Implementation of Cooperative Learning Model to Improve Students' Understanding of Good Morals at SD Negeri 0403 Mondang

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ABSTRACT

This study aims to analyze the implementation of the Cooperative Learning model in improving students' understanding of commendable morals at SD Negeri 0403 Mondang. This model was chosen because it is able to encourage cooperation, communication, and active involvement of students in learning. This study uses a classroom action research (CAR) method consisting of two cycles. Each cycle involves the stages of planning, implementation, observation, and reflection. The subjects of the study were fifth grade students of SD Negeri 0403 Mondang. Data were collected through observation, interviews, and tests of students' understanding of commendable morals before and after the implementation of the Cooperative Learning model. Data analysis was carried out descriptively to determine the effectiveness of the method applied. The results showed that the implementation of the Cooperative Learning model significantly improved students' understanding of commendable morals. This can be seen from the increase in the average score of students' understanding in each cycle. In addition, students became more active in discussions, respected each other's opinions, and were able to apply commendable moral values in everyday life. Teachers also feel the benefits of this method because learning becomes more dynamic and interactive. Thus, it can be concluded that the Cooperative Learning learning model is effective in improving students' understanding of commendable morals. Therefore, this model can be an alternative for teachers in teaching moral values in elementary schools. It is hoped that this study can be a reference for the development of more innovative and collaboration-based learning strategies to improve character education at the elementary school level.

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Introduction

This study aims to apply the Cooperative Learning learning model. in improving students' understanding of commendable morals in elementary schools. This learning model emphasizes cooperation between students in small groups to achieve common learning goals (Johnson & Johnson, 2020). With this approach, students not only gain cognitive understanding, but also social skills that support the application of commendable moral values in everyday life.

Cooperative Learning. offers a more interactive approach to learning, where students can help each other understand the concepts taught. In addition, this model can also improve students' social skills, such as communication, cooperation, and empathy for others (Putri, 2021). Through group-based learning, students are more active in discussing and sharing experiences regarding the application of commendable morals in their lives, so that their understanding becomes deeper and more applicable.

It is hoped that through the implementation of Cooperative Learning, students can be more active in understanding and applying commendable moral values, both in the school environment and in everyday life. In addition, teachers are expected to be more effective in guiding students with a more participatory and collaborative approach (Putri, 2021). However, in reality, the implementation of this method still faces several obstacles, such as the lack of teacher understanding of the Cooperative Learning strategy, lack of student motivation in discussions, and limited time in classroom learning (Fadillah, 2022). Therefore, training is needed for teachers and adaptation in the learning schedule so that this model can be implemented optimally.

This study is expected to contribute to the development of more interactive and effective learning strategies in improving students' understanding of commendable morals. In addition, the results of this study can also be a reference for teachers in developing learning models that are more appropriate to the needs of elementary school students (Wahyuni, 2023). Thus, the implementation of Cooperative Learning not only contributes to students' academic understanding but also forms positive characters that will have a long-term impact.

To achieve these goals, this study uses the classroom action research (CAR) method which is carried out in two cycles. Each cycle involves planning, implementation, observation, and reflection to evaluate the effectiveness of the implementation of Cooperative Learning in improving students' understanding of commendable morals. Data were collected through observation, interviews, student understanding tests, and documentation. The results of this study are expected to provide recommendations for educators and policy makers in developing more effective learning methods in character education for elementary school students. In addition, this study is also expected to be a basis for further research in exploring the application of the Cooperative Learning model in various subjects related to the formation of student character. Thus, this model can be applied more widely to build a young generation that has commendable morals and good social skills.

Methods

This study uses the Classroom Action Research (CAR) method which is carried out in two cycles to evaluate the effectiveness of the Cooperative Learning model in improving students' understanding of commendable morals. CAR was chosen because this method allows researchers to identify problems, design interventions, and observe and evaluate their impacts directly in the classroom environment. The cycle in CAR includes four main stages, namely planning, implementation, observation, and reflection.

