IMPLEMENTATION OF THE INSIDE-OUTSIDE CIRCLE COOPERATIVE LEARNING MODEL ON STUDENTS' COGNITIVE ACHIEVEMENT SDIT AL-IRSYAD

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ABSTRACT
Inside circle learning model has a clear structure and structured, students can work together with peers through mutual cooperation and share information obtained during the learning process. This learning model can improve learning outcomes of learners with the support of learners in the application of learning model inside outside circle. Application of learning model inside outside circle in faith material to qada and qadar can help students understanding that faith to qada and qadar is belief in heart, comprehension which can be expressed by oral, applying by behavior and deed which shows that we believe that destiny of Allah SWT must happen and believe that the efforts we do will not be in vain. With this model students are not only easy to understand the material that the teacher will convey, but will also be able to develop creativity and activities during the learning process.
Keywords: Learning, Achievement, Cognitive.

INTRODUCTION

In the life of a country, education has an important role in efforts to advance the country, because through education can be developed personally as citizens who can carry out development. However, sometimes education is only

interpreted as a process of transfer of science and technology[1]. Whereas the success of development is very dependent on the success of education, where education must be able to reach a better field[2].

PAI (Islamic Religious Education) is a conscious effort and planned to prepare students to believe, understand, appreciate, and practice the teachings of Islam through a guidance, teaching, and training. In public schools Education Islam has the aim of increasing faith, understanding, appreciation, and practice of students towards the teachings of Islam so that you become a pious Muslim man to Allah SWT and have a noble character in personal life, society, nation and state[3]. PAI learning at school and madrasas are divided into four subjects, namely: Jurisprudence, Qur'an Hadith, History of Islamic Culture and Akhlak Akidah. In order for the goals of Islamic Religious Education to be achieved, it is necessary to have effective learning where in the learning using the right strategy, as well as adequate infrastructure support, as well as other supporting factors. Besides that, it is necessary a change in the teaching and learning process. Various efforts must done so that the learning process becomes active, creative, as well as fun so that it can help improve results learn students who do not reach the KKM. Learning model including the main components that affect the active atmosphere, creative, and fun. Creative learning models and fun can increase students' interest in following these subjects so that student learning outcomes will increase. Given the breadth of the PAI study, the authors make limitations research on the subjects of Akidah Akhlak, namely regarding the results of student learning that needs to be improved again. For improve student learning outcomes in faith subjects

morals, educators need to change the learning model so that students do not get bored while following the lesson. The inside outside circle learning model is a learning model that has a clear structure[4], students can work together and work together with other friends without discrimination.

Moral aqidah learning activities in schools that are only centered on educators, result in less effective and less effective learning achieve learning goals. It is necessary for educators to strive to improve student learning outcomes. Practical efforts that need to be done are the use of learning models, because learning models have an important role in learning. Based on the test results, the authors are encouraged to examine the application of the learning model

[1] Abdul Jalil Ishak, "Kajian Kebarangkalian Kausal Terhadap Kecenderungan Pelajar Memilih Geografi Sebagai Mata Pelajaran Elektif Tingkatan 4 Dalam KBSM: Satu Tinjauan Awal," 2006.

[2] Masnur Muslich and Pendidikan Karakter, "Menjawab Tantangan Krisis Multidimensional, Cet. 2," *Jakarta: Bumi Aksara*, 2011.

[3] Ali Miftakhu Rosyad, "Al-Afkar, Journal for Islamic Studies URGENSI INOVASI PEMBELAJARAN DALAM PENDIDIKAN AGAMA ISLAM Al-Afkar, Journal for Islamic Studies THE URGENCY OF LEARNING INNOVATION ON ISLAMIC RELIGIOUS STUDY" 3, no. 1 (2019), https://doi.org/10.5281/zenodo.2546882.

[4] R I Departemen Agama, "Pedoman Umum Agama Islam Sekolah Umum Dan Sekolah Luar Biasa" (Jakarta: Dirjen Kelembagaan Agama Islam, Direktorat Madrasah dan Pendidikan ..., 2003).

Inside Outside Circle in the subject of Akidah Akhlak. Fostering faith and morals, students will effectively have a big influence in the lives of students both in the school environment and public. The problem that the author sets in this research is how to apply the inside outside circle learning model in Akidah Akhlak subjects in an effort to improve student learning outcomes? To get maximum results, the author needs to determine research method, the author uses data collection techniques through a qualitative descriptive approach with the type of literature (library research)[5]. The use of a qualitative descriptive approach in this research is because the data collected is still in the form of written words. Regarding library research, Muhajjir distinguishes it into two types, namely: library research that requires processing empirical meaningfulness tests in the field and more extensive literature studies. requires philosophical and theoretical empirical testing. Because the literature review method focuses on philosophical and theoretical processing rather than quantitative validation, the truth to be achieved is the truth substantive.

