

Implementation of the 5E Learning Cycle Type Cooperative Learning Model

Muhammad Farid Nasrulloh^{1*}, Umi Anisa², Fitri Umardiyah³, Muhammad Qoyum Zuhriawan⁴

¹Mathematics Education, Universitas KH. A. Wahab Hasbullah

²Islamic Education, Universitas KH. A. Wahab Hasbullah

³Mathematics Education, Universitas KH. A. Wahab Hasbullah

⁴Mathematics Education, Universitas KH. A. Wahab Hasbullah

*Email: faridnasrulloh@unwaha.ac.id

ABSTRACT

This research aims to evaluate the application of the 5E Learning Cycle Type Cooperative Learning Model in Islamic Religious Education learning in class VII at Junior high school Private 1 Peterongan, and assess whether this model is effective in improving students' problem-solving abilities. The research method used was qualitative descriptive research using all class VII students at Junior high school private 1 Peterongan. The research results show that the application of the 5E Learning Cycle Type Cooperative Learning Model is effective in improving students' problem-solving abilities. Students who studied using this model recorded significant improvements in their problem-solving abilities and proficiency in Islamic Religious Education compared to the control group. Therefore, the 5E Learning Cycle Type Cooperative Learning Model can be used as an alternative learning model that is effective in motivating, building collaboration skills, and improving students' problem-solving abilities in Islamic Religious Education subjects.

Keywords: 5E Learning Cycle; Islamic Religious Education; Junior High School Private

INTRODUCTION

Education is one sector that is very important for the development of a country. Therefore, the quality of education must continue to be improved in order to produce quality human resources. Learning is a conscious effort made so that changes occur for the better (Nasrulloh & Umardiyah, 2020). One of the factors that influences the quality of education is the learning model used by teachers in teaching. The 5E cycle learning type cooperative learning model is a learning model that can be used by teachers to improve the quality of learning in the classroom. This learning model combines cooperative learning and a cycle learning type which includes exploration, elaboration, and evaluation stages. In this learning model, students are invited to actively participate in the learning process and work together to complete the tasks given (Rizkyani et al., 2023).

The application of the 5E cycle learning type cooperative learning model is still not widely implemented in Indonesia, especially at the secondary education level. Therefore, research needs to be carried out to determine the effectiveness of implementing this learning model in improving students' learning outcomes and their critical thinking abilities (Wahyuningsih et al., 2023). It is hoped that this research can provide useful information for teachers and educational institutions in choosing the right learning model to improve the quality of learning in the classroom. Education at school is more oriented towards developing intelligence rather than developing creativity. Meanwhile, both are equally important to achieve success in learning and in life. Education is a conscious effort carried out by families, communities, and the government, through guidance, teaching, and other activities, which take place at school and outside school throughout life, in order to prepare students to be able to play roles in various living environments appropriately in the future come. Education is learning experiences in the form of formal, non-formal, and informal education at school and outside school, and lasts a lifetime which aims to optimize consideration of individual abilities.

Learning is a process where humans acquire many various skills, competencies, and attitudes. Starting from infancy with a few simple skills to adulthood, individuals are expected to have mastered certain job tasks and others. Learning starts long before school, continues for even longer after school, and happens quickly. Learning takes place in different ways and methods and has been described by many interested and opinionated researchers over the years. In educational institutions, educators usually use several methods in delivering material. Several learning methods used by educators in delivering material are lecture methods, group discussions, discovery methods, problem-solving, and many other learning methods. The concept of education in Islam refers to the teachings of the Koran, there are three basic concepts, namely the cultivation of faith and *aqidah*, the pillars of education, and social ethics (Rahman, 2015).

