



Cooperative Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 3 Lembah Sabil

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ABSTRACT

Islamic religious education is a crucial subject in formal education, especially general education. This is because Islamic religious education is the sole vehicle for imparting religious knowledge in the formation of students' morals, therefore, Islamic religious learning plays a crucial role. It is important to note that further efforts are needed to help students understand the teaching of Q.S. Al-Hujurat verse 13. One model that can be used is Cooperative Learning. The use of the Cooperative Learning Model in the learning process of Q.S. Al-Hujurat verse 13 is expected to improve student learning outcomes, as expected. Based on the researcher's experience teaching in the classroom using conventional methods, the researcher found that student enthusiasm, motivation, and learning outcomes were low. This is because during teaching, the teacher is the sole source of knowledge and the center of learning. Therefore, the researcher conducted a study aimed at improving the learning outcomes of fourth-grade students in Islamic Religious Education learning on Q.S. Al-Hujurat verse 13 with cooperative learning method in grade 4 of SD Negeri 3 Lembah Sabil, Aceh Barat Daya Regency, academic year 2024-2025. The subjects of this study were grade 4 students of SD Negeri 3 Lembah Sabil in the field of Islamic Religious Education with the subject matter of Q.S. Al-Hujurat verse 13. This study uses a quantitative approach with the type of classroom action research. The data collected in this study through pre-cycle tests, final tests of each cycle, observations, and interviews. The Cooperative Learning method can improve student learning outcomes on the material I Am a Pious Child of Islamic Religious Education subject for grade 4 of SD Negeri 3 Lembah Sabil, as many as 88% of students or as many as 9 students completed the learning with an average grade of 80.62. This means that the use of the cooperative learning method is quite effective in improving the learning outcomes of grade IV students in Islamic Religious Education learning on Q.S. Al-Hujurat verse 13 material at SD Negeri 3 Lembah Sabil.

 OPEN ACCESS

ARTICLE HISTORY

Received: 17 March 2025

Revised: 27 April 2025

Accepted: 5 May 2025

Published: 30 June 2025

KEYWORDS

Surah Al-Hujurat, cooperative learning method, learning outcomes.

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Introduction

Religious education is one of the main pillars in the formation of the character of students in elementary schools (SD). Through religious education, children are not only equipped with religious knowledge, but also instilled moral, social, and spiritual values that guide daily life (Alphian et al., 2019). Thus, religious education has a strategic role in forming a generation that has faith, noble character, and is able to coexist in harmony with its environment. Learning is essentially a conscious effort to help students learn effectively and efficiently. Gagne (in Siregar, 2011) states that to produce meaningful learning, an external situation is needed that is able to activate and support the internal processes of students. In other words, the role of teachers is very important in designing and creating a conducive learning environment so that learning goals are achieved.

At SD Negeri 3 Lembah Sabil, one of the important materials taught in the subject of Islamic Religion is Q.S. Al-Hujurat verse 13. This verse contains social and ethical values that are relevant to daily life, such as the importance of mutual respect, maintaining unity, and building polite communication. These values are very important to be instilled from an early age so that students have a strong moral foundation. However, the results of observations show that the learning method used still tends to be conventional with lectures as the dominant approach. Students often become passive recipients of information without being actively involved in learning. This condition causes them to feel bored quickly, find it difficult to understand the content of the material, and even lack of ability to apply values in their daily lives.

If this problem is not addressed immediately, it is feared that students' understanding of religious teachings, especially Q.S. Al-Hujurat verse 13, will be lower. This certainly has an impact on the overall quality of religious learning. Therefore, learning innovations are needed that can increase understanding while forming a positive attitude in students. One alternative solution is the application of the Cooperative Learning model. This model emphasizes group learning that allows learners to work together, discuss, and help each other understand the material. With this approach, the role of students is no longer passive, but rather active in building mutual understanding.

Cooperative learning is believed to create a more interactive and fun learning atmosphere. According to Sardiman (2012), in cooperative learning, each student has two responsibilities, namely learning for himself and helping his friends in learning. This is very relevant to the value of togetherness which is also contained in Q.S. Al-Hujurat verse 13. Previous research has proven that the application of the Cooperative Learning model can improve student learning outcomes. Halawa et al. (2022) found that this model is able to encourage the achievement of learning outcomes up to the good

category with a 100% completeness rate. Adiinto's research (2020) also emphasized that the combination of Cooperative Learning with digital technology is able to increase students' active participation in learning.