PAI teachers need to organize and carry out teaching and learning activities where children can actively build their own knowledge. This is in accordance with the view of constructivism i.e. the success of learning depends not only on the environment or learning conditions, but also on the initial knowledge of learners. Learning involves the formation of "meaning" by learners from what they do, see, and hear. The application of cooperative learning methods in learning is intended to strengthen the academic lessons of each group member with the aim that learners are more successful in learning than learning on their own[6].

It can be emphasized here that what is meant by cooperative learning methods in Islamic religious education learning is a way of presenting learning by learning together in the form of small groups structured in which learners do learning activities to help each other to improve cognitive, apextive, and psychomotor abilities in understanding the subject matter and solving problems collectively to achieve the same goals in accordance with learning indicators. which has been set.

RESULTS AND DISCUSSION
Theories That Underlie the Cooperative Learning Model

As a model of systematic learning that brings students together with an effective learning approach, cooperative learning encapsulates academically imposed social skills. Davidson and Worsham (2003) suggest that cooperative learning is small group teaching and learning. Students learn and work together to create the best learning experience possible, both individually and in groups. Therefore, collaborative learning is based on theories of cognitive development,

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[5] Audah Mannan, "Pembinaan Moral Dalam Membentuk Karakter Remaja (Studi Kasus Remaja Peminum Tuak Di Kelurahan Suli Kecamatan Suli Kabupaten Luwu)," *Jurnal Aqidah-Ta* III, no. 1 (2017): 59–72.

[6] Ali Miftakhu Rosyad, "Implementasi Pendidikan Karakter Dalam Pembelajaran Pendidikan Agama Islam Di Sekolah Muhammadiyah Se-Kabupaten Indramayu. Al-Afkar," *Journal for Islamic Studies* 4 (n.d.).

treatment and social support. The learning theories underlying collaborative learning models are:

1. Constructivist Education Theory: Constructivist Education Theory states that students must find themselves, change complex information, identify new information with existing rules, and modify rules when rules no longer match. In order for students to truly understand and apply knowledge, they must go to great lengths to solve problems, find something for themselves, and diligently try out ideas. This theory was developed on the basis of Piaget[7], Vygotsky, information solutions, and other theories of cognitive psychology. According to this constructivist theory, the main principle of educational psychology is that teachers do not stop providing knowledge to students. Students must gather their knowledge in their minds. Teachers can facilitate this process by providing opportunities for students to discover or implement their ideas and by teaching students to recognize and consciously use their teaching strategies. Teachers can guide students through steps that lead to a deeper understanding, provided they have to climb the ladder on their own.

2. Piaget's Theory of Cognitive Development: Cognitive Development is largely determined in part by the child's manipulation and active interaction with the environment. Knowledge is born of action. Piaget believes that physical experience and environmental manipulation are important for developmental change. Meanwhile, social interactions with coworkers, especially argumentation and discussion, help clarify and ultimately catalog existing ideides. Piaget's developmental theory is constructivism, which sees cognitive development as the process by which children actively construct systems of meaning and understanding reality through experience and interaction. According to Piaget (in Trianto, 2007:17), cognitive development largely depends on how actively a child manipulates and interacts with his or her environment.

Vygotsky Learning Theory: Vygotsky, like Piaget, argues that students form knowledge as a result of thinking and acting through language. Vygotsky believed that development depends on biological and social factors. Biological factors determine the basic functions of memory, attention, perception, and response to stimuli. Social factors are essential in developing mental functions and important in developing the above concepts, reasoning, and decision-making. Vygotsky's theory emphasizes the social aspect of learning. According to Vygotsky, the learning process occurs when a child performs or completes a task he or she has not learned, but the task is still within reach. This is called the proximal development zone, and the proximal development zone is slightly above it.

The implementation of this theory in learning is to require cooperative classroom settings, so that students interact, communicate and bring together effective problem-solving strategies in their zone of proximal development with a scalffolding approach that is the provision of assistance to students at the time of learning and reduce the assistance and let students take on student responsibilities

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[7] Robert L Mathis and John H Jackson, *Human Resource Management: Essential Perspectives* (Cengage Learning, 2011).

at the time of learning and reduce assistance. It's and letting students take responsibility on their own when they can.

Objectives of Cooperative Learning

The application of cooperative learning models requires the participation and cooperation of learning groups. Collaborative learning can enhance student learning for better learning. The main objectives of implementing collaborative learning models are to study in groups with friends, respect each other's opinions, and express opinions in groups. Opportunities for learners to express their ideas to others Cooperative learning has several advantages over traditional learning. From a student's point of view, the advantage is that students are given the opportunity to express and discuss their point of view, the experiences they learn as they work together to formulate a group point of view. Stahl (Isjoni, 2009: 24) said, through the cooperative learning model students can gain knowledge, skills as considerations for thinking and determining and doing and participating socially.

