Effectiveness of Cooperative Learning Model and Direct Instruction for Student Learning Achievement

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Abstract: Based on the problems that occur where there are still many students who have not completed their learning achievements, they try to apply a model like this, the study aims to determine the extent to which the effectiveness of cooperative learning and direct instruction learning models can can be used to teach the practice of worship in the management of corpses. The research method used in this study was a quasi-experimental design with a pretest-postest control group design and a quantitative approach. Where the population of this research is all 8th grade students of Mts Darul Falah PPI 61 Cisurupan. The data obtained is the result of the instrument in the form of test questions for the pretest and posttest, and documentation of research results. The instrument analysis includes data validity, reliability, level of difficulty, discriminatory power, normality test, T test, and man whitney test. The result of this research is that when doing a pretest to students the result is that there is no difference in learning achievement between the experimental class and the control class. Furthermore, after a trial was conducted between the experimental class using the cooperative learning model and the control class using direct instruction, the two classes experienced differences in learning achievement, namely the experimental class having further improved student learning outcomes.
Keywords: Cooperative Learning; Direct Instruction; Effectiveness

Abstrak: *Berdasarkan permasalahan yang terjadi dimana siswa masih banyak yang belum tuntas pretasi belajar nya sehingga mencoba penerapan model seperti ini,penelitian ini bertujuan untuk mengetahui sejauh mana efektifitas model pembelajaran cooperative learning dan direct instruction dalam pembelajaran praktek ibadah materi pengurusan jenazah, Metode penelitian yang digunakan dalam penelitian ini adalah quasi eksperimen dengan desain prettest-posttest control group design dan dengan pendekatan kuantitatif. Dimana populasi penelitian ini adalah seluruh siswa kelas 8 Mts Darul Falah PPI 61 Cisurupan. Data yang didapat merupakan hasil dari instrument berupa soal tes untuk pretest dan post test, dan dokumentasi hasil penelitian. Untuk analisis instrumen meliputi uji validitas data, reliabilitas, tingkat kesukaran, daya pembeda, uji normalitas, uji T, dan uji man whitney. Hasil dari penelitian ini adalah ketika melakukan pretest kepada siswa hasilnya adalah tidak terdapat perbedaan prestasi belajar antara kelas eksperimen dan kelas kontrol. Selanjutnya setelah dilakukan uji coba antara kelas eksperimen yang menggunakan model cooperative learning dan kelas kontrol menggunakan direct instruction, kedua kelas tersebut mengalami perbedaan prestasi belajar, yaitu kelas eksperimen lebih meningkatkan hasil prestasi belajar siswa.*
Kata Kunci: *Copperative Learning; Direct Instruction; Efektifitas,*

INTRODUCTION

Education for the life of mankind is an absolute necessity that must be meet throughout of life (Hakim, 2016). Without education at all, a group of human beings can a live in line with the aspirations of the ideal of progress, prosperity and happiness according to the concept of their outlook on life (Mulyanti, 2017). Thus, it can be said that education will not run if there are no teaching and learning activities or learning processes.

Islamic Religious Education means systematic and pragmatic efforts in helping students to live in accordance with Islamic teachings (Suhartini, 2021). So if it is related to learning, the learning of Islamic Religious Education is a process of interaction between educators and students in order to make students become human beings with noble character, teaching Islam in accordance with Islamic law. One of the lessons of Islamic Religious Education is the subject of worship practice. This subject discusses in a learning of worship practices from compulsory worship to sunnah worship, such as the practice of compulsory prayer, the practice of ablution of the management of the corpse, dhuha prayer, Tahajud prayer and so on (Jamhuri, 2017).

