



Increasing Assessment of Student Learning Outcomes in Al-Qur'an Hadith Subjects through Teaching Cognitive Strategies

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Abstract

This research was motivated by observational data which showed that the acquisition of Al-Qur'an Hadith learning in the VB MI Yasiska Kedaung Pamulang class, learning model material that did not activate students and student learning outcomes were still low, so that Cognitive Strategy teaching was implemented which could improve the quality of learning. Among the appropriate learning models is Cognitive Strategy teaching which is carried out through Classroom Action Research. The method used is Classroom Action Research (PTK) which is carried out in two cycles. The research instruments used tests, group assignments, observations, field notes, and the results of discussions with observers. Data was obtained from research subjects, namely 24 students of Class VB MI Yasiska Kedaung Pamulang. The learning outcomes achieved by students in the second cycle achieved positive values. The average class score is 84. 83% (20) of students have reached and passed the KKM score of 70. This percentage has exceeded the target of 70% of students completing their studies. Students who were able to provide examples of reading Mim Sukun Law reached 19 or 79%. This percentage has also exceeded the target of 70% of students being able to demonstrate reading Mim Sukun Law. The results of the research can be concluded to be successful. Thus, the application of Cognitive Strategy Teaching can improve the assessment of student learning outcomes in the Al-Qur'an Hadith subject Legal material Mim Sukun class VB MI Yasiska Kedaung Pamulang South Tangerang

Keywords: Assessment of Learning Outcomes, Al-Qur'an Hadith Subjects, Teaching Cognitive Strategy

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Introduction

The cognitive strategy teaching model is one model of cooperative learning. Where various studies state that the cooperative learning model can significantly improve student learning outcomes (Hermawan, et al. 2020; Rosfiani, 2022), is able to increase student motivation to discuss in small groups (Rohmah, et al. 2022), is able to improve work while increasing students' academic content (Busahdiar, et al. 2022), being able to increase pedagogical content knowledge and verbal communication skills (Sudin, et al. 2022) and being effective in encouraging student involvement in learning, training students' higher order thinking skills, and encouraging behavioral collaboration to complete tasks (Rosfiani, et al. 2020).

This cognitive strategy teaching model is a reference or example for designing learning. This model is a guide in integrating aspects of critical and creative thinking with lesson material. A learning model that develops critical and creative thinking skills can be achieved while also mastering the subject matter (Rosfiani et al., 2022).

Cognitive development is human development related to understanding (knowledge), namely all psychological processes related to how individuals learn and think about their environment. Cognitive is a term used by psychologists to describe all mental activities related to perception, thought, memory, and information processing that enable a person to acquire knowledge, solve problems, and plan the future, or all psychological processes related to how individuals learn, paying attention, observing, imagining, estimating, assessing and thinking about their environment (Hidayati., 2012).

The cognitive abilities of a child entering elementary school experience rapid development. Because by entering school, it means that the child's world and interests expand, and with the expansion of interests, the understanding of humans and objects that previously had little meaning for the child increases. Under normal circumstances, school-age children's minds develop gradually. If in the previous era children's thinking power was still imaginative and egocentric, then at this elementary school age children's thinking power develops towards concrete, rational and objective thinking. Their memory becomes very strong, so that the child is truly in a learning stage (Hidayati., 2012).

Focusing on some of the definitions above, there are still few research results using cognitive strategy teaching in Al-Qur'an Hadith subjects. Therefore, the findings of this research will help to describe the application of the use of cognitive strategy teaching in improving the assessment of learning outcomes for students in class VB MI Yasiska Kedaung, South Tangerang City for the Al-Qur'an Hadith subject regarding the law of mim sukun, and to analyze the impact of implementing teaching Cognitive strategies in improving the assessment of learning outcomes for class VB MI Yasiska Kedaung students in South Tangerang City in the Al-Qur'an Hadith subject.

Literature Review

1. Assessment of Learning Outcomes

a. Understanding Learning Outcomes Assessment

Assessment of students is a process for obtaining information that is used for making decisions about students, curriculum, programs and schools, as well as policies in education. This decision making has a broad meaning. For example, decisions regarding students can take the form of giving grades to a subject, decisions about placement in a program, or whether or not students pass a program. Thus, assessment does not always end with giving grades to students (Rosfiani et al., 2019; Rosfiani et al., 2018).

b. Benchmarks to determine the assessment of student learning outcomes

According to Ana Sudijono, (2011) Benchmarks for learning outcomes can be seen from learning evaluation activities. Learning evaluation has an important role in all learning activities. Through this learning evaluation activity, teachers can measure whether students have mastered the material that students have studied under the teacher's guidance in accordance with the objectives that have been formulated. The meaning of evaluation can be seen in the Al-Qur'an surah Al-Mulk verse 2, namely:

الَّذِي خَلَقَ الْمَوْتَ وَالْحَيَاةَ لِيَبْلُوَكُمْ أَيُّكُمْ أَحْسَنُ عَمَلًا ۚ وَهُوَ الْعَزِيزُ الْغَفُورُ

Meaning: "(He is Allah) who created death and life, to test you, which of you has better deeds. And He is All-Mighty, Most Forgiving" (Q.S Al-Mulk: 2)

The meaning of evaluation contained in the verse above is testing. The evaluation process in assessing something can be done by measurement, and the form of measurement is testing, and scientific testing is known as a test in the world of education.

c. Factors that Influence Student Learning Outcomes

According to Thobroni and Mustofa, (2012) there are several factors that influence the learning process, either originating within the learner or environmental factors. The factors are as follows:

1. Internal Factors

Factors that exist within a person are called individual factors. Individual factors include: maturity or growth factors, intelligence or intelligence factors, training and repetition factors, motivation factors, personal factors, and health factors.

2. External Factors

Apart from internal factors, learning outcomes are also influenced by external factors, external factors include several things, namely: Family factors or household conditions, Teacher factors and their teaching methods, Tools used in teaching and learning, Environmental factors and available opportunities, and social motivation factors.

d. Steps in Improving Student Learning Outcomes

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According to Soetomo (1993) Steps in improving student learning outcomes include: Preparing students physically and mentally, increasing concentration, increasing learning motivation, learning according to learning style, learning as a whole, getting used to sharing, and using learning strategies.

According to Okta Rosfiani (2022), one step in improving student learning outcomes is using learning strategies. The learning strategies used must also be effective. Effective learning is usually characterized and measured by the level of achievement of goals by the majority of students.

e. Assessment of Islamic Religious Education (PAI) Learning Outcomes

Assessment of learning outcomes for the religious and noble morals subject group is carried out through:

1. Observation of changes in behavior and attitudes to assess students' psychomotor development, affection and personality, knowledge and skills.
2. Exams, tests, and/or assignments to measure students' cognitive aspects

Based on Minister of Religion Regulation No. 2 of 2008, Islamic religious education at Madrasah Tsanawiyah consists of four subjects, namely: Al-Qur'an Hadith, Aqidah Akhlaq, Fiqh and History of Islamic Culture.

2. Al-Qur'an Hadith Subjects at Madrasah Ibtidaiyah

a. Understanding Al-Qur'an Hadith Subjects at Madrasah Ibtidaiyah

The Al-Qur'an Hadith subject at Madrasah Ibtidaiyah is one of the PAI subjects which emphasizes the ability to read and write the Al-Qur'an and Hadith correctly. This is in line with the mission of basic education which is to:

- a) Development of students' learning potential and capacity, which includes: curiosity, self-confidence, communication skills and self-awareness.
- b) Development of reading-writing-numeracy and reasoning abilities, life skills, the basics of faith and devotion to God Almighty.
- c) Foundation for subsequent education.

b. Scope of Al-Qur'an Hadith Subjects at Madrasah Ibtidaiyah

Research from Hamzah (2009) has stated that the scope of Al-Qur'an Hadith subjects at Madrasah Ibtidaiyah includes:

- a) Basic knowledge of reading and writing the Koran correctly in accordance with the rules of Tajweed science.

b) Memorizing short letters in the Al-Qur'an and a simple understanding of the meaning and meaning of their contents, as well as practicing them through example and habituation in everyday life.

c) friendship, piety, the virtue of giving, loving orphans, congregational prayer, characteristics of hypocrites, and righteous deeds

The learning objective of the Al-Qur'an Hadith subject at Madrasah Ibtidaiyah is a specific statement expressed in behavior or appearance which is realized in written form to describe the expected learning outcomes.

Research from Martinis Yamin (2007) states that learning objectives are the targets to be achieved at the end of learning, and the abilities that students must have. The Al-Qur'an Hadith subject at Madrasah Ibtidaiyah aims to provide basic skills such as reading, writing the Al-Qur'an and Hadith.

Research Method

The method used is Classroom Action Research (PTK) which is carried out in the form of a cycle. Class Action Research (PTK) is a term derived from Class Room Action Research and can be interpreted as research carried out in class. Action research is a collaborative approach to inquiry or investigation that gives people the means to take systematic action to solve specific problems (Stringer, 2007). This research uses the R&H Classroom Action Research model, namely Exploration, Planning, Action and Observation, and Discussion. The data sources for this research are learning activities using cognitive strategy teaching and the test results of class VB MI Yasiska Kedaung students in South Tangerang City for the 2022/2023 academic year.