Students who work together in groups lead to close friendships formed among students, which turns out to have a significant impact on the behavior or activity of each individual. This partnership can provide a variety of experiences. They have more opportunities to talk, be active, choose, and develop good habits in general.

Furthermore Jarolimek - Parker (Isjoni, 2009: 24) conveys the advantages obtained in this cooperative learning are:

1. Positive interdependence

2. Recognition in response to individual disparities

3. Students are involved in classroom planning and management

4. The classroom atmosphere is safe and pleasant

5. Build warm and friendly interaction between students and teachers

6. Have the opportunity to convey a pleasant emotional experience.

Basically, the cooperative learning model was developed to achieve at least three important learning goals, namely:

1. Academic learning outcomes: Cooperative learning includes many social goals, but also improves student achievement or other important academic goals. Some experts argue that this model is best for helping students understand complex concepts. The developers of this model have shown that collaborative reward structure models can improve students' grades in academic learning and change norms relating to learning outcomes.

2. Acceptance of individual differences: Another goal of the cooperative learning model is to broadly recognize people of different races, cultures, social classes, abilities, and disabilities. Cooperative learning offers students from different lifestyles and environments the opportunity to work independently in

academic assignments, and learn to respect each other through a cooperative reward structure.

3. Social skills development: The third important goal of cooperative learning is to teach students the skills of cooperation and collaboration. Social skills are important for students, because today many young people are still lacking in social skills.

Understanding Cooperative Learning Type Inside-Outside Circle Learning Model

As stated above that in modern educational patterns, teaching and learning activities are the most basic thing where students are seen as the central point of the learning process. The success of learning depends on the teacher. Teachers act as facilitators and motivators that can help students get the ease of learning experience according to their needs and abilities.

According to Sanjaya, Vienna (2005: 148), teachers need to know and master various models, methods and learning media, and have the ability to choose and blend models, methods, teaching materials and learning experiences in accordance with their goals and assessments.

On the other hand, according to Surya, M (2004: 77), an effective educational process can be designed by teaching in a variety of learning methods. The teaching methods used by teachers depend on the purpose of the teaching and teaching materials. According to Surya, M (2004: 90), in the process of education and learning, teachers act as initiators, leaders and evaluators of educational activities related to education and education administration, and teachers are in their fields. He mastered the materials he needed to teach.

So basically the teacher must have the ability to develop or provide a learning model with new learning methods that are in accordance with the material he will teach to improve the teaching and learning process and improve student intelligence. One learning model that is seen as appropriate and can create new learning conditions is the cooperative learning model. The cooperative learning model is very different from other learning models, in addition to being developed to achieve academic learning outcomes, cooperative learning models are also effective for developing students' social skills.

The IOC learning model (inside-outside) in inngris inner means inside, outside means outside and circle means circle. Insideoutside Circle (IOC) is a large and small circle system (Spencer Kagan, 1993) in which students exchange information simultaneously in different pairs concisely and regularly. The syntax is: Half of the students form a small circle facing outwards, the other half forms a large

circle facing ine, students face each other exchanging information simultaneously, and students in the outer circle rotate and make their own (newfriends in front of them and so on). Deep-outside circle cooperative learning (IOCs) say that there is nothing unusual about cooperative learning because many teachers think they are used to cooperative learning because it is the same as group work. Although cooperative learning is done in groups, not all group work is called cooperative learning. Therefore, it can be concluded that cooperative learning is concerned with grouping methods where students work together in small groups to achieve learning goals. (Drs.H, Isjoni, M.Si, Ph.D, 2009)

Steps to Implement Cooperative Learning Model

Type Inside - Outside Circle

In its implementation, the inside-outside circle (IOC) type of cooperative learning model consists of several steps, namely:

1. Half stand in a small circle facing out.

2. The other part forms a circle outside the first circle. That is, they stand facing inward and in pairs with students in the inner circle.

3. Two students in a pair of small and large circles exchange information. A small circle of students began. This information exchange can be done simultaneously by all students.

4. Then, the students in the small circle stay in place, while the students in the large circle move one or two steps in a clockwise direction. In this way, each student gets a new partner to share.

5. Now the students in a large circle to share information, and so on.

Things that need to be considered in the inside-outside circle method include (Mulyani, 2007: 23):

1. Goals (competencies to be trained/worked on) must be clear

2. The length of the training must be adjusted to the student's needs (information exchange)

3. Pay attention to common mistakes made by students for individual improvement.

For the success of this inside-outside method, the teacher must master the following group and social skills:

1. Sharing skills: An example of a class you can use to share skills is a repetition exercise that teaches you how to stand in line while working in a group. Paired tests are a way to help students who want to dominate their students by using a paired test plan.

2. Participation skills: There are two ways to work and ensure the balanced participation of group members.

• Time Token: this method can help distribute participation evenly between dominant group members and less active members.

• High talker tap out : One way to achieve balanced engagement is to appoint one

student to continuously monitor the engagement of each student.

