The Influence of the Online Student Facilitator and Explaining (SFAE) Cooperative Learning Model on Learning Outcomes of PAI at SMK Persada, Sukabumi City

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Abstract: The study aims to determine the effect of the Student Facilitator And Explaining (SFAE) type cooperative learning model through the online system on the learning outcomes of class X Pharmacy 1 in PAI subjects at Persada Vocational High School, Sukabumi City. This type of research is based on a quantitative approach with descriptive and inferential/inductive statistical analysis. The research design was quasi-experimental, matching only the pre-test post-test control group design technique. The research process involved an experimental group (Class X Pharmacy 1) with a sample of 28 students who were given treatment and a control group (Class X Pharmacy 2) with a sample of 27 students who were not given treatment. Data collection techniques were library research, documentation, observation, and tests. The test is in the form of multiple choice, and the description refers to the PAI subject matter "sources of Islamic law". The comparison test results show the value of t = 3.022 > t_{table} 2.048 which means H_o is accepted and Sig = 0.005 <0.05. Then H_a is received, or there is a significant comparison of learning outcomes between classes X Pharmacy 1 and 2. The pre-test post-test comparison test results for the experimental class show that the value of t = -9.750 < t_{table} 2.048 and Sig = 0.000 <0.05, then H_o is rejected and H_a is accepted, or there is a significant comparison between the pre-test and post-test values of the experimental class (X Pharmacy). Thus, applying the online Student Facilitator and Explaining (SFAE) cooperative learning model has an effect on increasing PAI students' learning outcomes at SMK Persada, Sukabumi City. Students are more active in digging for information from PAI material sources and are able to rewrite the results of the information they got in the form of concept maps. So that students become much easier to understand the learning material.

Abstrak: Penelitian bertujuan untuk mengetahui pengaruh model pembelajaran kooperatif tipe Student Facilitator And Explaining (SFAE) melalui sistem online terhadap hasil belajar siswa kelas X Farmasi 1 pada mata pelajaran PAI di SMK Persada Kota Sukabumi. Jenis penelitian didasarkan pada pendekatan kuantitatif dengan analisis statistik, baik deskriptif maupun inferensial/induktif. Desain penelitian adalah eksperimen semu (quasi experimental design) dengan teknik matching only pre-test post-test only control grup design. Proses penelitian melibatkan kelompok eksperimen (Kelas X Farmasi 1) dengan jumlah sampel 28 siswa yang diberikan perlakuan (treatment) dan kelompok kontrol (Kelas X Farmasi 2) dengan jumlah sampel 27 siswa yang tidak diberikan perlakuan (treatment). Teknik pengumpulan data adalah studi kepustakaan, dokumentasi, observasi dan tes. Tes berupa pilihan ganda dan uraian mengacu pada materi pelajaran PAI "sumber hukum islam". Hasil uji perbandingan menunjukan nilai t = 3,022 > t_{Table} 2,048 yang berarti H_o diterima dan Sig = 0,005 < 0,05 maka H_a diterima atau terdapat perbandingan yang signifikan hasil belajar antara kelas X Farmasi 1 dan 2. Hasil uji perbandingan pre-test post-test kelas eksperimen menunjukan bahwa nilai t = -9,750 < t_{Table} 2,048 dan Sig = 0,000 < 0,05 maka H_o ditolak dan H_a diterima atau terdapat perbandingan yang signifikan antara nilai pre-test dan nilai Post-test kelas eksperimen (X Farmasi). Dengan demikian, penerapan model pembelajaran kooperatif tipe Student Facilitator and Explaining (SFAE) secara online memberikan pengaruh terhadap kenaikan hasil belajar PAI siswa SMK Persada Kota Sukabumi. Siswa lebih aktif menggali informasi dari sumber materi PAI dan mampu menuliskan kembali hasil informasi yang mereka peroleh dalam bentuk peta konsep. Sehingga siswa menjadi lebih mudah dalam memahami materi pembelajaran.