However, this study has novelty compared to previous research. The focus of this research is on learning Q.S. Al-Hujurat verse 13 in grade IV of SD Negeri 3 Lembah Sabil by implementing the Cooperative Learning model specifically. With this context, the research is expected to provide a more specific picture of the effectiveness of the learning model in instilling religious values. In addition, this study also considers the integration of learning media that supports the Cooperative Learning process. The use of digital or visual media is expected to increase students' interest in learning while strengthening their understanding of the concepts taught. Thus, learning does not only rely on group discussions, but is also supported by more varied means.

The application of the Cooperative Learning model in learning Q.S. Al-Hujurat verse 13 also has great potential in developing students' social skills. Through discussions and group cooperation, students learn to respect differences, listen to the opinions of others, and build tolerance. These values are in line with the main message of verse 13 which emphasizes the importance of living in harmony in difference. Furthermore, the application of this model also encourages the creation of student-centered learning. Teachers play the role of facilitators who guide and direct the learning process, not as the only source of information. This change in role is in accordance with the modern learning paradigm that emphasizes the active participation of students in building their knowledge.

In addition, the implementation of Cooperative Learning is believed to increase students' motivation to learn. Through group work, students feel more motivated because of the support and encouragement of their peers. This is in accordance with the theory of learning motivation which emphasizes the importance of social interaction in increasing interest in learning (Slavin, 2015). With these various advantages, this research is expected to make a real contribution to the development of Islamic religious learning methods, especially in understanding Q.S. Al-Hujurat verse 13.

This research can also be a reference for teachers in choosing learning strategies that are more effective and in accordance with the needs of students in the modern education era. Overall, the application of Cooperative Learning in religious learning is not only aimed at improving cognitive learning outcomes, but also shaping the social, moral, and spiritual attitudes of students. Thus, this research has high relevance in efforts to improve the quality of religious education in elementary schools, both from the academic aspect and character formation.

Methods

This type of research is Classroom Action Research (PTK) which is focused on one class, namely grade IV in the learning process of Islamic Religious Education on the material Q.S. Al-Hujurat verse 13 at SD Negeri 3 Lembah Sabil. This research was carried out with the aim of improving student learning outcomes through the application of the Cooperative Learning model. According to Suharsimi (2008), PTK is a form of research carried out by teachers with the aim of improving the learning process to be more effective and meaningful. The type of PTK used in this study is the Kurt Lewin type, which consists of four stages in one cycle, namely: (1) planning, (2) implementation of actions, (3) observing, and (4) reflecting. The four stages are carried out continuously so as to form a circle that is constantly improved based on the results of reflection in the previous cycle (Fitrianti, 2016).

This research was carried out at SD Negeri 3 Lembah Sabil, in the first semester of the 2025/2026 school year. The subject of the study is grade IV students in the subject of Islamic Religious Education with the study material Q.S. Al-Hujurat verse 13. The class that is the focus of this study consists of 20 students who were randomly selected from a total population of 41 students in grade IV. The variables in this study consist of independent variables and bound variables. The free variable is the application of the Cooperative Learning model, while the bound variable is the learning outcomes of students which include the cognitive, affective, and psychomotor domains. The Cooperative Learning Model is expected to be able to create an interactive and collaborative learning atmosphere so that it can increase students' understanding of Q.S. Al-Hujurat verse 13.

The data in this study was collected through observation, tests, and documentation. Observations are carried out to monitor the activities of teachers and students during the learning process. The test is given in two forms, namely a formative test in the form of a demonstration (reading and writing Q.S. Al-Hujurat verse 13) and a summative test in the form of description questions to measure understanding of concepts. Documentation in the form of photos and activity notes was used to support the results of observation. The source of research data consists of qualitative and quantitative data. Qualitative data was obtained from the results of observation of student and teacher activities recorded in the observation sheet, while quantitative data was obtained from the results of formative and summative tests analyzed using simple statistical techniques. These two types of data complement each other to illustrate the effectiveness of the implementation of Cooperative Learning.

The data analysis technique uses qualitative and quantitative descriptive approaches. Qualitative analysis is used to describe student interactions in groups, student active involvement, and the role of teachers in managing the classroom.

