
Assignment Methods in Online Learning with Cognitive Learning Outcomes Materials of the Golden Age of Islam

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Abstract: This study aims to find out students' responses to the assignment method relates to their cognitive learning outcomes in PAI subjects heyday of Islam class XI 1SMA Plus Damar Bangsa. This study uses a quantitative approach and descriptive method with data collection techniques through observation, tests, questionnaires, and interviews. And in this research, the data analysis is descriptive analysis and correlation analysis. From the results of the study, it was obtained: 1) The reality of student responses to the assignment method in online learning was in the sufficient category, based on an average result of 3.49 which was at intervals of 2.5-3.5. 2) The reality of students' cognitive learning outcomes in PAI subjects is in the sufficient category, based on an average value of 68.96 which is in the 60-69 interval. 3) The reality of students' responses to the assignment method in online learning has a relationship with students' cognitive learning outcomes which are in the sufficient category because they are in the interval 0.40-0.70. The results of the hypothesis test prove that $t_{count} = 2.93 > t_{table} 2.04$, then H_0 is rejected and H_1 is accepted. Thus, the hypothesis proposed is accepted, namely that there is a relationship between the assignment method in online learning and their cognitive learning outcomes in PAI subjects heyday of Islam in class XI 1 SMA Plus Damar Bangsa Kabupaten Sukabumi.

Keywords:

Assignment Method; Online Learning; Cognitive Learning Outcomes; Golden Age of Islam

Abstrak: Penelitian ini bertujuan untuk mengetahui tanggapan siswa terhadap metode penugasan hubungannya dengan hasil belajar kognitif PAI materi Masa Kejayaan Islam kelas XI 1 SMA Plus Damar Bangsa. Penelitian ini menggunakan pendekatan kuantitatif dan metode deskriptif dengan teknik pengumpulan data melalui observasi, tes, angket, dan wawancara. Dan dalam penelitian ini analisis datanya yaitu analisis deskriptif dan analisis korelasi. Dari hasil penelitian diperoleh: 1) Realitas tanggapan siswa terhadap metode penugasan dalam pembelajaran daring berkategori cukup, berdasarkan hasil rata-rata sebesar 3.49 yang berada pada interval 2.5-3.5. 2) Realitas hasil belajar kognitif PAI materi Masa Kejayaan Islam berkategori cukup, berdasarkan nilai rata-rata sebesar 68.96 yang berada pada interval 60-69. 3) Realitas tanggapan siswa terhadap metode penugasan dalam pembelajaran daring hubungannya dengan hasil belajar kognitif PAI materi Masa Kejayaan Islam termasuk kategori cukup karena berada pada interval 0.40-0.70. Hasil uji hipotesis membuktikan bahwa $t_{hitung} = 2.93 > t_{tabel} 2.04$ maka H_0 Ditolak dan H_1 diterima. Dengan demikian, hipotesis yang diajukan diterima yaitu terdapat hubungan antara metode penugasan dalam pembelajaran daring dengan hasil belajar kognitif PAI materi Masa Kejayaan Islam di kelas XI 1 SMA Plus Damar Bangsa Kab. Sukabumi.

Kata Kunci:

Hasil Belajar Kognitif; Masa Kejayaan Islam; Metode Penugasan; Pembelajaran Daring

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INTRODUCTION

Based on a preliminary study in class XI 1 SMA Plus Damar Bangsa, Sukabumi Regency, in carrying out the learning process, teachers and students use a variety of learning methods and models. During the pandemic, the teacher used learning methods, one of which was the assignment method. This method is expected to be able to develop the knowledge and understanding of students in exploring the material taught via the internet in order to enable an increase in learning outcomes.

This is because the use of the assignment method during this pandemic has received various responses from students. On the one hand, students are motivated to look further for the material to be studied, but on the other hand, there are also not a few students who complain about this assignment and not a few students who do not do the assignments given by the teacher for several reasons, one of which is that students do not pay attention to what tasks need to be done.