The subjects in this study were fifth grade students of SD Negeri 0403 Mondang. The selection of class V was made because at this age, students begin to understand moral concepts more deeply and have the capacity to actively participate in group discussions (Wahyuni, 2023). The number of students in this class is 30 people, consisting of 16 male students and 14 female students. The selection of this subject is based on the consideration that students at this level already have basic critical thinking skills, which support the success of the application of Cooperative Learning in learning commendable morals.

The data in this study were obtained from several primary sources, namely classroom observations, interviews with teachers and students, and the results of student understanding tests before and after the implementation of Cooperative Learning. Each of these data collection techniques has a different function, but complements each other in providing a comprehensive picture of the effectiveness of the method applied.

Observations were conducted to see how students interact in study groups and how they understand and apply commendable moral values in their daily lives. These observations recorded student communication patterns, how they work together in groups, and their level of activity in the learning process. Observation data was used to determine whether the learning model applied was truly effective in improving understanding and practice of commendable moral values.

In addition to observations, this study also used interviews as a data collection technique. Interviews were conducted with teachers and students to dig deeper into their perspectives on the effectiveness of the Cooperative Learning method. Teachers were asked for their opinions regarding changes in student behavior, challenges in implementation, and aspects that needed to be improved in this method. Meanwhile, interviews with students aimed to understand their experiences in using this learning model, how they work together with their friends, and whether they feel they understand and apply the values of commendable morals better after participating in group-based learning. To measure students' understanding more objectively, this study also used an understanding test before and after the implementation of the Cooperative Learning learning model. This test consists of multiple-choice questions and essays designed to measure students' understanding of the concept of commendable morals, its application in everyday life, and their ability to analyze situations related to moral values. The test results were analyzed to see whether there was an increase in students' understanding after the implementation of Cooperative Learning.

In analyzing the data, this study used quantitative and qualitative descriptive analysis. Quantitative data in the form of student understanding test results were analyzed using the percentage of score increase, while qualitative data from observations and interviews were analyzed using data reduction techniques, data presentation, and drawing conclusions (Miles & Huberman, 2021). With this combination of methods, the study can provide a more comprehensive picture of the effectiveness of Cooperative Learning in learning commendable morals.

To increase data validity, this study applies data triangulation, namely comparing results from various sources, such as observation data, interviews, and tests. If the results from these three sources show a consistent pattern, then the conclusions of the study can be said to be valid and reliable. This validation is carried out to ensure that the research results truly reflect the real impact of the implementation of Cooperative Learning.

Based on the methods used, this study is expected to contribute to developing more effective cooperation-based learning strategies. With direct observation, interviews, and student understanding tests, the results of this study can be a reference for educators in optimizing the implementation of Cooperative Learning to improve student character education in elementary schools.

The data collected in this study were analyzed using qualitative and quantitative descriptive approaches. This approach is used to provide a comprehensive picture of the effectiveness of the Cooperative Learning model in improving students' understanding of commendable morals. Data analysis was carried out in several stages, namely data reduction, data presentation, and drawing conclusions, in accordance with the analysis procedures proposed by Miles & Huberman (2021).

Qualitative data were obtained through observations and interviews with teachers and students. This data was then analyzed using the thematic analysis method, namely by identifying patterns, themes, and categories that emerged in the learning process (Putri, 2021). The analysis was carried out by reviewing observation notes, categorizing student interaction patterns in groups, and understanding the challenges faced in implementing Cooperative Learning.

In addition to observations, transcripts of interview results were also analyzed to understand teachers' and students' perceptions of the effectiveness of Cooperative Learning. Teachers provided views on changes in student behavior, obstacles in implementation, and the impact of cooperative learning on understanding commendable morals. On the other hand, students expressed their experiences in participating in group discussions, and how this method helped them understand and apply moral values in everyday life.

