



## Influence Of Learning Strategy And Independence Learning On The Learning Outcomes of Islamic Education

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### ABSTRACT

In applied learning, it can be seen that there are differences in students' abilities in absorbing teaching materials from the teacher. So there needs to be a strategy to overcome independence in student learning. This study aims to determine and describe: (1) the effect of the implementation of learning strategies on learning outcomes of Islamic Education, (2) the effect of learning independence on Islamic Education learning outcomes, and (3) the influence of learning strategies and learning independence on learning outcomes Islamic education. The population of this study was all students of class V Al-Hijrah Deli Serdang consisting of 3 classes. Based on the cluster Random sampling technique. The research instrument is a test used to obtain learning outcomes data and a questionnaire to obtain student learning independence data. The analysis technique is an analysis of variance. The results showed: (1) the average Islamic Education learning outcomes of students taught with the CIRC learning strategy were higher than the average Islamic Education learning outcomes of students taught with expository learning strategies, (2) the average Islamic Education learning outcomes of students with high learning independence are higher than learning outcomes of students with low learning independence and (3) there is an interaction between learning strategies and learning independence.

*Learning Strategy, Learning Independence, Learning Outcomes*

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## INTRODUCTION

(Maruf & Anjely, 2020) Slavin explains CIRC learning is a comprehensive learning program for teaching reading, writing, and language arts that is focused on the curriculum and teaching methods. In the CIRC learning strategy, students are placed in groups, this group is not distinguished by gender, ethnicity/nation, or the level of intelligence of students. So, in this small group, there should be students who are smart, moderate, or weak, and each student feels right for one another. Explains that the purpose of implementing CIRC learning is to further improve students' ability to read and receive feedback

from reading activities and respond to each other's reading activities by students. CIRC can improve student learning outcomes that are low. In addition, based on some research, students can also make and explain predictions about how problems can be solved and summarize the main elements of a story to other elements of the story. (Rahmi & Marnola, 2020) The elements contained in the CIRC learning are explained by namely: (1) the team, (2) reading in pairs, (3) writing the contents of the text, (4) saying the words aloud, (5) the meaning words, (6) retelling the contents of the text, (7) spelling (8) examination by a partner, and (9) tests.

(Adi & Fathoni, 2020) States that the need to be independent has the following characteristics: (1) do as he wants, (2) say what he is thinking, (3) not dependent on others in making decisions, (4) feel free to do what he wants to do, (5) do something that is outside the rules or habits, (6) m Avoiding situations where someone is expected to adjust, (7) do something without respecting other people's ideas, and (8) criticize people in power. The same thing was explained by (Zakaria & Ibrahim, 2019) students are said to be independent if they have the following characteristics: (1) finding oneself or identity, (2) having initiative, (3) making considerations in acting, (4) being responsible for their actions, and (5) can meet their own needs.

(Andriani & Rasto, 2019; D. Gultom, 2020; T. Gultom, 2020) Explains the learning outcomes will be seen by the existence of new behavior at the level of thinking ability or physical ability. Learning outcomes are students' mastery of the material/subject matter that has been given during the teaching process takes place. The material or subject matter is then further tested on students to know their mastery. Three types of learning outcomes, namely: (1) skills and habits, (2) knowledge and understanding, and (3) attitudes and ideals, each type can be filled with material set in the school curriculum.

(Palittin et al., 2019) Group learning outcomes into two dimensions, namely: (1) the level of performance. Performance level dimensions consist of remembering, using, and finding. Remembering is related to performance that requires students to trace memory structures to re-express the constructs that have been stored in it. Using is related to performance that requires students to apply abstraction in special cases. Finding is related to the performance that requires students to find or develop new abstractions, (2) dimensions of the content type of teaching material. Dimensions of the type of content of teaching materials consist of facts, concepts, principles, and procedures. Facts are knowledge about real objects which are associations of facts and verbal information from an object, event, or human being. The concept is knowledge about a set of concrete objects or definitions. The principle is a statement about

the relationship between two or more concepts, the relationship can be causality, correlation, or axiomatic. The procedure is knowledge about action after action that is linear in achieving a goal. In addition to the learning strategy factor, also known as external factors that influence the achievement of Islamic Education students, the internal factors are factors that come from students in the form of student characteristics that also influence the achievement of Islamic Education learning outcomes. Characteristics of students can be learning styles, independence, cognitive styles, initial abilities, interests, and so on. One of the characteristics of students studied in this study is learning independence which is distinguished by high learning independence and low independence.

One strategy that can be applied to Islamic Education learning is cooperative, integrated, reading, and composition (CIRC). The application of CIRC learning to Islamic Education provides direct experience to students, the aim is to foster students to develop cognitive, affective, and psychomotor aspects of students as a whole and interact with friends and their environment. (Darlis et al., 2020) CIRC learning in the field of Islamic Education studies emphasizes learning where students find what they have learned, not just knowing from the teacher. While the expository learning strategy in Islamic Education learning emphasizes the delivery of information or lectures conducted by the teacher, so there is a tendency for students to be passive listeners and note-takers where the teacher's function is the only source of learning so that the accumulation of information conveyed by the teacher through lectures so that Such conditions make students bored and result in the achievement of learning outcomes that are less than the maximum.