One of the alternatives that can be done by teachers in PAI subjects on the Golden Age of Islam is to apply learning methods, one of which is the assignment method. The assignment method can provide opportunities for students to work alone, with friends, and in collaboration with others. The assignment method is a teaching step carried out by the teacher by giving special assignments to students to be able to do something outside of class hours.

According to Daradjat (Ismail, 2017) what is meant by the assignment method is a way in the teaching and learning process when the teacher gives a certain task and the students do it, then the task is accountable to the teacher. This assignment can stimulate students to actively participate in learning either individually or in groups.

Seeing the phenomena that occur, there is a gap between what is expected and the reality that occurs where, on the one hand, the student's response to the assignment method is good. In addition, students are also not fully able to show an increase in cognitive learning outcomes. Therefore, to find out whether or not there is a relationship between student responses to the assignment method in online learning and student cognitive learning outcomes the author conducted research on "Student Responses to Assignment Methods in Online Learning Relation to PAI Cognitive Learning Outcomes Material Islamic Golden Age (Research towards Class XI 1 SMA Plus Damar Bangsa Sukabumi Regency)".

RESEARCH METHODS

The approach in this study is to use a quantitative approach. Where, the quantitative approach emphasizes objective phenomena that are studied quantitatively. Maximization of the objectivity of the research design was carried out by using numbers, statistical processing, structures, and controlled experiments. Furthermore, the quantitative approach is required to use numbers, starting from data collection, interpretation of the data, and the appearance of the results. Quantitative generally emphasizes experimentation, description, surveys, and emphasizes correlation (Arikunto, 2010) .

Quantitative research is research that emphasizes the focus on the study of object phenomena to be studied quantitatively. The type of data is quantified in the form of numbers and analyzed using statistics (M. Musfiqon, 2012).

From some of the opinions that have been described above, it can be concluded that quantitative research is research that focuses on research on object phenomena whose presentation is in the form of data in the form of numbers. The method used in this study is the correlation method. This method is used to find out whether there is a relationship between students' responses to the assignment method in online learning and their cognitive learning outcomes in PAI subjects, especially in class XI 1 SMA Plus Damar Bangsa.

The type of data used in this research is quantitative data where the research presents data in the form of numbers. The data in this study are all the facts and figures that will be used as material in compiling information through observation, interviews, tests and questionnaires. In this study, quantitative data was obtained from tests on the results of the PAI subject and the results of a questionnaire regarding student responses to the assignment method in online learning.

RESEARCH RESULTS AND DISCUSSION

1. 1. The Reality of Student Responses to the Assignment Method in Online Learning

Based on the results of the questionnaire that has been distributed to students, it is known that student responses to the assignment method in online learning conducted by research at the Damar Bangsa Plus High School can be briefly described as follows:

Table 1 Student Responses to the Assignment Method in Online Learning

No	Indicator	Scor	Category
1	The tasks given are clear	3.64	High
2	Place and time of completion is clear	3.61	High
3	The task given is explained first	3.51	High
4	The teacher conducts guidance	3.17	Enough
5	The teacher gives encouragement	3.53	High
	average	3.49	Enough

Thus it can be said that student responses to the assignment method in online learning are in the sufficient category. Based on an absolute five scale where 3.47 is in the sufficient category.

Based on the results of a survey conducted in the field 2 the highest score of the 20 statements submitted, is in number 4 with the statement "I am doing assignments related to learning material", and the second highest score is in the number 3.96 with the statement "assignment can broaden my horizons" and even though online learning I do assignments from the teacher

on time. Whereas the lowest score is 2.35 with the statement "I'm not sure I get good grades when doing PAI assignments".