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A. Introduction

A true Muslim is required to have progressive and spiritual thoughts. One is the necessity to learn and understand Islamic religious education as the primary foundation before getting to know other types of schooling (Arrobi, Purnama, et al., 2021). As Allah explained in QS, knowledgeable people will be much different from those who need to be more familiar. Az-Zumar: 9, which means *"Is devoutly obedient during periods of the night, prostrating and standing [in prayer], fearing the Hereafter and hoping for the mercy of his Lord, [like one who does not]? Say, "Are those who know equal to those who do not know?" Only they will remember [who are] people of understanding*.

Education allows changes in human behavior from uncivilized to civilized life because education develops all aspects of personality through the transformation of values by educating, teaching, and training (Komariah & Engkoswara, 2010). Education in simple terms, is a conscious and planned effort to humanize humans through efforts to form distinguished personalities to produce graduates who are creative and acceptable in society. Thus, Islamic Religious Education was born as an effort to teach, guide, and care for children so that one day after completing their education they can understand, live and practice the Islamic religion, and make it a way of life, both personal and social life (Permana & Purnama, 2022).

The success of education is the result of learning that is always sought and even to have aspired to. Purwanto argues that learning outcomes are changes in student behavior due to knowledge (Purwanto, 2011). This change is sought in an effective teaching and learning process so that it is right on target in line with educational goals. Differences in individual behavior due to the learning process are not singular. Each learning process affects behavior changes in certain student domains, depending on the desired changes according to the educational goals. Learning outcomes that are pretty satisfying in achieving the completeness indicator are benchmarks for achieving goals in the learning process (Arrobi & Purnama, 2022). Changes in behavior are caused because he achieves mastery over a number of materials provided in the teaching and learning process. Furthermore, learning outcomes can appear in cognitive, affective, and psychomotor changes.

It is undeniable that the COVID-19 pandemic that has hit the world today has had a significant impact on the world of education, including the education system in Indonesia. These conditions have finally brought the Indonesian government to an understanding of implementing new standard policies or a new standard order of life as a natural response to the existence of COVID-19. Directly or indirectly, the implementation of PSBB (Large-Scale Social Restrictions) has had an impact on the implementation of online learning which must reduce the implementation of direct (face-to-face) learning Pandemi COVID-19 yang menghantam dunia saat ini memang tidak dapat dipungkiri telah membawa pengaruh yang signifikan terhadap dunia pendidikan termasuk sistem (Rosadi et al., 2021). This brings a domino effect such as decreasing student learning outcomes and decreasing the quality of learning. Thus, education methods must still be applied even though knowledge is carried out online to determine how much influence it has on improving student learning outcomes.

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Under the government's call for *face-to-face* learning, another solution chosen by SMK Persada, Sukabumi City, with implementing online learning. There are not a few problems in its implementation, one of which is PAI learning. The problem that arises is the decline in student learning outcomes in PAI subjects, where this problem is rarely found in face-to-face learning processes.

Based on the results of observations at Persada Vocational High School, Sukabumi City, online learning problems via the Zoom Meeting application were found in PAI subjects in class X Pharmacy 1. Teachers who teach are still very monotonous and rely only on the lecture method without using more communicative approaches.

When the teacher delivers the material, it is found that many students are not paying attention and tend to look bored and many students even choose to turn off the camera in the middle of learning. During the lesson, the teacher also did not ask students' opinions about the material being presented, so the teaching ended without any clear conclusions. The teacher only provides material soft files which are shared via the WhatsApp Group and asks students to study it again as study material at home. During the learning process, it is not seen that students are active in the learning process in online classes. From the teacher's statement, the teacher understands how to teach properly and correctly, but the teacher only applies it when he teaches in the online learning process.

Effective learning provides self-learning opportunities where students acquire knowledge, understanding, and other aspects of behavior and develop meaningful skills for living in society (Mubin, 2019). As an educator, apart from being able to master the class, the teacher must also really understand this. Learning should be student-centered by providing learning autonomy and changing the teacher's role from teaching to being a facilitator who will encourage two-way communication between students and students and students to teachers (Masek, 2019). Therefore, to produce a quality learning process, a teacher needs learning methods capable of positively impacting student learning outcomes. So it also requires teachers' ability to apply learning methods that are in accordance with the characteristics of their students.

