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OPTIMIZATION TO INCREASE LEARNING EFFECTIVENESS ISLAMIC RELIGIOUS EDUCATION THROUGH TRANSFORMATIONAL LEADERSHIP, IMPLEMENTATION OF COOPERATIVE LEARNING MODELS, AND LEARNING MOTIVATION

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Abstract

The composed combination includes human elements, materials, facilities, equipment and procedures to change student behavior in a positive and better direction with the potential and differences that students have to achieve predetermined learning goals, this is what is meant by learning effectiveness. Learning effectiveness is an important element related to achieving educational goals. Religious subjects are learning that is always a benchmark for behavior and attitudes. It is known that the effectiveness of learning Islamic Religious Education subjects at private vocational schools in Bogor Regency is not as expected. Therefore, research is needed to obtain information on variables related to increasing learning effectiveness. The aim of this research is to carry out strategies and ways to increase learning effectiveness by conducting research on the influence between the implementation variables of the cooperative learning model, transformational leadership and learning motivation. This research uses the path analysis method to determine the influence between the variables studied and the SITOREM method for indicator analysis to obtain strategies and ways to increase learning effectiveness.

Keywords*: Learning Effectiveness, Implementation of the Cooperative Learning Model, Transformational Leadership, Achievement Motivation, SITOREM Analysis*

1. INTRODUCTION

Education is a learning and teaching process that aims to develop human potential optimally through various teaching and learning activities. The main goal of education is to help individuals achieve optimal intellectual, social, emotional and physical abilities, as well as assist individuals in developing the skills, knowledge and values needed for everyday life (Nuriansyah, 2020). Education has a very important role in human development, because education can help individuals understand the world around them, understand their role in society, and prepare them to face the challenges of life in the future (Dermawan et al., 2023a). Apart from that, education is also the foundation for the social and economic development of a country, because education can improve the quality of human resources and prepare individuals to participate in social, economic and political life (Santoso, 2019).

According to the Big Indonesian Dictionary, effectiveness comes from the word effective, which means influence or result. Effectiveness is an effort to achieve predetermined targets in accordance with needs, plans, using data, facilities and available time to obtain maximum results both quantitatively and qualitatively. (Supardi, 2013:164). To increase effectiveness in learning activities, several factors must be taken into account: including class conditions, learning resources, media and tools.

Islamic religious education needs to be taught to students at every level of education, from elementary education to tertiary education. Education at the level of discourse and in practice is a humanization process, namely humanizing humans or a process of human maturity towards the formation of a complete human being (insan kamil), namely the achievement of true humanity. The formation of a complete human being is the goal to be achieved in the educational process and is the main focus of attention in the implementation of education itself.

Today's teachers are teachers who are ready to face learning in all conditions, both normal and abnormal conditions such as today so that there are no longer any teachers who are still confused and cannot determine strategic, efficient and effective steps in designing and implementing learning because all It is already available on the internet or Google, both material and applications, the teacher only has to choose the application that he wants to use, but he needs to have knowledge of how to apply it first, which requires energy and time to learn.

Miarso (2004) said that learning effectiveness is one of the quality standards of education and is often measured by achieving goals, or can also be interpreted as accuracy in managing a situation, "doing the right things". According to Supardi (2013), effective learning is a combination that includes humans, materials, facilities, equipment and procedures directed at changing student behavior in a positive and better direction according to the potential and differences that students have to achieve the learning goals that have been set.

Hamalik (2001) states that effective learning is learning that provides students with the opportunity to learn themselves or carry out as many activities as possible for students to learn. Providing opportunities for independent study and activities as widely as possible is expected to help students understand the concepts being studied.

Effective learning is a combination that includes human elements, materials, facilities, equipment and procedures to change student behavior in a positive and better direction with the potential and differences that students have to achieve the learning goals that have been set (Supardi, 2013: 164). The success of learning will be effective depending on various factors. One of them is how we as teachers can package learning strategies. (Saefuddin and Berdiati, 2014: 40)

Slavin (1994) divided four main elements in effective teaching or called QAIT (Quality, Appropriateness, Incentive, Time) (Supardi, 2013: 169). In line with that, the principles that must be adhered to in realizing an effective learning process include: experiencing, interacting, reflecting, developing desires.