Researchers and teachers of worship practice subjects in one of the private schools in Garut Regency, more precisely at MTs Darul Falah PPI 61 Cisurupan, found the phenomenon that the learning outcomes of students in learning worship practices still do not meet the minimum completion criteria (KKM) value standards, especially in the practice material for corpse management. Although in delivering the material, it does not only use one model and one strategy but more. This is of course a problem, especially regarding student achievement or learning outcomes, because in learning activities educators are very responsible for the quality of learning that has been carried out, educators must pay attention to several things to make the teaching and learning process conducive and can run well. One of the efforts in making the process of learning and teaching activities run well is the selection of a learning model (As-Sa'idah et al., 2022).

Talking about a learning models, learning models are a plan or pattern that is used as a guide in conducting a learning in the classroom or learning tutorials (Tanjung, 2020). The learning model refers to the learning approach to be used, including teaching objectives, stages in learning activities, learning environment and classroom management.

In its delivery, I as a researcher and teacher of worship practice subjects use several models including cooperative learning and direct instruction learning models. Both of these models are learning models that enter the scientific approach. Direct Instruction is more observation-oriented, where learners selectively observe, remember and imitate the behavior of the teacher (Martiana et al., 2015). In this case the teacher is able to become a model (Nurulhaq et al.,

2019). Meanwhile, the cooperative learning learning model provides more opportunities for learners to develop critical thinking, inductive thinking by inferring materials, solving actual problems in groups (Listiana, 2013).

Based on the findings of the above problems, researchers want to know the extent of the effectiveness of cooperative learning and direct instruction learning models on learning outcomes or student achievement. Talking about student achievement, that learning achievement can be achieved by students which is influenced by the main factors or factors from within the student and factors that come from outside the student or environmental factors. In addition to the student ability factor, it turns out that there are also other factors, such as interest in learning, learning motivation, learning models, attention, attitudes, study habits, perseverance, socioeconomic factors, physical and psychic factors (Pratiwi, 2017).

In conducting this research, a literature review of previous articles that have similar titles to avoid plagiarism was also held, including an article that examined the "Jigsaw Type Cooperative Learning Model in Learning" this research showed the result that this learning model is a learning model that supports learning contextually by using a strategy of emphasis on group work (Syarifuddin, 2011). Next, research that is relevant to the cooperative learning model with the title Implementation of "STAD Type Cooperative Learning Model to Increase Student Learning Motivation in Science Learning at SMP Negeri 1 Kayangan" this learning model has succeeded in improving student learning outcomes by seeing the number of students who achieve the minimum completion score set (Israil, 2019). Then relevant research related to direct instructions, the first research is with the title "Implementation of Direct Instruction (DI) Learning Model Assisted by Audiovisual Media to Improve Science Learning Outcomes in Grade V Students of SDN-1 Langkai Palangka Raya" with the use of this model resulting in good student learning activities (Setyawan & Riadin, 2020). Further research on "The Effect of Direct Instruction Learning Models on Learning Outcomes of Basic Front Bolstering Techniques of Floor Gymnastics" in this study the results show that the model has a sufficiently categorized influence (Mabrur et al., 2021). Finally, research related to the comparison of the two learning models to be studied, the results show that learning using a cooperative model has high learning outcomes than using a direct intructions learning model (Intang, 2015).

The above studies have similarities and differences. The similarity is that they both research the learning model of cooperative learning, direct instructions While the difference is that the research focuses more on learning achievement. So the novelty in this study is a subject that is studied because the subject of jurisprudence has not been studied much with this learning model.

The benefit of this research is that in addition to answering learning problems, it is also an insight to readers, especially educators, about cooperative learning models and direct instruction models in worship practice subjects. While the purpose of this study is to uncover several problems in learning. This research is focused on determining whether there are differences in student learning between classes that use cooperative learning and direct instruction models in the subject of worship practice material for the management of corpse prayers.