In learning Islamic Religious Education, this method is important to use because the material in it contains many problems that are likely to occur in real life, be it worship or *muamalah*. This problem-solving method is a method that aims to train students' abilities in formulating solutions to existing problems. With this method, of course, students are required to have a high sense of curiosity about a problem to be solved. Students will hone their creative thinking skills, which will increase their interest in carrying out learning activities. Apart from that, the advantage of this problem-solving method is that it teaches students to think analytically. This activity can be done by asking students to tell stories about their experiences and formulate their problems, then by using various available sources, they are required to be able to solve these problems. In a learning process, there are certainly problems. Junior High School is one of the institutions where learning uses various learning models in an effort to improve the quality of students in solving problems. Junior High School Private 1 Peterongan is one of the schools that has problems regarding this learning model, especially in Islamic Religious Education learning. Basically, there are many learning models used by Junior high school private 1 Peterongan, such as problem-based, contextual, direct learning, cooperative, and skills learning models.

There is one learning model that is still not working well at Junior high school private 1 Peterongan, namely the cooperative learning model type learning cycle 5E, especially problem-solving abilities in Islamic Religious Education subjects. This can be said because students' interest in learning in Islamic Religious Education subjects is still low. The low interest of students is caused by the use of learning models that are less able to build interest in higher learning as well as the lack of creativity of educators in using learning models. These conditions indicate the students' attitudes towards the Islamic Religious Education learning process.

METHOD

The research approach carried out uses a qualitative descriptive research approach which is carried out to find out the actual situation and conditions that occur in the field, through direct observation through observation, and interviews in collecting data in the field. Qualitative research is more about developing theory so that it will discover new theories and be carried out in accordance with non-statistical rules (Musianto, 2002). Descriptive research aims to explain a phenomenon, collect actual and factual information based on existing phenomena, identify problems or justify ongoing conditions and practices, and make comparisons and evaluations. This descriptive research is used to describe everything related to the implementation of the 5E learning cycle type cooperative learning model in terms of problem-solving abilities in Islamic Religious Education subjects. The data analysis used is a descriptive-analytical method, namely describing the data collected in the form of words, images, and not numbers. Data originating from manuscripts, interviews, field notes, documents, etc. are then described to provide clarity on the facts or reality.

RESULT AND DISCUSSION

Result

SMP Negeri 1 Peterongan was first established in 1984. Now Junior High School Private 1 Peterongan still uses the learning curriculum program Junior High School Private in 2013. Junior high school private 1 Peterongan is led by a principal named Moh. Kholil, S.Pd., M.Pd and Ahmad Yani as school operator. Junior high school private 1 Peterongan is one of the favorite formal state education institutions under the supervision of the Ministry of Education and Culture. Junior high school private 1 Peterongan is located at the address Jl. Veteran, Mancar, District. Peterongan, Kab. Jombang, Prov. East Java. The institution has 20 classrooms with a total of 34 teachers. It has 329 male students, while 343 female students are divided into 12 groups per group (study group).

The vision of Junior High School Private 1 Peterongan is to excel in cultural achievements and care for the environment in line with IMTAQ and science and technology. The activity program of Junior High School Private 1 Peterongan is a flag ceremony, morning exercise, memorization, Duha prayer, morning walk, factory visit, outbound, commemoration of Kartini Day, Heroes' Day, independence competition, etc. Extra activities include *pencak silat*, *paskibra*, basketball, football, and science academics.

Facilities and infrastructure are important aspects in supporting the educational process because the comfort and school facilities available greatly influence teaching and learning activities at Junior high School Private 1 Peterongan. The facilities and infrastructure owned by Junior high school private 1 Peterongan are 1 teacher and principal's room, 20 classrooms, 21 toilets, 2 prayer rooms, 1 library room, 3 laboratories, 1 UKS room, 1 warehouse room, 1 TU room, 11 circulation rooms, 1 play or sports area, 2 counseling rooms and 22 building rooms. The school building plan is as follows:

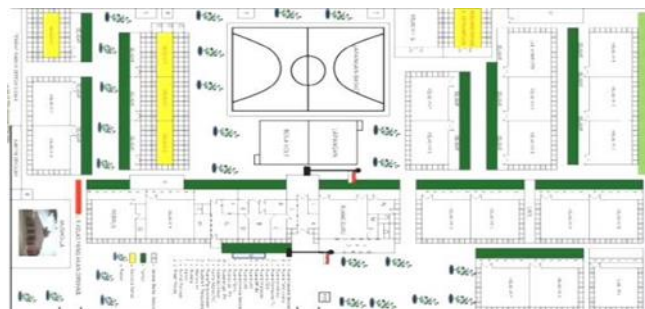


Figure 1. The School Plan Junior High School Private 1 Peterongan

Discussion

The application of the 5E Learning Cycle type Cooperative Learning Model has many benefits in improving students' problem-solving abilities. This model teaches students to work together and help each other in solving problems. In the class VII Islamic Religious Education subject at Junior High School Private 1 Peterongan, the application of this model has proven to be effective in improving students' problem-solving abilities. First, the Cooperative Learning Model of the Learning Cycle 5E type helps students to understand the material better. In this model, students are invited to discuss and reflect on each stage of learning, so they can understand the material more thoroughly. This really helps students improve their ability to solve problems because a good understanding of the problem is very important in solving problems. Second, the Cooperative Learning Model of the Learning Cycle 5E type teaches students to think critically and creatively.

Students are invited to think critically in facing every problem. They are also taught to think creatively in solving problems so that they can find innovative solutions to solving problems. This critical and creative thinking ability is very important in improving students' ability to solve problems. Third, the Cooperative Learning Model of the Learning Cycle 5E type can build students' self-confidence. In this model, students work together and help each other in solving problems. This makes students feel more comfortable in learning and solving problems. This high level of self-confidence is very important in improving students' ability to solve problems in the class VII Islamic Religious Education subject at Junior high school private 1 Peterongan.

Fourth, the Cooperative Learning Model of the Learning Cycle 5E type also helps students create an environment that is conducive to learning. This model promotes cooperation between students, helping, supporting, and motivating each other. Students work together to solve problems, thereby strengthening relationships between students and optimizing performance in finding solutions to problems. This stimulates the creation of a good and conducive learning environment to improve students' problem-solving abilities. Overall, the application of the Cooperative Learning Model of the Learning Cycle 5E type is very effective in improving students' problem-solving abilities in class VII Islamic Religious Education subjects at Junior high school private 1 Peterongan. This model helps students understand the material in a unified way, think critically and creatively, build a conducive learning environment, and build students' self-confidence. These things strengthen the learning process carried out at school and have a positive impact on students as individuals.

The application of the Cooperative Learning Model of the Learning Cycle 5E type is very effective in improving students' problem-solving abilities in class VII Islamic Religious Education subjects at Junior High School Private 1 Peterongan. This learning model teaches students to work together to solve problems and builds skills in identifying problems and finding solutions to solve them. By implementing this model, students will be better prepared to face the problems they face both in the school environment and in everyday life. The steps for implementing the Cooperative Learning Model of the Learning Cycle 5E type in the class VII Islamic Religious Education subject at Junior High School Private 1 Peterongan are very important to achieve optimal results in students' problem-solving abilities. The following are the steps that must be implemented:

- Engage Stage - students must be entertained and given an understanding of the consequences of understanding the material to be studied. This learning model emphasizes making them comfortable and ready to understand the material to be studied, by maintaining their level of motivation and interest.
- Explore stage - students are conditioned to find out and solve problems, search for information, and build understanding about the material being studied. Teachers must provide support so that all students can find the right answers and collaborate together in solving problems.
- Explain stage - the teacher facilitates students in making conclusions and solving problems together from the Explore results. Form critical discussions and dialogues to enable students to understand the material being discussed.
- Elaborate Stage - students are trained to make conclusions, clarify their conclusions, and test the results of the conclusions with other problem-solving methods. In this learning model, students make conclusions using the problem-solving method taught so that they can clarify further problems.
- Evaluate Stage - in the final stage, students are asked to assess individual and group results in the learning process. Teachers help students to understand how to proceed scientifically and the learning process can help in encouraging problem solving.

