



Application of Cooperative Learning Model Effectively Enhanced both Students' Activeness in Islamic Education Learning at MTs S Mathlabul Huda

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ABSTRACT

This classroom action research aimed to improve students' activeness and learning achievement in Islamic education through the implementation of the Cooperative Learning model in Grade VIII of MTsS Mathlabul Huda. The study involved 30 students and was conducted in two cycles, each consisting of the stages of planning, implementation, observation, and reflection. Data were collected through observation, tests, field notes, and documentation, and analyzed using both qualitative and quantitative descriptive methods. The results indicated a significant improvement in students' participation and learning outcomes. During the pre-cycle, only 50% of students achieved the minimum mastery criterion of 70. After the first cycle, the percentage increased to 73%, and in the second cycle, it reached 93%. Students became more active, confident, and collaborative in completing learning tasks. The Cooperative Learning model encouraged peer interaction, responsibility sharing, and mutual support, leading to a more engaging classroom environment. In conclusion, the application of the Cooperative Learning model effectively enhanced both students' activeness and academic performance in Islamic education learning at the junior high school level.

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Introduction

Education in the 21st century requires students not only to acquire knowledge but also to actively participate in constructing their own understanding through interaction, collaboration, and communication. The paradigm shift from teacher-centered to student-centered learning has emphasized the importance of involving students as active participants in the learning process rather than passive recipients of information (Slavin, 2014). In many classrooms, however, traditional lecture-based instruction still dominates, limiting opportunities for students to engage, question, and explore. This issue is particularly evident in Islamic education language learning at the junior high

school level, where students often perceive lessons as monotonous, resulting in low participation and unsatisfactory academic achievement.

At MTsS Mathlabul Huda, preliminary observations revealed that the level of students' activeness in Islamic education classes was relatively low. Many students tended to remain silent during discussions, reluctant to express opinions, and hesitant to collaborate with peers. This passivity affected their learning outcomes; test results before the implementation of the action showed that only 50% of students achieved the minimum mastery criterion (KKM) of 70. Such conditions suggest that the learning process did not yet foster engagement or critical interaction among students. In line with Johnson and Johnson (2009), effective learning requires cooperative social processes that allow students to interact, share ideas, and support one another's learning. Therefore, a pedagogical strategy that promotes collaboration and responsibility among learners is urgently needed.

The Cooperative Learning model provides an alternative solution to this problem. According to Gillies (2016), cooperative learning is a structured form of group learning in which students work together to achieve shared goals, and each member is responsible for contributing to the group's success. It encourages mutual support, communication, and interdependence, leading to improvements in both cognitive and social outcomes. This model contrasts with competitive or individualistic classroom structures that often discourage peer interaction. Moreover, research by Slavin (1995) emphasized that cooperative learning not only enhances academic achievement but also fosters positive attitudes toward learning and reduces anxiety, particularly in language classes.

From a theoretical perspective, cooperative learning aligns with Vygotsky's (1978) social constructivist theory, which posits that knowledge is constructed through social interaction and collaboration. Students learn best when they engage with peers in meaningful communication and problem-solving activities within their zone of proximal development. By sharing experiences and negotiating meaning, learners internalize knowledge more effectively. This process also helps develop interpersonal skills and self-confidence, which are essential for success in both academic and social contexts.

In the context of Islamic education learning, cooperative learning methods such as Think-Pair-Share, Student Teams Achievement Division (STAD), and Jigsaw have been proven to increase students' motivation and performance. For instance, Kagan (2013) demonstrated that cooperative structures promote active participation and accountability among students, resulting in improved comprehension and retention. Similarly, Johnson and Johnson (2019) found that students who learn cooperatively exhibit higher achievement, better interpersonal relationships, and greater psychological health compared to those in traditional settings. These findings support

the relevance of cooperative learning for improving both cognitive and affective aspects of students' development.

