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EFFORTS TO IMPROVE LEARNING OUTCOMES OF AKIDAH AKHLAK MATERIAL CLEAN HEART BY BEGGING FOR MERCY BY APPLYING THE CTL LEARNING MODEL TO CLASS VI MI NEGERI 3 JAKARTA STUDENTS FOR THE 2019/2020 ACADEMIC YEAR

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ABSTRACT

This research is based on the following problems: (a) Do cooperative learning of the Contextual Teaching and Learning model affect the learning outcomes of Pancasila and Civic Education in Class VI Students? (b) How high is the level of mastery of the subject matter of Pancasila and Civic Education with the application of the Contextual Teaching and Learning model cooperative learning method to Class VI Students? The objectives of this study are: (a) To reveal the influence of cooperative learning of the Contextual Teaching and Learning model on the learning outcomes of Pancasila and Civic Education in Class VI Students. (b) Want to know how far the understanding and mastery of the subjects of Pancasila and Civic Education after the implementation of cooperative learning of the Contextual Teaching and Learning model in Class VI Students

This study used three rounds of action research. Each round consists of four stages, namely: design, activity and observation, reflection, and revision. The target of this study is Class VII students The data was obtained in the form of portfolio test results and, observation sheets for teaching and learning activities. From the results of the analysts, it was found that student learning achievement increased from cycle I to cycle III, namely, cycle I (68%), cycle II (76and %), cycle III (96%).

The conclusion of this study is that the cooperative method of the Contextual Teaching and Learning model can have a positive effect on the learning motivation of Class VI students, and this learning model can be used as an alternative to Pancasila and Citizenship Education.

Keywords: *cooperative model of contextual teaching and learning, clasroom action research, project trainer team*

INTRODUCTION

Primary school age is the most important and fundamental early period in the entire span of growth and development of human life (Hasanah & Priyantoro, 2019). This period is characterized by various important periods that become fundaments in the child's subsequent life until the final period of his development. Education and protection of children is something that is very basic and must be owned by every State (Hakim, 2016).

The Indonesian nation has made a new historical record in child protection efforts with the passage of Law Number 23 of 2002 and Law number 20 of 2003 concerning the national education system. Law number 23 affirmed several important points as follows:

1. Article 4 states that Every child has the right to be able to live, grow, develop, and participate reasonably in accordance with the dignity and dignity of humanity, and to be protected from violence and discrimination.
2. Article 9 reveals two main things, namely;

(1) Every child shall be entitled to education and instruction in the context of his personal development and level of intelligence in accordance with his interests and talents.

(2) In addition to the rights of children as referred to in paragraph (1), specifically for children with disabilities, they are also entitled to extraordinary education, while children who have excellence are also entitled to special education.

Similarly, Law Number 20 has provided a legal umbrella for the need to organize early childhood education in the three lines of Education (Widodo, 2020). Article 28 of law number 20 is affirmed the implementation of early childhood education on the informal (family) path, and non-formal pathways.

Thus, a learning method that is suitable for elementary school children in the lower grades is needed. Children of lower primary school age tend to be lazy with interspersed things that please them This encourages teachers to be more active and actively look for patterns that suit the wishes of the child. Because, children cannot be driven by linear patterns alone, but there must be innovations in learning. This innovation is part of the teacher's task as a facilitator to create pleasant learning conditions. From the learning process, an output is obtained that students apply the learning outcomes in their daily lives. Therefore, the method used must be based on contextual defense in contemporary times.

From the background of the problem, researchers feel compelled to see the influence of structured learning and give feedback given learning achievement by taking the title "Efforts to Improve Learning Outcomes Akidah Akhlak Material Clean the Heart by Begging for Mercy by Applying the CTL Learning Model to Class VI MI Negeri 3 Jakarta Students for the 2019/2020 Academic Year.

