata, 2003: p. 117). The population in this study were all students of class X of SMAN 1 Tanah Sepenggall, Bungo Regency who were registered in the 2017/2018 school year. Students of class X consist of eight classes.

No	Class	Number of Students
1	IPA 1	33
2	IPA 2	31
3	IPA 3	30
4	IPA 4	30
5	IPS 1	33
6	IPS 2	32
7	IPS 3	32
8	IPS 4	32
Amount		253

Table 1

List of Number of Students of Class X SMA N 1 Tanah Sepenggall
Semester 2 Academic Year 2017/2018

(Source: Administration of SMAN 1 Tanah Sepenggall, Bungo Regency)

A sample is a partial population withdrawal to represent the entire population. The first sample was selected as class X IPA 3 and used as the experimental class. The second sample was selected as class X IPA 4 and used as the control class.

The research procedure was carried out in three stages as follows: (1) Preparation Stage At this stage, something was prepared that was used in the research, namely: Determining the research location, determining the research schedule, preparing the experimental and control classes, preparing the learning implementation plan as a guideline in the learning process, preparing the test results trial question grid that will be given to students at the end of learning, preparing the learning results test questions that will be given to students at the end of learning. Conducting a trial. (2) The implementation stage of learning in the experimental class and control class is the same in terms of material. The two sample classes are only distinguished by the learning methods used. (3) Final Stage Giving a final test to both sample classes after the research ends, in order to see the results of the treatment that has been given, Processing data from both sample classes, Providing conclusions from the results obtained in accordance with the analysis techniques used.

The data collection technique used by researchers in this study is using a learning outcome test. The data analysis technique used in this study is a difference analysis using the t-test formula. With this data analysis, the steps taken are as follows:

1. Normality Test

The normality test aims to see whether the two sample classes are normally distributed or not. Data normality testing using the SPSS version 16 program with the following steps: Entering learning outcome data for the experimental and control classes > Click Analyze > Descriptive Statistics > Explore > Dependent List > Plots > Click Factor Levels Together > Click Histogram > Click Normality Plots With Test > Click Continue.

2. Homogeneity Test

The homogeneity test aims to investigate whether the two sample groups have homogeneous variances or not. The homogeneity test of data in this study used the SPSS version 16 program with the following steps: Entering the learning outcome data of the experimental class and the control class> Click Analyze> Click Compare Means> Click One Way ANOVA> Dependent List> Click Options> Click Descriptive> Click Homogeneity of variance test> Click Means Plot> Click Continue.

3. Hypothesis Testing

The hypothesis testing in this study used the SPSS version 16 program with the following steps: Entering the learning outcome data of the experimental class and the control class> Click Analyze> Click Compare Means> Click One sample T test> Click Options> Click exclude cases analysis> Click Continue.

Results and Discussion

1. Overview of Learning Outcomes After Conducting a Pre-Test in the Control Class, namely Class X IPA 4 SMAN 1 Tanah Sepenggal

To get an overview of the pre-test in the Control class, namely class X IPA 4 at SMAN 1 Tanah Sepenggal, a test was carried out. The formula is:

$$= \frac{\text{Highest score} - \text{Lowest score} + 1}{5}$$

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To find out the frequency distribution of the control class pre-test learning outcomes, it can be seen in table 2. Meanwhile, to get the percentage, it is done by dividing the frequency being searched for by the number of frequencies or the number of individuals and multiplied by one hundred.

Classification	Interval	Frequency	Percentage
Very High	76-84	7	23%
High	67-75	4	14%
Medium	58-66	7	23%
Low	49-57	6	20%
Very Low	≤ 48	6	20%
Amount		30	100%

Table 2

Frequency Distribution of Pre-Test Learning Outcomes of Control Class

Based on the data presented in table 2 above, it was obtained that students consisted of very high, high, medium, low, and very low categories. Students who had very high and high pre-test result categories each numbered 7 people and 4 people with percentages of (23%) and (14%), respectively, in the medium category numbered 7 people with percentages (23%), while students in the low and very low categories each numbered 6 people with percentages of (20%). If the values were added up, the mean obtained was 62.53 in the medium category, namely in the interval 58-66.