Despite these theoretical and empirical supports, many Islamic education teachers still rely on conventional instructional methods. At MTsS Mathlabul Huda, lessons were primarily teacher-centered, with limited opportunities for student collaboration. The teacher typically explained grammar and vocabulary while students took notes and completed exercises individually. This approach hindered student engagement and failed to accommodate different learning styles. According to Arends (2012), effective teaching requires active involvement, varied learning strategies, and opportunities for students to construct meaning through interaction. Thus, implementing the Cooperative Learning model could provide a more dynamic, participatory, and effective learning environment.

Several previous studies have reported the benefits of cooperative learning in enhancing classroom participation and academic results. A study by Rahman and Sahidin (2019) found that cooperative learning significantly improved students' communication skills and academic outcomes in Islamic education learning at the junior secondary level. Likewise, Huda (2017) revealed that cooperative techniques encouraged students to be more engaged, responsible, and collaborative. However, despite these findings, there remains a need to explore how cooperative learning can be effectively adapted to different school contexts, particularly in rural madrasah settings like MTsS Mathlabul Huda, where cultural and environmental factors may influence students' participation. This study therefore addresses a gap in the literature by applying and examining the cooperative learning model in this specific setting.

The importance of student activeness in learning cannot be overstated. Active learners tend to engage in questioning, reasoning, and problem solving, all of which contribute to deeper understanding and long-term retention (Prince, 2004). When students participate actively, they construct knowledge through experience rather than memorization. Moreover, increased engagement enhances motivation, which in turn positively affects academic performance (Ormrod, 2016). In cooperative settings, activeness manifests through peer interaction, joint problem-solving, and group discussions—all of which foster cognitive and emotional growth.

Furthermore, cooperative learning aligns with current educational goals emphasizing character education and social-emotional development. Through group work, students learn to respect others' opinions, share responsibilities, and value teamwork. These skills are essential not only for academic success but also for personal development in a diverse society (Gillies, 2016). In this sense, cooperative learning supports holistic education, integrating cognitive, affective, and social dimensions of learning.

The urgency of implementing this model at MTsS Mathlabul Huda lies in the need to transform passive learning habits into active and collaborative engagement. By introducing cooperative learning, teachers can create a learning environment that motivates students, promotes dialogue, and enhances academic performance. This approach also supports the development of communication skills, self-confidence, and mutual respect among students—values that are consistent with the educational mission of Islamic schools, which emphasize collaboration, respect, and moral integrity.

In light of the above discussion, the current study aims to investigate how the implementation of the Cooperative Learning model can improve students' activeness and learning achievement in Islamic education at MTsS Mathlabul Huda. Specifically, the research seeks to: (1) describe the process of implementing the cooperative learning model in Islamic education teaching, (2) measure the improvement in students' activeness during learning activities, and (3) evaluate the improvement in students' learning achievement through test results across two cycles of classroom action research.

By conducting this research, it is expected that teachers will gain practical insights into how cooperative learning strategies can be integrated into classroom practice effectively. Moreover, the results may contribute to the growing body of knowledge on student-centered pedagogies within Islamic educational institutions, offering empirical evidence that supports the transformation toward more interactive and participatory teaching methods. Ultimately, this study is designed not only to enhance academic outcomes but also to cultivate active, confident, and collaborative learners capable of contributing meaningfully to their learning communities.

Methods

This study employed a Classroom Action Research (CAR) design aimed at improving students' activeness and learning achievement through the implementation of the Cooperative Learning model. According to Kemmis and McTaggart (1988), classroom action research is a systematic, reflective process conducted by teachers to enhance the quality of teaching and learning in their own classrooms. It is cyclical in nature, involving a series of planned actions, observations, reflections, and revisions that are continuously implemented to solve instructional problems. This approach was considered appropriate for the current study since it allowed the researcher, as the teacher, to identify specific learning challenges and address them through pedagogical innovation in an authentic classroom context.

