THE CORRELATION BETWEEN THE APPLICATION OF THE COOPERATIVE TEACHING MODEL AND MULTIMEDIA LEARNING MEDIUM WITH STUDENTS' INTEREST IN LEARNING THE ISLAMIC RELIGION EDUCATION SUBJECT AT SMA NEGERI 1 CIGUDEG

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Abstract

A problem often encountered in teaching Islamic Religion Education at school is the students' boredom in following the learning activities and the low motivation in learning Islamic Religion Education. Some of this is because of the monotonous teaching methodology and the learning media in the learning process. This study was aimed to discover the relationship between the application of a cooperative learning model and multimedia learning medium and the students' interest in learning the Islamic Religion Education Subject at SMA Negeri 1 Cigudeg. This study used a quantitative approach with a correlational research method. The data were collected using observation, interview, and questionnaire techniques. The data analysis technique used was a quantitative technique with assistance from the Microsoft Office Excel and SPSS 20 software.

Keywords : Cooperative Learning Model, Multimedia Learning Medium, Student's Interest in Learning

A. Introduction

In the teaching and learning process of Islamic Religion Education, it is expected that there is a good interaction between the teachers the students. Good interaction can create an active and dynamic teaching and learning condition. One of the indications of a well-conducted teaching and learning process and that the class is alive is the students' interest in studying the subject. According to Slameto "interest is a preference and an attraction to something or some activity without receiving directions from anybody else".[1] Interest that can support learning is interest in the subject and the teacher teaching the subject.

Students who are interested in a subject tend to pay more attention to the subject or enjoy the subject more. Alisuf Sabri explained that:

Interest is a tendency to pay attention to something and remember something constantly. Interest is strongly related to feelings, especially that of pleasure; therefore, interest is caused by feeling pleased with something. Someone who is interested in something shows that this person likes this thing.[2]

There are many possibilities of reasons why the Islamic Religion Education subject is disliked at school, and one of them is the monotonous learning process. Most Islamic Religion Education teachers tend to use the lecture method from the beginning to the end of the lesson. The students in the class are treated as a silent audience. They are not involved in the learning process.

This condition is probably due to the fact that teachers of Islamic Religion Education lack an understanding of learning approaches and strategies, and also due to the limited number of teaching models they master. In other words, the teachers have not yet mastered the art of teaching. The Education Science Development stated, "The art of teaching is the teacher's creativity in discovering a teaching model that allows every student to develop their potentials, skills, and characteristics in an optimal way".[3] The

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[1] Slameto, *Belajar dan Faktor-Faktor yang mempengaruhinya,* Jakarta: Rineka Cipta, 2007, P 121

[2] Alisuf Sabri,*Psikologi Pendidikan,* Jakarta : Pedoman Ilmu Jaya, 2007, P4

[3] Tim Pengembang Ilmu Pendidikan,*Ilmu dan Aplikasi Pendidikan,* Bandung: PT Imperial Bhakti Utama, 2009, P 125

condition above is just one of the many realities because there are other reasons such as the limited teaching resources available at the school.

A teaching model is a form of teaching depicted from the start until the end of a lesson which is presented by a specific teacher. In other words, a teaching model is the packaging or frame of the teaching application, approach, method, and technique. The Islamic Religion Education Directorate of the Directorate General of Islamic Religion Education, Ministry of Religious Affairs, Republic of Indonesia, explained that a teaching model is the conceptual framework which illustrates the systematic procedure in organizing a learning experience in order to achieve a learning objective of a certain subject and functions as guidelines for teachers in designing the teaching and learning activity.[4] The selection of the teaching model is strongly influenced by the character of the materials to be taught, the objectives to be achieved in that lesson, and the students' level of ability.

A teaching model is a plan or pattern that could be used in designing face-to-face teaching patterns in a classroom or in arranging a tutorial, and to determine the materials or teaching aids, including books, films, computer programs, and curriculum. Each teaching model guides the teacher in designing the appropriate lesson that could help the students achieve various learning objectives.

From the observation results of the learning process in class, it could be seen that the teaching models used were still focused on the rote learning of concepts. In addition, the learning process was still centered on or focused on the teacher (teacher centered), giving the teacher full control over the learning process, whereas the students tended to be passive in receiving the information, knowledge, and skills from the teacher. The teacher's way of conducting the class makes the learning process tedious and the students lose interest, attending the class because it is mandatory.

