



Cooperative Learning Model: Learning Solutions for Slow Learner Students in Elementary Schools

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Abstract

The phenomenon of teacher-centered learning activities, limited availability of media and supporting tools, and the existence of students who have slow understanding abilities in learning (Slow Learners) are one of the bases for this research. The aim of this research is to determine and describe the planning, implementation and improvement of Islamic Religious Education learning outcomes for Slow Learner students using the Cooperative Learning model. This type of research is Classroom Action Research which was carried out at a school in Indonesia. The research subject was a teacher with twenty students. Data collection techniques used were observation and tests. All data was analyzed using descriptive quantitative analysis, so that a conclusion was obtained about improving learning outcomes using the cooperative learning model. This research found that the use of a cooperative learning model with careful planning and good implementation can increase students' learning completeness.

Article Information:

Received January 5, 2024

Revised February 8, 2024

Accepted March 10, 2024

Keywords: *Slow learner, cooperative learning, elementary school*

INTRODUCTION

The verbalistic abilities that children have after graduating are an indication of weaknesses in the learning process (Cahyono, 2019; Hendryawan et al., 2017). Students are not encouraged to develop thinking skills (Juwita et al., 2019; Putri et al., 2021; Yanto, 2015). The learning process in the classroom tends to be directed at the ability to memorize information, students' brains are forced to remember and store various information, without having to relate it to everyday life (Lestari et al., 2021). As a result, when students graduate from an educational unit, they are theoretically smart, but they are poor in application. What is found in learning is that students are slow in the learning process, known as slow learners (Aziz et al., 2016; Nurfadhillah, et al., 2022; Nurfadhillah et al., 2022; Rofiah & Rofiana, 2017).

This type of student is still misinterpreted by teachers that they will not be able to change for the better from the previous learning process to the next learning process. They are considered as students who have below average abilities. Slow learner students are defined as children with low abilities. We should be able to understand that every human being has shortcomings. Misunderstandings about

How to cite:

Fakhruddin, F. M., Citra, R. Y., Yulia, R., Sutarto, S., Minsih, M. (2024). Cooperative Learning Model: Learning Solutions for Slow Learner Students in Elementary Schools. *International Journal of Islamic Teaching and Learning*, 1(1), 7-14.

E-ISSN:

xxxx-xxxx

Published by:

The Institute for Research and Community Service

the meaning of slow learners make them less confident in their condition, both physically and mentally (Nurfadhillah et al., 2022).

In principle, slow learners or children with special needs are difficult for teachers to identify (Nisa et al., 2023). This is because some of the slow learner students are students who do not receive enough attention and affection from their parents. So that in the learning process they become discouraged and cause the learning process to not run optimally. Therefore, as teachers and parents, you must pay attention to the needs of each student. Every student needs proper education so that their lives can develop in a better direction (Miasari et al., 2022). The learning process carried out by teachers in schools seems to prioritize students who have more abilities than slow learner students (Sahalluddin et al., 2023).

Teachers should treat students with the same treatment, so that slow learner students do not feel isolated and they do not think that they are stupid. In line with that, teachers need various kinds of models and methods that can support the teaching and learning process. Having certain models and methods makes it easier for teachers to convey learning and students can understand learning well. Among the methods that can encourage students to be able to apply learning in their daily lives is the cooperative learning model.

Based on the results of the author's empirical observations of learning held at one of the schools in Indonesia, information was obtained that there were still students who had slow abilities (slow learners). One of the reasons is that in the learning process teachers use methods that can make students feel bored quickly, because in learning most teachers only use lecture methods and assignment methods (Hidayati et al., 2019; Meidawati, 2019). So that learning activities are only centered on the teacher, apart from that the availability of media and supporting tools for the learning process is also lacking, the learning media used are generally only whiteboards and student handbooks. Teachers have not been able to apply learning methods that can reach slow learner students, so students' interest in learning is reduced. In addition, many slow learner children at school receive less attention and motivation from parents and teachers, due to the children's limited abilities (Khiyarusoleh, 2019; Nengsi et al., 2021).

One of the efforts that can be made by a teacher in the Islamic Religious Education learning process is for slow learner students to be more active and creative by learning in groups (cooperative learning) (Sumiati & Gumiandari, 2022). In the cooperative learning process, each group consists of several students who have different abilities, so that they can work together to complete the learning material provided by the teacher (Jaelani, 2015; Rosita & Leonard, 2015; Tambak, 2017). The characteristics of students prefer studying in groups rather than studying individually (Kurniawan & Sudrajat, 2017; Maulidia & Prafitasari, 2023). They prefer to study with friends directly and this can make learning more exciting and interesting. Through group learning, students can discuss with their peers so that they are able to communicate well and are willing to receive input and share opinions.

The cooperative learning model is a learning model that uses help from peers in the learning process (Sudarsana, 2018). In this process, the teacher forms small groups with four members, with different abilities. Then each group was given an assignment to discuss and continued by presenting the assignment in front of the class. Next, they are guided to make a report and the teacher carries out an evaluation. The resulting report was appreciated by teachers for creating motivation to learn. Thus, through the use of the cooperative learning model, it is hoped that each group member can practice communication skills, collaborate/socialize, train students' emotional involvement and develop self-confidence in learning so that they can increase motivation and learning outcomes individually and in groups.