One of the learning models that can be used to improve student learning outcomes is the cooperative learning model of the *Student Facilitator and Explaining* type. The *Student Facilitator and Explaining* or SFAE approach is a series of presentations of teaching material that begins with an open explanation, gives students the opportunity to explain back to their peers, and ends with delivering all the material to students (Huda, 2013). The Student Facilitator and Explaining method is a cooperative learning model that uses small groups with 4-5 students in each group heterogeneously based on academic ability, gender diversity, and socioeconomic background (Trianto, 2007).

The SFAE learning model emphasizes a unique structure designed to influence student interaction patterns and aims to improve academic mastery (Muslim, 2015). In addition, this method is an alternative for developing cognitive abilities, training cooperation, and practicing communication skills that are in accordance with the characteristics of SMA/SMK/equivalent students.

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With the application of the Student Facilitator and Explaining (SFAE) cooperative learning model in PAI lessons at vocational schools, the learning process will become more active through discussion and conveying ideas to each student. With the achievement of the expected learning objectives, namely the achievement of satisfactory learning outcomes.

B. Method.

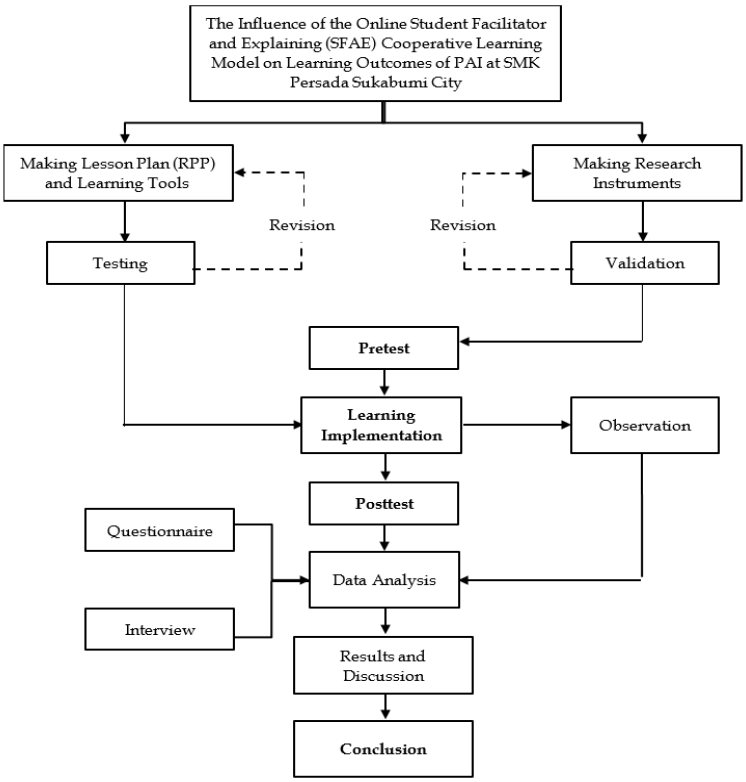

Figure 1. Research Flowchart

Scientific research is an activity that is carried out systematically and planned to get answers from solving problems for certain phenomena. This type of research is based on a quantitative approach closely related to numbers or numerics (Sugiyono, 2017). The existing analysis is directed to answer the formulation of the problem and the hypothesis proposed by relying on descriptive and inferential/inductive statistical analysis.

The research design used in this study is an experimental research design (quasi-experimental design) with a matching-only pre-test post-test-only control group design. The research process will continue to involve two groups; one group is given treatment while the other is not. The groups consisted of two class X majoring in Pharmacy at SMK Persada, Sukabumi City. The experimental class is represented by class X Pharmacy 1 and the control class by class X Pharmacy 2 where these two classes are homogeneous classes that have the same average value. The experimental class was treated by applying the Student Facilitator

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and Explaining (SFAE) cooperative learning model, while the control class used the conventional model (discussion).

The independent variable (Y) in this study was "Implementation of the Student Facilitator and Explaining (SFAE) Cooperative Learning Model", while the dependent variable (X) was "Increased Student Learning Outcomes". The research was conducted at SMK Persada, Sukabumi City, on Jalan KH. Mustofa No. 24 Subang Wetan, Subang Jaya Village, Cikole District, Sukabumi City. The research process was carried out for seven months, from submitting problems and titles to preparing research reports, beginning in July 2021 to October 2021 in stages.

