

THE IMPACT OF COLLABORATIVE LEARNING STRATEGIES AND LEARNING MOTIVATED STUDENTS ON LEARNING OUTCOMES AND ABILITY IN MADRASAH IBTIDAIYAH

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Abstract: There will be an examination of the impact of cooperative learning strategies on academic outcomes for students of Akidah Aklak at Madrasah Ibtidayah Negeri Gunungsitoli City, in this study. This study used a quasi-experimental approach. For both collaborative and competitive learning classes, a previously formed class was used for treatment, and the controlled characteristics of students were learning motivation. This method was chosen. Using a variety of collaborative learning strategies, this study found that both students with high and low levels of learning motivation at the State Madrasah Ibtidiyah in Gunungsitoli City could improve their academic performance. To teach Akidah Akhlak material, collaborative learning strategies should be used rather than competitive learning strategies.

Keywords: Collaborative Learning; Learning Motivation; Strategy.

INTRODUCTION

One of an educator's or teacher's responsibilities is to create a learning environment in which students can always study well and enthusiastically. A positive learning environment will positively impact achieving optimal learning outcomes. Teachers must be able to select the most appropriate learning method or strategy. Inaccuracy in the use of learning methods or techniques will cause students to become bored with the material presented, making the material less understandable and becoming apathetic.

Akidah Akhlak is one of the subjects taught to students in madrasas that should be prepared for a child. Even though his parents have been teaching him this lesson since he was born. However, madrasas were established formally. Every rational person should study religion. From the cradle to the grave, learning begins. Even if a person does not receive a formal education, learning religion is a duty to fulfill as a human being.

In general, learning Akidah Akhlak aims to increase faith, understanding, and appreciation of religious (Islamic) values and their comprehension. So that they can become Muslims who believe and fear Allah SWT and have a noble character, in the sense of having high moral awareness in personal and community life and in national and state life, it is hoped. Akidah Akhlak is education that focuses on religious teachings (Islam). Or as an effort to guide and care for students, directing them to appreciate and practice Islamic teachings and values in daily life. Islam, as a religion, plays a significant role in providing guidelines and instructions on how to live in a civilized society and state.

Through educational activities, Akidah Akhlak learning aims to prepare students to understand (know), skillfully implement (do), and practice Islam. The goal of Akidah Akhlak is

for students to understand, be skilled in implementing, and implement Islamic teachings in daily life so that they can become people who believe and fear Allah SWT and have a noble character in their family, community, national, and state lives.

METHOD

This study used a quasi-experimental approach. For both collaborative and competitive learning classes, a previously formed class was used for treatment, and the controlled characteristics of students were learning motivation, this method was chosen.

DISCUSSION

It has been found that the overall average learning outcomes of Akidah Akhlak students of the State Madrasah Ibtidaiyah of Gunungsitoli City students who are taught with collaborative learning strategies (28.15) are higher than the average learning outcomes of students who are trained with competitive learning strategies (28.10). (28.15). (26.92).

As can be seen, both students with high and low levels of motivation to learn at the State Madrasah Ibtidaiyah of Gunungsitoli City benefit from a collaborative learning approach in this study. To teach Akidah Akhlak material, collaborative learning strategies should be used rather than competitive learning strategies.

For students of Gunungsitoli City's State Madrasah Ibtidaiyah, a collaborative learning strategy is a study group in which they work together. As a result, there is a high level of cooperation, mutual need, and interaction among study group members. Success is measured by how close the learning group meets its goal. This activity necessitates teamwork, personal accountability, and supportive interactions between participants, as the group's success is directly tied to the success of each individual.

This aligns with what Gunawan had to say (Gunawan, 2004). describes five critical components of successful collaborative learning: (1) a sense of togetherness; (2) face-to-face interaction or mutual support (helping each other, respecting each other, congratulating and celebrating success together); (3) individual and group responsibility for learning success; and (4) interpersonal and small group communication skills, communication, trust, leadership, decision-making (reflecting on their function and ability to learn).

Meanwhile, a competitive learning strategy emphasizes personal effort to achieve predetermined goals. Interaction between fellow students at Gunungsitoli City's State Islamic Madrasah is minimal, and each individual is focused on achieving the best possible results. The scoring and reward system determines whether someone succeeds or fails in meeting the set goals. Johnson and Johnson emphasize that competitive learning aims to maximize each student's academic performance to achieve the highest possible achievement that can only be achieved by one or a few students (Johnson, 1997). Furthermore, Schmuck and Schmuck stated that to achieve

this goal, students were motivated to compete under the assumption that their classmates were rivals who needed to be defeated (Schmuck, 1980). Whether for prizes and praise or sheer satisfaction, individual competitions can provide incentives and excitement for classroom activities.