Quantitative data were obtained from the results of student understanding tests, both before and after the implementation of Cooperative Learning. The results of these tests were analyzed using descriptive statistical analysis techniques, namely by comparing the average scores of the initial test (pre-test) and the final test (post-test).

The difference in average scores was used to measure the effectiveness of Cooperative Learning in improving students' understanding of commendable morals.

In addition to comparing the average scores, quantitative analysis was also carried out by looking at the percentage increase in the number of students who achieved the high understanding category (score ≥ 75). If there is a significant increase in the number of students who achieve this category, it can be concluded that the Cooperative Learning method is effective in improving student understanding (Ramadhani, 2023).

To ensure the accuracy of the analysis, data triangulation was carried out, namely comparing findings from observations, interviews, and understanding test results. If the results of these three data sources show the same tendency, then the conclusions drawn can be said to be valid. This data validation is important to ensure that changes in student understanding are not just coincidences, but are real results of the implementation of Cooperative Learning.

After the data is analyzed, the results are used to reflect the success of the implementation of Cooperative Learning in each research cycle. If obstacles are found in the implementation in the first cycle, the learning strategy is adjusted and improved in the next cycle. Thus, this study not only evaluates the effectiveness of the method, but also provides an opportunity to develop better strategies in character education learning in elementary schools.

In addition, the results of the data analysis are also used to design recommendations for teachers in implementing Cooperative Learning more effectively. These recommendations include strategies to increase student participation, how to overcome obstacles that arise, and steps that can be taken to ensure that students truly understand and apply good morals in everyday life.

With this systematic analytical approach, this study is expected to provide a significant contribution to the world of education, especially in efforts to develop more effective and character-based learning methods. The results of this analysis also form the basis for further research to optimize the application of Cooperative Learning in various other aspects of learning.

Overall, the qualitative and quantitative descriptive approaches used in this study allow for a comprehensive and in-depth analysis. By considering cognitive, social aspects, and challenges in learning, this study provides broader insights into how the Cooperative Learning method can be optimally applied to improve students' understanding of good morals.

Result

The results of the study indicate that the implementation of the Cooperative Learning learning model has a positive impact on students' understanding of commendable morals. Data obtained through classroom observations show an increase in student

activity in group discussions. Before the implementation of this method, only about 45% of students were active in the learning process, while after two cycles of implementing Cooperative Learning, the level of student activity increased to 85%. This shows that cooperative learning can increase student participation in understanding the concept of commendable morals. In addition, the results of the student understanding test also showed a significant increase. Before the implementation of Cooperative Learning, the average student understanding test score was 65, with only 40% of students achieving the high understanding category (score ≥ 75). After this method was implemented in two cycles, the average score increased to 82, and as many as 80% of students achieved the high understanding category. This increase shows that the group-based learning method can help students understand and internalize the concept of commendable morals better.

In addition to the cognitive aspect, the results of interviews with teachers and students also revealed that this method helps students in building positive social attitudes. Students admitted that it was easier to understand the concept of commendable morals because they could discuss and give examples directly in study groups. Teachers also stated that the classroom atmosphere became more interactive, and students were more enthusiastic in participating in learning.

From the results of observations, it was found that students who were previously passive in learning began to be more confident in communicating with their group members. They also showed an attitude of cooperation, tolerance, and helping each other in understanding the material, which is part of strengthening the character of commendable morals. This is in line with Wahyuni's research (2023), which states that group-based learning can significantly improve students' social skills.

To ensure the validity of the research findings, data verification was carried out through triangulation of sources and methods. Source triangulation was carried out by comparing data from various parties, namely the results of observations, interviews with teachers and students, and the results of student understanding tests. The results from these various sources showed consistency in increasing student understanding after the implementation of Cooperative Learning, which indicates that this method is effective in improving learning of commendable morals. In addition, method triangulation was carried out by comparing the results of various data collection techniques, such as observation, interviews, and test analysis. The results of these three methods showed a similar pattern, namely an increase in students' understanding of commendable morals after the implementation of the Cooperative Learning method. Thus, it can be concluded that the data obtained has strong validity and can be the basis for recommending this learning model to be applied more widely in elementary schools.