METHOD

This study used Classroom Action Research (PTK). According to the PGSM Project Trainer Team, PTK is a form of a reflective study by actors of actions taken to increase the rational stability of their actions in carrying out tasks, deepen understanding of the actions taken, and improve the conditions in which the learning practice is carried out. The main purpose of PTK is to improve on a Going basis, while the purpose of its inclusion is to foster a culture of research among teachers (Sukanti, 2008). In accordance with the type of research chosen, namely action research, this research uses an action research model from Kemmis and Taggart (in Sugiarti, 1997: 6), which is in the form of a spiral from one cycle to the next (AR, 2022). The data needed in this study were obtained through the observation of the processing of active learning methods of the CTL model, observation of student and teacher activities, and formative tests.

To find out the effectiveness of a method in learning activities, it is necessary to conduct data analysis. This study uses qualitative descriptive analysis techniques, which is a research method that describes reality or facts in accordance with the data obtained with the aim of determining the learning achievements achieved by students as well as obtaining student resp obtaining learning activities and student activities during the learning process (Rahimah, 2022).

RESULTS AND DISCUSSION

The research data obtained are in the form of trial results of question item items, observation data in the form of observations of active learning management and observation of

student and teacher activities at the end of learning, and student formative test data in each cycle.

The test result data of the question item items is used to get a test that really represents what is desired. These data are then analyzed for the level of validity, reliability, degree of difficulty, and differentiating power.

The observation sheet data is taken from two observations, namely observation data on active learning management which is used to determine the influence of the application of game learning models in improving student learning achievement and observation data on student and teacher activities (Rosyidi, 2018).

Formative test data is carried out to determine the improvement in student learning achievement after active learning is applied.

A. Problem Item Analysis

Before carrying out data collection through research instruments in the form of tests and getting a good test, the test data is tested and analyzed. Trials were conducted on students outside the research targets. Analysis of the tests performed include:

1. Validity

The validity of the question items is intended to determine the feasibility of the test so that it can be used as an instrument in this study. From the calculation of 45 questions, 15 invalid questions and 30 valid questions were obtained. The results of the validits of the questions are summarized in the table below.

Table 1.
Valid and Invalid Questions Student Formative Test

Invalid Problem	Valid Questions
8, 10, 11, 15, 16, 18, 20, 22, 24, 31, 32, 33, 34, 35, 40	1, 2, 3, 4, 5, 6, 7, 9, 12, 13, 14, 17, 19, 21, 23, 25, 26, 27, 28, 29, 30, 36, 37, 38, 39, 41, 42, 43, 44, 45,

2. Reliability

Questions that have met the validity requirements are tested for reliability. From the results of the calculations obtained the coefficient of reliability r_{11} of 0.630. This price is greater than the price of r product moment. For the number of students (N = 34) with r (95%) = 0.361. Thus the test questions used have met the reliability requirements.

3. Level of Distress (P)

The difficulty level is used to determine the difficulty level of the question. The results of the analysis showed that of the 45 questions tested, there were:

- 20 easy questions
- 15 medium questions
- 10 difficult questions

4. Differentiating Power

A differentiating power analysis is carried out to determine the ability of the question to distinguish high-ability students from low-ability students.

From the results of the differentiating power analysis, there were questions that lacked 12 questions, enough 24 questions, 9 questions with good criteria, and 1 question with bad

criteria. Thus, the test questions used have met the requirements of validity, reliability, level of difficulty, and differentiating power.

B. Analysis of Cycle Research Data

1. Cycle I

a. Planning Phase

At this stage, the researcher prepares a learning tool consisting of a Learning Implementation Plan I, formative test questions I, and supporting teaching tools.

b. Activity and Implementation Phase

The implementation of teaching and learning activities for the first cycle was carried out on September 2, 2019, in, Class VI with a total of 37 students. In this case, the researcher acts as a teacher. The teaching and learning process refers to the Learning Implementation Plan that has been prepared. Observation (observation) is carried out in conjunction with the implementation of teaching and learning.