There are several key aspects in effective learning as stated by Guntur (2004) in (Supardi, 2013: 166-168), namely: Clarity; Variety (Variety); Task Orientation (Task Orientation); Student involvement in learning (Engagement in learning); Achievement of high student success rates (Student success rates). In order for learning to be effective, several components, facilities and learning resources must be managed well. The use of media in learning can generate motivation, new interests and desires in learners (Saefuddin and Berdiati, 2014:62)

It is hoped that the use of learning media can help increase the effectiveness of learning and convey messages and lesson content at that time. In this research, the effectiveness indicators that will be used focus on the media used, namely learning videos. It is hoped that the use of media in the form of videos can convey material in detail, make the learning process more interesting and improve the quality of students' learning outcomes.

Cooperative learning is a form of learning in which students learn and work in small groups collaboratively, whose members consist of four to six people with a heterogeneous

group structure (Rusman, 2011: 202). In the view of Abdulhak (2001) in (Rusman, 2011: 203) that not all group learning is said to be cooperative learning. According to him, cooperative learning is carried out through sharing processes between learning participants, thereby creating a shared understanding between the learning participants themselves.

In line with the views above, Nurhayati (2002) in (Rusman, 2011: 203) also sees cooperative learning as a learning strategy that involves student participation in a small group to interact with each other. Tom V. Savage also stated that cooperative learning is an approach that emphasizes cooperation in groups.

2. METHODOLOGY

As explained above, this research aims to find strategies and ways to increase the effectiveness of learning in Islamic religious education subjects at private vocational schools in Bogor Regency, through research on the strength of influence between Learning Effectiveness as the dependent variable and Transformational Leadership, Implementation of the Cooperative Learning Model, and Motivation. Learning as an independent variable. The research method used is a survey method with a path analysis test approach to test statistical hypotheses and the SITOREM method for indicator analysis to determine optimal solutions for increasing the effectiveness of learning in Islamic religious education subjects.

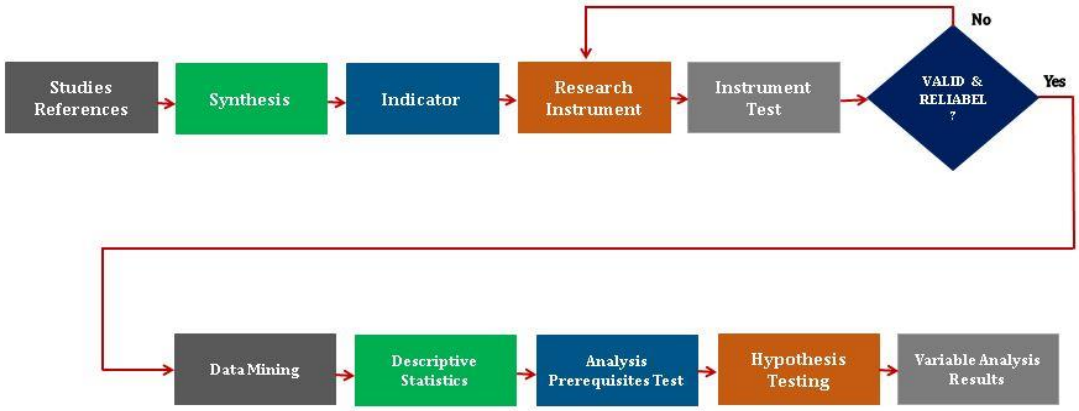

Figure 1
Quantitative Research Step

The research was conducted on foundation permanent teachers (GTY) of Bogor Regency Private Vocational High Schools (SMK) with a teacher population of 289 people, with a sample of 168 teachers calculated using the Slovin formula taken from Umar.

Data collection in this research used a research instrument in the form of a questionnaire which was distributed to teachers as research respondents. The research instrument items come from the research indicators whose conditions will be studied. Before being distributed to respondents, the research instrument was first tested to determine its validity and reliability.