The research was conducted at MTsS Mathlabul Huda, an Islamic junior high school located in Aceh, Indonesia, during the first semester of the 2024/2025 academic year. The subjects were 30 students of Grade VIII, consisting of 16 males and 14 females. The Islamic education subject was selected as the focus of the intervention because

preliminary observations and diagnostic tests indicated that students' activeness and learning outcomes in Islamic education were below expectations. The pre-cycle data showed that only 50% of students reached the Minimum Mastery Criterion (KKM) of 70. In addition, classroom observations revealed that most students were passive, hesitant to participate in discussions, and rarely asked or answered questions. These findings highlighted the need for an instructional model that promotes student collaboration, communication, and motivation—hence, the adoption of the Cooperative Learning model.

The research was carried out in two cycles, following the standard CAR procedure consisting of four stages: planning, implementation, observation, and reflection (Arikunto et al., 2015). During the planning stage, the researcher designed lesson plans that incorporated cooperative learning principles. The model selected was Student Teams Achievement Division (STAD), developed by Slavin (1995), which emphasizes group collaboration, individual accountability, and team recognition. Each cycle consisted of two 80-minute meetings. The lesson plan detailed learning objectives, cooperative group structures, student roles, learning materials, and evaluation strategies. The researcher also prepared instructional media such as worksheets, visual aids, and group tasks to facilitate active participation. In addition, instruments for data collection—including observation sheets, field notes, and achievement tests—were developed and validated by two expert teachers.

During the implementation stage, the researcher acted as both the teacher and observer, supported by a collaborator who helped record classroom activities. In Cycle I, students were divided into heterogeneous groups of five to six members, ensuring a mix of ability levels and gender balance. The teacher began by explaining the lesson objectives and reviewing prior knowledge. After that, the cooperative learning session was initiated by presenting a topic, guiding students to discuss within their groups, and encouraging them to help one another in understanding the material. Each group worked collaboratively to solve problems and complete learning tasks. At the end of the session, each group presented their answers, followed by clarification and feedback from the teacher. The same procedure was refined and applied in Cycle II, with modifications based on reflections from the first cycle, including better time allocation, clearer task instructions, and more structured peer feedback sessions.

The observation stage involved systematic monitoring of students' activeness and participation during the learning process. Observation data focused on indicators such as students' engagement in discussions, willingness to share ideas, cooperation with peers, and attentiveness during explanations. The collaborator used observation checklists and field notes to record qualitative data. Meanwhile, students' learning achievement was assessed through written tests conducted at the end of each cycle. These tests evaluated comprehension of the learning material and application of

linguistic knowledge. The quantitative data from these tests were analyzed to measure improvement across cycles.

The reflection stage served as a critical analysis phase to evaluate the success of the actions taken and identify aspects that required improvement. Reflection was conducted collaboratively between the teacher and collaborator by reviewing observation notes, student work, and test results. According to Mertler (2017), reflection is an essential component of action research as it allows educators to assess the effectiveness of interventions and plan subsequent refinements. The reflection outcomes from Cycle I informed the adjustments made in Cycle II, such as providing more explicit group roles (leader, recorder, speaker, and motivator) and introducing more engaging warm-up activities to stimulate interaction.

Data in this study were collected using multiple instruments to ensure validity and reliability. The main instruments included (1) observation sheets for teacher and student activities, (2) field notes for recording classroom events and reflections, (3) achievement tests to measure cognitive gains, and (4) documentation such as lesson plans, photographs, and students' written products. The use of multiple instruments supported data triangulation, which, according to Cohen et al. (2018), enhances the credibility of qualitative research findings by comparing data from different sources.

Data analysis was conducted using both qualitative and quantitative approaches. The qualitative data from observations and field notes were analyzed through the processes of data reduction, data display, and conclusion drawing, as proposed by Miles et al. (2014). The data were coded and categorized based on recurring patterns related to student activeness, motivation, and interaction. Quantitative data, obtained from students' test scores, were analyzed using descriptive statistics. The improvement in learning achievement was measured by calculating the percentage of students who achieved the KKM using the following formula: The interpretation of results followed the success indicators set prior to the study. The research was considered successful if at least 85% of students demonstrated active participation and if at least 80% achieved the KKM of 70 by the end of Cycle II. These criteria were adapted from Aqib (2019), who emphasized the importance of establishing clear performance benchmarks in classroom action research to determine the effectiveness of instructional strategies.