At the end of the teaching and learning process, students are given a formative test with the aim of knowing the level of student success in the teaching and learning process that has been carried out. The data from the research results in the first cycle are as follows:

Table 4.1 Management of Learning in Cycle I

No	Observed aspects	Valuation		Average
		P1	P2	
I	KBM observations			
	A. Introduction			
	1. Motivate students	2	2	2
	2. Delivering learning objectives	3 2	2 2	2 3
	3. Connect with previous lessons	2	2	2
	4. Organize students in study groups			
	B. Core activities			
	1. Presenting the steps of the cooperative learning method	3	3	3
	2. Guiding students to do activities	3	3	3
	3. Practicing cooperative skills	3	3	3
	4. Keep an eye on each group in turns	3	3	3
	5. Providing assistance to groups experiencing difficulties			
	C. Cover			
	1. Guiding students to make summaries	3 3	3 3	3 3
	2. Provide evaluation			
II	Time Management	2	2	2
III	Class Enthusiasm			

	1. Enthusiastic students 2. Anti-semitic teacher	2 3	2 3	2 3
	Sum	33	32	33

Description: Value: Criteria

1. : Bad
2. : Not Good
3. : Good Enough
4. : Good

Based on the table above, the aspects that get the criteria are not good at motivating students, conveying learning goals, managing time, and enthusiastic students. The four aspects that received poor scores above, are a weakness that occurs in cycle I and will be used as study material for reflection and revision that will be carried out in cycle II.

Table 2. Cycle I Test Scores

No	Student Name	Score	Information	
			T	TT
1	Adella Zean Fithria	80	√	
2	Ahnaf Muhammad	70	√	
3	Amanda Az-Jahwa	65		√
4	Andika ramadan ristianto	60		√
5	Aqilah Goddess Fadhila	85	√	
6	Aqilah Nadya Shafwah	75	√	
7	Nice Al-Farizy	60		√
8	Bima Aditya Al Bukhori	95	√	
9	Daffa Agiha Adinata	90	√	
10	Dhia Nafilah Syakira	62		√
11	Emir Ghauzi Manotama	90	√	
12	Fachri Muhammad Azka	70	√	
13	Farach Shaqina Fadhilla	70	√	
14	Fauzan Hafidz	62		√
15	Febrian Okta Primary	70	√	
16	Iklimah Fauziah	85	√	
17	Ilham Khayril Mubarrak	70	√	
18	Kayla princess azahra	65		√
19	Kayla Yumna Zaidah	60		√
20	Lutfi Esa Ramdahi	95	√	
21	M. Naufal Rizky Nurudin	65		√
22	Muhammad Asyraf Hafizh	80	√	
23	Muhammad Danishy	75	√	
24	Muh. Hanifan Arrinjani	74	√	
25	Naura Aisyah Prayitno	71	√	

26	Naura Andria Princess	65		√
27	Qa'is Daniyal Putra	62		√
28	Queennisa Nabila Saleha	80	√	
29	Quinn Tahara Princess	80	√	
30	Ran Maryam	79	√	
31	Reza Nice Andhika	80	√	
32	Rochmatika Princess Fajriah	82	√	
33	Sazkia Sandeswita	62		√
34	Shulton Arkaan Wibowo	85	√	
35	Tubagus Prakosa Paksi	64		√
36	Yuhanidz Dwi Wasila	63		√
37	Zhafran Rasendriya	67		√
	sum	2713	23	14

Information:
Q: Complete
TT: Incomplete
Number of Students completed: 23
Number of Incomplete Students: 14
Ideal Maximum Score: 3700
Score Reached: 2713
Average Score Achieved: 73
Percentage of Completeness: 62%

Information:
Q: Complete
TT: Incomplete
Number of completed students: 23
Number of students who have not completed: 14
Classical: Incomplete

Table 3. Distribution of Student Formative Test Results in Cycle I

No	Description	Cycle I Results
1	Average score of formative test	73
2	Number of students who have completed	23
3	their studies	62%
	Percentage of learning completion	

From the table above, it can be explained that by applying the active learning method of the CTL Model, the average score of student learning achievement is 74 and the completeness of learning reaches 62% or there are 23 students out of 14 students who have completed learning. These results show that in the first cycle classically students have not completed learning, because students who get a score of ≥ 70 are only 62% less than the desired percentage of completion of 85%. This is because students still feel new and do not understand

what the teacher intends and uses by applying the active learning method of the CTL Model in the subject of Pancasila and Civic Education, also because the level of mastery of Clean Heart by Begging for Mercy and understanding the meaning mastered by students is still very low.