The advantages and disadvantages of the Inside-outside Circle method include:

1. Pros:

a) Getting different information at the same time.

b) The inside-outside method can be used for all age levels of students and is very popular, especially by children.

2. Disadvantages:

a) The teacher prepares the material carefully, requiring more energy, thought and time.

b) Adequate facilities, tools and costs are required.

c) During the discussion activity, there is a tendency for the topic being discussed to expand so that it does not match the allotted time.

Student Learning Cognitive Achievement

The whole process of learning in schools, learning activities, is the most basic type of activity. This means that the success or failure of achieving educational goals is very dependent on the extent to which students experience the learning process as students. The teaching and learning process leads to changes in student behavior in terms of knowledge, skills, and attitudes, and these indicators are usually reflected in educational achievement.

Nana Sudjana (1990:20) Achievement is said to be the ability obtained by a learner after having a learning experience. In education, achievement is the result of hard work in scientific research and is usually indicated by test scores. The term "cognition" comes from the word "knowledge", which is equivalent to knowledge which means knowledge. On the other hand, Neisser (Muhibbin Syah: 2009: 22) argues that cognition in a broad sense is the acquisition, alignment, and use of knowledge. In subsequent developments, the term "cognitive" was popularized as one of the domains or domains of human psychology, which includes mental behavior related to understanding, attention, information processing, problem solving, intention, and persuasion. Based on some of the comments above, it can be concluded that cognitive achievement is the ability obtained by students after receiving a learning experience which includes mental behavior related to

understanding, consideration, information processing, problem solving, intention, and persuasion.

Student Cognitive Learning Achievement Goals Benjamin S. Bloom (1956: 1-10) Educational goals are divided into three areas:

1. Cognitive domains which contain behavioral patterns that emphasize intellectual aspects such as knowledge, understanding, and thinking skills.

2. The affective domain includes behavior that emphasizes aspects of feelings and emotions, such as attention, relationships, appreciation, and ways of coordination.

3. The psychomotor domain includes behavior that emphasizes aspects of motor skills such as writing, typing, swimming, and handling.

Several other terms that describe the same three domains include those expressed by Ki Hajar Dewantoro: copyright, race, and intention. Also known are terms such as reasoning, evaluation, and practice. Each of these domains is divided into several categories and subcategories which are arranged hierarchically (tiered) in sequence, from the simplest to the most complex. Each level of behavior is assumed to include lower-level behavior, such as the cognitive domain, and to achieve "understanding" at the second level, "knowledge" is also required at the first level.

Student Cognitive Achievement Function

In principle, the disclosure of ideal learning outcomes includes all psychological domains that change as a result of the experiences and learning processes of students. However, because some changes in learning outcomes are intangible (cannot be touched), it is very difficult to identify changes in behavior in all areas, especially in the area of student emotions. Changes in behavior that are considered important must reflect changes that occur as a result of student learning in terms of creativity and taste or initiative. Factors Affecting Student Achievement According to Hasan Basri (1994: 54), there are several factors that influence a student's academic independence: internal factors (intrinsic factors) and external factors (extrinsic factors). 1. Intrinsic factors are all influences that occur within the individual, such as the state of heredity and body composition attached to all equipment from birth. Everything that is brought from birth is the main condition for personal growth and development. Other paternal and maternal traits can be found in men. Such as talent, intellectual potential and physical growth potential. 2. External factors are all environmental or influences that come from outside, and are often referred to as environmental factors. The living environment faced by humans has a great influence on personality development, both negatively and

positively. A good family and social environment, especially in the realm of values and lifestyle, will also shape character in terms of independence. Meanwhile, Chabib Thoha (1996: 124125) can classify the factors that affect the independence of the two aspects as follows:

1. Internal factors that affect a child include age and maturity. Children's intelligence also affects children's independence.

2. External factors that affect a child's independence include culture, family, genes or heredity, parenting, the school education system and the community education system.

Implementation of the Inside-Outside Circle Cooperative Learning Model for Students' Cognitive Achievement

Based on the description of the understanding of the inside-outside circle type of cooperative learning model and the student's cognitive achievement above, it can be taken an assumption that the teacher's use of inside-outside circle type of cooperative learning in the teaching and learning process can affect students' cognitive achievement.

In terms of the teaching and learning process, according to Surya, M (2004: 90), teachers in relation to teaching activities and educational administration act as initiators, directors, and assessors of educational activities and teachers are experts in their fields.

By using the inside-outside circle learning model, it is expected that there will be an increase in students' cognitive achievement. Therefore, we can see that there is an interrelated influence between the learning model (Inside-outside circle) used by an educator in delivering Islamic Cultural History material and success as seen from the level of cognitive achievement of students.