Researchers collect data using observations, tests and documents. The learning outcomes test, in the form of questions regarding the legal meaning of mim sukun, various readings of mim sukun law, and providing examples of mim sukun reading. Documents are used to support the learning process in class. In this research, the documents used were student test results sheets, field notes, photos and videos when observing learning activities in class.

Result/Findings

1. Description of Research Results

The results of this research were obtained from the learning process in the pre-cycle and cycle I, if the learning process was considered not successful. The pre-cycle uses the stages of planning, implementation, observation and reflection. Meanwhile, cycle 1 uses the stages of R&H Classroom Action Research, namely Exploration, Planning, Action and Observation and Discussion. The learning process discusses the learning material 'Law of Mim Breadfruit'. The learning process in the pre-cycle uses a think-pair-share type cooperative learning model, while the learning process in cycle I applies cognitive strategy teaching. Teaching cognitive strategies used to determine the learning outcomes of 24 class VB students at Madrasah Ibtidaiyah Yasiska, South Tangerang City regarding the material Mim Sukun Law.

1. Pre-cycle Description

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a. Planning

Pre-cycle learning process planning is carried out by researchers and observers. Researchers and observers prepare and discuss the learning syllabus, Learning Implementation Plan, teacher observation sheet, student observation sheet, final pre-cycle assessment steps, assessment questions, and learning media that will be used in the Mim Sukun legal material. Researchers conducted learning trials according to the Learning Implementation Plan which applied the Think Pair Share learning model to the Mim Sukun legal material.

b. Implementation

Preliminary activities: the teacher greets and guides. Students read prayers before studying, preparing students psychologically and physically to take part in the learning process. The teacher provides motivation and apperception about the law of mim sukun. The teacher conducts an oral pretest. Then proceed with the core activities by explaining the purpose, presenting information to students both orally and in print or in text, understanding the law of mim sukun, various kinds of mim sukun law along with examples. Then the teacher prepared a group discussion and presented at the end looking for examples of legal readings of mim sukun in the Al-Qur'an. Conclusion The teacher helps students reflect on the results of the learning process. The teacher provides feedback on the learning process.

c. Observation

Observers observe teachers and students' learning activities from preliminary learning activities to closing learning activities. The teacher carries out the steps for each phase of the think-pair-share type cooperative learning model in the core activities, there are 13 steps. The teacher implemented the think-pair-share type learning model phase reaching 11 steps with a performance of 84%. Meanwhile, there are 2 learning steps that are not maximized by teachers in learning the law of min sukun. The teacher gives the final pre-cycle assessment

The results of the Pre-Cycle Affective Assessment show that the affective values in the think-pair-share learning model consist of religious, conscientious and diligent. The average affective score reaches 85%, still in category A, which means that students are seen to have religious competence, are thorough and diligent. **Learning Completeness**, explains that there are 10 students (42%) who have achieved learning completeness because they have reached the Minimum Completeness Criteria (KKM) value, namely 70. A total of 14 students (58%) have not achieved completeness because they have not reached the specified KKM value, namely 70 Pre-Cycle Mim Sukun Legal Reading Demonstration, explained that there were 9 students (37.5%) who were able to

Demonstrate examples of reading the Mim Sukun law well and correctly. Meanwhile, 15 students (62.5%) were not able to provide examples of mim sukun legal reading. The average score for the Mim Sukun legal reading demonstration reached 69.

2. Description of Cycle I

a. Exploration

Teachers who will conduct classroom action research explore their performance. Teachers need to explore what factors make their students' learning outcomes unsatisfactory. The teacher explores problems that may arise from himself, and examines the learning process from the planning, implementation to assessment stages.

b. Planning, Based on the findings of teacher, student and student learning environment problems, the teacher redesigns learning as an improvement effort. Teachers base student-oriented planning in accordance with student characteristics to increase learning abilities and enthusiasm to achieve satisfactory results.

c. Action and Observation, A learning action based on careful planning. All of these devices support the learning process with learning models that suit the character of students and teachers. This learning process is observed by observers at each stage to determine its completeness (mastery learning).

d. Discussion: Teachers and observers discuss the learning process, starting from planning, implementation and assessment to determine the strengths and weaknesses of each stage of the process.

Cycle I learning was carried out by researchers and observers. Researchers and observers prepare and discuss the learning syllabus, Learning Implementation Plan, teacher observation sheet, student observation sheet, end of cycle I assessment steps, assessment questions, and learning media that will be used in the Mim Sukun legal material.