Quantitative analysis was used to calculate the improvement in learning outcomes with the formula of percentage completeness. To determine the success rate, a minimum completeness criterion (KKM) of 80% was used. The learning results are said to be complete if more than 80% of students get scores according to KKM. In addition, the success of the Cooperative Learning model is also seen from the increase in student activities and the effectiveness of the teacher's role in learning.

The research instruments used included observation sheets of teacher and student activities, learning outcome tests, and documentation. The observation sheets are designed to assess student group involvement, cooperation, as well as participation in discussions. The learning outcome test is designed based on indicators of competency achievement in the material Q.S. Al-Hujurat verse 13. Overall, this research method is designed to obtain a complete picture of the effectiveness of the application of Cooperative Learning in PAI learning, both in terms of student learning outcomes and from the teaching and learning interaction process in the classroom. Thus, the results of this research are expected to make a real contribution to improving the quality of religious learning in elementary schools.

Result

The discussion of this study aims to analyze the results of the application of the Cooperative Learning learning model in improving the learning outcomes of grade IV students of SD Negeri 3 Lembah Sabil in the subject of Islamic Religious Education with the material Q.S. Al-Hujurat verse 13. The learning process is carried out through two cycles consisting of planning, implementation, observation, and reflection. Overall, the results of the study showed a significant increase in the cognitive, affective, and psychomotor aspects of students. First, in the pre-cycle, it was found that most students had not reached the Minimum Completeness Criteria (KKM). Of the 9 students, only 3 people (33%) have completed, while 6 people (67%) have not completed with an average score of 68.69. This condition indicates the low initial understanding of students of the material of Q.S. Al-Hujurat verse 13, both in terms of reading, content comprehension, and writing Arabic letters. These results are the basis for researchers to apply the Cooperative Learning model which is believed to improve learning outcomes through group cooperation.

in the first cycle, there was an increase in learning completeness to 67% with an average score of 77.22. There are 6 students who have reached the KKM, while 3 students are still incomplete. This improvement shows that the implementation of Cooperative Learning is starting to have a positive impact on student engagement and understanding. However, these results have not reached the target of at least 85% completeness, so improvements are needed in the next cycle. Reflections in the first cycle show that there are still several obstacles. Among them are limited time that

reduces the effectiveness of learning, some students who are still passive, and less controlled classroom conditions when students work in groups. Therefore, the researcher made adjustments in cycle II by increasing time discipline, providing more intensive motivation, and adjusting class dynamics to remain conducive.

In cycle II, learning outcomes increased significantly. Of the 9 students, 8 students (89%) were declared complete with an average score of 85. Only 1 student has not reached the KKM. This improvement shows that the application of the Cooperative Learning model has succeeded in achieving the research target, which is at least 85% of learning completeness. These results also indicate that students are more motivated, active in discussions, and able to work together in completing the assigned tasks. In terms of teacher activities, in the first cycle the observation score was 90.19 with the good category, and increased in the second cycle to 96 which was also in the very good category. This shows that teachers are increasingly skilled in managing Cooperative Learning-based learning. The increase also contributes directly to student engagement in the learning process.

In terms of student activities, in the first cycle the average score was 72.77 with the category of adequate. This means that there are still students who are less active and have not shown optimal cooperation skills. However, in the second cycle, the average score increased to 88.77 with the good category. This shows that students are more disciplined, responsible, and able to interact positively with their group.

The improvement in learning outcomes is not only seen in the cognitive aspect, but also in the affective and psychomotor aspects. Students are more confident in reading the Qur'an, able to write Arabic letters more neatly, and show respect for the opinions of friends in the group. This change in attitude is proof that Cooperative Learning not only has an impact on knowledge, but also on students' social skills and spiritual attitudes. Eighth, when compared between cycles, there is a clear upward trend. From pre-cycle to cycle I, completeness increased by 34% (from 33% to 67%), and from cycle I to cycle II increased again by 22% (from 67% to 89%). This means that the total increase from pre-cycle to cycle II is 56%. This improvement shows the effectiveness of the Cooperative Learning model in improving the quality of PAI learning.

The results of this study are in line with the theory that Cooperative Learning is able to create an active, participatory, and collaborative learning environment. Students are more motivated to learn because they feel responsible for their group. In addition, the existence of group awards encourages each member to contribute to the maximum. Reflections from this study show that the use of the Cooperative Learning model can be used as an alternative to PAI learning strategies, especially in reading and writing materials of the Qur'an.

