

CHAPTER I INTRODUCTION

A. BACKGROUND OF THE STUDY

In learning Islamic Education Subject in the classroom where teachers need to create a learning atmosphere that can attract students' interest in learning and make learning more meaningful because with that students` can better understand the material and can realize it in daily life. In this way, students` not only gain theoretical understanding but can also apply their knowledge in real life. This will make Islamic Education Subject learning more meaningful and provide an opportunity for students` to see the relationship between religion and things that happen in daily life.

The process of thinking at a higher level, one of which needs to be empowered, is the ability to think analytically, this thinking ability is the focus of the educational goals of this century. Analytical thinking skills are logical thinking skills that help students` break down problems into simpler or smaller parts and find connections between the different parts of those parts and the situations they are in. An educator must be able to find and implement a learning model that follows the characteristics of the student, and the material to be taught.

According to Jean Piaget's theory of cognitive development, learning happens to children in four stages. This theory focuses on comprehending the nature of intelligence and the learning processes that occur in young children. The Piaget stages are (1) the Sensorimotor stage: Birth to 2 years; (2) the Preoperational stage: Ages 2 to 7; (3) the Concrete operational stage: Ages 7 to 11; (4) the Formal operational stage: Ages 12 and up. ¹

Teachers act as facilitators or supervisors in the learning process, assisting students` in exploring problems, providing guidance when needed, and encouraging.

¹ Siti Anne Barkah Jaziela Huwaidaa, Alin Safaraz Himmam, Abdul Hafidz bin Zaida and Cecep Sobar Rochmata Nur Fauziaha, "Analysis of the Textbook Ayo Belajar Bahasa Arab According to Jean Piaget ' s Cognitive Development Theory," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 06 No.1 (2023): p.70.

Reflection and discussion. However, keep in mind that the use of specific learning models can vary depending on the educational context and teacher preferences. In addition, over time, this kind of learning approach can be developed and modified by educational practitioners. So, the purpose of implementing this learning model is to improve student learning outcomes on Islamic Education Subject materials and find out if there is an influence in its implementation, and it is hoped that Islamic Education Subject can help improve student learning outcomes in understanding religious and ethical values and realizing them in daily life.

An educator must be able to find and implement a learning model that follows the characteristics of the student, and the material to be taught. One of the learning models that can be implemented in Islamic Education Subject learning is the "Ricosre Learning Model" where the application of this model usually involves an active and student-centered approach. The Ricosre model is one of the models that can improve learning outcomes and train students' critical thinking skills in Islamic Education Subject learning where students` are not required to be active in the process of receiving material only but are also required to be able to find solutions to problems identified in the classroom following the material taught by the teacher.

The RICOSRE learning model (Reading, Identifying, Constructing, Solving, Reviewing, Extending), *is a learning model that has a step-by-step approach to hone students' creative thinking skills in various problem-solving. The RICOSRE learning model is an acronym for a learning syntax that consists of (1) reading, (2) identifying problems, (3) building solutions, (4) solving problems, (5) reviewing problem-solving, and (6) expanding problem-solving.*²

At the beginning of learning, students` are trained to read, identify problems, solve problems, and discuss them with other students`. The advantage of the RICOSRE learning model is that it triggers students' thinking activities through

² Kinanthia Elvrina Revayani, "Pengaruh Model Pembelajaran Ricosre Terhadap Kemampuan Berpikir Kreatif Siswa IPA Kelas V Sd Negeri Jatirahayu II Bekasi," *Jurnal Ilmiah PGSD FKIP Universitas Mandiri* 08 (2022): p.366–74..

problem-solving skills that can improve student learning outcomes. Students` are required to consider appropriate strategies to solve these contextual problems through their ability to improve.³

The higher-order thinking skills that support students` solving problems in the learning process are critical, creative, and metacognitive thinking. If students` can develop these skills, then the hope is that after students` can think creatively, think critically, metacognitive abilities will increase. ⁴