Based on Scopus data, previous research used several keywords that refer to

research on the Cooperative Learning Model: Learning Solutions for Slow Learner Elementary School Students such as cooperation, humans, student, cooperative learning. Based on a Scopus data search, research related to this has been found in the past fifteen years, from 2010 to 2024, 10 studies with 25 documents were found. As seen in the following image.

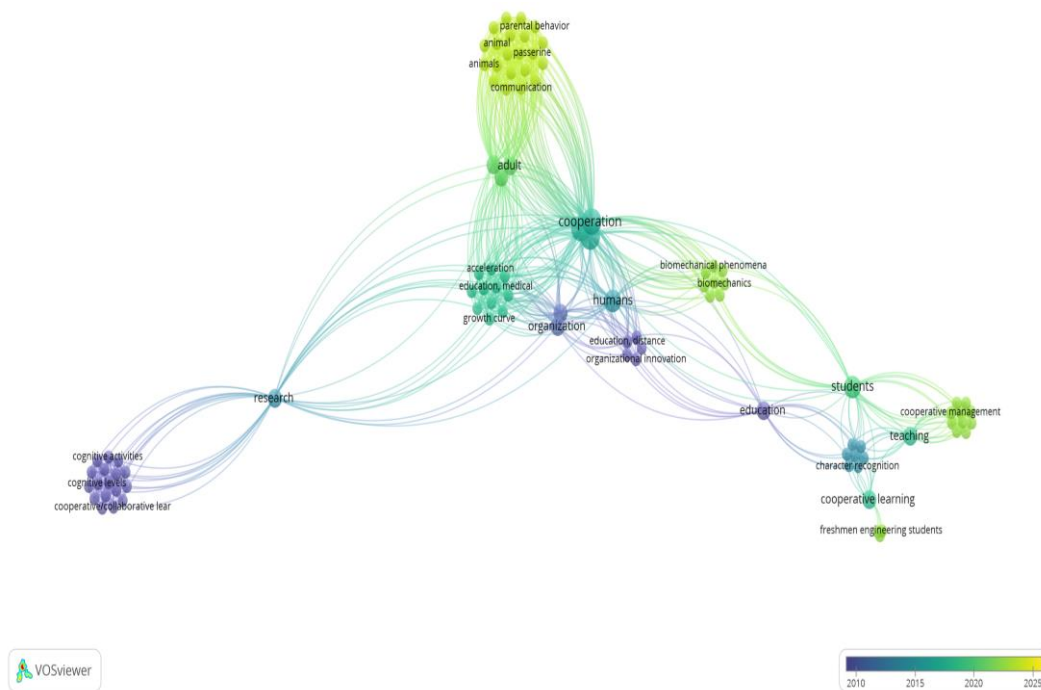


Fig 1. Several keywords that examine Cooperative Learning Models for Slow Learning Students by world researchers (Scopus database)

Based on the problems above, one way that teachers can do this is to apply the cooperative learning model in the learning process, to foster students' enthusiasm for learning, especially slow learner students. This research aims to describe improving learning outcomes in Islamic Religious Education using cooperative learning methods for slow learner students in elementary schools.

METHODS

This research is discussed using a classroom action research approach (Burhanuddin et al., 2022; Lubis, 2020; Machali, 2022). This approach is carried out by teachers in their classes by designing, implementing and reflecting on actions collaboratively and participatively in one of the elementary schools in Indonesia (Brantefors & Quennerstedt, 2016; Liebech-Lien, 2020; Posch, 2019). The aim is to improve and increase the quality of the learning process through certain actions in a cycle. This research was conducted as a teacher research subject with twenty students. This research was carried out in two cycles consisting of four meetings, each with a time allocation of 4 x 35 minutes. The data collection techniques used are observation and tests. After all the data was collected, quantitative and qualitative data analysis was carried out (Asmaldi et al., 2022; Kamaludin et al., 2023; Munawaroh et al., 2022; Mutathahirin et al., 2022; Yuslia et al., 2021).

RESULT AND DISCUSSION

This research was carried out in two cycles, namely cycles I and II which were carried out in elementary schools. In each cycle, what is observed is the implementation of cooperative learning and the results of tests carried out in learning. The results of the first cycle of research showed that only nine students had completed it or around a percentage of 45%, while eleven students had not mastered

the material or had not completed it with a percentage of 55%. The average score of students who completed it was 75.00. Students who have not yet completed are students in the slow learner category. Where in the pre-complete cycle there were 6 people (30%) increasing in Cycle I to 9 people (45%). From pre-cycle to cycle I there was an increase in student learning outcomes by 15%. And those who did not complete the pre-cycle were 14 people (70%) decreasing in the first cycle to 11 people (55%). The results of research in cycle II showed that only 13 students had mastered the material with a percentage of 65% who had completed it and 7 children had not yet mastered the material or had not yet completed it with a percentage of 35% with a class average score of 76.25.