The Reality of the Inside-Outside Circle Cooperative Learning Model at SDIT AL-IRSYAD Karawang

To find out the cooperative learning model of the inside-outside circle type at SDIT AL-IRSYAD Karawang, the authors made direct observations to the research location, interviews and distributing questionnaires to respondents. Interviews were conducted with the principal, teachers of the Aqidah - Akhlaq subject, and with students. To facilitate data processing, questionnaires were distributed to 40 respondents. After the data is collected, it is then inventoried and then processed as it should be. And as an explanation of the direction in processing the data from the results of reasoning, the following first describes the symbols to be explained:

Variable X

Variable X is the result of the calculation of the questionnaire that has been distributed to the respondents, containing statements relating to the inside-

outside circle type of cooperative learning learning model, then the data is entered into numbers with the following provisions:
1. For respondents who answered optimum (A), then they were given a value of 5
2. For respondents who answered optimum (B), then they were given a value of 4
3. For respondents who answered optimum (C), then given a value of 3
4. For respondents who answered optimum (D), then given a value of 2
5. For respondents who answered optimum (E), then given a value of 1

The steps taken in processing this data are as follows:

As stated in the framework, to determine the effect of the IOC learning model in schools, the authors examine six indicators, including:
1. Improvement in students' thinking processes
2. Development of group learning attitude
3. Ability to work together
4. Communication skills among group members
5. Growing self-confidence in learning
6. Increased learning motivation

Of the six indicators, 15 questionnaire items were made which were distributed to 40 fifth grade students of SDIT AL-IRSYAD as research samples. Each item in the questionnaire provided 5 answer choices, arranged in stages starting from the highest criteria to the lowest criteria. The questionnaire distributed is in the form of multi-choice with structured answer alternatives, namely a, b, c, d and e, then the resulting alternative answers are a = 5, b = 4, c = 3, d = 2, e = 1. The scoring technique proposed earlier will result in the highest score (15 x 5) = 75, and the lowest score (15 x 1) = 15. And to facilitate the calculation process, data in the form of scores for each item are presented in the form of a table that can be seen in the attachment.

The questionnaire items distributed revolved around indicators of improving the thinking processes of fifth grade students of SDIT AL-IRSYAD Karawang. While the results of student calculations are interpreted using a classification scale in the range of the lowest value of 1.00 and the highest value of 5.00 whose distribution is as follows:

Description :
1.00 – 1.79 = Very low
1.80 – 2.59 = Low
2.60 – 3.39 = Enough
3.40 – 4.19 = Height
4.20 – 5.00 = Very high
(Sambas Ali, 2009: 146)

1. Partial Analysis of Variable X . indicator
a. Improvement in students' thinking processes
In this indicator, 5 question items are asked, namely number 1-5. For item no 1. When the teacher in teaching uses the inside-outside circle model, are you motivated to learn? of these questions, those who chose alternative answers a = 19, b = 6, c = 14, d = 1 and no one chose the answer e. so that the average can be calculated (19 x 5) + (6 x 4) + (14 x 3) + (1 x 2) = 163 : 40 = 4,075. Item no 2. If the

teacher in teaching uses the inside-outside circle model, can you understand it well? of these questions, those who choose alternative answers a = 32, b = 7, e = 1. So that the average can be calculated (32 x 5) + (7 x 4) + (1 x 1) = 189:40 = 4.73 . Item no 3. When the teaching and learning process takes place, does using the inside-outside circle model make you boring? of these questions, those who chose alternative answers a = 30, b = 6, c = 2, d = 2 and no one chose the answer e. So that the average can be calculated (30x5) + (6x4) + (2x3) + (2x2) = 188:40 = 4.7. Item no 4. If the teacher gives the material using the inside-outside circle model, can you exchange ideas with other friends? of these questions, those who choose alternative answers a = 26, b = 7, c = 7. So that the average can be calculated (30x5) + (7x4) + (7x3) = 179:40 = 4.48. Item no 5. When the teacher in teaching uses the inside-outside circle model, can you accept other people's opinions? of these questions, those who choose alternative answers a = 26, b = 8, c = 6. So that the average can be calculated (26x5) + (8x4) + (6x3) = 180:40 = 4.5.

The total number of respondents to the indicator of arriving on time which is divided into 5 items gets a value of 4.075+4.73+4.7+4.48+4.5= 22.48:5=4.5. If interpreted on an absolute scale, the number is in the range of 4.20 - 5.00, thus, the indicator arriving on time is classified into the very high category.

b. Development of group learning attitude

Item no. 6 with the question, When the teacher teaches using the inside-outside circle model, is your opinion always accepted by others? of these questions, those who choose alternative answers a = 1, b = 16, c = 22, d = 1. So that the average can be calculated (1x5) + (16x4) + (22x3) + (1x2) = 137:40 = 3 ,43. Item no 7 with the question, If the use of the inside-outside circle model is not in accordance with the material, can you overcome it? of these questions, those who choose alternative answers a = 4, b = 11, c = 22, d = 1. So that the average can be calculated (4x5) + (11x4) + (22x3) + (1x2) = 136:40 = 3 ,4.

