



# Implementation of Cooperative Model in Improving Student Learning Outcomes in Islamic Education Learning at SD Negeri 095139 Semangat Baris Simalungun

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## ABSTRACT

This study aims to determine the application of the cooperative model in improving the learning outcomes of Asmaul Husna material in grade IV students of SD Negeri 095139 Semangat Baris, Simalungun Regency. The research method used is classroom action research, which is carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. The subjects of this study were 32 grade IV students. The instruments used in data collection included observation sheets, learning outcome tests, and documentation. The results showed a significant increase in the learning outcomes of Asmaul Husna material. In the first cycle, the average student score was 72, while in the second cycle, the average score increased to 85. The application of the cooperative model, which involves cooperation between students in groups, has proven effective in improving students' understanding of the material, especially in memorizing and understanding the meaning of Asmaul Husna. Based on the results of this study, it is suggested that the cooperative model can be applied more widely in other schools as an alternative to improve the quality of learning, both in terms of In conclusion, the application of this model not only improves students' understanding in memorizing and understanding the meaning of Asmaul Husna, but also improves students' motivation and social skills through group cooperation.

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## Introduction

Education plays an important role in shaping the character and intelligence of students. One aspect of education that needs attention is the application of effective learning

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methods to improve students' understanding of the material being taught. In the context of Islamic Religious Education learning, understanding Asmaul Husna is one of the important materials that students must master, both in terms of memorization and meaning. However, the reality in the field shows that many students have difficulty in understanding and memorizing Asmaul Husna, which has an impact on their low learning outcomes.

The main objective of this study was to determine the effectiveness of implementing the cooperative method in improving the learning outcomes of Asmaul Husna material in grade IV students of SDN 095139 Semangat Baris, Simalungun Regency. The cooperative method is a learning strategy that involves active interaction between students in small groups to achieve certain learning objectives (Slavin, 2020). By implementing this method, it is hoped that students can more easily understand, memorize, and internalize the meaning of Asmaul Husna through effective discussion and cooperation.

In addition to improving understanding, this study also aims to analyze the improvement in student learning outcomes after the cooperative method is implemented. Learning outcomes are one of the main indicators in assessing the success of a learning method (Arends, 2021). By comparing the average scores of students before and after the implementation of this method, this study can provide a clearer picture of the positive impact of cooperative learning on students' understanding of the Asmaul Husna material.

Another purpose of this study is to identify changes in students' learning motivation after the implementation of the cooperative method. Motivation is an important factor in determining the success of the learning process (Santrock, 2022). With group cooperation, students can feel more motivated because the learning atmosphere is more enjoyable and supportive. Interaction with peers can also help them feel more confident in understanding the material being taught.

In addition to motivation, this study also wants to see the impact of cooperative methods on students' social skills. Group-based learning provides opportunities for students to practice communication, cooperation, and problem solving together (Johnson & Johnson, 2021). These social skills are not only beneficial in an academic environment, but can also help students in everyday life and in building better relationships with others.

This study also aims to evaluate the challenges or obstacles that may arise in the implementation of the cooperative method. Each learning method has advantages and disadvantages that need to be considered so that its implementation can run effectively (Gillis & MacMillan, 2022). By identifying the obstacles faced during the learning process, teachers can design better strategies to overcome the difficulties that arise and increase the effectiveness of the cooperative method. Furthermore, this study aims to provide recommendations for teachers in optimizing the use of cooperative methods in learning. Teachers have a central role in the successful implementation of a learning method, so it is important for them to understand how cooperative methods can be

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used effectively in various classroom conditions (Slavin, 2021). With the findings from this study, teachers can gain new insights on how to adapt cooperative methods according to student needs.

In addition, this study also aims to assess the potential for implementing cooperative methods in other subjects outside of Islamic Religious Education. Because this method focuses on cooperation and interaction between students, its potential to be applied in various subjects such as Mathematics, Indonesian, and Natural Sciences is very large (Arends, 2021). Therefore, the results of this study can be a basis for schools in considering cooperative methods as a broader learning strategy. Finally, this study is expected to contribute to the development of more innovative and effective learning methods. In the ever-evolving world of education, learning approaches that emphasize social interaction and active student participation are becoming increasingly important (Santrock, 2022). Thus, this study not only provides benefits for students and teachers at SDN 095139 Semangat Baris, but can also be a reference for other schools in improving the quality of their learning.