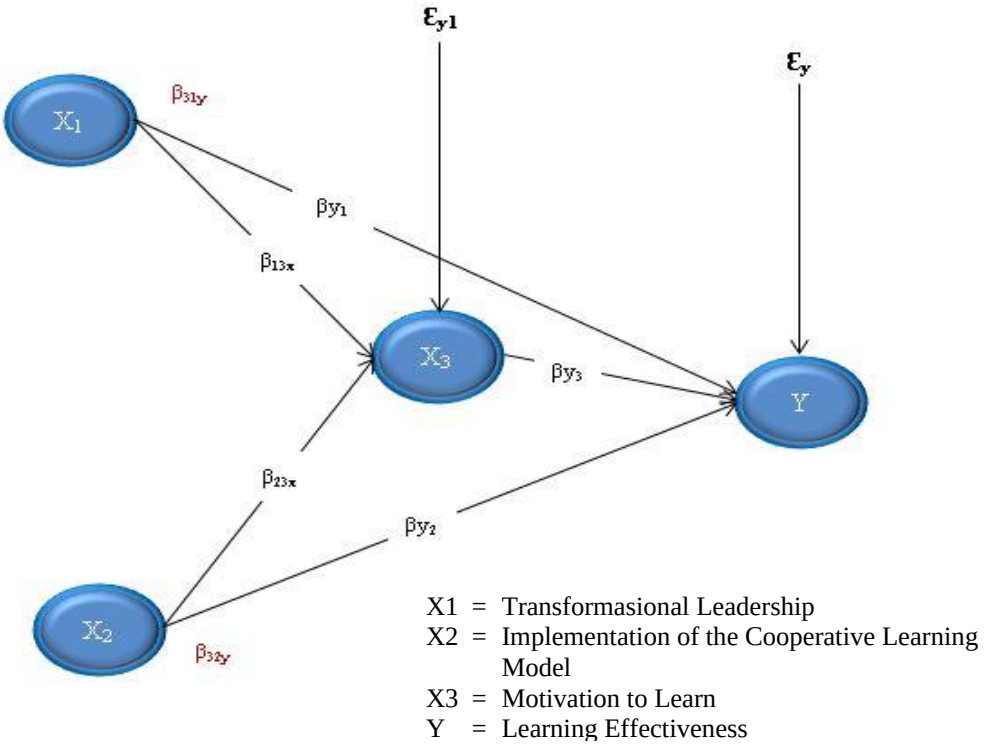

Figure 2
Research Constellation

3. RESULTS

Convergent Validity Test

Evaluation of construct validity is carried out by calculating convergent validity. Convergent validity is known through the loading factor and Average Variance Extracted (AVE) values. An instrument is said to meet the convergent validity test if it has a loading factor and Average Variance Extracted (AVE) above 0.5. The results of convergent validity testing are presented in the following table:

Table 1.
Convergent Validity Test Results

Variable	Dimensions	Indicator	Loading Factor	AVE
Learning Effectiveness (Y)	-	Clarity	0.781	0.637
		Variety	0.829	
		Task Orientation	0.792	
		Engagement in learning	0.841	
		Student success rates	0.745	
Transformasional Leadership (X_1)	-	Idealized influence	0.748	0.646
		Inspirational motivation	0.863	
		Intellectual simulation	0.834	
		Individual consideration	0.763	
Implementation of the Cooperative Learning Model (X_2)	-	Promotive Interaction	0.707	0.595
		Individual Accountability	0.748	
		Interpersonal and small-group skills	0.843	
		Group process	0.728	

Motivation to Learn (X_3)	Intrinsic Dimension	Achievement	0.838	0.565
		Confession	0.81	
		Responbility	0.855	
		Progress	0.799	
	Extrinsic Dimension	*Compensation*	0.804	
		Studying Condition	0.851	
		Status	0.805	
		Study Procedure	0.771	

Discriminant Validity Test

Discriminant validity is calculated using cross loading with the criterion that if the cross loading value in a corresponding variable is greater than the correlation value of the indicator in other variables, then the indicator is declared valid in measuring the corresponding variable. The results of the cross loading calculation are presented in the following table:

Table 2.
Results of Cross Laoding Discriminant Validity Testing

Indicator	Transformasional Leadership	Implementation of the Cooperative Learning Model	Motivation to Learn		Learning Effectiveness
			Intrinsic	**Ekstrinsic**	
X1.1	**0.748**	0.298	0.303	0.288	0.271
X1.2	**0.863**	0.3	0.365	0.292	0.374
X1.3	**0.834**	0.346	0.387	0.309	0.409
X1.4	**0.763**	0.286	0.259	0.196	0.312
X2.1	0.327	**0.707**	0.386	0.369	0.498
X2.2	0.178	**0.748**	0.233	0.246	0.371
X2.3	0.283	**0.843**	0.292	0.261	0.525
X2.4	0.359	**0.728**	0.311	0.223	0.379
X3.1.1	0.299	0.327	**0.838**	0.58	0.371
X3.1.2	0.364	0.321	**0.81**	0.546	0.364
X3.1.3	0.373	0.365	**0.855**	0.594	0.39
X3.1.4	0.334	0.346	**0.799**	0.563	0.383
X3.2.1	0.225	0.289	0.576	**0.804**	0.338
X3.2.2	0.279	0.361	0.587	**0.851**	0.412
X3.2.3	0.33	0.276	0.54	**0.805**	0.298
X3.2.4	0.27	0.272	0.531	**0.771**	0.255
Y.1	0.355	0.419	0.321	0.304	**0.781**
Y.2	0.35	0.483	0.407	0.325	**0.829**
Y.3	0.317	0.485	0.358	0.329	**0.792**
Y.4	0.358	0.577	0.397	0.341	**0.841**
Y.5	0.345	0.4	0.331	0.319	**0.745**

Construct Reliability

Calculations that can be used to test construct reliability are Cronbach alpha and composite reliability. The test criteria state that if the composite reliability is greater than 0.7 and the Cronbach alpha is greater than 0.6 then the construct is declared reliable. The results of composite reliability and Cronbach alpha calculations can be seen through the summary presented in the following table:

Table 3.
Construct Reliability Testing Results

Variabel	*Cronbach's Alpha*	*Composite Reliability*
Transformasional Leadership (X_1)	0.858	0.898
Implementation of the Cooperative Learning Model (X_2)	0.817	0.879
Motivation to Learn (X_3)	0.754	0.843
Learning Effectiveness (Y)	0.890	0.912

Coefficient of Determination (R^2)
The Determination Coefficient (R^2) is used to determine the magnitude of the ability of endogenous variables to explain the diversity of exogenous variables, or in other words to determine the magnitude of the contribution of exogenous variables to endogenous variables. The R^2 results can be seen in the following table.

Table 4.
Results of the Coefficient of Determination (R^2)

Dependent Variable	R Square	R Square Adjusted
Motivation to Learn (X_3)	0.255	0.248
Learning Effectiveness (Y)	0.438	0.430

Predictive Relevance (Q^2)
The Q^2 value can be used to measure how well the observed values are produced by the model and also the estimated parameters. A Q^2 value greater than 0 (zero) indicates that the model is said to be good enough, while a Q^2 value less than 0 (zero) indicates that the model lacks predictive relevance. The following are the results of the Predictive Relevance (Q^2) test:

Table 5.
Results of Predictive Relevance Testing (Q^2)

Dependent Variable	SSO	SSE	Q^2 (=1-SSE/SSO)
Motivation to Learn (X_3)	1832.000	1573.914	0.141
Learning Effectiveness (Y)	1145.000	836.365	0.270

The results in table 5 show that all variables produce Predictive Relevance (Q^2) values greater than 0 (zero) which indicates that the model is said to be good enough