RESEARCH METHOD

The method used in this study is an experimental method. The type of experimental method used in this study is a type of quasi exsperiment method or pseudo-experimental method with a pretest-posttest control group design (Natalita & Situngkir, 2019). The research approach used in this research is quantitative research, which is objective research including data collection and analysis and using statistical testing methods (Lubis et al., 2017). The research design used in this study is Pretest Postest Control Group Design (Harefa, 2020). This design has two classes or two groups, namely class VIII A and VIII B where class A is given learning treatment using the Cooperative Learning model and class B is given direct instruction model learning treatment. In the early stages, a pre-test is used to determine the level of mastery of the material for the management of the corpse to be tested. Then both classes will be subject to treatment within a certain period of time, namely class A is given learning treatment using a cooperative learning model and class B is given direct instruction model learning treatment. After that the two groups will be measured a second time called a post-test.

The population of this study was all class VIII students in MTs Darul Falah PPI 61 Cisurupan for the 2021/2022 school year as many as 67 students by taking samples of 44 people, namely class VIII A and VIII B. Sampling techniques in this study were multilevel sampling techniques (Firmansyah & Dede, 2022). The data collection techniques used in this study include a student initial ability test (pre-test) in the corpse management material as many as 20 questions or research instruments that have conducted instrument trials with tests of validity, reliability, difficulty level and differentiating power, then post test data after learning treatment using cooperative learning and direct instruction models, as well as documentation taken at the time of the implementation of the study.

As for after all the data is collected, the researcher conducts data analysis. The data analysis technique used is the data normality test, reliability, T test, then continued with the man whitney test because one of the samples is not normally distributed (Fatwa et al., 2019).

RESEARCH RESULT AND DISCUSSION
Research Result

1. **Experimental class data cooperative learning model**

Data on student learning outcomes in the experimental class after conducting pretests and post tests from the average student learning outcomes. In class VIII A, the highest pre-test score was 70 and the lowest score was 40 with an average of 53.75. For the post test, the highest score is 100 and the lowest post test value is 65 with an average value of 86. The pretest and post test values of class VIII A can be seen in the table below:

Tabel 1. Experimental class test result data

Data	the highest score	lowest value	Average
Pretest	65	40	53,75
Posttest	100	65	86

From the table above, it can be seen that the learning outcomes of class VIII A students for before and after treatment the lowest results received an increase of 25. And for the highest score, it received an increase of 35 with an average pretest of 53.75 and a post test of 86. Data kelas control model direct instruction

Data on student learning outcomes in the control class after conducting pretests and post tests are from the average learning outcomes of students. In class VIII B, the highest pre-test score was 75 and the lowest score was 45 with an average of 56.25. For the post test, the highest score is 90 and the lowest post test value is 65 with an average score of 79.5. The pretest and post test values of class VIII B can be seen in the table below:

Tabel 2. Control class test result data

Data	the highest score	lowest value	Average
Pretest	75	45	56.25
Posttest	90	65	79,5

From the table above, it can be seen that the learning outcomes of class VIII B students for before and after treatment the lowest results received an increase of 15. And for the highest score, it received an increase of 20 with an average pretest of 56.25 and a post test of 79.5. Analisis data kelas eksperimen dan kelas control

a. Normality test

Before conducting a hypothesis test, a prerequisite test must be carried out, namely a data normality test. This is done to determine whether it is normal to spread test data to measure student learning outcomes. This test is also carried out to find out the data to be obtained can be tested with parametric statistics or nonparametic statistics.

1. Normality Pretest

The results of the pretest normality test using the SPSS application are as follows:

Tests of Normality

siswa		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
nilai	eksperimen	.122	20	.200[*]	.931	20	.159
	kontrol	.111	20	.200[*]	.948	20	.334

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of statistical analysis above, it can be seen that the signification value of class VIII A (Experiment) and signification of class VIII B (Control) are both said to be normally distributed because the signification value is more than 0.05 (sig.>0.05), namely the signification of class VIII B (Experiment) of 0.200, and the signification of class VIII C (Control) of 0.200. since both data are normally distributed, the pretest hypothesis test is to use the T test of two samples free of each other.