The total number of respondents to the indicator Listening and paying attention to the teacher's explanation which is divided into 2 items gets a value of 3.43 + 3.4 = 6.83: 2 = 3.41. If interpreted on an absolute scale, the number is between 3.40 - 4.19, thus, the indicator of Listening and paying attention to the teacher's explanation is in the high category.

c. Ability to work together

Item no. 8 with the question, When the teacher teaches using the inside-outside circle model, does your thinking broaden? of these questions, those who choose alternative answers a = 5, b = 5, c = 21, d = 7, and e = 2. So that the average can be calculated (5x5) + (5x4) + (21x3) + (7x2) + (2x1) = 124:40 = 3.1. Item no 9 with the question, If the teacher teaches using the inside-outside circle model, does your knowledge increase? of these questions, those who choose alternative answers a = 3, b = 5, c = 16, d = 13 and e = 3. So that the average can be calculated (3x5) + (5x4) + (16x3) + (13x2) + (3x1) = 112:40 = 2.8. Item no. 10 with the question, When the teacher teaches using the inside-outside circle model that is not in accordance with what is being taught, do you always follow it? of these questions, those who choose alternative answers a = 4, b = 8, c = 21, d = 7. So that the average can be calculated (4x5) + (8x4) + (21x3) + (7x2) = 129:40 = 3 ,23.

The total number of respondents to the Active in Learning indicator which is divided into 3 items gets a score of 3.1 + 2.8 + 3.23 = 9.13:3 = 3.04. If

interpreted on an absolute scale, the number is in the range of 2.60 - 3.39. Thus, the Active in Learning indicator belongs to the sufficient category.

d. Communication skills among group members

Item no 11 with the question, When the teacher gives lessons using the inside-outside circle model, can you follow it? of these questions, those who choose alternative answers a = 7, b = 15, c = 17, d = 1. So that the average can be calculated (7x5) + (15x4) + (17x3) + (1x2) = 148:40 = 3 ,7. Item no 12 with the question, If the teacher teaches using the inside-outside circle model that is not in accordance with the material being taught, do you always follow it? of these questions, those who choose alternative answers a = 8, b = 15, c = 16, d = 1. So that the average can be calculated (8x5) + (15x4) + (16x3) + (1x2) = 150:40 = 3 ,75.

The total number of respondents to the Active in Learning indicator which is divided into 2 items gets a score of 3.7 + 3.75 = 7.45:2 = 3.73. If interpreted on an absolute scale, the number is in the range of 3.40 - 4.19, thus, the indicator of doing the task belongs to the high category.

e. Growing self-confidence in learning

Item no. 13 with the question, When the teacher gives lessons using the inside-outside circle model, do you follow it? of these questions, those who choose alternative answers a = 27, b = 9, c = 3, d = 1. So that the average can be calculated (27x5) + (9x4) + (3x3) + (1x2) = 182:40 = 4 ,55. Item no. 14 with the question, When the teacher gives material with the inside-outside circle model, do you cooperate with other friends? of these questions, those who choose alternative answers a = 16, b = 6, c = 10, d = 6 and e = 2. So that the average can be calculated (16x5) + (6x4) + (10x3) + (6x2) + (2x1) = 148:40 = 3.7. Item no. 15 with the question, Is in the inside-outside circle model, you always learn individually? of these questions, those who choose alternative answers a = 2, b = 3, c = 20, d = 9. and e = 6. So that the average can be calculated (2x5) + (3x4) + (20x3) + (9x2) + (6x1) = 106:40 = 2.65.

f. Increased learning motivation

The total number of respondents to the Active in Learning indicator which is divided into 3 items gets a value of 4.55 + 3.7 + 2.65 = 10.9:3 = 3.63. If interpreted on an absolute scale, the number is in the range of 3.40 - 4.19, thus, the indicator of re-examining the lessons that have been delivered is in the high category.

The entire data of variable X (student learning discipline at school) which consists of 5 indicators, it is known that the average result of variable X is (4.5 + 3.41 + 3.04 + 3.73 + 3.63) = 18, 31 : 5 = 3.66. This shows that the learning discipline of students in class VII MTs SA Al-Hidayah Sumedang on their cognitive learning achievement in the field of Islamic Studies is included in the high category. Because the average value is in the interval 3.40 - 4.19.

2. Analysis of All Variables X

Based on variable X data, namely student learning discipline in schools obtained from the distribution of questionnaires, then the central tendency and normality test are determined as follows:

a. Central Tendency

Theoretically, the variable X data has a maximum score of 67 and a maximum score of 44. From all rough data, it is found that the reality of variable X (IOC type cooperative learning model) is known that the mean value is smaller

than the median (Me) and the median is greater than the mode (Mo). or it can be written Me < Md < Mo (56.6<56,74<56,9). This condition implies that the data distribution of variable X is a negative squint curve.

b. Normality test

Normal or not the data regarding the effect of the IOC learning model, was tested using chi squared $(\chi)2$. Based on the calculation of chi squared with a significant level of 5% and dk = 3 obtained 2 count of 4.03 and the results of 2table = 7.81, thus obtained that 2count (4.03) < 2table (7.81). Then the data variable X (influence of cooperative learning model type IOC) is normally distributed. The data can be seen in the appendix.