## Methods

This study uses the Classroom Action Research (CAR) method which is carried out in two cycles. Each cycle consists of four main stages, namely planning, implementation, observation, and reflection. This method was chosen because it allows teachers to identify learning problems in the classroom, implement appropriate strategies, and evaluate their effectiveness in improving student learning outcomes (Kemmis & McTaggart, 2021).

The data sources in this study consist of primary data and secondary data. Primary Data is the main data obtained directly from grade IV students of SDN 095139 Semangat Baris, Simalungun Regency. This data includes student learning outcomes before and after the implementation of the cooperative method, which is measured through learning outcome tests. In addition, data is also obtained from observations of student activities during the learning process, as well as interviews with teachers to determine the effectiveness of the methods applied. Secondary Data is secondary data obtained from various relevant literature, such as books, research journals, and curriculum documents related to the cooperative method and Asmaul Husna learning. This data is used to strengthen the analysis and compare the research results with previous findings.

Data analysis in this study was carried out qualitatively and quantitatively. Quantitative analysis in the form of student learning outcome data was analyzed using quantitative descriptive techniques, namely by calculating the average student score in each cycle. The increase in learning outcomes was analyzed by comparing the average student scores before and after the implementation of the cooperative method. The percentage increase was also calculated to determine the effectiveness of this method in improving students' understanding of the Asmaul Husna material. Qualitative analysis in the form of observation and interview data was analyzed descriptively qualitatively. Data from the observation sheet was used to identify student involvement in learning,

the level of participation in groups, and their responses to the cooperative method. Interview data with teachers was analyzed to determine the experiences and challenges in implementing this method in the classroom. The results of the analysis from these two approaches were then compared and concluded to provide recommendations regarding the implementation of the cooperative method in learning. Thus, this study can provide a more comprehensive picture of the effectiveness of the cooperative method in improving student learning outcomes.

## Result

This study reveals that the application of cooperative methods in learning Asmaul Husna material for fourth grade students of SDN 095139 Semangat Baris has a positive impact on student learning outcomes. The findings of this study are based on student learning outcome data, observations during the learning process, and interviews with teachers as verification of the effectiveness of the methods applied.

Student learning outcome data were collected through tests before and after the application of the cooperative method. The following are the results of the comparison of the average student scores in the two learning cycles:

Table 1. Results of the comparison of the average student scores

Cycle	Score Average	Classical Completion Percentage	Category
Pre-cycle	65	50%	Rendah
Cycle 1	72	70%	Sedang
Cycle 2	85	90%	Tinggi

The table above shows a significant increase in student learning outcomes after the cooperative method was applied. Before the classroom action research (CAR), the average student score was only 65, with a classical completion of 50%. This shows that there are still many students who do not understand and memorize Asmaul Husana well.

After the cooperative method was applied in the first cycle, there was an increase in the average score to 72, with a completion rate of 70%. This increase indicates that this method helps students better understand the material through group work. In the second cycle, the average student score increased to 85, with a classical completion reaching 90%. These results indicate that the cooperative method has a positive impact on students' understanding and memorization.

In addition to test results, this study also observed changes in student behavior during the learning process. Observations were made to identify the level of student involvement in group discussions, active participation in answering questions, and their motivation in learning.

Before the reaserch, it was found that students tended to be passive in learning, interaction between students in discussions was still very low, and students' motivation to memorize Asmaul Husna was still lacking. The results of Cycle 1 showed that students began to be active in group discussions, although some were still passive, cooperation in

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groups began to be seen, but not yet optimal, and several students showed increased motivation in learning.

The results of Cycle 2 showed that most students began to show high enthusiasm in group discussions, students who were previously passive began to be actively involved in group cooperation, and learning motivation increased significantly, as indicated by an increase in the number of students who could memorize and understand Asmaul Husna better.