Table 1. Frequency of Learning Results for Slow Learner Students in Islamic Religious Education Subjects

No	Description	Complete	Percentage	Not Completed	Percentage
1	Cycle I Meeting II	9	45 %	11	55 %
2	Cycle II Meeting I	13	65 %	7	35 %

Based on table 1, it can be seen that there has been an increase in the learning outcomes of slow learner students by using the cooperative learning model. Where in cycle I, meeting II was completed, 9 people (45%) increased in cycle II, meeting I to 13 people (65%), from cycle I, meeting II to cycle II, meeting I, there was an increase in student learning outcomes by 20%. And for those who did not complete in cycle I, meeting II, there were 11 people (55%) decreasing in Cycle II, meeting I to 7 people (35%). For more details on the results of students' Islamic Religious Education learning in Cycle II, meeting I, can be seen in the graph below.

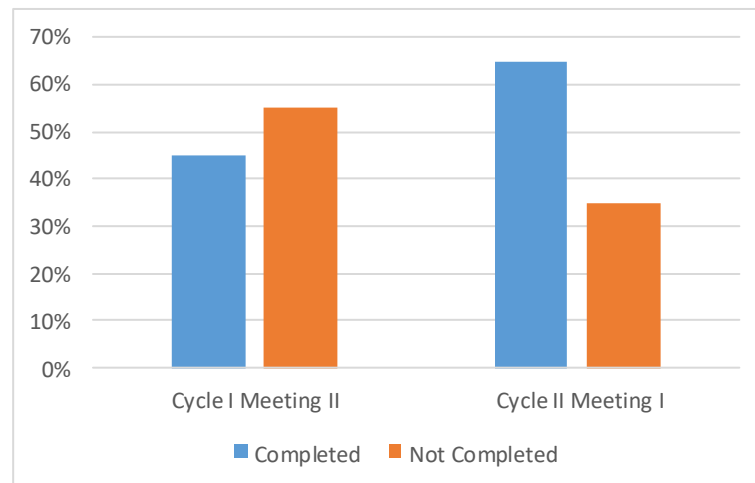


Fig 2. Islamic Religious Education Learning Results in Cycles I and II

The results of research from the second cycle of the second meeting showed that 18 students had mastered the material with a percentage of 90% who had completed it, and 2 children had not yet mastered the material or had not yet completed it with a percentage of 10%. and the class average score is 81.95.

Table 2. Frequency of Learning Results for Slow Learner Students in Islamic Religious Education Subjects

No	Description	Complete	Percentage	Not Completed	Percentage
1	Cycle II Meeting I	13	65 %	7	35 %
2	Cycle II Meeting II	18	90 %	2	10 %

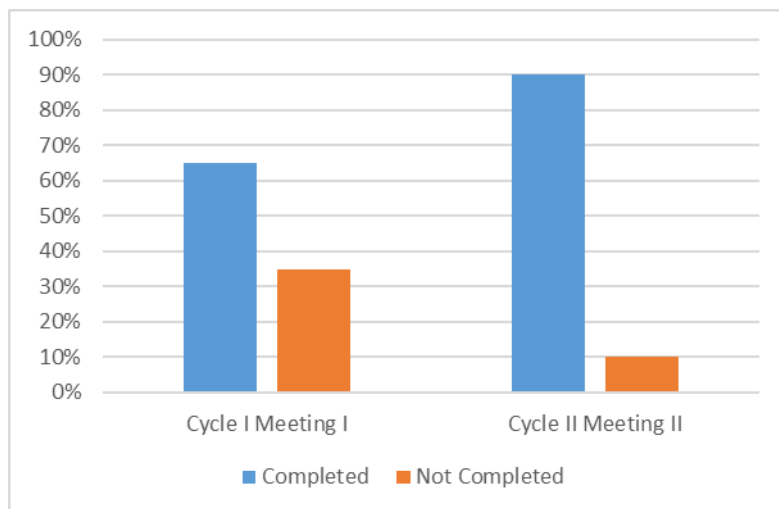


Fig 3. Islamic Religious Education Learning Results for class students in Cycle II

Based on the table above, student success can be seen from cycle II meeting I that 65% of the students who completed it were 65% and those who did not complete it were 35%, and in cycle II meeting II there was an increase in student learning outcomes in cycle II meeting II which were 90% complete and not completed by 10%. Based on these results, it can be seen that the student's score is in line with what was expected, namely at least more than 80% completed. So the cooperative learning model can improve student learning outcomes, including slow learner students

CONCLUSION

The cooperative learning model can empirically improve student learning outcomes at elementary school level. This increase in learning outcomes includes students who are slow in learning (slow learners). This model can increase students' motivation in learning because they learn with peers and can share information with each other. For slow students, don't hesitate to ask questions and convey their learning difficulties to other friends. Thus, this model can be an alternative for elementary school teachers in dealing with slow learners.

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International Journal of Islamic Teaching and Learning

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