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**THE URGENCY OF COOPERATIVE LEARNING IN THE
IMPLEMENTATION OF THE 2013 CURRICULUM ON ISLAMIC
RELIGIOUS EDUCATION SUBJECTS AT SMA NEGERI 1
WATAMPONE**

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ABSTRACT

This paper examines the urgency of cooperative learning in the implementation of the 2013 curriculum in Islamic education subjects at SMA Negeri 1 Watampone. This study uses a qualitative approach. data obtained through interviews and observations. The results showed that; cooperative learning is known as group learning. However, cooperative learning is more than just group learning or group work because cooperative learning allows open interaction and effective interdependence among group members. PAI teachers at SMA Negeri 1 Watampone apply 3 types of cooperative learning methods in implementing the 2013 curriculum, namely: contextual learning, role playing, and participatory learning. While the urgency of cooperative learning is quite a lot of them; Embedded character values in the group learning process so that a culture of cooperation and mutual respect is formed naturally. Learning while playing, learning becomes comfortable and students are more motivated to learn, independent learn, can accept differences, receive feedback, are able to

turn information and abstract learning abilities into reality, and Interaction during cooperative learning can increase motivation and provide stimulation to think for students.

INTRODUCTION

In the world of learning there are a series of important components, namely: objectives, methods, materials, media and evaluation. From the important components of this learning, it is known that the method occupies the second most important position after the goal. Likewise, in the process of Islamic religious education, the method has a very significant position to achieve the goal. Even the method as an art in transferring knowledge / subject matter to students is considered more significant than the material itself. An admiration says that "al-Thariqat Ahamm Min al-Maddah" (method is much more important than material), is a reality that the communicative way of delivery is more liked by students even though the material presented is actually not very interesting. On the other hand, the material is quite good, because it is delivered in a way that is less attractive, the material itself is less digestible by students. Therefore, the application of the right method greatly affects the achievement of success in the learning process. Improper methods will result in inefficient use of time.

The use of methods in one subject can be of more than one kind (varies). The function of the method itself is to deliver a goal to the target object in a way that is in accordance with the development of the target object. In the Qur'an, the method is known as a means that conveys a person to the purpose of his creation as a caliph on earth by carrying out an approach, in which humans are placed as creatures who have spiritual and physical potential, both of which can be used as channels for delivering subject matter (Nata, 2009). Variative methods can generate students' learning motivation. In selecting and using a method, one must consider its effectiveness and relevance to the material presented. Along with that, an educator/teacher is required to carefully choose and determine what method is appropriate to use to deliver subject matter to students. Because in the learning process, it is known that there are several kinds of methods, including the lecture method, discussion, question and answer, demonstration and so on. According to Hasan Langgulung as quoted by Ramayulis (2001) the use of the method is based on three main aspects, namely: 1). The characteristics and interests related to the main goal of Islamic education, namely the development of human believers who claim to be servants of Allah. 2). Based on the actually applicable methods mentioned in the Qur'an or inferred from it. 3). Talking about movement (motivation) and discipline in the Qur'anic terms are called rewards (sawab) and punishments (iqab) (Ramayulis, 2001).

Teaching which in English is called teaching, can be interpreted as an effort to provide cognitive insight to students as part of building insight into something in order to foster affective and psychomotor abilities in students. Thus, learning is more of a tool in order to enrich insight and foster true and solid appreciation and experience, among others, must be accompanied by correct understanding and insight generated through learning activities (Biasutti & Heba, 2012). This will happen if the learning is carried out correctly, effectively and efficiently and is shown not merely to understand a concept or theory, but is continued by living and practicing it (Johnson et al., 2014). According to Nata (2009) The 2013 curriculum is here to emphasize the need for aspects of appreciation and practice (attitude) both spiritual attitudes and social attitudes in students.

Curriculum 2013 learning is competency learning by strengthening authentic learning and assessment processes to achieve attitude, knowledge and skill competencies. Strengthening the learning process is carried out through a scientific approach, namely learning that encourages students to be better able to observe, ask questions, try/collect data, associate/reason, and communicate subject matter. It was further emphasized that the competencies referred to include core competencies and basic competencies, core competencies include 4 things, namely spiritual attitudes (K1), social attitudes (K2), knowledge (K3) and skills (K4). (Muhaimin, 2013) Implementation of the 2013 curriculum will not be easily realized without the participation of teachers using the right method according to the objectives to be achieved in every face to face in class. The method in question as far as possible can involve students actively throughout the learning process. One method that can meet these expectations is cooperative learning.