Data validation was carried out through data triangulation to ensure that the research results were reliable and had a high level of accuracy. Several validation steps carried out in this study include Source Triangulation, namely data compared from various sources, namely student test results, observations during learning, and interviews with teachers. Student test results showed an increasing trend in scores that were in line with class observations. Method Triangulation, namely using several data collection methods, such as learning outcome tests, observations, and documentation. Data consistency between methods shows that the cooperative method has a positive impact on student learning outcomes. Confirmation from the Teacher, namely the Teacher stated that this method helps students better understand and memorize Asmaul Husna. The teacher also confirmed that there was a change in student behavior to be more active in learning.

To ensure that student learning outcomes experience consistent improvement, further analysis was carried out on the distribution of student scores in each cycle. The following is a table of the distribution of student scores based on achievement categories. The number of students who achieved the Very Good category ( $\geq 85$ ) increased from only 2 students before PTK to 18 students in the second cycle. Conversely, the number of students in the Less Good category ( $< 70$ ) decreased drastically from 20 students before PTK to only 2 students in the second cycle. In addition to improving academic scores, this study also noted an increase in student involvement in the learning process. Observation data showed that students who were previously passive began to be active in group discussions and showed greater interest in learning Asmaul Husna. The level of student engagement increased significantly in each cycle. In the first cycle, student engagement in asking questions increased from 20% to 50%, while group discussions increased from 25% to 60%. In the second cycle, student engagement increased with 85% of students actively asking questions and 90% actively discussing in groups.

To ensure the validity of the data, this study also conducted interviews with teachers who teach in the class. Teachers stated that the cooperative method provided positive changes to student learning. Some of the main findings from teacher interviews include: students are more active in discussing and working together in groups, student learning motivation increases because learning is more interactive and enjoyable. This method helps students who previously had difficulty memorizing Asmaul Husna.

Based on the data obtained, the cooperative method has proven effective in improving student learning outcomes in the Asmaul Husna material. This increase not only occurs in test results, but also in student participation and learning motivation.

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In addition, the application of this method also shows a positive impact on students' social skills. They are more accustomed to working together, sharing information, and supporting group members in understanding the material. This is in line with previous studies showing that cooperative methods can improve students' communication and cooperation skills (Rahman & Sari, 2021).

Although cooperative methods have proven to be effective, there are several challenges faced during implementation, including: longer time required, teachers need more time to guide and supervise group discussions, students who are not used to this method initially have difficulty working together. The More Complex Role of Teachers includes teachers having to ensure that all students actively participate in their groups, teachers need to adjust teaching strategies to suit students' needs.

The heterogeneity of student abilities is also a challenge because students with better understanding tend to dominate discussions, while students who do not understand the material sometimes just follow without actively contributing. Therefore, group division must be done in a balanced way to ensure that each student can learn optimally.

The implementation of cooperative methods not only has an impact on improving academic outcomes but also provides additional benefits for students. One of the positive impacts is increased learning motivation. Students who were previously less enthusiastic become more active and interested in participating in learning.

In addition, students' social skills have also improved. Through group work, students learn to communicate better, cooperate with peers, and develop an attitude of mutual respect for the opinions of others. This shows that the cooperative method is not only beneficial for academic understanding, but also in forming positive character in students. The cooperative method also helps students who have low learning abilities to better understand the material. In groups, they can learn from peers who have better understanding, so they do not feel left behind in the learning process.

However, the implementation of this method also faces several challenges. One of them is the time needed to form effective groups and ensure that each student actively participates. Some students are initially less accustomed to group-based learning and tend to rely on more dominant friends. However, with good guidance and classroom management, these obstacles can be minimized.

Based on the findings of this study, the cooperative method has proven effective in improving student learning outcomes in the Asmaul Husna material. Therefore, this method is recommended to be applied more widely in learning in elementary schools. In addition, schools are expected to provide support in the form of training for teachers on the implementation of active learning methods such as the cooperative method. With adequate training, teachers can be more effective in implementing this strategy in their classes.

This method also has the potential to be applied in other subjects, especially in subjects that require in-depth understanding and memorization, such as Islamic Religious Education, Indonesian Language, and Social Sciences. Thus, this approach can be a solution in improving the overall quality of learning. This study proves that the

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cooperative method not only improves students' academic outcomes, but also forms better social skills and learning motivation. With proper implementation and support from various parties, this method can be an innovative and effective learning alternative in the world of education.