2. Cycle II

a. Planning stage

At this stage, researchers prepare to learn tools consisting of lesson implementation plan II, formative test questions II and supporting teaching tools.

b. Stage of activity and implementation

The implementation of teaching and learning activities for cycle II was carried out on September 15, 2019 in Class, VI with a total of 23st, students. In this case, the researcher acts as a teacher. The teaching and learning process refers to the learning implementation plan by paying attention to revisions in cycle I, so that errors or sho notes in cycle I am not repeated in cycle II. Observation (observation) is carried out in conjunction with the implementation of teaching and learning.

At the end of the teaching and learning process, students are given a formative test II with the aim of knowing the level of student success in the teaching and learning process that has been carried out. The instrument used is the formative test II. The data from the research results in cycle II are as follows:

Table 4.4. Learning Management in Cycle II

No	Observed aspects	Valuation		Average
		P1	P2	
I	KBM observations I. Introduction 1. Motivate students	3	3	3
	2. Delivering learning objectives	3	4	3
	3. Connect with previous lessons	4	3	3
	4. Organize students in study groups	3 3	3 4	3 4
	II. Core activities 1. Presenting the steps of the cooperative learning method	3	4	3
	2. Guiding students to do activities	4	4	4
	A. Practicing cooperative skills	4	4	4
	B. Keep an eye on each group in turns	4	4	4
	C. Providing assistance to groups experiencing difficulties	3	3	3
	III. Cover 1. Guiding students to make summaries	3	4	3
	2. Provide evaluation	4	4	4
II	Time Management	3	3	3

III	Class Enthusiasm 1. Enthusiastic students 2. Anti-semitic teacher	 4 4	 3 4	 3 4
	Sum	52	54	51

Description: Value: Criteria

1. : Bad
2. : Not Good
3. : Good Enough
4. : Good

From the table above, without the aspects observed in teaching and learning activities (cycle II) carried out by teachers by applying this, they get a fairly good assessment from the observer. This means that from all assessments there is no undervalue. However, the assessment is not yet an optimal result, and there are several aspects that need attention for the improvement of the application of subsequent learning. These aspects are motivating students, guiding students to formulate conclusions/find concepts, and time management.

By refining aspects of the nature of the application of the CTL learning method, it is hoped that students can conclude what they have learned and express their opinions so that they will better understand what they have done.

Table 4. Cycle II Test Scores

No	Student Name	Score	Information	
			T	TT
1	Adella Zean Fithria	90	√	
2	Ahnaf Muhammad	80	√	
3	Amanda Az-Jahwa	68		√
4	Andika ramadan ristianto	68		√
5	Aqilah Goddess Fadhila	90	√	
6	Aqilah Nadya Shafwah	80	√	
7	Nice Al-Farizy	78	√	
8	Bima Aditya Al Bukhori	98	√	
9	Daffa Agiha Adinata	92	√	
10	Dhia Nafilah Syakira	65		√
11	Emir Ghauzi Manotama	92	√	
12	Fachri Muhammad Azka	80	√	
13	Farach Shaqina Fadhilla	80	√	
14	Fauzan Hafidz	67		√
15	Febrian Okta Primary	75	√	
16	Iklimah Fauziah	88	√	
17	Ilham Khayril Mubarrak	80	√	
18	Kayla princess azahra	80	√	

19	Kayla Yumna Zaidah	68		√
20	Lutfi Esa Ramdahi	98	√	
21	M. Naufal Rizky Nurudin	68		√
22	Muhammad Asyraf Hafizh	85	√	
23	Muhammad Danishy	80	√	
24	Muh. Hanifan Arrinjani	80	√	
25	Naura Aisyah Prayitno	80	√	
26	Naura Andria Princess	80	√	
27	Qa'is Daniyal Putra	67		√
28	Queennisa Nabila Saleha	85	√	
29	Quinn Tahara Princess	85	√	
30	Ran Maryam	86	√	
31	Reza Nice Andhika	82	√	
32	Rochmatika Princess Fajriah	88	√	
33	Sazkia Sandeswita	62		√
34	Shulton Arkaan Wibowo	89	√	
35	Tubagus Prakosa Paksi	76	√	
36	Yuhanidz Dwi Wasila	67		√
37	Zhafran Rasendriya	68		√
	sum	2945	28	9

