Application of The Co-op Type Cooperative Learning Model Viewed from Learning Independence

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ABSTRACT

The implementation of the co-op co-op type cooperative learning model is seen from the independence of learning Islamic religious education (PAI) material at NU Al-Hidayah Ngimbang Vocational School. This research aims to find out and develop how to implement the co-op co-op type cooperative learning model in terms of independent learning of Islamic religious education (PAI) material at NU Al-Hidayah Ngimbang Vocational School. This research uses quantitative methods with a pre-experimental research design with a one-group pretest & posttest design. This application makes it easier for students to learn about independent learning through Islamic religious education (PAI) materials. The indicators of learning independence are 1) Initiative and intrinsic learning motivation, 2) Habit of diagnosing learning needs, 3) Setting learning goals/targets, 4) Monitoring, organizing, and controlling learning, and 5) Viewing difficulties as challenges. This research concludes that the implementation of the co-op co-op type cooperative learning model is effective in terms of independent learning of Islamic religious education material.

***Keywords**: The Co-Op Co-Op Learning Application, cooperative model, Learning Independence.*

INTRODUCTION

Education is the most important factor in a person's life because it is through learning knowledge, skills, training, and research. Terminologically, education is a human effort to develop a personality in accordance with the values and provisions that exist in society. Education will not occur if there is an educator/mentor. The success or failure of education is largely determined by the educational subject. Starting from the stability of the educator's knowledge to the educator's ability to master educational objects and various conditions that must be met by an educator. So that the planned results are achieved optimally. According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, chapter III concerning the principles of organizing education, article 4 paragraph 4 states that education is carried out by providing an example, building will, and developing students' creativity in the learning process so that education is not only concerned with completeness of the material, but teachers must also be able to provide examples, build will and develop students' creativity in order to achieve learning success. If the educational process is successful, it is hoped that it can produce educated people (Nasrulloh, 2019).

Islamic religious education (PAI) contains two meanings, namely "education" and "Islamic religion". Education is a process of learning, knowledge, and habits/getting used to something in a good way, while Islam is a person's belief that becomes a benchmark for living life in the world. This means that PAI is the process of instilling Islamic values through education which influences personality, way of thinking, and balance in life in the world (Elihami & Syahid, 2018). According to Al-Ghazali, education is an educator's effort to make his students have morals so that they are close to Allah and achieve happiness in this world and the hereafter. Whether the learning process is successful or not is determined by the teacher's ability to manage the learning process. There are some teachers who are said to be smart

but are weak in conveying knowledge and understanding so the learning process will not work well. There are also teachers who are said to be not very smart, but who are more creative in delivering and managing learning, and understanding how to deliver it could result in the learning process being successful. Of the two, of course, the most suitable is having professional teacher skills and being able to convey well in order to create learning processes and goals.

Based on observations and interviews that I conducted with the principal in March 2023 at SMK NU Al-Hidayah Ngimbang Lamongan, it shows that the problem is that there is a lack of a sense of independence in learning among students. Very low learning independence is proven by students being reluctant to study if the teacher doesn't tell them to, students are reluctant to study unless it is during the mid-semester or final semester exams, and students are reluctant to correct their exam answers when they finish the exam. It is proven that there are still many students who wait for their friends to do assignments from the teacher, students are also unable to restrain themselves from exchanging answers when doing assignments. The result is that students will become less responsible and active in the learning process. Based on the background of the problems that exist at NU Al-Hidayah Ngimbang Lamongan Vocational School, I want to try implementing a co-op co-op type cooperative learning model in terms of students' independent learning of Islamic religious education material at NU Al-Hidayah Ngimbang Lamongan Vocational School. The learning model in question is that students are able to develop broad social skills, allowing students to interact freely and be more active in participating in Islamic religious education lessons. Co-op type cooperative learning model Co-op is one of the cooperative learning models. This learning model places groups/teams in cooperation with each other to study a topic discussed in class. Co-op type learning Co-op gives students the opportunity to work together in small groups, which aims to increase students' understanding of themselves and the surrounding environment, Co-op type Co-op prioritizes group and inter-group discussions to develop understanding through various activities and experiences carried out by students.