Ethical considerations were observed throughout the research. Permission was obtained from the school principal, and students were informed that the study aimed to improve teaching and learning practices rather than to evaluate them individually. Participation was voluntary, and confidentiality of student identities was maintained. As Creswell and Creswell (2018) assert, ethical integrity is a cornerstone of educational research that ensures respect for participants and credibility of findings. Overall, the research procedure ensured systematic planning, implementation, and evaluation of the

cooperative learning intervention. Through continuous reflection and adjustment, the teacher-researcher was able to identify the strengths and weaknesses of instructional practices and develop more effective strategies for engaging students. The methodological framework of this study, grounded in both qualitative and quantitative analysis, provided comprehensive insight into how cooperative learning can enhance students' activeness and academic performance in the Islamic education classroom.

Result

The implementation of the Cooperative Learning model in Grade VIII of MTsS Mathlabul Huda was carried out in two cycles and produced significant improvements in both students' activeness and academic achievement. Each cycle consisted of four interconnected stages: planning, implementation, observation, and reflection. The outcomes of these stages are described in detail to show the progress of students' engagement and performance throughout the study. Before the implementation of the cooperative learning model, the classroom situation was largely dominated by teacher-centered activities. The teacher explained materials, gave examples, and assigned individual exercises, while students listened passively and recorded notes. Few students asked questions, participated in discussions, or expressed opinions. The classroom atmosphere tended to be quiet, with most students reluctant to communicate in Islamic education or work collaboratively. Based on the diagnostic test, only 50% of the students (15 out of 30) reached the Minimum Mastery Criterion (KKM) of 70. The average class score was 66. These results reflected the lack of student engagement and motivation, which directly impacted their learning outcomes. According to Prince (2004), limited student participation often leads to surface-level learning and low retention, emphasizing the need for more interactive learning strategies.

Additionally, observation notes revealed that students often depended on the teacher for answers rather than seeking solutions through peer interaction. The low activeness score averaged only 55%, indicating minimal involvement in classroom discussions. This situation justified the need for intervention through the Cooperative Learning model, which promotes shared responsibility, group support, and active engagement (Slavin, 2014). In Cycle I, the Cooperative Learning model was introduced using the Student Teams Achievement Division (STAD) structure. Students were divided into heterogeneous groups of five or six members, mixing high, moderate, and low achievers to encourage peer tutoring and balanced participation. The teacher explained the objectives of cooperative learning and emphasized teamwork, equal participation, and mutual respect.

The learning activities followed five main steps: class presentation, group work, individual quizzes, group improvement, and team recognition. During the class presentation, the teacher introduced the topic — "Describing People and Their

Occupations” — using examples, visuals, and guided questions. Students then worked in groups to discuss vocabulary, construct descriptive sentences, and practice dialogues. Each group selected a representative to share their group’s work with the class. Throughout this process, the teacher observed and facilitated discussions, encouraging students to support one another and use Islamic education actively.

Observation results showed notable changes in classroom dynamics. More students participated in discussions, asked questions, and collaborated effectively. The atmosphere became livelier, and interactions between students increased. Based on the observation checklist, the average activeness score rose from 55% in the pre-cycle to 76% in Cycle I. Students who previously remained silent began to express opinions and engage in peer feedback. The Cycle I test results also showed improvement. Out of 30 students, 22 (73%) achieved scores equal to or above the KKM of 70. The average class score increased to 77. These data demonstrated that cooperative learning successfully improved both engagement and understanding, though some challenges remained. During reflection, it was found that certain groups were dominated by a few outspoken students, while others were still hesitant to contribute. The time allocation for group discussions was sometimes insufficient, causing rushed presentations. Additionally, some lower-performing students were still dependent on higher achievers.