As the theory put forward by Atmaja (2014), response indicators can be in the form of positive responses and negative responses. Where, positive responses will lead to actions that are marked as accepting, implementing, and paying attention and vice versa, negative responses will cause actions that are marked as rejecting, ignoring, and indifferent. From the results of the questionnaire, it showed that students gave various responses regarding the statements that had been given. The author argues that responses are important things to pay attention to in the learning process.

On the application of the assignment method in online learning based on the results of research conducted in class XI 1 SMA Plus Damar Bangsa, there were sufficient responses regarding the assignment method in online learning. Students' responses in applying the assignment method in online learning received various responses, the responses shown by students were not always good depending on the stimulus provided by the teacher.

As the theory found (Heriawan & Senjaya, 2012). This assignment method can stimulate students to be active in learning both individually and in groups and can develop student independence, stimulate them to learn more, foster discipline and responsibility, and foster the habit of seeking and processing information on their own. So that students are required to be able to develop knowledge and understanding of PAI learning in the material of the Golden Age of Islam and also students are required to be able to complete the assignments that have been given because it is to accustom students to being responsible for the assignments that have been given.

The assignment method in online learning requires student focus on what is explained by the teacher. As stated by (Putria dkk., 2020) that learning using online emphasizes students to be thorough and careful in receiving and processing the information presented by the teacher. As an example, it can be seen from the survey results that it is known from the statement "when the teacher explains the assignment, I always ask the teacher about assignments that I don't understand" with an average answer of 3.67 which is included in the high category. By asking about things that students don't understand, it will make it easier for them to do the assignments given by the teacher.

On the other hand, this assignment method has drawbacks such as the difficulty of supervising student work, often giving monotonous assignments which can lead to boredom in students, students are difficult to control and so on. Therefore, in learning using the assignment method, the involvement of the teacher is needed to motivate students because the teacher gives motivation and attention to their students will help students in the learning process.

It can be seen from the results of a survey regarding teachers carrying out guidance getting an average value of 3.07 which is in the sufficient category. This means that students respond to this including the sufficient category. The author argues that the responses from these students are

important things to pay attention to in the learning process so that the teacher can evaluate himself.

Given the complexity of the learning process which involves many elements including teachers and students, according to the author, teachers are required to develop their abilities in the learning process so that teachers are always creative in conveying learning so that positive responses arise within them.

2. The Reality of PAI Cognitive Learning Outcomes Materials of the Golden Age of Islam

Based on the results of the questionnaire that has been distributed (attached), the cognitive learning outcomes of students in the PAI subject matter of the heyday of Islam are quite good in the online learning process. This is evidenced by the average test results of class XI 1 students which reached 68.96 and were in the 60-69 interval and included in the sufficient category.

Based on the results of a survey conducted in the field, the 2 highest scores out of 20 questions asked were 150 with the question "The glorious triumph of Islam occurred during whose caliph?" and "Which algebraic figure discovered the number 0?". Therefore we must be motivated to restore the glory of Islam in the present and the future. And the 2 lowest scores are in the number 55 "the glory of Islam began with what activities?" and "what progress was achieved by Muslims during the heyday?". The second highest score is 100 with the question "one of the developing fields is medicine, who are the famous figures?" and the second lowest score is 56 with the question "In the progress of religious knowledge, what disciplines are being developed?".

Cognitive learning outcomes or abilities from the realm of knowledge which are patterns of intellectual development such as knowledge and thinking skills or anything that involves the brain in the learning process. Indicators of cognitive learning outcomes include the ability to remember, understand, apply, analyze, evaluate, and create (Prasetya, 2012). However, in this study only used two indicators, namely remembering and understanding.

The learning outcomes that have been achieved by students are a form of interaction between various factors that influence them both internally and externally. In detail the description of the internal factors and external factors quoted by Susanto (Susanto, 2016) it can be understood that internal factors include intelligence, interest and attention, motivation to study diligently and attitudes, study habits, as well as physical and health conditions. While external factors include family, school and society.