The Co-op Co-op learning model has steps that increase student learning motivation by providing opportunities for students to have the courage to appear in front of their friends. To appear in front of many people is not an easy thing, it all requires careful preparation by giving students the opportunity to prepare well what they will present in front of their friends (Suartina, 2021). The Co-Op Co-Op type cooperative learning model is able to foster a sense of responsibility for one's work, is able to foster high enthusiasm for following lessons in order to prepare for the expected performance, and is able to foster a sense of self-confidence that previously did not exist in students. This research is supported by previous research which is very relevant, namely, the first research conducted by Rosalina et al., (2017) who obtained research results that the co-op co-op type cooperative learning model had an effect on student learning outcomes. The second research was conducted by Suartina (2021) who obtained research results that the co-op co-op type cooperative learning model had an effect on increasing learning achievement. The third research was conducted by Wahyuni, (2018) who obtained research results that the co-op co-op type cooperative learning model had an effect on improving student learning outcomes.

The Co-op Co-op type cooperative learning model has several characteristics, including learning in groups, in accordance with cooperative management, students learning by working together, and a sense of responsibility for their tasks. The cooperative learning model also has several learning principles, including the principle of positive interdependence, individual responsibility, face-to-face interaction, participation, and communication.

METHOD

This research uses a quantitative method which is a procedure or way of finding out something that is used to answer research problems related to data or numbers. Meanwhile, this type of quantitative research is a pre-experimental design with a one-group pretest & posttest design. The application of learning model used in this research is the application of the co-op co-op type cooperative learning model which is viewed from the independent learning of students at the NU Al-Hidayah Ngimbang Lamongan Vocational School. With this application, students are expected to increase their sense of learning independence. With this, students are able to increase their knowledge through the application of this learning model.

In this research, the sampling technique that the author uses is simple random sampling, that is, sampling members from the population is carried out randomly without paying attention to the sample strata in the population. Research subjects are individuals, objects, or organisms that are used as information needed in collecting research data. Another term for research subjects is that respondents are

called informants, Mrs. Mustofia as the principal of the Al-Hidayah Ngimbang Lamongan NU Vocational School is the person who provides the student data/information that I need related to the research that the researcher is conducting. The data collection technique used in this research is the test technique. A test is a set of questions that must be answered or a set of tasks that must be carried out by someone. To be able to find out or express the extent of one's mastery of a study material.

Tests are usually used when observation activities take place. A questionnaire or questionnaire is an overview that contains a list of questions about a certain topic. which will later be given to respondents individually or in groups. With the ultimate aim of obtaining certain information or obtaining data that will be used in research samples, data analysis techniques are a way to analyze research data, with statistical tools that are very relevant and can also be used. A valid instrument means that the measuring instrument used to obtain (measure) the data is valid. Valid means that the instrument can be used to measure what it wants to measure. So, validity is a measuring instrument used to reveal a true symptom, namely whether it is valid or invalid. The reliability of a research instrument is a tool that provides results that remain the same (consistent). Situations, conditions, or other things do not affect the measurement results. Reliability testing is used to determine the level of confidence of an item in measuring the variable under study. The effectiveness of the learning model can be known after conducting learning using the learning model whose effectiveness will be tested. The learning model that will be tested for its effectiveness is the co-op co-op type cooperative learning model with data from pre-test and post-test scores for class X Islamic religious education (PAI) subjects.

RESULT AND DISCUSSION
- Result

The data in this research was taken through tests and questionnaires distributed to respondents, namely 25 class X students. Respondents are obliged to fill in answers based on indicators of learning independence that have been determined by researchers. The oral test consists of 10 questions, the multiple-choice test consists of 30 questions, and the questionnaire consists of 12 questions with four answer choices, namely strongly agree, agree, disagree, and strongly disagree. The validity Test is a variable that has been tested for the validity of 12 question items after consulting the r table (0.413). So according to the test rules, there are 10 valid question items and 2 question items that are invalid. The following table shows the results of the recapitulation of validity tests that have been prepared by researchers.

Table 1. Results of the validity test of the Learning Independence questionnaire

Item question	r table	r count	Valid
1.	0,413	0,499	Valid
2.	0,413	0,668	Valid
3.	0,413	0,513	Valid
4.	0,413	0,542	Valid
5.	0,413	0,270	Tidak Valid
6.	0,413	0,580	Valid
7.	0,413	0,472	Valid
8.	0,413	0,776	Valid
9.	0,413	0,583	Valid
10.	0,413	0,270	Tidak Valid
11.	0,413	0,477	Valid
12.	0,413	0,530	Valid

The reliability test carried out by the researchers was carried out by distributing questionnaire instruments to 25 students. If Cronbach's alpha > 0.6 then it can be concluded that a variable can be said to be reliable using this technique. This table shows the results of the recapitulation of reliability tests on items that were declared reliable after carrying out the reliability test.