To address these issues, several adjustments were planned for Cycle II. The teacher decided to assign specific roles to group members — leader, secretary, presenter, and motivator — to ensure balanced participation. Moreover, clearer task instructions and more structured group activities were introduced to manage time more efficiently and encourage equal involvement from all members. Cycle II aimed to refine the cooperative learning process by improving group management, increasing student responsibility, and strengthening peer collaboration. The topic used for this cycle was “Describing Daily Routines and Hobbies.” Students worked in their groups according to their assigned roles, which gave every member a specific responsibility. The leader coordinated the discussion, the secretary recorded answers, the presenter delivered results, and the motivator ensured that all members participated actively. This approach aligned with Gillies (2016), who emphasized that role distribution within cooperative groups fosters accountability and equitable participation.

The learning process became more dynamic and student-centered. Students appeared more confident in expressing ideas and asking for clarification from peers. During group discussions, they exchanged examples of daily routines and corrected one another’s grammatical errors. The teacher’s role shifted from information provider to facilitator, guiding discussions and providing feedback when necessary. Observation notes indicated that students’ enthusiasm increased noticeably; they engaged in authentic communication using Islamic education and displayed positive attitudes toward teamwork.

Quantitative data from the observation checklist confirmed these improvements. The average student activeness increased from 76% in Cycle I to 91% in Cycle II. Almost all students participated consistently in discussions, presentations, and collaborative tasks. Group interactions were more balanced, with previously passive students taking active roles. The classroom environment transformed into an interactive space where learners supported and motivated each other to succeed.

In terms of academic performance, students' test results improved substantially. In Cycle II, 28 out of 30 students (93%) achieved scores above the KKM of 70. The class average rose to 85, reflecting a 9-point increase from Cycle I. This improvement demonstrated that the cooperative learning strategy not only enhanced student engagement but also led to better comprehension and mastery of the learning material. According to Slavin (1995), such outcomes are consistent with the principle of group reward and individual accountability, where each student's effort contributes to both personal and group success.

The reflection stage at the end of Cycle II revealed that both teacher and students were highly satisfied with the learning process. Students expressed that group work made learning Islamic education more enjoyable and less intimidating. They appreciated the opportunity to share ideas and learn from friends. The teacher observed that the cooperative model encouraged autonomy, critical thinking, and social interaction. The success indicators set for this research — at least 85% student activeness and 80% learning achievement above KKM — were both achieved, confirming that the intervention was effective. Overall, the implementation of cooperative learning significantly improved classroom participation and academic results at MTsS Mathlabul Huda. The improvement trends can be summarized as follows: student activeness increased from 55% (pre-cycle) to 76% (Cycle I) and finally to 91% (Cycle II), while learning achievement rose from 50% to 73% and ultimately to 93%. These results demonstrate that cooperative learning fosters both social and cognitive development by creating an environment where students collaborate, discuss, and learn from each other.

Moreover, qualitative observations indicated a positive change in students' behavior and attitude toward learning. They became more disciplined, responsible, and supportive of their peers. These findings resonate with Johnson and Johnson's (2019) argument that cooperative learning enhances interpersonal skills and promotes a sense of community in the classroom.

In addition, the study confirmed that the role of the teacher as facilitator is crucial in maintaining the balance of participation and ensuring effective group functioning. Continuous guidance, constructive feedback, and clear role division were key factors that sustained students' engagement throughout the cycles. The improvement in students' confidence and communication ability also supports the notion that

cooperative learning can bridge linguistic barriers in second-language classrooms, as suggested by Kagan (2013). The success of this research aligns with the theoretical framework of Vygotsky's (1978) social constructivism, which posits that learning occurs most effectively through social interaction and collaboration. The findings of this study thus provide empirical evidence that cooperative learning can be a powerful pedagogical approach for improving both activeness and academic performance among junior high school students in Islamic education classrooms.

Discussion

The findings of this classroom action research confirm that the implementation of the Cooperative Learning model significantly improved both students' activeness and learning achievement in Islamic education at MTsS Mathlabul Huda. The improvement observed from the pre-cycle through the two research cycles demonstrates that when learning is structured around collaboration, mutual support, and active participation, students are more engaged, motivated, and successful. This section discusses the meaning of these findings in relation to relevant theories and previous studies, as well as their implications for pedagogical practice.