In order to overcome this issue, the teacher is expected to develop various teaching models that would make the students the actors in teaching and learning activities, whereas the

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[4] Direktorat Jendral Pendidikan Agama Islam Kementerian Agama RI, 2014, *Panduan model Pembelajaran Kurikulum 2013 Pendidikan Agama Islam dan Budi Pekerti,* 2014, P 7

teachers should be more of a facilitator and moderator in the learning process, and at the end of the lesson provide feedback, correcting the outcomes of the learning process that are not quite right. Therefore, the Islamic Religion Education teacher must learn and master various teaching models.

Teaching media are one of the teaching components that play an important role in the teaching and learning activity. Teaching media are a tool to help the teaching and learning process. Hujair AH Sanaky said, "Teaching media are a means of education that could be used as an intermediary in the learning process to improve effectivity and efficiency in achieving the learning objectives".[5] Teaching media have many benefits in facilitating the students in learning the teaching materials. The teaching media used must attract students to the teaching and learning activity and stimulate their learning. Azhar Arsyadi stated that the use of media in the teaching and learning process could stimulate the interest and new attention,

build motivation and even have psychological effects on the students.[6]

The students' low interest in learning the Islamic Religion Education subject is caused by many factors such as dislike of the teacher teaching the subject, the teacher's uninteresting way of delivering the lesson, limited learning facilities, *et cetera*. However, a teacher must always strive to be innovative and find solutions to stimulate the students' interest in learning the Islamic Religion Education subject. Among these methods are improving the way of conducting the learning process by applying various teaching models and using a variety of teaching media.

This article was written to discover the relationship between the Application of Cooperative Learning Model and the Students' Interest in Learning the Islamic Religion Education Subject, the relationship between Multimedia Learning Medium and the Students' Interest in Learning the Islamic Religion Education Subject, and the relationship between Cooperative Learning Model and Multimedia Learning Medium and Students' Interest

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[5] Hujair AH Sanaky, *Media Pembelajaran*, Yogyakarta: Kaukaba, 2011, P 4

[6] Arsyad Azhar, *Media Pembelajaran*, Jakarta: Raja Grafindo Persada, 2007, P 15

in Learning the Islamic Religion Education Subject at SMA Negeri 1 Cigudeg Bogor Regency.

B. Discussion of Research Result

1. Theoretical Basis

A) Cooperative Learning Model

A teaching model is defined as a systematical procedure in organizing the learning process in order to achieve the learning objectives. A teaching model is a series of systematic learning process activities in which the learning form is illustrated from the start until the end. Cooperative learning is a teaching model which uses a grouping system which puts the students into small teams of four to six members with different academic backgrounds, sexes, ethnic groups or tribes in one (heterogeneous) group. As described by Rusman (2016:202): "Cooperative learning is a form of learning in which the students study and work collaboratively in small groups of four to six members with a heterogeneous group structure".[7] This definition shows that the Cooperative Learning Model is a teaching model which utilizes small groups of students,

from two to six members, to solve problems in order to achieve the learning objectives.

Some experts say that the Cooperative Learning Model is not only superior in assisting students in understanding difficult concepts but also develops the students' critical thinking and collaborative ability and their willingness to help one another. In cooperative learning, the students are actively involved in the learning process, having a positive impact on the quality of their interaction and communication, and could motivate the students to improve their academic achievements.[8]

Cooperative learning differs from other learning strategies. The differences can be seen from the learning process that focuses on the collaborative process in the group. The cooperative learning model has a number of specific characteristics: (a) students study cooperatively within a group to finish their learning materials, (b) the group consists of a mixture of students with strong, medium, and weak abilities, (c) if possible, the groups must be a composition of different ethnic groups,

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[7] Rusman, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*, Jakarta: Raja Grafindo Persada, 2016, P 202

[8] Isjoni, *Pembelajaran Kooperatif*, Jakarta: Pustaka Belajar, 2013, P 15-1624

races, and genders, (d) appreciation is more oriented on the group's success instead of an individual member's success.[9]

Cooperative Learning methods can be employed with distinct benefits in all areas of Jewish education. There is no specific subject area to which Cooperative Learning methods cannot be applied. While one should not make facile analogies between Cooperative Learning and the "hevruta" approach practiced in yeshivot for many centuries, there are some similarities between the two that indicate that Jewish education has traditionally recognized and employed group study for fostering meaningful learning. These features – cooperation and communication among students in a systematic and sustained manner as an essential element of classroom instruction – are absent from the prevailing frontal method.[10]

There are a few variations of the cooperative learning model, even though the fundamental principle is the same. These models are Model Student Team Achievement Division (STAD),

Jigsaw Model, Group Investigation, TGT Model (Team Game Tournaments).