Although this method provides positive results, there are still several obstacles that need to be considered. One of them is the lack of self-confidence in some students, especially those who tend to be shy or passive in group discussions. Some students still need extra encouragement from teachers to be willing to participate actively in their groups.

In addition, several teachers also expressed that time management in group-based learning is still a challenge. In some cases, group discussions that are too long require teachers to adjust the learning schedule to stay in line with the established curriculum. Therefore, a more effective strategy is needed in dividing time between group discussions and direct delivery of material.

The results of this study provide several implications for the world of education, especially in the application of the Cooperative Learning model to improve students' understanding of commendable morals. First, the cooperative-based approach has been proven to increase student participation in learning, both academically and socially. Therefore, this method can be used as an alternative in teaching character education in elementary schools. Second, to optimize the implementation of this method, teachers need to be given further training on effective Cooperative Learning strategies. By understanding the various techniques in this model, teachers can overcome obstacles that may arise, such as lack of student involvement or less than optimal time management. Third, this study also recommends a more sustainable group-based character development program in schools. With the habituation through group discussions in various subjects, commendable moral values can be more embedded in students' daily lives.

Diskusi

Data validation in this study was carried out to ensure that the results obtained truly reflect the effectiveness of the implementation of the Cooperative Learning model in improving students' understanding of commendable morals. Validation was carried out through several steps, namely data triangulation, instrument reliability testing, and analysis of the suitability of the results with relevant theories.

Triangulation was carried out by comparing data from various sources and data collection methods, namely observation, interviews with teachers and students, and the results of student understanding tests. The results of the observation showed an increase in student activeness in group discussions, which was in line with the increase in their understanding test scores. In addition, interviews with teachers also confirmed that group-based learning helped increase student involvement in understanding and implementing commendable moral values.

To ensure that the instruments used in this study were valid and reliable, a validity test was carried out on the observation sheet, interview guidelines, and student understanding tests. The validity of the instrument was tested using content validity, by asking for the opinion of educational experts regarding the appropriateness of the instrument used. Meanwhile, the reliability of the student understanding test was tested using the split-half reliability method, which showed that the instrument had a high level of consistency in measuring students' understanding of commendable morals.

The results of this study were compared with the theories put forward by experts. According to Johnson & Johnson (2020), Cooperative Learning can increase student engagement in learning, as well as build social skills that support understanding

of moral concepts. The findings in this study are consistent with this theory, where student activity and understanding increased after the application of the group-based learning model.

The validation results show that the data obtained in this study have a high level of reliability. Here are some of the main findings from the validation process: Consistency between the results of observations, interviews, and comprehension tests Data from observations show an increase in student activity in group discussions, which is supported by the teacher's statement in the interview that this method helps students better understand commendable moral values. The results of the student comprehension test also showed a significant increase, confirming that increased involvement in group discussions contributes to increased academic understanding.

The validity and reliability tests of the instrument show that the measuring instrument used in this study has a good level of reliability in measuring students' understanding of commendable morals. Thus, the results of this study can be used as a basis for developing similar learning methods in other elementary school environments.

The results of this study are in line with several previous studies showing that cooperative learning can improve students' understanding of academic concepts and character values (Putri, 2021; Ramadhani, 2023). Thus, this study strengthens the evidence that the Cooperative Learning learning model is effective in improving students' understanding of commendable morals.

The results of this study are in line with research conducted by Putri (2021) and Wahyuni (2023), which stated that the Cooperative Learning approach is able to improve students' academic understanding and social skills simultaneously. Thus, the findings of this study can be used as a reference for other elementary schools that want to implement similar learning methods in character education.