Furthermore, in the collaborative learning strategy, the average Akhlak learning outcomes of Gunungsitoli State Madrasah Ibtidaiyah students with high learning motivation (= 32.36) outperform the Akidah Akhlak learning outcomes of Gunungsitoli City State Madrasah students with low learning motivation (= 25.84). While using competitive learning strategies, the average Akhlak learning outcomes of Gunungsitoli City State Madrasah Ibtidaiyah students with high learning motivation (= 28.11) outperformed those of Gunungsitoli City State Madrasah Ibtidaiyah students with low learning motivation (= 26, 04).

This demonstrates that learning motivation is significant enough to distinguish student learning outcomes. The learning outcomes of students with high learning motivation, both those taught with collaborative learning strategies and those acquainted with competitive learning strategies, outperform those of students with low learning motivation.

The role of motivation in the learning success of Madrasah Ibtidaiyah Negeri Gunungsitoli students is inextricably linked and cannot be separated. The greater a student's learning motivation, the greater his effort to achieve learning success. Because reason becomes a driving force (motor) in a person, it activates all existing energies, including learning activities. As a result, learning motivation can have a positive and significant relationship with student learning outcomes.

(1) Akidah Akhlak students at the Gunungsitoli City State Madrasah learned more than Gunungsitoli State Madrasah Ibtidaiyah students taught competitive learning strategies, and (2) the findings supported all of the research hypotheses. The findings supported all of the research hypotheses. There is an interaction between learning strategies and learning motivation that influences learning outcomes when students at Madrasah Ibtidaiyah Negeri Gunungsitoli City are learning Akhlak. They outperform their peers at Madrasah Ibtidaiyah Negeri Gunungsitoli City when they learn Akhlak, and vice versa when they are learning Akhlak from their peers. It is possible to accept the morals of the students of Gunungsitoli City's State Madrasah Ibtidaiyah.

According to the first hypothesis, students at the State Islamic School of Gunungsitoli who are taught using collaborative learning strategies achieve better results on the Akidah Akhlak standardized test than students taught using competitive learning strategies. Due to their ability to make connections between what they're learning in class and the real world, students who participate in collaborative learning projects gain a deeper understanding of their course materials.

Because the constructivism theory of learning shows that students form or build knowledge through their interactions with their environment, collaborative learning strategies aim to foster student participation and discussion in solving issues or problems posed by teachers in learning.

According to the findings of this study, previous studies, like Tint and Nyunt (2015) found that students can use the think-pair-share technique to complete their assignments online, either individually or in groups when using collaborative learning. Students' decision-making skills improve when they engage in collaborative learning activities in a virtual classroom. Second, according to Dewi, Mudakir, and Murdiah (2016), students' critical thinking abilities are significantly influenced by a collaborative learning model based on lesson study, with the experimental class having an average ability of 72.56 (10.16) and the control class having an average ability of 60.52. (11.96). When it comes to critical thinking, the experimental group is more advanced than the control group, while the latter is less advanced. After being taught a collaborative reading strategy as part of a reading comprehension lesson, students' reading comprehension improves, according to research by Ni'matuzahroh (2015). the intervention of reading comprehension strategies through collaborative strategies has a significant effect on improving students' reading comprehension $t = 11,979$ with a significance level of 0.000 0,05 and (4) Lasidos research Zulkifli Matondang (2015) discovered that the application of the collaborative learning model can: 1) increase learning activity of creating budget plans.

Students from the State Madrasah Ibtidaiyah of Gunungsitoli City's State Madrasah Ibtidaiyah with high levels of learning motivation outperform those with low levels of learning motivation in the Akidah Akhlak learning test. These findings show that Akidah Akhlak's learning outcomes are distinctive because of the importance of learning motivation. There are two types of learning motivation in this study: high learning motivation and low. The overall findings of the data analysis revealed that the average learning outcomes of Akidah Akhlak students of the State Madrasah Ibtidaiyah of Gunungsitoli City with high learning motivation outperformed those of Akidah Akhlak students with low learning motivation. This indicates that students with high learning motivation outperform students with low learning motivation in Akidah Akhlak, State Islamic Madrasah Ibtidaiyah, Gunungsitoli City. Thus, students with high learning motivation understand and master Akidah Akhlak subject matter better than students with low learning motivation.