To accelerate the implementation of the 2013 curriculum which emphasizes aspects of attitude or character, one of the steps taken by PAI teachers at SMA Negeri 1 Watampone is to apply the cooperative learning model when carrying out the learning process in class and coaching outside the classroom. However, the application of this method has not been maximized, it can be seen from the inability of most students to play an active role in KBM (Teaching and Learning Activities). This is due to several obstacles including the lack of active participation of some students in contributing to achieving group goals, as well as the lack of maximum PAI teachers in applying the types of cooperative learning learning methods.

Departing from this phenomenon, the authors intend to further examine the urgency of the cooperative learning method in implementing the 2013 curriculum in PAI subjects at SMA Negeri 1 Watampone.

This study aims to explain the form of the application of cooperative learning methods in the implementation of the 2013 curriculum in Islamic Religious Education subjects at SMA Negeri 1 Watampone.

Literature Review

This research is supported by several related papers including (Puspitasari et al., 2020). "Implementation of Authentic Assessment of Curriculum 2013 in Islamic Education Subjects and Morals" in it explained that several factors that support the implementation of authentic assessment of the 2013 curriculum in PAI and Budi Pekerti subjects are planning

assessment, implementation of assessment, teacher professionalism, safe, comfortable and orderly learning environment, facilities and infrastructure in schools (Saddhono et al., 2019). If these factors continue to be implemented and applied, the implementation of authentic assessment will run well. Furthermore, the inhibiting factor is the teacher's understanding of authentic assessment which is still lacking which causes teachers to experience difficulties in implementing authentic assessment, Lack of authentic assessment training that is attended by teachers. Socialization or training is very useful for teachers in implementing

authentic assessment, Insufficient time, the available time cannot reach the implementation of the assessment of all competencies completely, the difficulty of making assessment columns for learning outcomes and whether or not the teacher wants to design

and carry out authentic student assessments in accordance with the 2013 curriculum assessment rules (Puspitasari et al., 2020).

Agusprianti et al. (2021). "Application Of cooperative Learning Type Complex Instruction (CI) To Improve Learning Outcomes In Vegetables Agribusiness Class Xi Atph Vocational High School Number 4 Luwu" in which it is explained that one of the learning models that will make students more active during the learning process is the learning model cooperative learning type complex instruction (CI). This method was chosen because it is considered appropriate to be used in learning with a multicultural dimension, namely for students who have different characteristics, as well as different cognitive skills. The advantages of the cooperative type complex instruction (CI) learning model are (1) each group member must be individually responsible for the material and tasks that have been given, (2) in addition to creating a sense of comfort in doing the tasks that have been given, it can also increase a sense of solidarity in the group (Agusprianti et al., 2021).

Scot B. Watson from the school of education, faculty Publications and presentations at Liberty University (1992) in his paper entitled *The Essential Elements of Cooperative Learning* as quoted by Samani & Hariyanto, (2011) stated that cooperative learning is a classroom learning environment that allows collaboration to work on academic tasks in a small heterogeneous group (Samani & Hariyanto, 2011). Cooperative learning occurs as a result of a group learning approach. This method is a logical consequence of the application of a new paradigm in education, among others, that education today is not "filling water in a glass" or simply filling a child's brain with various theories or scientific concepts, but learning is more "turning on the light", that is encouraging, mobilize, and guide students so that they can develop their imagination and actual inspiration (Nata, 2009).

Lickona, (2013) said that cooperative learning teaches character values and knowledge simultaneously. If in curriculum-based value education it is taught through the content of teaching materials, cooperative learning does so through the learning process (Van et al., 2020). Cooperative learning has special benefits, namely: (1) Teach the value of cooperation; (2) Can build community in the classroom; (3) Teaches basic life skills; (4) Can improve academic achievement, self-esteem, and attitudes towards school; (5) Offers an alternative to grouping students, as well as; (6) Can reduce the negative aspects of competition (Lickona, 2013).

The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain learning objectives. Based on this understanding, there are two dimensions of the curriculum, the first is the plan and arrangement regarding the objectives, content, and learning materials, while the second is the method used for learning activities in the 2013 curriculum which will be implemented starting the 2013/2014 school year. The 2013 curriculum fulfills both dimensions. (Regulation of the Minister of Education and Culture of the Republic of Indonesia. No. 70 of 2013: 4).