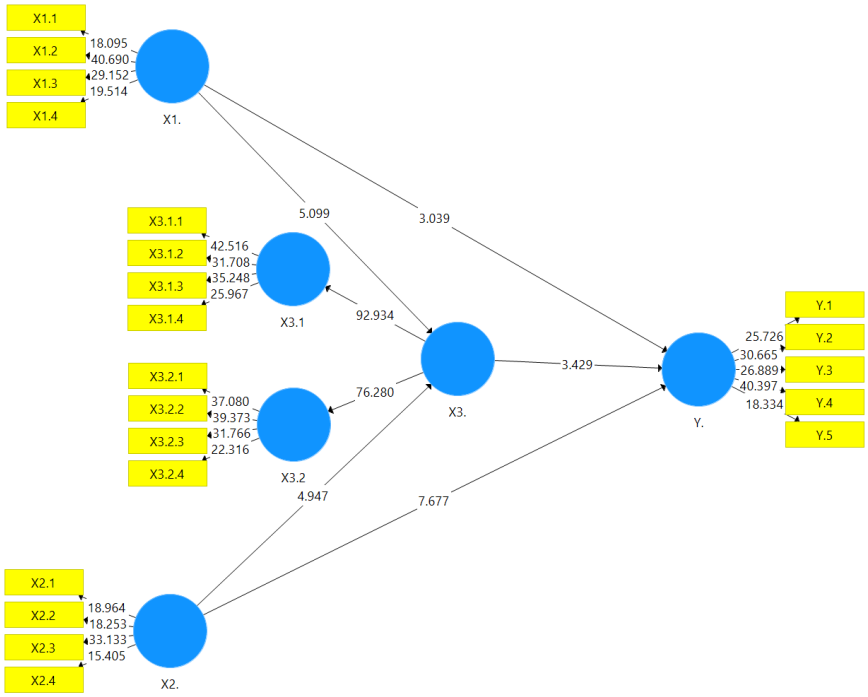

Figure 3.
Research Constellation

Hypothesis test

Significance testing is used to test whether there is an influence of exogenous variables on endogenous variables. The test criteria state that if the T-statistics value is ≥ T-table (1.96) or the P-Value is <significant alpha 5% or 0.05, then it is stated that there is a significant influence of exogenous variables on endogenous variables. The results of significance testing and models can be seen through the following figures and tables.

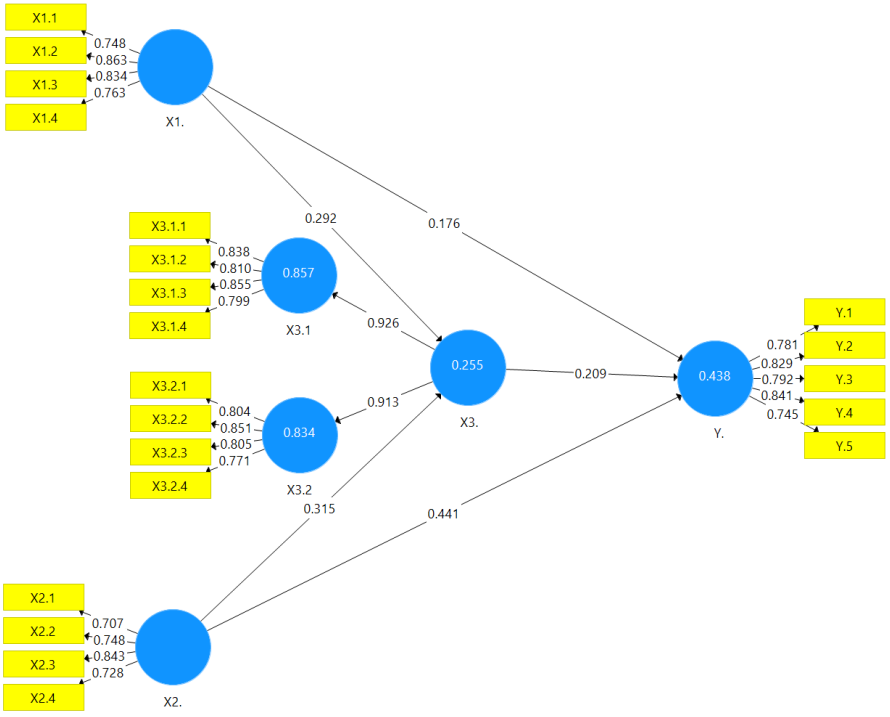

Figure 4.
Analysis Results

Complete hypothesis testing is presented in the following table:

Table 6.
Hypothesis Testing Results

No.	Path	Coefisien	T Statistics (|O/STDEV|)	P Values
1.	Transformasional Leadership (X_1) -> Motivation to Learn (X_3)	0.292	5.099	0.000
2.	Transformasional Leadership (X_1) -> Learning Effectiveness (Y)	0.176	3.039	0.002
3.	Implementation of the Cooperative Learning Model (X_2) -> Motivation to Learn (X_3)	0.315	4.947	0.000
4.	Implementation of the Cooperative Learning Model (X_2) -> Learning Effectiveness (Y)	0.441	7.677	0.000
5.	Motivation to Learn (X_3) -> Learning Effectiveness (Y)	0.209	3.429	0.001