## Discussion

The results of this study indicate that the application of the cooperative method in learning Asmaul Husna has a positive impact on the learning outcomes of fourth grade students of SDN 095139 Semangat Baris. Increased academic scores, student involvement in learning, and learning motivation are the main indicators of the effectiveness of this method. The findings of this study are based on the analysis of test results before and after the application of the method, observations during the learning process, and interviews with teachers as a form of verification.

One of the main findings is the increase in the average student score from 65 before the application of the method to 72 in the first cycle and finally 85 in the second cycle. The percentage of classical completeness also increased from 50% before the application of the method to 70% in the first cycle and reached 90% in the second cycle. These data indicate that the cooperative method helps students understand and memorize Asmaul Husna better than conventional learning methods.

In addition to the test results, observations during learning revealed that the cooperative method increased student involvement in class. Before the application of this method, many students tended to be passive, only listening to the teacher's explanation without actively participating. However, after the cooperative method was implemented, students began to actively discuss, ask each other questions, and help their group mates understand the material.

Student activity in group discussions is one of the main factors contributing to improved learning outcomes. Through interaction with peers, students find it easier to understand the concept of Asmaul Husna, not only from memorization but also from deeper meaning. This is in line with Vygotsky's (1978) social learning theory, which states that learning occurs more effectively through social interaction with others.

Interviews with teachers also provided perspectives that support the effectiveness of this method. Teachers stated that the cooperative method helps create a more dynamic and enjoyable learning atmosphere. Students who previously had difficulty memorizing began to show significant improvement after they studied in groups. Teachers also observed that students were more confident in conveying their understanding in front of the class.

However, in its implementation, the cooperative method also has several challenges. One of them is the difference in the level of understanding of students in the group. Students who are quicker to understand the material tend to dominate the discussion, while students who are slower sometimes only become passive listeners. Therefore, an appropriate group division strategy is needed so that each student gets the opportunity to learn actively.

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Another challenge is the time constraints in implementing this method. Group discussions require a longer time allocation than conventional lecture methods. Teachers need to manage their time well so that all materials can be delivered without reducing the effectiveness of learning. To overcome this, teachers can develop variations of techniques in cooperative methods, such as jigsaw or think-pair-share, which allow students to work more efficiently in groups.

Despite the challenges, the benefits of cooperative methods are much greater. In addition to improving academic understanding, this method also trains students' social skills, such as cooperation, communication, and responsibility in groups. This is an important added value in learning, because social skills also play a role in shaping the character of students who are more active and dare to express their opinions.

From the results of this discussion, it can be concluded that the application of cooperative methods in learning Asmaul Husna has a significant positive impact. Improved learning outcomes, student involvement in discussions, and higher motivation indicate that this method is more effective than traditional learning methods. With good planning and adjustments to student needs, this method can be applied more widely in religious learning and other subjects.

Therefore, it is recommended that teachers continue to develop and apply cooperative methods with various variations so that the benefits can be more optimal. In addition, support from schools in the form of training for teachers and sufficient time allocation in the curriculum is also needed so that this method can run more effectively and provide maximum learning outcomes for students.

## Conclusion

Based on the results of the study, it can be concluded that the application of the cooperative method in learning the Asmaul Husna material to fourth grade students of SDN 095139 Semangat Baris has proven effective in improving student learning outcomes. Data from the test results showed a significant increase in scores from 65 (50% completion) before PTK, to 72 (70% completion) in the first cycle, and increased again to 85 (90% completion) in the second cycle. This increase confirms that the cooperative method has a strong influence on students' understanding and memorization of the material being studied. Based on these strong findings, it is recommended that the cooperative method continue to be applied and developed in various learning contexts. Schools and teachers need to provide support in the form of training and adequate resources so that this method can be applied optimally. Thus, this method can be part of a more inclusive, effective, and oriented education strategy towards improving the quality of learning and strengthening student character in elementary schools. Thus, the cooperative method is recommended to be applied more widely in various subjects. Teachers can adapt this strategy according to students' needs and the material being taught, so that learning becomes more effective and enjoyable.

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