2. Overview of Learning Outcomes After Conducting a Pre-Test in the Experimental Class, namely Class X IPA 3 SMAN 1 Tanah Sepenggal

To get an overview of the pre-test in the experimental class, namely class X IPA 3 at SMAN 1 Tanah Sepenggal, a test was carried out. The formula:

$$= \frac{\text{Highest value} - \text{Lowest value} + 1}{5}$$

To find out the frequency distribution of the experimental class pre-test results, it can be seen in table 3. Meanwhile, to get the percentage, it is done by dividing the frequency being searched for by the total frequency or number of individuals and multiplied by one hundred.

Classification	Interval	Frequency	Percentage
Very High	76-84	9	30%
High	67-75	4	13%
Medium	58-66	4	13%
Low	49-57	6	20%
Very Low	≤ 48	7	24%
Amount		30	100%

Table 3

Frequency Distribution of Pre-Test Learning Outcomes of Experimental Class.

Based on the data presented in table 3 above, the subjects were obtained consisting of very high, high, medium, low, and very low categories. Students who had very high and high pre-test results each numbered 9 people and 4 people with percentages of (30%) and (13%), students in the medium category numbered 4 people with percentages (13%). While in the low and very low categories each numbered 6 people and 7 people with percentages of (20%) and (24%). If the values are added up, the mean obtained is 62.93 in the medium category, which is around the interval 58 - 66.

3. Description of Post-Test Learning Outcomes of the Control Class Using the Listening Team Method in Islamic Religious Education Subjects Class X IPA 4 SMAN 1 Tanah Sepenggal

To get an overview of the post-test in the Control class, namely class X IPA 4 at SMAN 1 Tanah Sepenggal, a test was carried out. The formula is:

$$= \frac{\text{Highest value} - \text{Lowest value} + 1}{5}$$

To find out the frequency distribution of the control class post-test results, see table 4. Meanwhile, to get the percentage, divide the frequency being searched for by the total frequency or number of individuals and multiply by one hundred.

Classification	Interval	Frequency	Percentage
Very High	82-88	6	20%
High	75-81	10	33%
Medium	68-74	8	27%
Low	61-67	3	10%
Very Low	82-88	6	20%
Amount		30	100%

Table 4
Frequency Distribution of Post-Test Learning Outcomes of the Control Class

Based on the data presented in table 4 above, the subjects were obtained consisting of very high, high, medium, low, and very low categories. Students who had very high and high post-test result categories each numbered 6 people and 10 people with percentages of (20%) and (33%), in the medium category there were 8 people with percentages (27%). While in the low and very low categories there were 3 people each with percentages of (10%). If the values were added up, the mean was 73.6 in the medium category, which was around the interval 68-74.

4. Description of Post-Test Learning Outcomes of the Experimental Class Using the Power of Two Type Cooperative Method in Islamic Religious Education Subjects of Class X IPA 3 SMAN 1 Tanah Sepenggal

To get a picture of the post-test in the Experimental class, namely class X IPA 3 at SMAN 1 Tanah Sepenggal, a test was carried out. The formula:

$$\frac{\text{Highest value} - \text{Lowest value} + 1}{5}$$

To find out the frequency distribution of the experimental class post-test results, see table 5. Meanwhile, to get the percentage, divide the frequency being searched for by the total frequency or number of individuals and multiply by one hundred.

Classification	Interval	Frequency	Percentage
Very High	86-92	10	34%
High	79-85	9	30%
Medium	72-78	6	20%
Low	65-71	2	6%
Very Low	≤ 64	3	10%
Amount		30	100%

Table 5

Frequency Distribution of Post-Test Learning Results of Experimental Class

Based on the data presented in table 5 above, the subjects were obtained consisting of very high, high, medium, low, and very low categories. Students who had very high and high post-test result

categories each numbered 10 people and 9 people with percentages of (34%) and (30%), in the medium category there were 6 people with percentages (20%). While in the low and very low categories there were 2 people and 3 people with percentages of (6%) and (10%). If the values were added up, the mean obtained was 80.53 in the high category, which ranged from 79-85.