2. Normality Test Posttest

The results of the post-test normality test using the SPSS application are as follows:

Tests of Normality

Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
.229	20	.007	.924	20	.119
.156	20	.200[*]	.935	20	.191

Based on the results of the above statistical analysis, it can be seen that the signification value of class VIII B is 007 smaller than the signification of 0.05. Therefore, it can be said that the data is not normally distributed. As for class VIII A The signification is 0.200, that means that the signification is more than 0.05 and the data is said to be normally distributed. Because one of the data is not normally distributed, the next post-test hypothesis test is to use the man whitney test.

b. Hypothesis Test

After testing the normality of the data, hypothesis testing is then carried out with a signification level of $\alpha = 0.05$ or 5%.

1. Hypothesis Test Pretest

After the normality test of the post test data is stated that both are normally distributed, then the next hypothesis test is parametric testing, namely the T test of two samples of free each other.

Here are the results of the hypothesis test using the SPSS application:

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
nilai	Equal variances assumed	.111	.741	.907	38	.370
	Equal variances not assumed			.907	37.819	.370

From the results of the statistical data above, it shows that the data is homogeneous because the signification value is more than alpha, which is 0.74 greater than alpha 0.370, thus Ho is accepted and Ha is rejected. That means there is no difference in student learning achievement between classes that get a learning model using cooperative learning and classes that get learning using direct instruction.

2. Hypothesis Posttest

After testing the normality of the post test data and it is stated that there is one of the data that is not normally distribbed, then the next test uses man whitney testing. Here are the results of the man whitney test using the SPSS application:

Test Statistics[a]

	nilai
Mann-Whitney U	114.000
Wilcoxon W	324.000
Z	-2.368
Asymp. Sig. (2-tailed)	.018
Exact Sig. [2*(1-tailed Sig.)]	.020[b]

a. Grouping Variable: siswa

b. Not corrected for ties.

From testing the statistical data above, it can be seen that the signification value is smaller than the alpha, which is 0.018 while the alpha value is 0.05. This means that if the sig is smaller than the Alpha then Ho is rejected and Ha is accepted. So the result is that there is a difference in student learning achievement between those who get a learning model using cooperative learning and direct instruction in worship practice subjects at MTs Darul Flah PPI 61 Cisurupan.

Discussion

This research was entitled The Effectiveness of Cooperative Learning and Direct Instruction Models, where what was studied was on the material for handling corpses in the subject of worship practice at MTs Darul Falah PPI 61 Cisurupan. In this study, data collection tools were used in the form of pretest and posttest instruments, observations and documentation. The tests given to students are class VIII A as an experimental class and class VIII B as a control class which aims to determine the learning outcomes of students in worship practice subjects at Mts Darul Falah PPI 61 Cisurupan in the form of multiple choice questions as many as 20 questions. The material used in this study is about the chapter on the management of the Corpse.

In class VIII A (Experiment) researchers gave treatment of cooperative learning models regarding the chapter of corpse management. Meanwhile, class VIII B (Control) is given direct instruction defense model treatment by providing the same material, namely the management of corpse prayers. This research was conducted 3 times.

Based on the research that has been carried out, the learning outcomes of experimental class students are better than the learning outcomes in the control class. The learning outcomes of control class learners for before and after treatment the lowest results received an increase of 15. And for the highest score, it received an increase of 20 with an average pretest of 56.25 and a post test of 79.5. Meanwhile, the learning outcomes of experimental class students for before and after treatment the lowest results received an increase of 25. And for the highest score, it received an increase of 35 with an average pretest of 53.75 and a post test of 86.

Based on the results of the pre-test normality test with 5% signification for the normality test, the test data in class VIII B (control) was obtained by 0.200, and class VIII A (Experiment) was obtained by 0.200, meaning that the two data were normally distributed because the signification of both was more than 0.05. Then for the hypothesis test, it showed that the data was homogeneous because the signification value was more than alpha, which was 0.74 greater than alpha 0.370, thus Ho was accepted and Ha was rejected. That means there is no difference in student learning achievement between those who get learning using the cooperative learning model and direct instruction in worship practice subjects at Mts Darul Falah PPI 61 Cisurupan.