Table 2. Reliability Statistic

Reliability Statistic	
Cronbach's Alpha	N of Items
0,729	12

The 25 students who were declared valid obtained an Alphacronbach score of 729. It can be seen from this research that it can be said to be reliable. Because it can be proven by (0.729>0.6). Using

statistical data analysis techniques with the one sample Kolomogorov Smirnov test as follows:

Table 3. One Sample Kolomogorov Smirnov test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		25
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.32421477
Most Extreme Differences	Absolute	.193
	Positive	.124
	Negative	-.193
Test Statistic		.193
Asymp. Sig. (2-tailed)		.017[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The homogeneity test is used to determine whether the samples used are homogeneous or have the same conditions. From data analysis, x^2 count = 9.8209, then the results are compared with the x^2 table. For a = 5% with dk = k-1=8-1, we get x^2 count = 14.0671. Because x^2 count $< x^2$ table. The homogeneity test uses the values from the questionnaire distribution that the researcher carried out to get the results that the population has the same variance (homogeneous).

- **Discussion**

The implementation of the co-op co-op type cooperative learning model is seen from the independence of learning Islamic religious education (PAI) material at the NU Al-Hidayah Ngimbang Vocational School. Research conducted with 25 students resulted in data obtained regarding learning independence in Islamic religious education (PAI) learning. The data obtained can be described. Learning initiative is a trait that is within oneself to learn independently without depending on other people. Students who have high learning initiative will study diligently at school and outside school (home) without depending on teachers, parents, or even their peers. There are some children who learn Islamic religious education (PAI) material only at school while the learning is taking place. An active student in the classroom is someone who has high learning initiative by expressing his opinion or asking questions when he has difficulty understanding. There are also students who feel embarrassed to express their opinions and don't even dare to ask the teacher in class but they really pay attention to what is conveyed in the material. Apart from that, there are some students who want to skip lessons because they don't like or lack interest in Islamic religious education (PAI) subjects.

Responsibility is an action carried out clearly and seriously. In this case, students usually do their assignments seriously and on time. But there are still students who prioritize their laziness so that when the time is over they students just do it for various reasons given to the teacher such as: forgetting that there is an assignment, at home helping their parents work, there are even those who argue that they can't even though the material has been delivered as fully as possible.

In the school environment, students need to have a sense of responsibility to create a conducive teaching and learning atmosphere. If you carry out your responsibilities at school, you must do your best with the aim of achieving maximum results. Usually in school institutions, students who carry out their responsibilities well will receive rewards for their efforts. Someone who enjoys a sense of challenge usually tends to be smart, very active, hardworking, brave, full of enthusiasm, and of course, has an adventurous spirit. In the class, there are several children who like challenges. This makes them become individuals who are motivated by learning activities which will lead them to always learn new things.

Likes challenges, including experiences, said one of the students at SMK NU Al-Hidayah Ngimbang. The results of this research are in line with what was conveyed by other researchers, namely that one type of learning that is of concern and recommended by education experts for use is cooperative learning (Nasrulloh & Umardiyah, 2020). Experience is something that has been experienced and felt which is then stored in memory. With that, if you like challenges, you can use your time, whether it's long or not, to learn new things. Challenges can change us for the better.

CONCLUSIONS

The conclusion of this research is that learning independence in Islamic religious education (PAI) learning is quite high. on the indicator of learning initiative while others are said to be low including indicators of responsibility, liking challenges, and self-confidence. With this, learning independence at NU Al-Hidayah Ngimbang Lamongan Vocational School is said to be in the low category. The learning model that I use to increase student learning independence is by using a co-op co-op type cooperative learning model. This learning model is a learning model that divides into groups so that students are more independent in solving problems and can discuss more freely with their friends. This research applies a co-op co-op type cooperative learning model which aims to increase the sense of independence NU Al-Hidayah Ngimbang Lamongan Vocational School students learn to be more optimal in learning. With this, the researcher carried out several tests which included validity tests, reliability tests, normality tests, homogeneity tests, and effectiveness tests of the co-op co-op learning model, and the researchers also used tests in the form of pre-tests and post-tests so that the results this research is more relevant.

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