B) Multimedia Learning Medium

Teaching media are an integral part of the education system at a school. If related to the learning process, media is defined as a means of communication used in the learning process to convey the information in the form of teaching materials from the teacher to the students so that the students become interested in following the teaching and learning activities. Hujair AH Sanaky stated that:

The substance of teaching media is (1) a form of channel used to convey messages, information or teaching materials to the message recipient or learner, (2) various components in the learner's environment that could stimulate the learner to learn, (3) physical tools that present the message and stimulates the learner to learn, and (4) forms of communication that could stimulate the learner to learn, both printed and audio, or both audio and visual.[11]

In simple words, multimedia can be defined as more than one medium.

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[9] A. Wahab Jufri, 2013, *Belajar dan Pembelajaran Sains,* Bandung: Pustaka Reka Cipta, 2013, P 113

[10]https://www.lookstein.org/journal/models-cooperative-learning/

[11] Hujair AH Sanaky, *Media Pembelajaran* , P4

Heinich *et al.* (2005) in Rayanda Asyhar explained that "multimedia is a combination or integration of two or more integrated media formats such as text, graphs, animations, and videos to create a sequence of information in a computer system".[12] The functions of teaching media in the learning process utilized for individuals, groups, or large audiences stated by Kemp & Dayton (1985) in Azhar Arsyad are "The three functions held by teaching media:[13]

1) Motivating interest or actions

To fulfill the motivational function, teaching media could be realized in the form of theatrical or entertainment techniques. The results expected are the interest of the students or audience in taking action (sharing a responsibility, voluntarily serving others, or donating)

2) Presenting information

For conveying information, teaching media could be used to present information in front of a group of students. The contents and presentation are very general, functioning as an

introduction, summary of a report, or background knowledge.

3) Giving instructions

Media can be used to give instructions when the information contained in the media must involve students, both mentally and physically in the form of real activities so that the learning process could be conducted.

C) Students' Interest in Learning

Interest is one of the psychological factors that assist and motivate a person to perform an action needed to achieve a certain objective. According to Muhibbin Syah the term interest is "A preference or an excitement or a strong desire for something".[14] From this definition, it could be understood that interest is the cause of activities and the reason for participation in activities. According to Mahfudh Salahudin "interest is attention that contains elements of feelings".[15] The elements of feelings meant by Abd. Rachman Abror included:

[12] RayandraAsyhar, *Kreatif Menegmbangkan Teaching media,* Jakarta: Referensi, 2012, P 75

[13] Arsyadi Azhar, *Teaching media,* P 23-24

[14] Muhibbin Syah, 2014, *Psikologi Pendidikan dengan Pendekatan Baru,* Bandung: Remaja Rosdakarya, 2014, P 45

[14]Mahfudh Solehudin, *Pengantar Psikologi Pendidikan,* Surabaya: Bina Ilmu, 1990, P 136

Cognition (recognition), emotion (feelings) and conation (will). The element of cognition in the context of interest is preceded by knowledge and information about the object of interest. The emotional element is because in participation or experience is accompanied by certain feelings, whereas the element of conation is a continuation of the two previous elements which is realized in the form of the will and determination to conduct an activity.[16]

In this definition, interest is related to a person's liking of an object. Interest is basically the acceptance of a relationship between himself/herself and something outside of himself/herself.

From the aforementioned definitions, it could be concluded that interest is a strong desire for something that consists of various feelings and a purposeful and determined focus that directs an individual to a choice.

The function of interest in studying is to be a motivating force that drives the students to study. Students who are interested in learning will be driven to study hard. This is poles apart

from students who simply receive the lessons. They are only driven to study but find it difficult to focus continuously because they have no motivation. Therefore, to obtain the best results in studying, students must have an interest in the subject which will drive them to study.

2. Research Methodology

Based on the purpose of the study that had been determined by the hypothesis that was to be tested, this study used a quantitative approach with a correlational research method. The samples in this study were collected using the proportional random sampling technique. From the population of 652 students from grades 10 and 12 in SMAN 1 Cigudeg, 30% of the students, 196 samples, were randomly collected.