In addition to the factors listed above, according to Susanto (2016) factors from within individual students that have a major contribution are found in student abilities. Student abilities have a large influence on student learning outcomes including:

- 1) Intelligence, this intelligence regarding how fast or slow a person receives the information conveyed by the teacher. and this intelligence is defined as the potential that is brought from birth. For example, in learning students can focus on what is being studied.
- 2) Readiness, readiness is defined as the interest that students have for what they are learning.
- 3) Children's talent, talent is defined as the potential possessed by someone with their respective levels. So that it will affect the level of achievement and learning outcomes of children.
- 4) Learning ability
- 5) Interest is defined as a person's tendency and enthusiasm for what is being learned. So that in the learning process if someone has an interest in what they are learning then he will provide more focus than other students.
- 6) An interesting presentation model of learning material will attract students to pay attention with a focus so that it will have a positive effect on student development.
- 7) Teaching atmosphere
- 8) Teacher competence
- 9) Society

These factors will affect student learning outcomes. So in this case the teacher must know what are the inhibiting factors in student learning.

3. The Reality of Student Responses to Assignment Methods in Online Learning Relation to Islamic Islamic Education Cognitive Learning Outcomes Materials of the Golden Age of Islam

During this period of learning at home, and using an online system, this assignment method is good as an alternative for teachers to convey subject matter. Because this method can make students more active in exploring the material they are learning so that they can develop students' knowledge and understanding and get students used to continuing to study hard even though they are not face to face with the teacher.

Based on the results of the research that has been done, it shows that t count is 2.93 and t table is 2.04, so this implies that t count is greater than t table. It can be concluded that (H_a) is accepted which states that there is a significant influence between students' responses to the application of the assignment method in online learning with the cognitive learning outcomes of PAI material on the heyday of Islam.

The percentage of the relationship between students' responses to the assignment method in online learning and the cognitive learning outcomes of PAI on the heyday of Islam is 20%. So it can be concluded that there is a correlation between the two variables, namely the assignment method in online learning with the cognitive learning outcomes of PAI Islamic glory material class XI 1 SMA Plus Damar Bangsa, Sukabumi Regency.

CONCLUSION

Based on the results of research on student responses to the assignment method in online learning in relation to the cognitive learning outcomes of class XI 1 PAI SMA Plus Damar Bangsa, it can be concluded as follows:

Student responses to the assignment method in online learning are in the moderate category with an average final score of 3.49 which is at intervals of 2.5 -3.5. The measurements were carried out on five indicators, namely: the task given was clear, the place and time for completion was clear, the task given was explained in advance, the teacher provided guidance, the teacher gave encouragement.

The cognitive learning outcomes of PAI, material from the heyday of Islam, are in the moderate category with an average score of 68.96 which is in the 60-69 interval. The measurement of learning outcomes is to remember and understand. The relationship between students' responses to the assignment method in learning with the cognitive learning outcomes of PAI material from the heyday of Islam has a positive response. This relationship follows the linear regression model, namely $Y = 13.88 + 0.77 X$. The regression is not linear because F count is 7.43 and f table is 2.46 then f count $>$ f table. Therefore, the results of the significance test of the correlation coefficient between variable X (student responses to the assignment method in online learning) and variable Y (cognitive learning outcomes of PAI material from the heyday of Islam) is determined using the correlation rank of sperman with the result t count = 2.93 $>$ t table 2.04 then H_0 is Rejected and H_a is accepted then this indicates that t count is greater than t table. It can be concluded that (H_a) is accepted which states that there is a significant influence between students' responses to the application of the assignment method in online learning with the cognitive learning outcomes of PAI material on the heyday of Islam. While the coefficient of determination of variable X on variable Y is $K_d = r^2 \times 100 = 0.452 \times 100\% = 0.20$. In other words, there is a significant relationship between the assignment method in online learning and the cognitive learning outcomes of PAI material from the heyday of Islam by 20%. This means that there are still other factors that influence by 80%.

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