Curriculum 2013 learning is competency learning by strengthening authentic learning and assessment processes to achieve attitude, knowledge and skill competencies. Strengthening the learning process is carried out through a scientific approach, namely learning that encourages students to be better able to observe, ask questions, try/collect data, associate/reason, and communicate. The purpose of the 2013 curriculum is to prepare

Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and effective and able to contribute to the life of society, nation, state, and world civilization. (Regulation of the Minister of Education and Culture of the Republic of Indonesia. No. 70 of 2013: 7)

The characteristics of learning in each educational unit are closely related to the Graduate Competency Standards and Content Standards. Graduate Competency Standards provide a conceptual framework of learning objectives that must be achieved. Content Standards provide a conceptual framework for learning and learning activities derived from the level of competence and the scope of the material. The learning principles in the 2013 curriculum emphasize a paradigm shift: (1) students are told to become students to find out; (2) the teacher as the only source of learning becomes learning based on various learning resources; (3) the textual approach becomes a process approach to strengthen the use of the scientific approach; (4) content-based learning becomes competency-based learning; (5) partial learning becomes integrated learning; (6) learning that emphasizes single answers becomes learning with multi-dimensional answers; (7) learning verbalism into applicative skills; (8) improvement and balance between physical skills (hard skills) and mental skills (soft skills); (9) learning that prioritizes cultivating and empowering students as lifelong learners; (10) learning that applies values by setting an example (*ing ngarso sung tulodo*), building willpower (*ing madyo mangun karso*), and developing students' creativity in the learning process (*tut wuri handayani*); (11) learning that takes place at home, at school, and in the community; (12) learning that applies the principle that anyone is a teacher, anyone is a student, and anywhere is a class; (13) the use of information and communication technology to improve the efficiency and effectiveness of learning; and (14) recognition of individual differences and the cultural background of students. (Muhaemin, 2013, p. 5)

Research Methods

This research is located in SMA Negeri 1 Watampone, Watampone Regency on Jalan Ternate No. 1 is right in the heart of the district capital of Watampone easily accessible but even though it is in the city center it is quite safe from the density of vehicles because it is not on the main road. This school is also fairly safe and comfortable because the fence is more than 2 meters high and the school yard has tall and cool trees and beautiful gardens. This school is also very famous for its cleanliness and discipline and tolerance. The students of this school are multi-ethnic and religious but can blend in comfortably like they are all brothers and sisters, interactions are built on the solid principle of tolerance.

This research is a qualitative type and the primary data sources are obtained from teachers and students. This primary data is reinforced by secondary data in the form of theories from various relevant writings as secondary data sources. This secondary data is also known as library data (library research). Library research is research activities carried out by collecting data from various literatures, both in libraries and elsewhere (Nawawi, 2007) The method of data collection is done through interviews and observations as well as document searches. So this research instrument in the form of observation guidelines, interview guides, and documentation tools. The stages of data analysis were carried out in three stages, namely; Data reduction (data reduction); Data display (data display); and Conclusion drawing/verifying. Qualitative data analysis was carried out simultaneously with

the data collection process, meaning that these activities were also carried out during and after data collection (Sugiono, 2014).

RESULTS AND DISCUSSION

Based on observations at the research site, the authors found that in implementing the 2013 curriculum at SMA Negeri 1 Watampone, the Islamic Religious Education subject teacher used a cooperative learning model that included 3 types of learning methods, namely:

Contextual Learning

Contextual Learning (Contextual Teaching and Learning) which is often abbreviated as CTL is one of the learning models that can be used to make the implementation of the 2013 curriculum effective in schools because this method is very effective at instilling character in which character planting is the core of the 2013 curriculum. CTL can be developed into a character learning model, because in its implementation it emphasizes the linkage between learning materials and the real world of students' lives, so that students are able to connect and apply the competencies of learning outcomes in everyday life.

Through the process of applying character in everyday life, students will feel the importance of learning, and they will gain a deep meaning for what they learn. CTL allows a calm and enjoyable learning process, because learning is done naturally, making it easier for students to practice the characters they have learned and have had directly. Contextual learning encourages students to understand the nature, meaning and benefits of learning, even addiction to learning. This condition is realized when students realize what they need to live, and how to achieve it.