The main population in this study were all students of Persada Vocational School, Sukabumi, class X majoring in Pharmacy, totaling 55 students. The determination of the research sample uses the Cluster Sampling theory which focuses on certain groups of samples. The samples were all class X Pharmacy 1 (experimental group) students totaling 28 students, and students of class X Pharmacy 2 (control group), totaling 27 students. All students were included as the main sample and were considered to represent a saturated sample for each population group with less than 100 samples (Arikunto, 2017).

The data collection techniques used in this study were library studies, documentation studies, observations, and tests where the main instrument used was the test. A literature study studies relevant books, papers, scientific magazines, and journals to obtain information on theories and concepts related to research problems. The documentation study was carried out by examining the documentation of Persada Vocational High School, Sukabumi City, such as school profiles, vision and mission, and other data available at the research location. Researchers also observed the school environment and the behavior of class X Pharmacy 1 Persada Vocational School, Sukabumi, directly or through social media. While the internal test is used to obtain student learning outcomes using a cooperative learning model of the Student Facilitator and Explaining (SFAE) type. The test is given regarding the subject matter used as research material, namely "sources of Islamic law". The test was given before (pre-test) and after (post-test). Students did the learning using the Student Facilitator and Explaining (SFAE) cooperative learning model. The test is in the form of multiple choice and descriptions used to measure student learning outcomes by applying the collaborative learning model type Student Facilitator and Explaining (SFAE).

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C. Result and Discussion

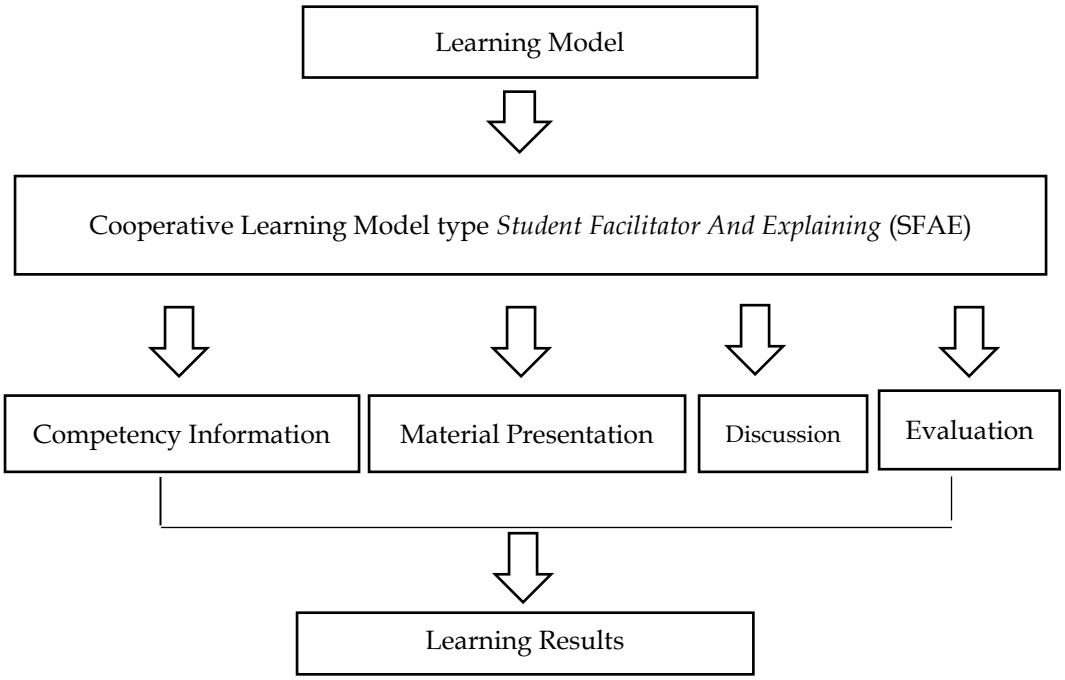

Figure 2. Research Thinking Framework Chart

The research was carried out twice each in the experimental class (class X Pharmacy 1) and the control class (class X Pharmacy 2). Even though only class X Pharmacy 1 is included in the primary research variable, matchmaking with other groups for comparison purposes must be held. Because in the quasi-experimental design (quasi-experimental design) variable control is in the form of matching or matching the individuals in the control group with the experimental group (Sukmadinata, 2017). The first meeting begins with a pre-test and a post-test at the end of learning at the third meeting. This study's primary data were obtained using systematic and planned tests.