The difference in learning independence inherent in students results in differences in the ability of students to absorb Islamic Education teaching materials. In this case, students with high learning independence will have an impact to take the initiative, strong learning will, and learning readiness that can be above themselves without being dependent on others, this vice versa happens to students with low levels of learning independence. By paying attention to the above, the teacher can adjust, compile and make relevant teaching material to help and direct students' readiness to receive the subject matter in learning by paying attention to the learning strategies applied and the characteristics of students.

## **RESEARCH METHOD**

This research method is a quasi-experimental research population is the fifth-grade students at Al-Hijrah Deli Serdang consisting of 3 classes. The sample was selected using the cluster random sampling technique in which

case a CIRC learning strategy was taken and one class was taught with an expository learning strategy. Data collection instruments were questionnaires and tests of learning outcomes. Techniques by analysis of variance at  $\alpha = 0.05$ .

## RESEARCH RESULT AND DISCUSSION

The CIRC learning strategy ( $\bar{X} = 29.32$ ) was higher than the average learning outcomes of Islamic Education students who were taught with expository learning strategies ( $\bar{X} = 27.00$ ). Furthermore, based on testing the hypothesis showed significant results, namely the price of F count (13.32) is greater than the price of F table (4.00).

This shows that the CIRC learning strategy is proven to be effective in improving the learning outcomes of Islamic Education as a whole both for groups of students with high learning independence and groups of students with low learning independence. Thus it can be interpreted that the CIRC learning strategy is more effective to improve the learning outcomes of Islamic Education without regard to the independence of student learning. The implementation of the CIRC learning strategy can encourage students to actively learn because students can relate what they have learned to previous material and cognitive structures that students already have. In addition, the CIRC learning strategy aims to foster student participation in solving problems or solving problems raised by teachers in learning, fostering discussions among students in seeking solutions to those problems or problems. Therefore the teacher's role in the CIRC learning strategy is more dominant as a facilitator that directs students to find and construct their knowledge.

The above can be understood because the CIRC learning strategy explained to (Karim & Fathoni, 2022) that the purpose of implementing CIRC learning is to further improve students' ability to read and receive feedback from reading activities and respond to each other's reading activities by students. CIRC can improve student learning outcomes that are low. In addition, based on some research, students can also make and explain predictions about how problems can be solved and summarize the main elements of a story to other elements of the story. In addition, the CIRC learning strategy that starts with giving time to analyze the material or problems causes learning to be more enjoyable and arouses students' interest and curiosity about the material presented. This makes it easier for students to concentrate on learning material, and of course, this makes learning activities carried out more easily carried out because students are interested and concentrated in learning (Christina & Kristin, 2016).

Students' interest and curiosity and students' concentration will make it easier for students to gain new knowledge, so that the knowledge is more inherent and remains in students' long-term memories, and can be revived at any time for student learning needs, especially when the teacher gives practice at the final stage implementation of learning and when the test results of learning at the end of the learning meeting.

Average learning outcomes of Islamic Education students with high learning independence ( $\bar{X} = 29.90$ ) overall both taught with the CIRC learning strategy and expository learning strategies are higher than the average learning outcomes of Islamic Education with low learning independence ( $\bar{X} = 26.20$ ). Furthermore, based on testing the second hypothesis, shows that the learning outcomes with high learning independence are higher than students with low learning independence. The results of statistical analysis prove that the price of the F count (10.41) is greater than the price of the F table (4.00).

These results prove that learning independence is significant to distinguish the learning outcomes of students of Islamic Education. This is understandable because students with high learning independence are better able to understand and master Islamic Education subject matter than students with low learning independence. Learning independence refers to individual behavior. However, because behavior is a manifestation of the condition of individual psychology, to know the level of learning independence students need to pay attention to aspects of psychology.

Students with learning independence can be seen from the behavioral characteristics as stated by (Rahmayani, 2019) that students are said to be independent if they have the following characteristics: (1) finding themselves or self-identities, (2) having initiative, (c) making considerations in acting, and (4) being responsible for his actions, and (5) being able to meet his own needs. A student who has a high level of learning independence can improve his learning outcomes because these students are accustomed to acting creatively and innovatively. High learning independence has meaning for efforts to increase the ability to learn as well as in achieving learning outcomes obtained when following a lesson (Sumiyani et al., 2019). In addition, students with high learning independence will act according to their thoughts following their abilities will ultimately lead to the maturity of the mindset and learning patterns as well as a strong willingness to learn to obtain better learning outcomes (Mardianto & Fachruddin, 2017).