The data collection method in this study was through the distribution of a questionnaire to 196 students and documentation of any documents that could support the study. The data collected in this study were primary and secondary data.

The analysis technique employed in this study was a descriptive analysis which was aimed at obtaining a description of the score for each research

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[16] Abd. Rachman Abror, 1993, *Psikologi Pendidikan,* Yogyakarta: Tiara Wacana Yogya, 1993, P 112

variable by calculating the mean, median, mode and standard deviation. Before testing the hypothesis, a number of analysis requirement tests were ran, the normality test, the homogeneity test, and the regression linearity test. After that, the statistical results were used to test the hypothesis by using a simple correlation analysis technique and a multiple correlation analysis technique.

3. Result

The study and calculations below were the results of the study and the calculations:

A) The Mean of Each Variable

1) Application of the Cooperative Learning Model

Based on the data analysis results, the maximum score was 108 and the minimum score was 65, the mean (average) was 87.23, the median was 87, the mode was 83, and the standard deviation was 10.265. The mean was 87.23 which indicated that the respondents gave a positive (good/high) response to all the application of Cooperative Learning Model variable statements.

2) Multimedia Learning Medium

Based on the data analysis results, the maximum score was 104 and the minimum score was 62, the mean (average) was 84.25, the median was 85, the mode was 85, and the standard deviation was 10.040. The mean was 84.25 which indicates that the respondents gave a positive (good/high) response to all the application of Cooperative Learning Model variable statements.

3) Students' Interest in Learning the Islamic Religion Education Subject

Based on the data analysis results, the maximum score was 101 and the minimum score was 68, the mean (average) was 84.34, the median was 84, the mode was 81, and the standard deviation was 6.536. The mean was 84.34 which indicates that the respondents gave a positive (good/high) response to all the application of Cooperative Learning Model variable statements.

B) Testing the requirements of the data analysis

1) Normality test

In testing the normality, the One-Sample Kolmogorov-Smirnov Test in SPSS 20 was used. The results were that

the Asymp. Sig. (2-tailed) for variable X1 (Application of Cooperative Learning Model) was 0.456; variable X2 (Multimedia Learning Medium) was 0.and variable Y (*Students'* Interest in Learning the Islamic Religion Education Subject) was 0.445. All of these were greater than 0.05, which means that it could be concluded that the data were normal.

2) Homogeneity test

The homogeneity test is used as a reference for determining a statistical test verdict. The basis for making a verdict for a homogeneity test variance are:

a. If the value is significant < 0.05, the variants of the two variables or more of the population group are dissimilar

b. If the value is significant > 0.05, the variants of the two variables or more of the population group are similar

Table 1

Variance Homogeneity

Upper Y	Levene Statistic	df1	df2	Sig.
VAR X1	1.489	29	164	0.064
VAR X2	1.491	29	164	0.063

Based on this data, referring to the *Sig.* column of each variable which is 0.064 and 0.063, which are both greater than 0.05, it can be concluded that the data is homogenous.

1. The Linear Regression Test
a. Test of the Linear Regression of Y over X1

Based on the analysis using the *SPSS* 20 software, it was revealed that the value of F was Fcount at 1.279 with a significance of 0.151 (greater than 0.05). Therefore, it could be concluded that the regression model was linear.

b. Test of the Linear Regression of Y over X2

Based on the analysis using the *SPSS* 20 software, it was revealed that the value of F was F_{count} at 0.913 with a significance of 0.620 (greater than 0.05).

Therefore, it could be concluded that the regression model was linear.

C) Testing the Hypothesis

1. The Correlation between the Application of Cooperative Learning Model and Students' Interest in Learning the Islamic Religion Education Subject

Based on the calculation between variable X1 (Application of Cooperative Learning Model) and Y (Students' Interest in Learning the Islamic Religion Education Subject) using the SPSS 20 softwarein the Correlation – Bivariate menu, the results were as follows:

Table 2

The Results of the Correlation Analysis between Variable X1 and Variable Y

	VAR X1	VAR Y
Pearson Correlation	1	.275**
Sig. (2-tailed)		.000
N	196	196
Pearson Correlation	.275**	1
Sig. (2-tailed)	.000	
N	196	196

**. Correlation is significant at the 0.01 level (2-tailed).From the results of

the simple correlation analysis (r) using the SPSS 20 software, the correlation between the Application of Cooperative Learning Model and Students' Interest in Learning the Islamic Religion Education Subject (r) was 0.275. This demonstrated that there was a correlation between the Application of Cooperative Learning Model and Students' Interest in Learning the Islamic Religion Education Subject even though it was weak. The direction of the correlation was positive because the r value was positive, meaning that the more often the Cooperative Learning Model is applied, the better the Students' Interest in Learning the Islamic Religion Education Subject will be. The ** symbol shows that the correlation coefficient was significant at a 99% confidence level.