Students' learning motivation serves to: (1) encourage the emergence of behavior or actions. There will be no action, such as learning if there is no motivation; (2) motivation functions as a guide, directing actions to achieve the desired goal; and (3) motivation functions as a mover, directing one's behavior. The size of this motivation influences how quickly a job/task can be completed correctly.

The findings of this study corroborate previous research, such as (1) the Mapease study (2009) discovered a positive influence of learning motivation on the learning outcomes of third-grade students in the Electrical Department at SMK Negeri 5 Makassar based on a questionnaire indicating that the learning outcome variable (Y) was in the medium category. by a factor of 73. This is demonstrated by the fact that there are 10 people or 23% in the very high category, 0% in the high category, or no learning outcomes in the high category, 32% or 73% in the medium category, and 2% or 5% in the low category. (2) According to Suprihatin's (2015) research, increasing student motivation is one technique for developing the ability and willingness to learn. Linking learning experiences with student motivation is one logical way to motivate students in learning, and (3) the findings of Nurdin's (2015) research show that learning motivation has a relationship with learning civic education. The coefficient of determination (R^2) of 0.504 indicates that 50.4 percent of learning motivation is related to civic education learning achievement, while the remaining 49.6 percent (100 percent - 50.4 percent) is influenced by other factors. This is demonstrated by the $t_{\text{count}} = 7,933 > t_{\text{table}}$ value at 5% = 1,670 results.

The third hypothesis is that there is an interaction between learning strategies and learning motivation in influencing the learning outcomes of Akidah Akhlak students at the State Madrasah Ibtidaiyah in Gunungsitoli City. The average Akidah Akhlak learning outcomes in groups of students with high learning motivation who are taught collaborative learning strategies are higher than the average Akidah Akhlak learning outcomes in groups of students with low learning motivation who are taught competitive learning strategies.

The average Akidah Akhlak learning outcomes of Gunungsitoli City State Madrasah students with low learning motivation who are taught with collaborative learning strategies are lower than the average Akidah Akhlak learning outcomes of Gunungsitoli State Madrasah Ibtidaiyah students with low learning motivation who are taught with competitive learning strategies.

This means that collaborative learning strategies are preferable for groups of students with high learning motivation, whereas competitive learning strategies are preferable for groups of students with low learning motivation. As a result, it is possible to conclude that learning strategies and learning motivation play a significant role in influencing the learning outcomes of Akidah Akhlak students at the State Madrasah Ibtidaiyah in Gunungsitoli City.

This is possible because, through collaborative learning, (1) students practice combining the concepts obtained from the teacher's explanations or books/readings with their application in everyday life, (2) students are allowed to seek information outside the classroom, both information that objects/reading, visions (competitive objects, TV/radio/internet) and people/experts or figures, and (3) students make alternatives to overcome the topics/obj.

According to the Scheffe test results, three of the six combinations of average comparisons of Akidah Akhlak learning outcomes for students at the State Madrasah Ibtidaiyah in Gunungsitoli City produced insignificant results:

1. Collaborative learning strategy and high motivation to learn with a group of students from Gunungsitoli City's State Madrasah Ibtidaiyah who are taught with competitive learning strategies and high motivation to learn.
2. Collaborative learning strategies and high levels of learning motivation with collaborative learning strategies and high levels of learning motivation
3. Collaborative learning strategies with high learning motivation versus competitive learning strategies with low learning motivation.

According to the results of the follow-up test, (1) the application of competitive learning strategies and high learning motivation versus the application of collaborative learning strategies and low learning motivation has no significant effect, and (2) the application of competitive learning strategies for both students of the State Islamic Madrasah of Gunungsitoli City with high learning motivation and low learning motivation has no significant effect.

When we look at the average learning outcomes of Gunungsitoli State Madrasah Ibtidaiyah students who have high learning motivation and are taught using portfolio learning strategies, we see that they are higher than the average learning outcomes of Gunungsitoli City State Madrasah Ibtidaiyah students who have high learning motivation and are taught using competitive learning strategies.

The average learning outcomes of Akidah Akhlak in the group of students from the State Madrasah Ibtidaiyah of Gunungsitoli City who have low learning motivation and are taught by collaborative learning strategies are lower than the average learning outcomes of the group of students from the State Madrasah Ibtidaiyah of Gunungsitoli City who have low learning motivation and are taught by competitive learning strategies.