In contextual learning, the teacher's task is to provide learning facilities for students, by using adequate learning facilities and resources and creating a conducive climate for the growth and development of the character of students. For this reason, teachers not only pay attention to how to deliver learning materials in class, but more importantly organize and organize a learning environment that can make students feel at home in learning and not get bored of receiving lessons. A conducive learning environment is very supportive of the realization of the desired character for students. The PAI (Islamic Religious Education) teacher at SMA Negeri 1 Watampone sees the importance of the environment in an effort to develop and shape students' personalities optimally. Therefore, from the observations we made at the research site, there are several considerations that are used as references by PAI teachers in implementing the 2013 curriculum in relation to the learning environment of students at SMA Negeri 1 Watampone so that character formation is more real, namely referring to the opinion expressed by E. Mulyasa, as following: (1) In effective character education, the environment functions to shape students' personalities optimally, starting from awareness, understanding, caring, to the formation of the right commitment. That is why PAI teachers try to create an environment that can shape the character of students better through the habit of praying in congregation and activating scientific studies every weekend which is coordinated by ROHIS (Rohani Islam), which is one of the school's internal organizations that focuses on developing students' talents and interests at school. Islamic knowledge and skills; (2) Effective learning starts from a learner-centered environment. This starts from the acting teacher in front of the class, the students pay attention, to the students who are actively doing something, and the teacher directs according to the type of character and basic

competencies that will be formed. In this case, the PAI teacher is only limited to exemplifying the desired character to students according to the SK / KD material to be taught so that students are more active in imitating or imitating the teacher's behavior. So it is not the teacher who is dominant in the learning process but students who are more active in the activities of the learning process; (3) Learning is centered on what students learn and how they use new knowledge in everyday life. In this case, the PAI teacher tries to instill an attitude in students so that the knowledge they receive is applied in real life as soon as possible without having to wait for a certain moment. Characters require no thought but rather direct application without much deliberation. This will only be done if an attitude is used continuously. Thus, a strong character will be born in each individual student through the example and habituation of an educator, especially a teacher. Among the habits carried out at this school are that students are required to pick up trash as a ticket to come to school, students must arrive at school no later than 7 o'clock, students give charity, every Friday, and study every Saturday; (4) Feedback is very important for students, which comes from the correct assessment process. In this case, PAI teachers use appropriate assessment instruments both through oral and written tests on a regular basis through daily, weekly, mid-semester, and end-of-semester exams; (5) Cultivating a learning community in the form of discussion and group work is a very important part of effective learning. Therefore, PAI teachers at SMA Negeri 1 Watampone familiarize themselves with the method of discussion and group work in almost every meeting. This is done in order to grow an energetic and competitive learning community among students.

Based on these considerations, PAI teachers really pay attention to the environment where the learning process takes place which starts in classrooms and then continues outside the classroom such as school yards, parks, prayer rooms, libraries, reading corners, etc. In addition, teachers must also guide the creation of students who like to do something and link the lessons they receive at school and real conditions in the community such as realizing the values of caring for others through various methods such as the application of contextual learning.

It seems that the application of the Contextual Teaching and Learning (CTL) learning model at SMA Negeri 1 Watampone is carried out by instilling the value of caring character by visiting sick friends or teachers and collecting used clothes to be distributed to victims of natural disasters such as fires. This is clarified through the information provided by Ahmad Awaluddin Aras, by suggesting that the character taught by Islamic Religious Education teachers through PAI learning materials about commendable morals in schools, is the importance of having an attitude of caring for others. We implement this in real life through visits and donations to students and teachers who are sick or grieving through the OSIS organization. (Ahmad Awaluddin Aras, 2013)

This is reinforced by the information given by the principal who said that:

The caring character is developed at SMA Negeri 1 Watampone through donating and collecting used clothes that are still fit for use to be taken to orphanages or places of natural disasters such as fires. (Masseppirang, 2013).

From this information, it is clearly illustrated that PAI teachers at SMA Negeri 1 Watampone use the CTL (Contextual Teaching and Learning) learning model because the teacher emphasizes the link between learning materials and the real world of students' lives, so that students are able to connect and apply the competencies of learning outcomes. in

everyday life which is carried out in groups so that the character of social care and cooperation appears which is the core of cooperative learning.