Information:
Q: Complete
TT: Incomplete
Number of Students Completed: 28
Number of Incomplete Students: 9
Ideal Maximum Score: 3700
Score Reached: 2945
Average Score Achieved: 79
Percentage of Completeness: 75%

Table 4.6. Recapitulation of Students' Formative Test Results In Cycle II

No	Description	Cycle II Results
1	Average score of formative test	79
2	Number of students who have completed their studies	28
3	Percentage of learning completion	75

From the table above, it is obtained that the average score of student learning achievement is 79 and learning completion reaches 75% or there are 28, students out of 37

students who have completed learning. These results show that in this cycle II the classical completion of learning has improved slightly better than cycle I. In addition, students have also begun to understand what the teacher intends and wants by applying learning with CTL.

3. Cycle III

a. Planning Phase

At this stage, researchers prepare learning tools consisting of Learning Implementation Plan III, formative test questions III and supporting teaching tools.

b. Stages of activity and observation

The implementation of teaching and learning activities for cycle III was carried out on September 28, 2019 in Class VI with a total of 37 students. In this, case the researcher acts as a teacher. The teaching and learning process refers to the Learning Implementation Plan by paying attention to revisions in cycle II, so that errors or deficiencies in cycle II are not repeated in cycle III. Observation (observation) is carried out in conjunction with the implementation of teaching and learning.

At the end of the teaching and learning process, students are given a formative test III with the aim of knowing the level of student success in the teaching and learning process that has been carried out. The instrument used is the III formative test. The data from the research results in cycle III are as follows:

Table 4.7. Learning Management in Cycle III

No	Observed aspects	Valuation		Average
		P1	P2	
I	KBM observations			
	A. Introduction			
	1. Motivate students	4	4	4
	2. Delivering learning objectives	4	4	4
	3. Connect with previous lessons	4	4	4
	4. Organize students in study groups	4	4	4
	B. Core activities			
	1. Presenting the steps of the cooperative learning method	4	4	4
	2. Guiding students to do activities	4	4	4
	3. Practicing cooperative skills	4	4	4
	4. Keep an eye on each group in turns	4	3	4
	5. Providing assistance to groups experiencing difficulties	3	4	4
	C. Cover			
	1. Guiding students to make summaries	4	4	4
	2. Provide evaluation	4	4	4

II	Time Management	4	4	4
III	Class Enthusiasm 1. Antusias students 2. Anti-semitic teacher	 4 4	 4 4	 4 4
	Sum	55	55	56

Description: Value : Criteria
1: Not Good
2. : Not Good
3.: Good enough
4.: Good

From the table above, it can be seen that the aspects observed in teaching and learning activities (cycle III) carried out by teachers by applying the CTL learning method get a fairly good assessment from observers are motivating students, guiding students to formulate conclusions / find concepts, and time management.

The improvement of the above aspects in applying the CTL learning method is expected to be successful as much as possible.

Table 6. Cycle III Test Scores

No	Student Name	Score	Information	
			T	TT
1	Adella Zean Fithria	95	√	
2	Ahnaf Muhammad	85	√	
3	Amanda Az-Jahwa	75	√	
4	Andika ramadan ristianto	75	√	
5	Aqilah Goddess Fadhila	92	√	
6	Aqilah Nadya Shafwah	92	√	
7	Nice Al-Farizy	85	√	
8	Bima Aditya Al Bukhori	100	√	
9	Daffa Agiha Adinata	100	√	
10	Dhia Nafilah Syakira	76	√	
11	Emir Ghauzi Manotama	95	√	
12	Fachri Muhammad Azka	85	√	
13	Farach Shaqina Fadhilla	85	√	
14	Fauzan Hafidz	76	√	
15	Febrian Okta Primary	80	√	
16	Iklimah Fauziah	90	√	
17	Ilham Khayril Mubarrak	80	√	
18	Kayla princess azahra	85	√	
19	Kayla Yumna Zaidah	80	√	
20	Lutfi Esa Ramdahi	100	√	