Henceforth the posttest normality test where it can be known that the signification value of class VIII B is 007 less than the signification of 0.05. Therefore, it can be said that the data is not normally distributed. As for class VIII A The signification is 0.200, that means that the signification is more than 0.05 and the data is said to be normally distributed. Because one of the data is not normally distributed, the next post-test hypothesis test is to use the man whitney

test. After the man whitney test, the signification result was 0.018, which means that the signification value is smaller than the alpha, which is 0.05. So if the sig is smaller than the Alpha then Ho is rejected and Ha is accepted. So the result is that there is a difference in student learning achievement between those who get a cooperative learning learning model and direct instruction in the subject of worship practice of corpse management material in MTs Darul Flah PPI 61 Cisurupan.

After knowing the results of the hypothesis, there are differences in student learning outcomes, namely the cooperative learning model is more effective and improves student learning outcomes compared to the direct instruction model. Where the characteristics of the cooperative model (30) are: (a) Students learn in groups cooperatively to complete learning materials, (b) Groups are formed from students who have high, medium and low abilities or grouping heterogeneously, (c) Awards are more group-oriented than individual, and (d) Advantages and Disadvantages of cooperative learning models(Abdullah, 2017).

The advantages of the cooperative learning model according to Roestiyah are: (1) Providing opportunities for students to use the skills of asking questions and discussing a problem, (2) Providing students to more intensively conduct investigations about a case or problem, (3) Developing leadership talents and teaching discussion skills, and (4) Students are more active in participating in discussions, (5) Providing opportunities for students to develop a sense of mutual respect and personal respect of friends(Surianti, 2018).

Therefore, it is appropriate if the cooperative model has a fairly high effectiveness in delivering learning materials. Cooperative learning can also create an active and interactive climate and atmosphere for student teaching and learning, which is reflected in the pattern of student learning interactions in groups, where there is a learning partnership between teachers and students in the academic dimension, thereby fostering a climate of togetherness and openness during the learning process.(Asda, 2022).

According to Jaja Abdul Jabar in the book Akhlakul Lilbana (2017) , that this model of cooperative learning activities has been carried out since rasulalloh when delivering his revelations to friends. The successors, both shohabat and other Islamic education, used this model only in different languages.

If the Arabic language is نموذج التعلم التعاوني , this trains Islamic students to learn extra because what they say (coral) becomes a reference to be conveyed to others, even becoming a muamalah for human life. There is a mention of the agreement of the scholars, so the educators and students of islam, if there is a problem they discuss using various reference book sources to be an agreement.

It will be stronger and accountable نموذج التعلم التعاونيbecause there are limits of sophistication and holiness. If the shoheh can be practiced, if the dhoif can be

practiced in the form of a muamalah, while the untun ketauhidan cannot be practiced.

CONCLUSION AND IMPLICATION
Conclusion
The effectiveness of the cooperative learning and direct instruction model in the subject of class VIII worship practice material for the management of corpse prayers in MTs Darul Flah PPI 61 Cisurupan shows that there are differences in student learning achievement between the two. The cooperative learning model is more effective for improving student achievement than the direct instruction model. The cooperative model has a fairly high effectiveness in delivering learning materials. Cooperative learning can also create an active and interactive student teaching and learning climate and atmosphere, which is reflected in the pattern of student learning interactions in groups, where there is a learning partnership between teachers and students in the academic dimension, thus fostering a climate of togetherness and openness during the learning process.

Implication
With several learning methods to support education such as the cooperative learning method can run more effectively than the direct instruction method, the cooperative learning method will be a reference source in determining a method that will be taught to students and related to the material to be delivered. So that with several learning methods, it can be the choice of educators to bring more creative and innovative learning.

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