The results of this study and other research findings indicate that the level of learning independence that is internalized within a student will provide support for the learning activities they do. Learning independence as a strength

in the individual in doing something independent of others certainly has a meaningful meaning for a student in planning, managing, and completing his learning activities. Thus it can be predicted that if a student's level of learning independence is high, then it is expected that these students will be able to achieve better results than their peers. So the independence of learning of a student has meaning for efforts to improve the ability to learn as well as in the framework of achieving the learning outcomes obtained. Students with high levels of learning independence are characterized by tendencies: (1) not dependent on others, (2) initiative, (3) high motivation to learn, and (4) not giving up easily, while students with low levels of independence are characterized by tendencies: (1) always depend on others, (2) lack of initiative, (3) low learning motivation, (4) give up quickly.

The average learning outcomes of Islamic Education students taught with the CIRC learning strategy and high learning independence ( $\bar{X} = 31.38$ ) are higher than the learning outcomes of Islamic Education students with low learning independence ( $\bar{X} = 25.38$ ). Furthermore, in expository learning strategies, the average learning outcomes of Islamic Education students with high learning independence ( $\bar{X} = 28.43$ ) are higher than the learning outcomes of Islamic Education students with low learning independence ( $\bar{X} = 26.37$ ). The results of the third hypothesis testing show there is an interaction between learning strategies and learning independence in influencing the learning outcomes of Islamic Education students, where the results of statistical analysis prove that the price of Fount (12.51) is greater than the price of F table (4,00).

Taking into account the information above it can be seen that: (1) the average learning outcomes of Islamic Education in groups of students with high learning independence and taught with CIRC learning strategies are higher than the average learning outcomes of Islamic Education groups of students with low learning independence and taught with expository learning strategies, and (2) average learning outcomes of Islamic Education in groups of students with low learning independence and taught with CIRC learning strategies lower than the average learning outcomes of Islamic Education groups of students with low learning independence and are taught with expository learning strategies. This means that for groups of students with low learning independence it is better to teach using expository learning strategies compared to using CIRC learning strategies. Thus it can be concluded that the learning strategy and learning independence significantly affect the learning outcomes of Islamic Education students.

Learning independence is one of the significant factors to differentiate student learning outcomes of Islamic Education, where learning outcomes of Islamic Education students with high learning independence, both those taught with CIRC learning strategies and expository learning strategies are higher than the learning outcomes of Islamic Education students with Low learning independence. Specifically, students with low learning independence in learning activities of Islamic Education are given more tasks so that they can cover weaknesses in mastering the material of Islamic Education.

Next, taking into account the scope and breadth of Islamic Education teaching materials, we need a learning strategy that can describe in detail, define and understand concepts, understand theories, and be able to evaluate and carry out skills in effective and efficient learning. Thus students are expected to be able to construct or construct the knowledge and skills needed to solve their learning problems. In addition, students must find their knowledge and skills proficiency level, and not because it was told by others. Students can learn actively and independently by developing or using ideas in solving learning problems, so that knowledge and skills will be remembered and understood in long-term memory, and at any time can be used under student learning needs.

This is in line with the expression (Gunawan et al., 2020; Syafi'i et al., 2018) that two main factors influence learning outcomes, namely internal factors, and external factors. Internal factors include (1) physiological factors consisting of body conditions, and the state of certain physiological functions, and (2) psychological factors including talent, interest, intelligence, and motivation. External factors are: (1) social factors include the family environment, namely parents, home atmosphere, family economic ability, cultural background, teacher environment, namely teacher and student interaction, relationships between students, ways of presenting learning materials, and community environment, namely lifestyle environment, activities in the community and mass media, and (2) non-social factors include school facilities and infrastructure, namely curriculum, educational media, building conditions, learning facilities, study time, home and nature.

## CONCLUSION

The conclusions that can be drawn from the results of the study are as follows: (1) there is an influence of the CIRC strategy on the learning outcomes of Islamic Education. In this case, the average learning outcomes of Islamic Education students taught with the CIRC learning strategy are higher than the average Islamic Learning outcomes of the students who are taught with

expository learning strategies. Thus the CIRC learning strategy is more effectively applied in the learning of Islamic Education to improve the learning outcomes of Islamic Education students without regard to differences in learning independence, (2) there is an influence of learning independence on the learning outcomes of Islamic Education. In this case, the average learning outcomes of Islamic Education students with high learning independence taught with CIRC learning strategies and expository learning strategies are higher than the average learning outcomes of Islamic Education students with low learning independence, and (3) there is an influence learning strategies and student learning independence that gives different influences on learning outcomes of Islamic Education.

Based on the results of previous research findings, can be submitted some suggestions as follows: (1) learning strategies and student characteristics are a component that can determine and influence learning outcomes. Therefore the teacher as a learning designer pays attention to the learning strategies and characteristics of students in designing learning so that the teacher can determine the choice of learning strategies that are more following the characteristics of students to be implemented, (2) the characteristics of students studying from this study are limited to learning independence. For this reason, it is recommended that other researchers examine the characteristics of other students such as initial ability, retention, learning motivation, learning style, and (3) CIRC learning strategies applied to Islamic Education subjects and in the cognitive domain, it is recommended for other researchers to research in other fields of study.

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