This means that for a group of students at Gunungsitoli City's State Madrasah Ibtidaiyah with low learning motivation, it is preferable to learn through competitive learning strategies rather than collaborative learning strategies. As a result, it is possible to conclude that learning strategies and learning motivation play a significant role in influencing the learning outcomes of Akidah Akhlak students at the State Madrasah Ibtidaiyah in Gunungsitoli City.

Furthermore, given the breadth and importance of Akidah Akhlak subjects, we require a learning strategy capable of describing in detail, defining and understanding concepts, understanding theories, and evaluating and performing skills in effective and efficient learning.

As a result, it is not certain that the portfolio learning strategy is the only strategy used to support Akidah Akhlak's learning. Competitive learning strategies and other strategies can be used in certain Akidah Akhlak materials. It is hoped that by employing a variety of learning

strategies in the field of Akidah Akhlak study, students at the State Madrasah Ibtidaiyah in Gunungsitoli City will be able to build or construct their knowledge and skills required to comprehend the teaching material in the Akidah Akhlak study area.

Furthermore, it is expected that students will be able to develop or apply their ideas in solving learning problems, so that knowledge and skills will be remembered and understood in long-term memory and can be used at any time. according to the learning requirements of Gunungsitoli City's State Madrasah Ibtidaiyah students.

According to the findings of this study, the learning strategy is tailored to the characteristics of the Gunungsitoli State Madrasah students, namely their motivation to learn and the subject matter to be delivered. The ability to select learning strategies and design the right Akidah Akhlak learning is required, and it must be adapted to the characteristics of students to assist in determining learning strategies, learning theories, and learning media that are appropriate for use.

This is done so that the lessons delivered can hold students' attention and that no hour of the lesson feels boring. If the teacher pays attention to the characteristics of the students at the State Madrasah Ibtidaiyah in Gunungsitoli City, the teacher will likely be able to choose the best learning strategy for the students. This is supported by previous findings that (1) the use of collaborative learning strategies and high learning motivation versus the use of competitive learning strategies and low learning motivation had no significant effect on the achievement of student learning outcomes at Madrasah Ibtidaiyah Negeri Gunungsitoli City, and (2) the use of competitive learning strategies both students with high learning motivation and low learning motivation.

The findings of this study indicate that learning strategies have an impact on student learning outcomes at Gunungsitoli State Madrasah Ibtidaiyah in the field of Akidah Akhlak study. This explains and confirms that learning strategies are one of the factors that need to be addressed to improve the learning outcomes of Akidah Akhlak students at the State Madrasah Ibtidaiyah in Gunungsitoli City.

This is understandable because, by implementing appropriate learning strategies, students' active participation in learning can be increased, leading to the success and achievement of the learning objectives themselves. As a result, if the learning strategy is ineffective, Gunungsitoli City State Madrasah students will have a lower level of active participation in learning.

The findings of this study show that using collaborative learning strategies rather than competitive learning strategies improves the learning outcomes of Akidah Akhlak students at the State Madrasah Ibtidaiyah of Gunungsitoli City. This demonstrates that collaborative learning strategies are more effective for improving Akidah Akhlak learning outcomes, because in

collaborative learning, students are more active in reconstructing the knowledge they will gain, and students seek to find their knowledge by looking for diverse sources.

The logical consequence of Akidah Akhlak's effect of implementing learning strategies on learning outcomes has implications for teachers who want to implement collaborative learning strategies. It is hoped that by using a collaborative learning strategy, teachers will be able to generate and motivate students' active involvement and participation in Akidah Akhlak learning, as well as create a more interactive and effective learning environment for achieving learning objectives. To be able to implement collaborative learning strategies, teachers must first understand the stages of collaborative learning strategies.

The findings also show that the learning motivation of students at the State Madrasah Ibtidaiyah in Gunungsitoli affects Akidah Akhlak's learning outcomes. When compared to students with low learning motivation, students with high learning motivation have higher or superior Akhlak Akidah learning outcomes. This statement explains and confirms that learning motivation has a significant influence on the learning outcomes of Akidah Akhlak students at the State Madrasah Ibtidaiyah in Gunungsitoli City.

The results of the questionnaire scores are used to divide learning motivation into two categories: high learning motivation and low learning motivation. Students who are highly motivated to learn to have the characteristic of always wanting to find answers in their studies. As a result, while students with high learning motivation will almost certainly achieve maximum learning outcomes, Akidah Akhlak students at the State Madrasah Ibtidaiyah in Gunungsitoli City, on the other hand, experience different outcomes, with less than optimal learning achievement.