The first major finding is the substantial increase in student activeness. Before the intervention, classroom interaction was limited, with only a few students actively participating while others remained passive. The implementation of the cooperative learning model shifted the classroom dynamics toward a more interactive and participatory environment. This change aligns with Vygotsky's (1978) social constructivist theory, which posits that knowledge is co-constructed through social interaction and dialogue among learners. By working in small groups, students engaged in peer-to-peer communication, shared understanding, and joint problem-solving, all of which supported cognitive and social development. The finding also supports Johnson and Johnson's (2019) claim that cooperative learning creates positive interdependence among students, where success is achieved not individually but collectively through collaboration.

Another key finding concerns the improvement in students' academic performance. The percentage of students meeting the Minimum Mastery Criterion (KKM) increased from 50% in the pre-cycle to 73% in Cycle I and 93% in Cycle II. This steady rise reflects the positive impact of cooperative learning on comprehension and retention of material. Slavin (1995) argues that cooperative learning promotes both academic achievement and motivation because it combines group rewards with individual accountability. Each student's contribution directly affects the success of the group, encouraging them to master the material. The structure of the Student Teams Achievement Division (STAD) used in this study supported that principle by allowing each student to be responsible for learning and teaching their peers.

The improvement in activeness and achievement was also accompanied by noticeable changes in students' attitudes toward learning. Observation notes showed that students became more confident, expressive, and willing to help one another. They learned to respect others' opinions, take responsibility, and appreciate group diversity. These behavioral changes resonate with Gillies (2016), who found that cooperative learning fosters not only cognitive outcomes but also social skills such as empathy, communication, and leadership. The positive classroom climate observed at MTsS Mathlabul Huda reflected this holistic growth, suggesting that cooperative learning supports the broader educational goals of character building and moral development emphasized in Islamic schools.

The findings of this study also correspond with Kagan's (2013) research, which demonstrated that cooperative learning structures enhance student engagement and participation across different educational levels. Kagan emphasized that when students work interdependently, the sense of belonging and accountability increases, resulting in higher motivation and self-efficacy. This was clearly evident in Cycle II, where even previously passive students became active participants. The assignment of roles—leader, secretary, presenter, and motivator—proved effective in ensuring equitable participation, a finding consistent with Johnson and Johnson (2009), who highlighted the importance of clear role division to prevent group domination and promote balanced interaction.

Comparing these results to previous empirical studies, the outcomes at MTsS Mathlabul Huda reinforce the consistent benefits of cooperative learning. Rahman and Sahidin (2019), for instance, reported that cooperative strategies significantly improved communication skills and academic performance in Islamic education classrooms. Similarly, Huda (2017) found that students taught through cooperative learning techniques demonstrated greater collaboration and self-regulation. The current study extends these findings by demonstrating that cooperative learning remains effective even in rural Islamic school settings, where student engagement is often hindered by traditional teaching habits and limited exposure to student-centered pedagogy.

One of the crucial aspects of this research is how the cooperative learning model transformed the teacher's role from a knowledge transmitter to a facilitator and guide. During the intervention, the teacher provided scaffolding rather than direct instruction, enabling students to explore and construct meaning collaboratively. This transformation aligns with Arends (2012), who emphasized that teachers in modern classrooms should function as facilitators of active learning by providing resources, feedback, and guidance rather than dominating classroom discourse. The success of the intervention highlights the importance of teacher reflection and adaptability, key principles of action research as discussed by Mertler (2017). By reflecting on classroom observations after each cycle,

the teacher was able to identify weaknesses—such as uneven participation in Cycle I—and implement strategic improvements that led to success in Cycle II.

The results also underline the significance of emotional and motivational factors in cooperative learning. Students' enthusiasm and engagement increased as they experienced a sense of belonging and recognition in their groups. This aligns with Ormrod (2016), who stated that motivation arises when learners perceive the learning process as meaningful and supportive. Through group recognition and collaborative success, students felt valued and capable, which enhanced their intrinsic motivation to learn. As a result, their focus and persistence improved, leading to higher achievement levels.