A general definition of critical thinking is conveyed which describes it as a sensible, reflective activity that focuses on deciding what to believe and what to do. Critical thinking involves interpreting, analyzing, summarizing, and evaluating information. Accuracy, precision, relevance, depth, breadth, logic, significance, and fairness are the benefits of critical thinking.⁵

Student Learning Outcomes in this Islamic Education Subject are results or we can call them student learning outputs after the learning process takes place. Learning outcomes are statements about what students` are expected to know, understand, and/or demonstrate at the end of the learning period. Learning outcomes are explicit statements about learning outcomes. Student learning outcomes are precisely defined in terms of the knowledge, skills, and abilities that a student has achieved at the end of (or as a result of) his or her involvement in a particular set of higher education experiences.

³ Nukhbatul Bidayati Haka dkk., "Pembelajaran Berbantuan RICOSRE dengan Podcast tentang Pendidikan Biologi Meningkatkan Keterampilan dan Keterampilan Berpikir Analitis," *Jurnal Pembelajaran Teknologi Hipermedia & Peningkatan (J-HyTEL)* 1, no. 1 (2023): p.16–23.

⁴ Miftakhul Hasanah, " Pengaruh Model Pembelajaran Ricosre Berbantuan Videoscribe Dan Quizziz Terhadap Keterampilan Berpikir Kreatif Siswa Sma Negeri 8 Kota Ternate," *Jurnal Bioedukasi* 5, tidak. April (2022): p.1–9.

⁵ Susriyati Mahanal, "RICOSRE: Model Pembelajaran untuk Mengembangkan Keterampilan Berpikir Kritis bagi Siswa dengan Kemampuan Akademik yang Berbeda," *Jurnal Instruksi Internasional* 12, No. 2 (2019): p.417–34.

Ricosre's learning syntax fits perfectly into the analytical thinking process because it allows students` to actively participate in identifying problems, solving problems, and finding solutions.⁶

The use of learning resources also has an impact on students' problem-solving skills. There are fewer and fewer learning resources for students in the control class, namely only using textbooks provided at school. Meanwhile, the Ricosre Model in learning emphasizes the use of various sources because it has a reading stage to read or listen.⁷

Based on the results of fieldwork, the reason why the researchers chose the title of this study is that the researchers found several problems in the learning process where teachers still use a learning model that is still monotonous and does not attract students' interest in learning Islamic Education Subject in Class XI of Muhammadiyah senior high school boarding school 4 Porong. So, it is less than the minimum standard of student learning outcomes and lacks deep understanding and critical thinking process of students` in the eyes of Islamic Education Subject and be aware of it in daily life.⁸

The purpose of this study is to improve student learning outcomes in Islamic Education Subject Class XI of Muhammadiyah senior high school boarding school 4 Porong by using the RICOSRE learning model (Reading, Identifying, Constructing, Solving, Reviewing, Extending) in the learning process of Islamic Education Subject Class XI of Muhammadiyah senior high school boarding school 4 Porong. In addition to the limitations of the learning process using the monotonous model, there is also a problem where some students` have not applied

⁶ Umie Lestari Desy Putri Rahmawati, Susriyati Mahanal, "Pengaruh Model Pembelajaran RICOSRE terhadap Kemampuan Berpikir Analitis pada Siswa SMA Kelas X," Jurnal Pendidikan Teoretis, Penelitian, Pengembangan 6 No.10 (2021): p.2.

⁷ Eka Putri Azrai, "Implementasi Model Pembelajaran RICOSRE tentang Kemampuan Pemecahan Masalah Topik Perubahan Lingkungan," JPBI (Jurnal Pendidikan Biologi Indonesia): 8, no. 2 (2022):p.95-104

⁸ Observation Results With Miss Rizna Maharani, S.Si. "The Effectiveness Of Using Learning Model In Improving The Students` Learning Outcomes Of PAI Subjects In Class XI Muhammadiyah 4 Senior High School Porong Boarding School", Observation Code number: 01/O/05/IV/2024 (Rizna Maharani, 2024)

students' critical thinking skills in understanding Islamic Education Subject ethics after the process resulted in several cases of bullying learning that occurred between students both in terms of social and material values. If students have not been able to apply and realize moral and moral values after the learning process in the classroom, then learning is considered to have failed to achieve the emotional and psychomotor aspects of students.