4. DISCUSSION

The Influence of Transformational Leadership (X1) on Learning Motivation (X3)

Testing the influence of Transformational Leadership (X1) on Learning Motivation (X3) produces a T statistics value of 5.099 with a p-value of 0.000. The test results show that the T statistics value is > 1.96 and the p-value is < 0.05. This means that there is a significant influence of Transformational Leadership (X1) on Learning Motivation (X3). The resulting coefficient value is positive, namely 0.292. Thus, it can be interpreted that the better Transformational Leadership tends to increase Learning Motivation.

The Influence of Transformational Leadership (X1) on Learning Effectiveness (Y)

Testing the influence of Transformational Leadership (X1) on Learning Effectiveness (Y) produces a T statistics value of 3.039 with a p-value of 0.002. The test results show that the T statistics value is > 1.96 and the p-value is < 0.05. This means that there is a significant influence of Transformational Leadership (X1) on Learning Effectiveness (Y). The resulting coefficient value is positive, namely 0.176. Thus, it can be interpreted that the higher the Transformational Leadership, the more likely it is to increase Learning Effectiveness.

Effect of Implementing the Cooperative Learning Model (X2) on Learning Motivation (X3)

Testing the effect of implementing the Cooperative Learning Model (X2) on Learning Motivation (X3) produced a T statistics value of 4,947 with a p-value of 0.000. The test results show that the T statistics value is > 1.96 and the p-value is < 0.05. This means that there is a significant influence of the Implementation of the Cooperative Learning Model (X2) on Learning Motivation (X3). The resulting coefficient value is positive, namely 0.315. Thus, it can be interpreted that the better the implementation of the Cooperative Learning Model, the more likely it is to increase learning motivation.

Effect of Implementing the Cooperative Learning Model (X2) on Learning Effectiveness (Y)

Testing the influence of the Implementation of the Cooperative Learning Model (X2) on Learning Effectiveness (Y) produced a T statistics value of 7.677 with a p-value of 0.000. The test results show that the T statistics value is > 1.96 and the p-value is < 0.05. This

means that there is a significant influence of the Implementation of the Cooperative Learning Model (X2) on Learning Effectiveness (Y). The resulting coefficient value is positive, namely 0.441. Thus, it can be interpreted that the better the implementation of the Cooperative Learning Model, the more likely it is to increase the effectiveness of learning.

Influence of Learning Motivation (X3) on Learning Effectiveness (Y)

Testing the influence of Learning Motivation (X3) on Learning Effectiveness (Y) produces a T statistics value of 3.429 with a p-value of 0.001. The test results show that the T statistics value is > 1.96 and the p-value is < 0.05. This means that there is a significant influence of Learning Motivation (X3) on Learning Effectiveness (Y). The resulting coefficient value is positive, namely 0.209. Thus, it can be interpreted that the higher the learning motivation, the more likely it is to increase learning effectiveness.

Table 7.
Indirect Effect Hypothesis Testing

No	Indirect Variable	Coefisien	T Statistics (|O/STDEV|)	P Values
1.	Transformasional Leadership (X_1) -> Learning Effectiveness (Y) -> Motivation to Learn (X_3)	0.061	2.518	0.012
2.	Implementation of the Cooperative Learning Model (X_2) -> Learning Effectiveness (Y) -> Motivation to Learn (X_3)	0.066	2.943	0.003

The Influence of Transformational Leadership (X1) on Learning Effectiveness (Y) Through Learning Motivation (X3)

Testing the influence of Transformational Leadership (X1) on Learning Effectiveness (Y) through Learning Motivation (X3) produces a T statistics value of 2.518 with a p-value of 0.012. The test results show that the T statistics value is > 1.96 and the p-value is < 0.05. This means that there is a significant influence of Transformational Leadership (X1) on Learning Effectiveness (Y) through Learning Motivation (X3). Thus it can be stated that Learning Motivation (X3) is able to mediate the influence of Transformational Leadership (X1) on Learning Effectiveness (Y).