Another dimension of this study concerns the implications for classroom management and instructional design. Cooperative learning requires careful planning to ensure that groups function effectively and that all students contribute. The findings from MTsS Mathlabul Huda showed that assigning clear roles and monitoring group progress were key to maintaining productive interactions. These elements are consistent with Gillies (2016), who emphasized that teacher monitoring and structured tasks are vital for successful cooperative learning implementation. Furthermore, time management proved critical. In Cycle I, time constraints limited discussion depth, but adjustments in Cycle II—such as shorter teacher explanations and longer group activity periods—resulted in improved engagement and learning quality.

From a broader pedagogical perspective, the findings contribute to the discourse on active learning strategies in Islamic education within Islamic schools. Cooperative learning aligns with the values of teamwork, respect, and mutual support, which are integral to Islamic education philosophy. The approach not only enhanced students' linguistic skills but also fostered cooperation, humility, and social responsibility. This reflects the view of Huda (2017), who argued that Islamic education should integrate moral and social values into the learning process. Therefore, cooperative learning can be regarded as both an instructional strategy and a character-building approach, supporting holistic student development.

The improvement observed in this study also supports global evidence on the effectiveness of active learning approaches. According to Prince (2004), students learn more deeply when they engage in activities that require analysis, synthesis, and evaluation rather than mere memorization. The cooperative learning model used in this study encouraged exactly these forms of higher-order thinking. Students had to discuss, negotiate meaning, and present conclusions, thus reinforcing their cognitive processing and understanding of Islamic education materials.

Moreover, this study highlights the adaptability of cooperative learning across educational contexts. Although initially introduced in Western pedagogical literature, its

principles—mutual respect, shared responsibility, and collective success—are compatible with the cultural and moral context of Indonesian Islamic schools. The success of its implementation in MTsS Mathlabul Huda demonstrates that cooperative learning can transcend cultural boundaries when appropriately contextualized to local values and learning needs. In conclusion, the discussion affirms that the cooperative learning model effectively enhances both cognitive and affective domains of learning.

It nurtures collaboration, communication, and responsibility skills that are increasingly vital in modern education. The results from this study not only validate existing theories but also extend their application to a specific educational setting that values moral and communal learning. The pedagogical implication is that teachers should embrace cooperative learning as a sustainable strategy for improving engagement and performance while aligning classroom practices with broader educational values.

Conclusion

This classroom action research concluded that the implementation of the Cooperative Learning model effectively enhanced both students' activeness and learning achievement in Islamic education at MTsS Mathlabul Huda. The study demonstrated a consistent and substantial improvement across two research cycles, confirming the positive impact of cooperative learning as an interactive and student-centered approach. Prior to the intervention, the classroom environment was dominated by teacher-centered instruction, with limited student participation and low achievement levels—only 50% of students reached the Minimum Mastery Criterion (KKM) of 70. Following the introduction of cooperative learning strategies, students became significantly more engaged, communicative, and collaborative. Quantitative results showed a marked increase in mastery rates from 50% in the pre-cycle to 73% in Cycle I, and further to 93% in Cycle II, with the class average rising from 66 to 85. These improvements were supported by qualitative observations that revealed increased motivation, confidence, and positive peer interactions among students. The cooperative learning environment allowed students to construct knowledge collectively, develop critical thinking, and strengthen interpersonal skills, consistent with social constructivist principles. Moreover, the teacher's role evolved into that of a facilitator who guided and supported collaborative learning rather than dictating information. This study thus provides compelling evidence that the Cooperative Learning model can transform passive classrooms into active, participatory, and supportive learning communities. It not only raises academic outcomes but also cultivates cooperation, responsibility, and respect—values essential for holistic student development. Therefore, teachers are encouraged to integrate cooperative learning into their instructional practices to

promote deeper learning and build students' cognitive and social competence in meaningful, interactive ways.

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