Overall, the Cooperative Learning Model of the Learning Cycle 5E type in the class VII Islamic Religious Education subject at Junior high school private 1 Peterongan is very good in improving students' ability to solve problems. By correctly implementing the steps of the Learning Cycle 5E type cooperative learning model, students' problem-solving abilities can increase significantly in the class VII Islamic Religious Education subject at Junior high school private 1 Peterongan. Apart from that, a more interactive and collaborative learning process can also build students' self-confidence and improve students' interpersonal and social skills in the school environment.

Evaluation of the implementation of the Cooperative Learning Model of the Learning Cycle 5E type in the class VII Islamic Religious Education subject at Junior High School Private 1 Peterongan was carried out to ensure the effectiveness and success of the model in improving students' problem-solving abilities. This evaluation is carried out through several stages, namely:

- Formative evaluation is carried out routinely at every stage of learning in the classroom. Teachers see and assess students' abilities in dealing with problems and in applying the principles of the Learning Cycle 5E type cooperative learning model. Objective collaborative evaluation is carried out to obtain positive and negative feedback generated by students, in the form of opinions or criticism of the learning model.
- Summative evaluation is carried out in the form of individual or group tests or presentations. Based on this evaluation, the teacher then assesses the extent to which students understand the material and how much they are able to solve basic problems. If the student's parents do not meet the general criteria, the teacher will identify any difficulties the student faces in understanding the material and problem-solving

abilities. From here, teachers can also provide improvements for the Learning Cycle 5E type cooperative learning model that needs to be repaired or perfected.

- Evaluate student learning styles. This is very important in evaluating the success of implementing the Learning Cycle 5E type cooperative learning model because this model aligns each type of learning style at each learning stage. This evaluation can be carried out through interviews, observing student behavior in responding to the material presented by the teacher, or giving questionnaires to students.
- Evaluate the progress of students' abilities. In this evaluation, teachers can check the extent of students' problem-solving abilities before and after implementing the Learning Cycle 5E type cooperative learning model. The division of students' ability levels can help teachers provide reinforcement or suggestions for improving problem-solving abilities in the future.
- Evaluation of the implementation of the Learning Cycle 5E type Cooperative Learning Model in class VII Islamic Religious Education subjects at Junior high school private 1 Peterongan is very important to ensure the effectiveness of this model in improving students' problem-solving abilities. Evaluation is carried out formatively and summatively, taking into account student learning styles and progress in student abilities. Regular evaluations also help teachers to make improvements to the learning model if deficiencies are found in the implemented model.

CONCLUSIONS

Based on research on the application of the 5E Learning Cycle Type Cooperative Learning Model in Islamic Religious Education subjects at Junior high school private 1 Peterongan, it can be concluded that this learning model is effective in improving students' problem-solving abilities. In this model, students are involved in the learning process using a cooperative approach and the 5E learning cycle, which includes:

- Engagement: Students are involved in observing and exploring the topic.
- Exploration: Students gain a deeper understanding of concepts and principles.
- Explanation: Students are directed to explain their understanding.
- Elaboration: Students practice and apply their understanding in a broader context.
- Evaluation: Students are challenged to consider the results of their learning and reflect on what they have learned.

This learning model is able to improve students' problem-solving abilities because students become more active in learning, collaborate with classmates, and engage in reflection activities. The research results show that the use of this model is able to increase students' interest in learning, improve the quality of students' work, and increase students' self-confidence in answering questions and solving the problems given. Therefore, the use of the 5E Learning Cycle Type Cooperative Learning Model is highly recommended in learning in class VII of Junior high school private 1 Peterongan.

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