The experimental class is a class that is given treatment by applying a cooperative learning model of the Student Facilitator and Explaining (SFAE) type. The experimental group in this study was class X Pharmacy 1 which consisted of 28 students. At each meeting, learning is carried out through an online system using the Zoom Meeting application media in which researchers also act as teachers. Based on the experimental results, the results of the pre-test evaluation of the X Pharmacy 1 class experimental group at the 1st meeting obtained an average value of 66.67. While the results of the post-test review of the experimental group (X Pharmacy class 1) at the 3rd meeting, accompanied by the SFAE method of treatment, produced an average value of 77.60. More detailed information can be seen in the following table.

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Table 1. Descriptive Data of Experimental Class Post-test Scores

Post-test Experimental Class		
N	Valid	28
	Missing	0
Mean		77,6071
Std. Error of Mean		1,47675
Median		75,0000
Mode		70,00
Std. Deviation		7,81423
Variance		61,062
Skewness		,197
Std. Error of Skewness		,441
Kurtosis		-1,183
Std. Error of Kurtosis		,858
Range		25,00
Minimum		65,00
Maximum		90,00
Sum		2173,00

Furthermore, the control class is a group that was not given the SFAE method of treatment, only in the form of the application of the standard discussion method as ordinary learning by the teacher. The control class in this study were students of class X Pharmacy 2 at SMK Persada School, Sukabumi. The number of students in the control group was 28; the researcher also acted as the teacher who gave the treatment. The results of the pre-test evaluation of the control group at the 1st meeting obtained an average value of 66.82. At the same time, the post-test evaluation results for the control class at the 3rd meeting got an average value of 72.50.

Table 2. Descriptive Data of Control Class Post-test Scores

Post-test Control Class		
N	Valid	28
	Missing	0
Mean		72,5000
Std. Error of Mean		1,74915
Median		73,5000
Mode		72,00[a]
Std. Deviation		9,25563
Variance		85,667
Skewness		-,733
Std. Error of Skewness		,441
Kurtosis		1,281
Std. Error of Kurtosis		,858
Range		44,00
Minimum		46,00
Maximum		90,00
Sum		2030,00

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Based on the initial ability (pre-test) measurement for class X Pharmacy 1 as the experimental class, the average value was 66.67 while the pre-test average value for class X Pharmacy 2 as the control class was 66.82. So, the difference between the two values is 0.15. These data indicate that the differences in the initial abilities of the two groups were insignificant. The pre-test data for the two groups can be seen in the following table.

Table 3. Comparison of the Mean Pre-test Scores of the Experimental and Control Groups

Class	Mean
Experimental (X Pharmacy 1)	66,67
Control (X Pharmacy 2)	66,82
Score difference	0,15

The researcher gave a post-test at the end of the treatment to know the students' reading comprehension ability after treatment. The post-test results showed that the score for the experimental class (X Pharmacy class 1) was 77.60, and the post-test average for the control class (X Pharmacy class 2) was 72.50. So that the difference between the post-test scores of the two groups is 5.1. This indicates that the learning outcomes of PAI subjects between students of the two classes have significant differences. The post-test data obtained by the two groups are presented in the following table.

Table 4. Comparison of Post-test Scores of Experimental and Control Groups

Class	Mean
Experimental (X Pharmacy 1)	77,60
Control (X Pharmacy 2)	72,50
Score difference	5,1

Furthermore, the T test determines whether a hypothesis is accepted or rejected and facilitates the preparation of research reports related to the main answers to the problem formulation.