21	M. Naufal Rizky Nurudin	68		√
22	Muhammad Asyraf Hafizh	90	√	
23	Muhammad Danishy	85	√	
24	Muh. Hanifan Arrinjani	85	√	
25	Naura Aisyah Prayitno	85	√	
26	Naura Andria Princess	85	√	
27	Qa'is Daniyal Putra	75	√	
28	Queennisa Nabila Saleha	90	√	
29	Quinn Tahara Princess	90	√	
30	Ran Maryam	90	√	
31	Reza Nice Andhika	90	√	
32	Rochmatika Princess Fajriah	90	√	
33	Sazkia Sandeswita	75	√	
34	Shulton Arkaan Wibowo	90	√	
35	Tubagus Prakosa Paksi	85	√	
36	Yuhanidz Dwi Wasila	68		√
37	Zhafran Rasendriya	84	√	
	sum	3156	36	1

Ideal Maximum Score Count 3700
The total score reached 3156
The average score reached 85
% Completion 97
Information:
Q: Complete
TTTuntas
Number of completed students: 24
Number of students who have not completed: 1
Classical: Incomplete

Table 4.9. Recapitulation of Student Formative Test Results in Cycle III

No	Description	Cycle III Results
1	The average score of the formative test	85
2	Number of students who have completed	36
3	their studies	97
	Percentage of learning completion	

Based on the table above, the average score of the formative test was obtained at 85, and out of 37 students, 36 students had completed and 1 student had not reached learning completion. So classically the completion of learning that has been achieved is 97% (including

the complete category). The results in cycle III have improved better than in cycle II. The increase in learning outcomes in cycle III is influenced by an increase in the teacher's ability in the teaching and learning process so that students can easily master the material being studied.

C. Discussion

1. Completeness of Student Learning Outcomes

The results of this research show that the active learning method of the CTL Model has a positive impact on improving student learning achievement. This can be seen from the increasingly stable understanding of students towards the material presented by the teacher (learning completion increases from SKUs I, II, and III) which are 62%, 75%, and 97%, respectively. In cycle III, the completion of student learning has been classically achieved.

2. Teacher's Ability to Manage Learning

Based on data analysis, it was obtained that student activity in the active learning process of the CTL model in each cycle has increased. This has a positive impact on student learning achievement, which can be shown by increasing the average score of students in each cycle which continues to increase.

3. Teacher and Student Activities in Learning

Based on data analysis, student activities were obtained in the learning process of Pancasila and Civic Education with active learning methods The most dominant CTL model is working using tools/media, listening/paying attention to teacher explanations, as well as discussions and cooperation between students, as well as between students and teachers. So it can be said that student activities can be categorized as active.

As for the activities of teachers during learning, they have implemented active learning steps well. This can be seen from the teacher's activities that have emerged, including guiding and observing student development in doing learning activities, explaining / training using tools, and giving feedback/evaluation/question and answer where the percentage for the above activities is quite large.

CONCLUSION

Learning Pancasila and Civic Education material Clean the Heart by Begging for Mercy by active learning The CTL model has a positive impact in increasing student learning achievement which is characterized by an increase in student learning completeness in each cycle, namely cycle I (62%), cycle II (75%), cycle III (97%). The application of the active learning method of the CTL Model in the subject of Pancasila and Civic Education has a positive influence, which can increase student learning motivation which is shown by the average student's answer stating that students are interested and interested in the active learning model so that they become motivated to learn.

Suggestion

To carry out active learning requires careful preparation, so teachers must be able to determine or choose topics that can really be applied by active learning the CTL model in the teaching and learning process so that optimal results are obtained. There needs to be further research because the results of this research were only carried out in Class VI of the First Semester of the 2019/2020 Academic Year.

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