Learning Reality of Student Cognitive Achievement in Aqidah-Morals Subject Class 5 SDIT AL-IRSYAD Karawang

Data on students' cognitive achievement were obtained through the distribution of test questionnaires distributed to 40 fifth grade students of SDIT AL-IRSYAD Karawang as the research sample. The number of questions asked was 15 items which were developed from 6 indicators, including: 1) knowledge, 2) understanding, 3) application, 4) analysis (the ability to describe a material into its parts so that the organizational structure can be understood), 5) synthesis (the ability to combine the parts to form a new whole), 6) Evaluation (the ability to assess the content of the lesson for a particular purpose). The test questions distributed are in the form of multi-choice with structured answer alternatives, namely a, b, c, d and e. The calculation results are consulted with the qualification level interval limit, the lowest value is 0 and the highest value is 100.

1. Partial Analysis of Y . Indicator

Based on this Y variable, which is about students' cognitive achievement in the
field of Islamic Studies, 15 test items were proposed to 40 fifth grade students as samples. The indicators used as benchmarks in this study are:

a. Knowledge

This cognitive achievement indicator is asked questions on items 1-5. In item number 1 obtained the value of students who answered correctly 40 people, the average value was 40: 40 x 100 = 100. Number 2 obtained the value of students who answered correctly 24 people, the average value was 24: 40 x 100 = 60. Number 3 obtained the value of students who answered correctly 11 people, the average value was 11: 40 x 100 = 27.5. Number 4 obtained the value of students who answered correctly 28 people, the average value was 28: 40 x 100 = 70. Number 5 obtained the value of students who answered correctly 31 people, the average value was 31: 40 x 100 = 77.5.

The total number of respondents to the knowledge indicator is 100 + 60 + 27.5 + 70 + 77.5: 5 = 67. If interpreted on an absolute scale, the number is between the range of 60-69. Thus, students' cognitive achievement on the knowledge indicator is categorized as sufficient.

b. Understanding

This cognitive achievement indicator is asked questions on items number 6-7. In item number 6, the score of students who answered correctly was 16 people, the average value was 16: 40 x 100 = 40. In item Number 7, the score of students who answered correctly was 38 people, the average value was 38: 40 x 100 = 95.

The total number of respondents to the understanding indicator is 40 + 95 :2 = 67.5. If interpreted on an absolute scale, the number is in the range of 60-69. Thus, students' cognitive achievement on the indicators of understanding is categorized as sufficient.

c. Application

This cognitive achievement indicator is asked questions on items number 8-9. In item number 8 obtained the value of students who answered correctly 37 people, the average value is 37: 40 x 100 = 92.5. In item No. 9, 34 students who answered correctly, the average score was 34: 40 x 100 = 85.

The total number of respondents to the implementation indicator is 92.5 + 85:2 = 90. If interpreted on an absolute scale, the number is in the range of 80-100. Thus, students' cognitive achievement on the application indicators is categorized as very good.

d. Analysis

This cognitive achievement indicator is asked questions on items number 10-11. In item number 10, there are 16 students who answered correctly, the average score is 16: 40 x 100 = 40. In item number 11, 36 students who answered correctly have a score of 36: 40 x 100 = 90.

The total number of respondents to the analysis indicators is 40 + 90 :2 = 65. If interpreted on an absolute scale, the number is between the range of 60-69. Thus, students' cognitive achievement on the analysis indicators is categorized as sufficient.

e. Synthesis

This cognitive achievement indicator is asked questions on items number 12-13. In item number 12, 39 students answered correctly, the average value was 39: 40 x 100 = 97.5. In item No. 13, 23 students answered correctly, the average score was 23: 40 x 100 = 57.5.

The total number of respondents to the synthesis indicator is 97.5 + 57.5 :2 = 77.5. If interpreted on an absolute scale, the number is in the range of 70-79. Thus, the students' cognitive achievement on the synthesis indicators is categorized as good.

f. Evaluation

This cognitive achievement indicator is asked questions on items number 14-15. In item number 14, 39 students answered correctly, the average value was 39: 40 x 100 = 97.5. In item No. 15, 34 students answered correctly, the average score was 34: 40 x 100 = 85.

The total number of respondents to the evaluation indicators is 97.5 + 86 :2 = 91.25. If interpreted on an absolute scale, the number is in the range of 80 - 100. Thus,

students' cognitive achievement on evaluation indicators is categorized as very good.