They are expected to be able to analyze situations, consider various points of view, and make informed decisions based on the ethical values learned. Through this approach, the RICOSRE learning model can help improve students' critical reasoning skills in understanding, analyzing, and applying ethical values in their lives, to strengthen moral and character aspects.

The reason why the researcher chose the title of this study is that the researcher found several obstacles in the learning process where teachers still use a learning model that is monotonous and does not attract students' interest in learning Islamic Education Subject in Class XI of Muhammadiyah senior high school boarding school 4 Porong. This results in a decrease in the standard of student learning outcomes in the process of understanding Islamic Education Subject. Because the learning environment in Class XI of Muhammadiyah senior high school boarding school 4 Porong is a full day and boarding system, the application of aspects of Islamic Education Subject values in students must also be intensive because they can apply it directly in the community.

Based on the information from the above Interview data, the learning outcomes of Class XI of Muhammadiyah senior high school boarding school 4 Porong on Islamic Education Subject are still below the minimum completeness criterion (KKM), while the KKM in the school is 75, so it can be concluded that the student presentation of 65% of the learning outcomes of grade XI students on Islamic Education Subject is still low.⁹

⁹ Interview Result With Miss Aulana Maghfiroh, M.Pd: "The Effectiveness Of Using Learning Model In Improving The Students' Learning Outcomes Of PAI Subjects In Class XI Muhammadiyah

NO	NAMA SISWA	L/P	IPS	NO	NAMA SISWA	L/P	IPA
1	Achmad Alaudin Amin	L	55	1	Arfen Pratama Syaputra	L	70
2	Achmad Fauzan Hafid	L	75	2	Atik Lutviah	P	80
3	Akmal Ibrahim Al-Khaddafi	L	50	3	Donna Merista Zafara	P	70
4	Alifia Nurma Wardany	P	65	4	Faathir Arya Akhmad Rama Dhani	L	60
5	Almyra Bilqisty Nur F.A	P	60	5	Fairuz Pratama Putra	L	75
6	Ayyub Nazal Jahfal	L	60	6	Kezshah Cahya Ramadhani	P	60
7	Dharma Arya Winata	L	45	7	Mochammad Nawfal Aysel	L	60
8	Faizzaid Ghurri Muhajalin	L	55	8	Mufidatul Wahyuni	P	60
9	Keysa Aprilia Putri	P	40	9	Muhammad Al-Faris	L	55
10	M. Rasya Aditya Putra	L	75	10	Muhammad Iqbal Sidik	L	70
11	Muhammad Azrai Habibullah	L	75	11	Noita Anjani Dwi Aniyanti	P	65
12	Muhammadh Izzadin Aly	L	60	12	Pandu Firdaus Sandy	P	50
13	Nadhifah Najwaa Azzahrah	P	50	13	Ratu Bunga Surgawi	L	50
14	Naura Haqqul Mumtazah	P	80	14	Siti Shofiatul Maghfiro	P	60
15	Octario Caesar Putra Samudr	L	75	15	Tiara Nurrahma Alfina Yaqin	P	60
16	Shofiyah Zahrotul Jannah	P	65	16	Umrotul Jannah	P	50
17	Sultan Alif Allende	L	55	17	Yazid	L	65
18	Zihan Alfirosa	P	55				
					AVERAGE		62.3529412
	AVERAGE		60.83333333				

Tabel. 1.1

Students' Learning Outcomes

Therefore, the purpose of this study is to improve student learning outcomes in Islamic Education Subject Class XI of Muhammadiyah senior high school boarding school 4 Porong by using the RICOSRE learning model (Reading, Identification, Constructing, Solving, Reviewing, Extending) in the learning process of Islamic Education Subject. It is hoped that by applying the Ricosre learning model in Islamic Education Subject, students will not only learn about ethical values but also be invited to think critically about the implications and application of these values in daily life.