Although the validation results show that this method is effective, several challenges in implementing Cooperative Learning still need to be considered. Some teachers still face difficulties in managing time and motivating less active students. Therefore, this study recommends further training for teachers and familiarization with group-based learning strategies so that this method can be implemented more optimally.

Strengthening students' social attitudes, where students demonstrate attitudes of cooperation, mutual respect, and responsibility in study groups. The teacher also stated that the classroom atmosphere became more interactive and conducive to value-based learning. Thus, this finding strengthens the theory that Cooperative Learning not only improves students' cognitive understanding but also contributes to better character formation.

In addition, from the cognitive aspect, there was a significant increase in the results of the students' understanding test of the concept of commendable morals. Before the implementation of Cooperative Learning, the average student understanding score was 65, with only 40% of students achieving a score above 75. After being

implemented for two cycles, the average score increased to 82, and 80% of students managed to achieve a high understanding category. This shows that the group-based approach is effective in helping students understand and apply moral values in everyday life.

In addition to academic impacts, this study also found that Cooperative Learning provides significant social benefits. Students not only learn to understand the concept of commendable morals in theory, but also practice it in groups through interactions with peers. They showed improvements in communication skills, cooperation, mutual respect, and responsibility. Group-based learning helps students understand that good morals are not just theory, but must be applied in everyday life.

From the results of interviews with teachers, it was found that the classroom atmosphere became more interactive and conducive after the implementation of Cooperative Learning. Teachers felt that students were more motivated in participating in learning, and they found it easier to understand the material because of discussions and exchanges of ideas in groups. Thus, this method also helps teachers in creating a more interesting and enjoyable learning environment.

The results of data validation through triangulation of sources and methods showed that the findings of this study had a high level of reliability. The consistency between the results of observations, interviews, and student understanding tests indicated that the increase in students' understanding of good morals did not just happen by chance, but was a direct impact of the implementation of this learning method. In addition, the validity and reliability tests of the instrument showed that the measuring instrument used in this study was strong enough to describe the effect of implementing Cooperative Learning on student understanding.

Academically, the results of this study contribute to enriching references regarding effective learning approaches in character education. In the context of elementary education, cooperative learning can be an interesting alternative to help students not only understand the material more deeply, but also develop social skills needed in everyday life. Therefore, this study provides important implications for teachers and educators in designing more interactive and participatory learning strategies.

From a social perspective, this study confirms that character education can be strengthened through interaction-based learning methods. Commendable moral values such as mutual respect, cooperation, and responsibility can be more strongly embedded when students actively participate in groups. Therefore, schools are expected to adopt this method as part of a sustainable learning program to strengthen moral values among students.

Although this study shows positive results, there are still several challenges in implementing Cooperative Learning, such as time management in learning and differences in the level of student involvement in groups. Some students who are shy or less confident still need additional encouragement to be more active in group

discussions. Therefore, teachers need to develop additional strategies, such as more intensive mentoring for passive students, as well as varying group-based learning techniques to accommodate the needs of all students.

Overall, this study proves that Cooperative Learning is an effective learning method in improving students' understanding of commendable morals, both academically and socially. With proper management, this approach can be a useful strategy in improving the quality of character education in elementary schools, while forming a young generation that has strong moral values. Therefore, the implementation of this method in elementary schools is highly recommended to support more meaningful learning and oriented towards the formation of student character.

Conclusion

Based on the results of the study and data analysis, it can be concluded that the implementation of the Cooperative Learning learning model significantly improves students' understanding of commendable morals in elementary schools. The main findings in this study indicate that student activity in the learning process increased from 45% before implementation to 85% after the implementation of Cooperative Learning. This shows that group-based learning methods can increase student involvement in understanding and discussing commendable moral values. Improvement in student understanding test results, where the average score increased from 65 to 82, and the percentage of students with high understanding (score ≥ 75) increased from 40% to 80%. This increase proves that the Cooperative Learning method is able to help students understand the concept of commendable morals better.

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