Table 5. Testing *Paired Samples* T-Test of Learning Outcomes in Experimental Class and Control Class

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	X Farmasi 1 X Farmasi 2	5,107	8,942	1,690	1,640	8,574	3,022	27	,005

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The table of results of the comparative test of learning outcomes shows that the value of t = 3.022 > t_{table} 2.048, which means H_o is accepted and Sig = 0.005 <0.05, then H_a is accepted, or it can be stated that there is a significant comparison of learning outcomes between class X Pharmacy 1 and class X Pharmacy 2

Table 6. Testing Paired Samples T-Test Pre-test Post-test Experimental Class

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	Pre-test - Post-test	-10,928	5,9312	1,1209	-13,2284	-8,6286	-9,750	27	,000

The table of results of the experimental class pre-test post-test comparison shows that the value of t = -9.750 < t_{table} 2.048 and Sig = 0.000 <0.05, then H_o is rejected and H_a is accepted, or it can be stated that there is a significant comparison between the pre-test and post-test values of the experimental class (X Pharmacy).

In other words, there is a significant influence between the application of the Student Facilitator and Explaining (SFAE) type cooperative learning model through the online system on the learning outcomes of class X Pharmacy 1 in PAI subjects at Persada Vocational High School, Sukabumi City.

Discussion

The Student Facilitator and Explaining learning approach is a series of presentations of teaching material that begins with an open explanation, gives students the opportunity to explain back to their peers, and ends with delivering all the material to students (Huda, 2013). Like its type, this type of learning prioritizes cooperation and participation from its members, thus providing high motivation because it is encouraged and supported by peers (Yanto & Juwita, 2018). Cooperative learning also improves academic skills, thinks critically, forms friendships, draws various information, learns to use politeness, increases motivation, improves attitudes toward school, reduces terrible behavior, and helps students respect other people's ideas.

Based on the observations of researchers, one of the elements of cooperative learning in the Student Facilitator and Explaining model is increasing the ability to be active and motivated to learn. This model is very suitable to be applied in classes with passive student conditions so that enthusiasm, joy, and responsibility will arise in individuals (Rahayu, 2020). Students can also have competency or mastery of speaking, understanding, and expressing in the form of presentations in class in a happy state.

The cooperative learning type Student Facilitator and Explaining (SFAE) allows students to become teachers and explain the information they get to their friends (Bayuaji et al., 2017). Students will feel challenged to build their understanding and explain back

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according to their language with high self-confidence. Usually, students' intelligence will be quickly honed when they are used to expressing their opinions in public. Therefore, it is not surprising that this approach can spur students to use their linguistic abilities, show activities or behaviors using language fluently, and express and appreciate words that have complex meanings (Widyawati, 2016). Someone who is linguistically intelligent can express all his ideas in written form and even in speaking.

The ability to be a facilitator in class is not limited to being a supervisor, so the class atmosphere is quiet. Through this cooperative approach, students will be invited to think creatively to produce a more in-depth exchange of information and motivate other students (Arrobi, Ramadan, et al., 2021). SFAE allows students to share their opinions or ideas in understanding a problem. Therefore, this learning method can be a solution to increase student interest. Students are directed to be able to explain to other students to share and express their ideas so that they understand the material provided more quickly.

D. Conclusion

Based on the results of research and discussion it can be concluded that; a) the pre-test mean value of the SFAE non-treatment experimental group was 66.67 while the pre-test mean value of the non-treatment control group with the conventional model (discussion) was 66.82; b) The average post-test value of the experimental group using the SFAE method was 77.60 while the control group had an average non-treatment post-test value with the conventional model (discussion) of 72.50; c) The results of the hypothesis test value t = 3.022 and Sig = 0.005 <0.05 then H_o is rejected or it can be stated that there is a significant comparison of learning outcomes between class X Pharmacy 1 and Pharmacy 2; d) the results of the pre-test post-test comparison test for the experimental class showed a value of t = -9.750 and Sig = 0.000 <0.05, then H_o was rejected or it could be stated that there was a significant comparison between the pre-test and post-test values for the experimental class (X Pharmacy); e) There is a significant influence between the application of the Student Facilitator And Explaining (SFAE) type cooperative learning model through the online system on the learning outcomes of class X Pharmacy 1 in PAI subjects at SMK Persada, Sukabumi City; f) SFAE is able to increase learning activity and motivation in class and students have the opportunity to act as a teacher and explain the information they get to their friends.

As for suggestions that can be put forward for further research, it is hoped that the research population will be added according to the standard number so that the research sample can be determined using existing theories with longer and more planned treatment.

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