The Effect of Implementing the Cooperative Learning Model (X2) on Learning Effectiveness (Y) Through Learning Motivation (X3)

Testing the effect of implementing the Cooperative learning Model (X2) on Learning Effectiveness (Y) through Learning Motivation (X3) produces a T statistics value of 2.943 with a p-value of 0.003. The test results show that the T statistics value is > 1.96 and the p-value is < 0.05. This means that there is an influence of the implementation of the cooperative learning model (X2) on learning effectiveness (Y) through learning motivation (X3). Thus it can be stated that Motivation (X3) is able to mediate the influence of the Implementation of the Cooperative Learning Model (X2) on Learning Effectiveness (Y).

Optimal Solution for Improving Learning Quality

Based on the results of statistical hypothesis testing, determining indicator priorities, and calculating indicator values as described above, a recapitulation of research results can be made which is the optimal solution for increasing learning effectiveness as follows:

Table 8.
SITOREM Analysis

Transformational Leadership (βy1 = 0,176) (rangk.III)				
	Indicator in Initial State		**Indicator after Weighting by Expert**	**Indicator Value**
1	Idealized influence	1st	Inspirational motivation (27.37)	3.88
2	Inspirational motivation	2nd	Individual consideration (25.33)	4.10
3	Intellectual simulation	3rd	Idealized influence (24.16)	4.00
4	Individual consideration	4th	Intellectual simulation (23.14)	3.61
Implementation of the Cooperative Learning Model (βy2 = 0,441) (rangk.I)				
	Indicator in Initial State		**Indicator after Weighting by Expert**	**Indicator Value**
1	Promotional Interaction	1st	Promotive Interaction (26.47)	3.57
2	Individual accountability	2nd	Batch processing (24.54)	4.02
3	Interpersonal and small group skills	3rd	Interpersonal and small group skills (24.51)	3.68
4	Batch processing	4th	Individual accountability (24.48)	4.04
Motivation to Learn (βy3 = 0,209) (rangk.II)				
	Indicator in Initial State		**Indicator after Weighting by Expert**	**Indicator Value**
1	Achievement	1st	Progress (14.14)	3.82
2	Confession	2nd	Compensation (14.02)	3.84
3	Responbility	3rd	Studying Condition (13.14)	3.78
4	Progress	4th	Confession (13.10)	4.14
5	Compensation	5th	Responbility (12.06)	4.56
6	Studying Condition	6th	Study Procedur (12.02)	4.56
7	Status	7th	Achievement (11.12)	3.98
8	Study Procedur	8th	Status (10.40)	4.02
Efektivitas Pembelajaran				
	Indicator in Initial State		**Indicator after Weighting by Expert**	**Indicator Value**
1	Clarity	1st	Task Orientation (21.24)	3.78
2	Variety	2nd	Variety (21.06)	3.65
3	Task Orientation	3rd	Clarity (20.16)	4.15
4	Engagement in learning	4th	Student success rates. (19.12)	3.86
5	Student success rates	5th	Engagement in learning (18.42)	4.16

SITOREM ANALYSIS RESULT		
Priority order of indicator to be Strengthened		**Indicator remain to be maintained**
1st	Promotional Interaction	1. Group processing
2nd	Interpersonal and small group skills	2. Individual accountability
3rd	Progress	3. Confession
4th	Compensation	4. Responsibility
5th	Studying Conditions	5. Study Procedure
6th	Achievements	6. Status
7th	Inspirational motivation	7. Individual consideration
8th	Intellectual simulation	8. Idealized influence
9th	Task Orientation	9. Clarity
10th	Variety	10. Engagement in learning
11th	Student success rates	

5. CONCLUSION

Based on the results of the analysis, discussion of research results and hypotheses that have been tested, it can be concluded as follows:

a. Increasing Learning Effectiveness can be done by using strategies to strengthen variables that have a positive influence on Learning Effectiveness.
b. Variables that have a positive influence on learning effectiveness are transformational leadership, implementation of the cooperative learning model, and learning motivation. This is proven by the results of variable analysis using the SEM PLS method.
c. The way to increase learning effectiveness is to improve weak indicators and maintain good indicators for each research variable.

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