They are expected to be able to analyze situations, consider various points of view, and make informed decisions based on the ethical values learned. Through this approach, the RICOSRE learning model can help improve students' learning outcomes in understanding, analyzing, and applying ethical values in their lives, thereby strengthening their moral and character aspects.

B. PROBLEM FORMULATION

From the explanation of the background of the study above, the problem that was addressed by this research is: Whether the use of the Ricosre Learning Model is Effective In Improving Students' Learning Outcomes of Islamic Education Subjects In Class XI Of Muhammadiyah 4 Senior High School Porong Boarding School?

C. RESEARCH OBJECTIVES

The purpose of this study is to find out whether the use of the Ricosre Learning Model can Improve Students' Learning Outcomes of Islamic Education Subjects In Class XI Of Muhammadiyah 4 Senior High School Porong Boarding School.

D. RESEARCH BENEFITS

This research can provide benefits both theoretically and practically to all parties in this research. Among them are the following:

1. Theoretical Benefits:

This research is expected to add scientific knowledge for educators related to learning models that can be useful to be used in the learning process in Class XI of Muhammadiyah senior high school boarding school 4 Porong to improve student learning outcomes in Islamic Education Subject. This research is expected to add scientific knowledge for educators related to learning models that can be useful to be used in the learning process in Class XI of Muhammadiyah senior high school boarding school 4 Porong to improve student learning outcomes in Islamic Education Subject.

2. Practical Benefits:

a. For Researchers

Hopefully, this research can add experience and gain broad insights related to the RICOSRE learning model where this learning model is not widely known by researchers to be applied in improving

student learning outcomes in Islamic Religious Education subjects in Class XI Of Muhammadiyah Senior High School Boarding School 4 Porong.

b. For Institutions

The results of this research will provide benefits for school institutions, namely in Class XI Of Muhammadiyah Senior High School Boarding School 4 Porong. which can improve student learning outcomes after the learning process in the classroom and students can realize students' critical thinking skills in implementing it with the moral values of Islamic Religious Education in daily life.

c. For Teachers

For teachers, this learning not only requires teachers to conduct active learning but also requires teachers to be able to develop a broader insight into the application in the learning process in the classroom because the RICOSRE model is carried out in several stages including Reading, Identification, Constructing, Solving, Reviewing, Extending. With the aim that educators can carry out the learning process for students who are active, creative, collaborative, and effective as well as efficient and quality that can create quality student output.

E. WRITING SYSTEM

To make it easier for researchers to write a thesis, the researcher divides the discussion into five chapters, which are as follows:

- 1 Chapter I Introduction: This chapter contains the background of the problem, the formulation of the problem, the purpose of the research, the benefits of the research, and systematic discussion.
- 2 Chapter II Literature Review: This chapter contains discussions related to literature reviews which include theoretical studies of understanding the Ricosre learning model, Islamic Education learning

outcomes, Islamic Education subjects, research hypotheses, and previous research.

- 3 Chapter III Research Methodology: This chapter contains an explanation of the methods used in the research including: Research Place and Time, Research Methodology, Population Database and Sampling and Sampling Techniques, Treatment Design, Internal and External Validity Control, Data Collection Techniques, Validity Testing and Reliability Calculation of Instruments, Data Analysis Techniques, Statistical Hypothesis.
- 4 Chapter IV Data Presentation, Analysis, and Discussion: Data Presentation (General Data, Special Data), Data Analysis (Descriptive Analysis, Prerequisite Analysis Test, and Hypothesis Test), Discussion.
- 5 Chapter V Closing: Summary, Suggestion