5. Differences in Islamic Religious Education Learning Outcomes between the Listening Team Method and the Power of Two Method for Students in Class X of SMAN 1 Tanah Sepenggal

Based on the t-test with SPSS version 16 or the results of the analysis obtained α sig in two sides or sig (2-tailed) of = 0.000, it can be concluded that ($0.000 < 0.025$) in a two-tailed test. This means that H_0 which states that there is no difference in learning outcomes between students who use the listening team method and students who use the power of two method is rejected and H_a is accepted, which means that there is a difference in learning outcomes between the listening team method and the power of two method. Thus, it can be concluded that the learning outcomes of Islamic Religious Education students with the Implementation of the Cooperative method type The Power of Two are better than the learning outcomes of Islamic Religious Education students who use the listening team method.

Conclusion

The pre-test learning outcomes of students in the control class are students who have a very high pre-test result category in the interval 76-84 totaling 7 people, in the high category in the interval 67-75 totaling 4 people, in the medium category in the interval 58-66 totaling 7 people, in the low category in the interval 49-57 totaling 6 people, while those in the very low category are in the interval ≤ 48 totaling 6 people. Thus it can be concluded, the average picture of the pre-test learning outcomes of the control class for the PAI subject in class X IPA 4 SMA N 1 Tanah Sepenggal is 62.53 in the medium category. The pre-test learning outcomes of students in the experimental class are students who have a very high pre-test result category in the interval 76-84 totaling 9 people, in the high category in the interval 67-75 totaling 4 people, in the medium category in the interval 58-66 totaling 4 people, in the low category in the interval 49-57 totaling 6 people, while those in the very low category are in the interval ≤ 48 totaling 7 people. Thus it can be concluded, the average picture of the pre-test learning outcomes of the experimental class for the PAI subject in class X IPA 3 SMA N 1 Tanah Sepenggal is 62.93 in the medium category. The

learning outcomes of post-test students in the control class are students who have a very high post-test result category in the 82-88 interval totaling 6 people, in the high category in the 75-81 interval totaling 10 people, in the medium category in the 68-74 interval totaling 8 people, in the low category in the 61-67 interval totaling 3 people, while those in the very low category are in the ≤ 60 interval totaling 3 people. Thus it can be concluded that the average picture of the post-test learning outcomes of the control class for the PAI subject in class X IPA 4 of SMA N 1 Tanah Sepenggal is 73.6 in the medium category. The learning outcomes of post-test students in the control class are students who have a very high post-test result category in the 82-88 interval totaling 6 people, in the high category in the 75-81 interval totaling 10 people, in the medium category in the 68-74 interval totaling 8 people, in the low category in the 61-67 interval totaling 3 people, while those in the very low category are in the ≤ 60 interval totaling 3 people. Thus it can be concluded, the average picture of the post-test learning outcomes of the control class for PAI subjects in class X IPA 4 SMA N 1 Tanah Sepenggal is 73.6 in the medium category.

Based on the hypothesis test or analysis results obtained α sig in two sides or sig (2-tailed) of = 0.000, it can be concluded that ($0.000 < 0.025$) in a two-tailed test. Then H_0 is rejected and H_a is accepted, which means there is a difference in learning outcomes between the listening team method and the power of two method.

To the principal, especially the principal of SMAN 1 Tanah Sepenggal, to direct educators to use the right method in learning, one of which is the Power Of Two Cooperative method, which is one of the methods that can improve student learning outcomes.

It is expected that high school PAI teachers in general, especially teachers at SMAN 1 Tanah Sepenggal, can apply various methods, especially the power of two method in PAI learning as an alternative to improve student PAI learning outcomes. For subsequent researchers, the application of the power of two method must be better conditioned and prepared with the most efficient time possible, so that the learning process can run better and provide more satisfying results.

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