Teachers can use this strategy to overcome differences in students' abilities, because through group work, students who are more capable can help friends who are struggling. Although the results of the study show success, there are still limitations that need to be considered. For example, a relatively small number of students makes group interaction limited. In addition, the results of this study cannot be generalized to classes with more students. Therefore, follow-up research with a larger number of subjects needs to be conducted.

This research also emphasizes the importance of the role of teachers as facilitators. Teachers not only play a role in delivering material, but also manage interactions, provide motivation, and create a fun learning atmosphere. Without the active involvement of teachers, Cooperative Learning will not run effectively. From the perspective of students, this study shows that they are able to adapt to new learning models. At first some students are still passive, but through the cycle of improvement, they become more confident. This proves that changes in learning behavior require a consistent gradual process.

This research provides practical implications for PAI teachers and other educators. The application of Cooperative Learning can improve the quality of learning, both in academic aspects and students' social attitudes. Teachers are advised to integrate this model with engaging learning media, such as videos, interactive LKPDs, and group-based assessments. Overall, it can be concluded that the use of the Cooperative Learning model has proven to be effective in improving PAI learning outcomes in the Q.S. Al-Hujurat material paragraph 13. The success of this research is shown by an increase in learning completeness from pre-cycle to cycle II, an increase in teacher and student activities, and a change in positive attitudes in the learning process. Therefore, this model is worthy of being recommended as an innovative learning strategy in elementary schools.

Discussion

The discussion of this research is focused on the application of the Cooperative Learning model to improve the learning outcomes of grade IV students of SD Negeri 3 Lembah Sabil in the material Q.S. Al-Hujurat verse 13. In general, the results of the study show a significant increase in the cognitive, affective, and psychomotor aspects of students. Through two cycles of action, Cooperative Learning has been proven to be able to increase student involvement, learning motivation, and completeness of learning outcomes in accordance with the set targets. In the pre-cycle stage, the observation results showed a low understanding of the students' understanding of the material of Q.S. Al-Hujurat verse 13. Most students have difficulty in reading and writing Arabic letters, as well as in understanding the meaning of verses. This condition is reflected in

the average score that has not reached the KKM, so a more effective learning strategy is needed.

The implementation of Cooperative Learning in the first cycle began to show a positive impact. Students are more involved in group discussions and help each other understand the material. Learning outcomes have increased, although they have not reached the expected target. Observations also show that there are obstacles, such as some students who are still passive and limited learning time. This is an important note for improvement in the next cycle. Reflections from cycle I are used as the basis for improvement in cycle II. Teachers increase learning motivation, better manage class dynamics, and emphasize effective cooperation between group members. This effort resulted in a significant increase, where most of the students managed to achieve the KKM, even some of them obtained higher scores than the minimum target.

The results of this study are also in line with the theory of Cooperative Learning which emphasizes social interaction, cooperation, and shared responsibility in the learning process. Students not only learn for themselves, but also help their classmates to understand the material. This strengthens learning motivation and a sense of community in the classroom. Although this study shows positive results, there are limitations that need to be considered. The relatively small number of students makes group interactions easier to control, but this is also an obstacle to generalizing outcomes in classes with larger students. Therefore, follow-up research on a broader scale is urgently needed to reinforce these findings.

Overall, this study emphasizes that the application of Cooperative Learning can be an alternative learning strategy that is effective in improving the quality of PAI learning. Teachers play an important role as facilitators who not only deliver material, but also build conducive interaction and learning atmosphere. Thus, Cooperative Learning can be recommended as a learning model that is able to improve learning outcomes while forming positive attitudes of students.

Conclusion

Based on the description of the research results and discussion in chapter IV, it can be concluded that the learning outcomes of the Islamic Religious Education (PAI) study of grade IV students of SD Negeri 3 Lembah Sabil, Southwest Aceh Regency experienced a significant increase after the implementation of the Think-Pair-Share Cooperative Learning learning model. Before the implementation of this model, the average student score only reached 68 out of 9 students, but after it was implemented, the average score increased to 85. This shows an increase in learning achievement with an average difference of 2.53 points or a percentage increase of 3.21%, so that the Think-Pair-Share Cooperative Learning type is proven to be effective in improving the learning outcomes of Islamic Religious Education in grade IV students at the school.

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