Based on the overall data on the Y variable (student cognitive achievement in SKI subjects) which consists of 6 indicators, it is known that the average result of the Y variable is (67 + 67.5 + 90 + 65 + 77.5 + 91.25) = 458 ,25 : 6 = 76.38. This shows that students' cognitive achievement in the Aqidah - Akhlaq subjects is in the good category, because the average value is in the interval of 70 - 79.

2. Analysis of All Y . Variables

Based on variable Y data, namely student learning cognitive achievement in Aqidah - Akhlaq subjects obtained from the distribution of test questions, then the central tendency and normality test are determined as follows:

a. Central Tendency

Theoretically, the Y variable data has a maximum score of 93 and a maximum score of 60. From all the rough data, it is found that the reality of variable Y (students' cognitive achievement in SKI subjects) is known that the mean value is smaller than the medin (Me) and the median is greater than the modus (Mo).) or can be written Mean < Me < Mo (75.4<75,52<79,12). This condition implies that the data distribution of variable X is a negative squint curve.

b. Normality test

Normal or not data regarding student learning discipline at school, tested using chi squared ($\chi2$). Based on the calculation of chi squared with a significant level of 5% and dk = 3, it is obtained that 2 count is 4.83 and the results of 2table = 7.81, thus it is obtained that 2count (4.83) < 2table (7.81). Then the data variable Y (students' cognitive achievement in the Aqidah - Akhlaq subject) is normally distributed. The data can be seen in the appendix.

The Effect of the Implementation of the Inside-Outside Circle Cooperative Learning Model on Students' Cognitive Achievement

Knowing whether or not there is a relationship between the Influence of the IOC Type Cooperative Learning Model and students' cognitive achievement in the Aqidah-Akhlaq subject in Class V SDIT AL-IRSYAD Karawang, first, correlation and regression analysis will be carried out as described below:

1. Regression Equation

The formula for the linear regression equation is = a + bX, based on the results of the calculation of the linear regression equation as listed in the appendix, the values for a = 73.44 and b = 1.59 are obtained. So the regression equation is Y = 73.44 + 1.59 X, , it means that each student learning discipline in school is 73.44, it will affect the cognitive achievement of students in Aqidah - Akhlaq subjects by 1.59.

2. Testing Regression Linearity

The results of the calculations as attached are obtained by F count of 1.42 and F table 2.3, thus F count is smaller than F table. According to the applicable provisions, if F count < F table, then the regression can be said to be linear. Because the calculated F obtained is smaller than the F table, it can be said that the data has linear regression.

3. Correlation coefficient

The results of the normality test and regression linearity test, it is known that the two variables are normally distributed and have linear regression. The results obtained prove that the degree of relationship between the variable X (cooperative learning model type IOC) and variable Y (students' cognitive achievement in the Aqidah - Akhlaq subject) is 0.01.

4. Hypothesis Test

Based on the calculation of the hypothesis obtained from the results, that t count is 0.06 and t table 1.62 means t count < t table. Thus it can be concluded that the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. In other words, there is no significant relationship between the effect of the IOC type of cooperative learning model on students' cognitive achievement in Aqidah - Akhlaq subjects.

5. Determining the High and Low Correlation Coefficient

Based on the calculation as stated in the attachment, the correlation coefficient value is 0.01. this is included in the very low correlation, because it is in the interval 0.00 – 0.20. Thus, the level of relationship between the influence of the inside-outside circle type of cooperative learning model on students' cognitive achievement in the Aqidah - Akhlaq subject is very low.

CONCLUSION

Based on the analysis of research results regarding the effect of the Inside-OutSide Circle model in schools on students' cognitive achievement in the field of Aqidah-Akhlaq study class V SDIT AL-IRSYAD Karawang, the following conclusions were obtained:

1. The reality of implementing the Inside-OutSide Circle model in the fifth grade school of SDIT AL-IRSAD Karawang is high. This can be proven through quantitative data from the results of questionnaires distributed to 40 students. The results obtained reached the average value obtained by an average of 3.66. This is included in the high category. Because the average value is in the interval 3.40 - 4.19.

2. The reality of their learning cognitive achievement in the field of Aqidah - Akhlaq at SDIT AL-IRSYAD Karawang is in the good category. This can be proven through quantitative data from questionnaires distributed to 40 students. The results obtained reached the average value obtained by an average of 76.38. This shows that their learning cognitive achievement in the field of Aqidah-Akhlaq studies is in the good category. Because the average value is in the interval 70 - 79.

3. The reality of the relationship between the IOC type cooperative learning model and their cognitive learning achievement in the Aqidah - Akhlaq study area shows a very low correlation. Because it is at a coefficient of 0.01. If it is interpreted it is in the interval 0.00 – 0.20. Thus, the level of relationship between the influence of the IOC type of learning model with their learning cognitive achievement in the Aqidah - Akhlaq field of study is very low. Then based on the results of the correlation test, it is known that t count is 0.06 and t table 1.62 means t count < t table. Thus it can be concluded that the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

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