The demonstration of reading Mim Sukun Law explained that there were 19 students (79%) who were able to demonstrate examples of reading Mim Sukun law well and correctly. Meanwhile, 5 students (21%) were not yet capable. The average score for the Mim Sukun legal reading demonstration reached 77. The learning process between the first pre-cycle and the first cycle had experienced good development and was declared successful in the first cycle.

2. Discussion of Results

The data obtained in the pre-cycle and cycle I descriptions include teacher performance data, students' affective/attitude competency learning outcomes, students' cognitive/knowledge and psychomotor/skills learning outcomes, and students' level of learning completion.

The research discussion in pre-cycle and cycle I above produced positive data. Teacher performance scores increased from pre-cycle which reached a score of 84 to 100 in cycle I. The affective/attitudinal learning outcomes of students in the pre-cycle reached a score of 85, increasing to 91 in cycle I. Cognitive and psychomotor competency learning outcomes reached a score of 69 in the pre-cycle, which increased. to 84 in cycle I. The number of students declared complete in the pre-cycle was 10, increasing to 20 in cycle I. The percentage of achieving KKM 70 in the pre-cycle was 42%, increasing to 83% in cycle I.

The positive increase in cycle I showed that 70% of students had achieved a KKM score of 70 because as many as 20 students were declared complete or reached 83%. The students' learning outcomes reached the class average because the average learning outcomes reached 83. As

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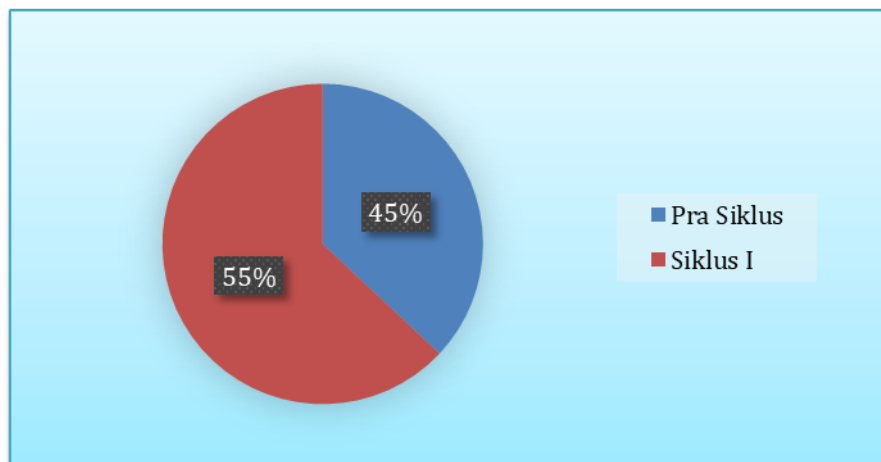
many as 79% of the students were able to demonstrate reading Mim Sukun's Law, namely showing psychomotor scores demonstrating reading, reaching a good score, namely 77.

Students who are able to provide examples of legal readings of Mim Sukun in

Pre-Cycle and Cycle I

No	Cycle	Able to Read	Persentase	Not yet able to read	Persentase	Amount	Average value
1.	First	8	37,5%	16	62,5%	24	69
2.	Second	19	79%	5	21%	24	77

Percentage of Students' Ability to Provide Examples of Legal Readings of Mim Sukun



Conclusion

Based on the results of the learning that has been carried out, it can be concluded that the learning outcomes obtained by students are known from affective values/attitudes, cognitive values/knowledge and psychomotor values/demonstration skills in reading Mim Sukun Law. Apart from that, learning outcomes can be known from the percentage of learning completeness. The affective/attitudinal learning outcomes obtained by students in the pre-cycle reached a score of 85, increasing to 91 in cycle I. The cognitive competency learning outcomes increased, reaching a score of 69 in the pre-cycle, increasing to 84 in cycle I. The percentage of achieving a KKM of 70 in the pre-cycle was 42 The percentage increased to 83% in cycle I. The results of learning psychomotor competency were 19 or 79% of students who were able to provide examples of reading Mim Sukun Law. Thus, the application of the cognitive strategy

teaching model can improve student learning outcomes in the Al-Qur'an Hadith subject, Mim Sukun Law material, Class VB MI Yasiska Kedaung Pamulang, South Tangerang City.

The results of the research prove that the cognitive strategy teaching model can improve the assessment of learning outcomes of students in class VB MI Yasiska Kedaung Pamulang, South Tangerang City regarding the Mim Sukun Law, so the researcher suggests: Class V MI teachers should apply the cognitive strategy teaching model enriched with fun learning methods and not boring. In implementing the cognitive strategy teaching model, the teacher should have mastered the teaching model and the material that will be delivered to students.

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