The logical consequence of the influence of learning motivation on Akidah Akhlak learning outcomes has implications for Akidah Akhlak teachers in identifying and predicting students' learning motivation. If the learning motivation of students at Gunungsitoli City's State Madrasah Ibtidaiyah can be grouped, the teacher can apply appropriate learning plans and learning strategies based on the students' characteristics.

Teachers can also take other actions, such as combining students with high learning motivation at the State Madrasah Ibtidaiyah in Gunungsitoli City with students with low learning motivation so that communication and positive interdependence can be established between them. As a result, students are expected to work together in their community to develop and acquire the knowledge and skills required to solve learning problems and achieve better learning outcomes. Furthermore, students at Gunungsitoli City's State Madrasah Ibtidaiyah are expected to be able to increase their retention by finding important materials on their own, rather than being told by the teacher.

The implications of the differences in the characteristics of Gunungsitoli State Madrasah students in terms of learning motivation imply that teachers must consider student learning

motivation factors when selecting learning strategies. In competitive learning, students' motivation to learn will play a role in positive or negative reactions that will be done in responding to an idea, idea, or situation. As a result, depending on the characteristics of the students, the teacher's learning strategy will be effective or ineffective.

Differences in learning motivation have implications for teachers at Gunungsitoli City's State Madrasah Ibtidaiyah in providing motivation, generating interest, and motivating students to learn. Teachers do not have a problem motivating, generating interest, and motivating students with high learning motivation; however, for students with low learning motivation, teachers must devote more and continuous attention to providing motivation, generating interest, and motivating students with low learning motivation.

Giving motivation, generating interest, and motivating students to learn will be more effective if the relationship between teacher and student, student to student, and student to student is created and established in a conducive manner beforehand. Akidah Akhlak teachers can collaborate with guidance and counseling (BK) teachers to help students with learning difficulties at Madrasah Ibtidaiyah Negeri Gunungsitoli City.

This difference in learning motivation has implications for the teachers at Gunungsitoli City's State Madrasah Ibtidaiyah in carrying out classroom learning. Teachers can implement and direct learning activities for students with low abilities by forming study groups or discussion groups in the classroom where students provide mutual assistance to students with low abilities, thereby assisting students with low abilities in understanding the subject matter.

The study's findings also revealed an interaction between learning strategies and learning motivation on the learning outcomes of Akidah Akhlak students at the State Madrasah Ibtidaiyah in Gunungsitoli City. Students with high learning motivation who are taught with collaborative learning strategies have higher Akidah Akhlak learning outcomes than those who are taught with competitive learning strategies, indicating this interaction.

Students from Madrasah Ibtidaiyah Negeri Gunungsitoli City who have low learning motivation, the average learning outcomes of Akidah Akhlak who are taught using collaborative learning strategies are lower than the average learning outcomes of students who are taught using competitive learning strategies. As a result, collaborative learning strategies are more appropriate for students with high learning motivation, whereas competitive learning strategies are more appropriate for students with low learning motivation.

The findings also show that the learning strategies used by the teacher and the students' learning motivation influence the learning outcomes of Akidah Akhlak students at the State Madrasah Ibtidaiyah of Gunungsitoli City. In this case, teachers and students play the same and meaningful role in improving Akidah Akhlak's learning outcomes, so to achieve maximum

learning outcomes, the two variables, namely learning strategies and learning motivation, must be considered concurrently.

The interaction of learning strategies and learning motivation has implications for both teachers and students. Teachers should understand and practice the use of collaborative learning strategies in the classroom because this research has shown that they are effective in improving the learning outcomes of Akidah Akhlak students at Madrasah Ibtidaiyah Negeri Gunungsitoli City. Meanwhile, students should always strive to increase their learning motivation by studying diligently, and the most important thing is the self-discipline to be committed and consistent in their learning.

CONCLUSION

The results of the preceding discussion indicate that learning strategies do affect the achievement of learning outcomes; in this case, the average learning outcomes of Akidah Akhlak students at the Gunungsitoli City State Madrasah who are taught collaboratively are higher than the average learning outcomes. Students of Akidah Akhlak at Gunungsitoli City's State Madrasah Ibtidaiyah who receive instruction through competitive learning strategies. Additionally, $F_{\text{count}} = 29.57$ was determined using the results of statistical tests, whereas $F_{\text{table}} = 3.96$ for dk (1.76) and a significance level of 0.05. As it turns out, $F_{\text{count}} = 29.57$ is greater than $F_{\text{table}} = 3.96$. As a result, collaborative learning strategies are more effectively applied in Akidah Akhlak learning, resulting in improved Akidah Akhlak learning outcomes for students.

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