2. The Correlation between Multimedia Learning Medium and Students' Interest in Learning the Islamic Religion Education Subject

Based on the calculation between variable X2 (Application of Multimedia Learning Medium) and Y (Students' Interest in Learning the Islamic Religion Education Subject) using the SPSS 20 softwarein the Correlation – Bivariate menu, the results were as follows:

Table 3

The Results of the Correlation Analysis between Variable X2 and Variable Y

	VAR X2	VAR Y
Pearson Correlation	1	.308**
Sig. (2-tailed)	196	.000
N		196
Pearson Correlation	.308**	1
Sig. (2-tailed)	.000	
N	196	196

**. Correlation is significant at the 0.01level (2-tailed)

From the results of the simple correlation analysis (r) using the SPSS 20 software, the correlation between the Application of Multimedia Learning Medium and Students' Interest in Learning pada Islamic Religion Education Subject (r) was 0.308. This demonstrated that there was a correlation between the Application of Multimedia Learning Medium and Students' Interest in Learning the Islamic Religion Education Subject even though it was weak. The direction of the correlation was positive because the r value was positive, meaning that the more often the Multimedia Learning Medium is used, the better the Students' Interest in Learning the Islamic Religion Education (PAI) Subject in SMA Negeri Cigudeg will be.

3. The Correlation between the Application of Cooperative Learning Model together Multimedia Learning Medium and Students' Interest in Learning the Islamic Religion Education Subject

The last analysis was a statistical analysis of the correlation between the three variables which is also known as the multiple correlation test. The analysis of multiple correlations is to discover the extent of a relationship and the contribution of two or more independent variables simultaneously (together) to a dependent variable. The analysis uses the Regression – Linear on the analyze menu in the SPSS software. The analysis in this study resulted in the following data:

Based on the Summary model table, it was discovered that the coefficient of correlation between the Application Cooperative Learning Model together with Multimedia Learning Medium and Students' Interest in Learning the Islamic Religion Education Subject was 0.328. This showed that

there was an influence even though weak. On the other hand, the simultaneous contribution of the variables Application Cooperative Learning Model and Multimedia Learning Medium to Students' Interest in Learning the Islamic Religion Education (PAI) Subject was only 10.89%. The remaining 89.11% was determined by other variables.

Based on the Summary model table, the probability value (sig F change)= 0.00. Therefore, the sig F change 0.00 < 0.05. This means that Cooperative Learning Model and Multimedia Learning Medium are related simultaneously and significantly to the Students' Interest in Learning the Islamic Religion Education Subject. Therefore, it could be concluded that there is a relationship between the Application of the Cooperative Learning Model and Multimedia Learning Medium and the Students' Interest in Learning the Islamic Religion Education (PAI) Subject.

C. Summary

Based on the discussion about the Correlation between the Application of Cooperative Learning Model and Multimedia Learning Medium and

Students' Interest in Learning the Islamic Religion Education Subject, it could be concluded that based on the analysis results there is a positive correlation the Application of the Cooperative Learning Model and the Students' Interest in Learning the Islamic Religion Education (PAI) Subject even though it was within the weak category. This was demonstrated by the correlation coefficient value of 0.275. The correlation between teaching media and Students' Interest in Learning the Islamic Religion Education Subject was also in the weak category as demonstrated by the correlation coefficient value which was 0.380. Finally, the correlation between the Application of the Cooperative Learning Model and Multimedia Learning Medium and the Students' Interest in Learning the Islamic Religion Education Subject was positive with a correlation coefficient of 0.328, even though it was within the weak category.

In order to improve the competence of Islamic Religion Education teachers in teaching methodology, the Government (Ministry of Education and Culture) should increase the frequency of

education and training programs or technology guidance pertaining to teaching methodology for teachers. Teaching media required in schools should also be provided for each educational unit.

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