Role Playing

Another method used by PAI teachers at SMA Negeri 1 Watampone in implementing cooperative learning so that the desired character values for students based on their basic learning competencies are role playing, especially if the learning material is related to the history of the Prophet's character, and his friends. Through role playing, students try to explore the relationship between humans who are figures in history and want to be played by students. By demonstrating and discussing the characters of each character involved in the storyline so that together students can explore feelings, attitudes, values, and various problem-solving strategies. In line with this, Ardiansyah, stated that:

As a model of character learning, role playing is rooted in personal and social dimensions. From the personal dimension, this learning model helps students find the meaning of a social environment that is beneficial for them. Apart from that, this model also invites participants to learn to solve personal problems they face with the help of social groups consisting of their classmates. From the social dimension, it provides opportunities for students to work together in analyzing social situations, especially regarding the interpersonal relationships of students. The problem solving is done democratically. Thus, through this model, students are also trained to uphold democratic values. (Ardiansyah, 2013)

Participative Instruction

Participatory learning plays an important role in the implementation of the 2013 curriculum because this curriculum focuses on a participatory dialogical learning process as an effort to involve students in learning activities in class, for example by using discussion methods, demonstrations, and others. For this involvement, students must understand and have goals to be achieved through learning activities, learning activities and even then must have an important meaning as part of themselves and need to be directed properly by the teacher in this case the PAI teacher.

Based on observations in the research field, it was found that participatory learning at SMA Negeri 1 Watampone was developed by PAI (Islamic Religious Education) teachers with the following procedure; (1) Creating an atmosphere that encourages students to be ready to love learning; (2) Helping students organize groups, so they can learn from each other and teach each other; (3) Helping students to diagnose and find their learning activities; (4) Helping students develop character, competence, and learning objectives; (5) Helping students design character patterns that are in accordance with the learning experience; (6) Helping students to do character learning activities; (7) Helping students to self-evaluate the process and learning outcomes of character education.

Based on the explanation, it is known that participatory learning is part of cooperative learning which is quite effective in applying PAI subjects. Participatory learning applied by PAI teachers at SMA Negeri 1 Watampone, the teacher only acts as a facilitator by providing learning facilities for students through the steps above, thus helping students find their identity, and shape their personal competence and character in accordance with basic competencies. and the character values to be achieved in each subject matter of PAI in schools contained in the RPP (Learning Implementation Plan) with reference to the 2013

curriculum that is currently being used. Cooperative learning is known as group learning. However, cooperative learning is more than just group learning or group work because in cooperative learning there is a cooperative structure or task that allows open interaction and effective interdependence among group members. More than that, cooperative learning helps students learn collaboratively so that it can stimulate students to be more passionate about learning.

Thus, it can be understood that cooperative learning is very urgent to be used by PAI teachers in implementing the 2013 curriculum. This can be seen in the following points; (1) Embedded character values in the group learning process so that a culture of cooperation and mutual respect is formed naturally; (2) The implementation of learning comfortably because students feel learning while playing and learning groups to solve problems; (3) Collaborative learning can stimulate students to be more passionate about learning; (4) Through cooperative learning students are not too dependent on the teacher, but can increase confidence in the ability to think for themselves, find information from various sources, and learn from other students. (1) Cooperative learning can help children to respect others and be aware of all limitations and accept all differences; (2) Cooperative learning is a strategy that is quite powerful to improve academic achievement as well as social skills of students; (3) Through cooperative learning can develop students' ability to test their own ideas and understanding, receive feedback; (4) Cooperative learning can improve students' ability to use information and abstract learning skills to be real; (5) Interaction during the cooperative can increase motivation and provide stimulation to think.

CONCLUSION

Cooperative learning is known as group learning. However, cooperative learning is more than just group learning or group work because cooperative learning allows open interaction and effective interdependence among group members. PAI teachers at SMA Negeri 1 Watampone apply 3 types of cooperative learning methods in implementing the 2013 curriculum, namely: contextual learning, role playing, and participatory learning. The urgency of cooperative learning is quite a lot of them; Embedded character values in the group learning process so that a culture of cooperation and mutual respect is formed naturally. Learning while playing, learning becomes comfortable and students are more motivated to learn, independent learn, can accept differences, receive feedback, are able to turn information and abstract learning abilities into reality, and Interaction during cooperative learning can increase motivation and provide stimulation to think for students.

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