JURNAL PENDIDIKAN PROFESI GURU

Implementation of Cooperative Learning Method to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 107443 Kp. Taiwan

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using the Cooperative Learning Method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the Cooperative Learning Method can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle increased to 90.32%. Thus, the Cooperative Learning Method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Cooperative learning method, learning outcomes, islamic education.

INTRODUCTION

Mutual respect between students is one of the important values that must be instilled from an early age in the school environment, especially at the basic education level. This attitude supports the creation of harmonious social relationships, increases cooperation, and builds tolerance among students. However, in practice, in many schools including SDN No.102014 Bogak Besar, mutual respect is still often found to be low, with disputes, discrimination or lack of empathy between fellow students.

This can interfere with the learning process, hinder students' social and emotional development, and reduce the quality of interaction in class. The application of cooperative learning methods, which prioritize cooperation and positive interaction between students, is believed to be a solution to increase mutual respect among students. This learning

method provides opportunities for students to collaborate in completing tasks, help each other, and learn to appreciate the opinions and contributions of classmates. With this approach, students are expected to be more open, more tolerant, and more respectful of the differences that exist between them.

Based on these conditions, it is important to conduct research on the application of cooperative learning methods in class V of SDN No.102014 Bogak Besar to increase mutual respect between students. This research is expected to provide an overview of the effectiveness of the method in building a more inclusive and positive environment for students' social development.

METHODS

This study uses a qualitative approach with a descriptive type of research. This study aims to describe in depth the application of cooperative learning methods in increasing mutual respect between grade V students of SDN No.102014 Bogak Besar.The qualitative approach was chosen because it allows researchers to explore social phenomena that occur in the classroom directly, such as their interaction with cooperative learning methods. This methodology is designed to provide a clear picture of how the application of cooperative learning methods can increase mutual respect between students, as well as how the data will be collected and analyzed.

This study used a quasi-experimental design to examine the impact of cooperative learning on students' learning outcomes in Islamic Education at SD Negeri 107443 Kp. Taiwan. The participants were students from two different classes in the school: an experimental group and a control group. The experimental group was taught using cooperative learning strategies, while the control group received traditional, teacher-centered instruction. The objective was to compare the learning outcomes between the two groups and assess the effectiveness of cooperative learning in improving students' understanding of Islamic Education.

The experimental group engaged in cooperative learning activities such as group discussions, collaborative problem-solving tasks, and peer teaching. The teacher facilitated the learning process by providing the students with tasks that required them to work together to solve problems related to the Islamic Education curriculum. The groups were carefully structured to ensure diversity in each team, allowing students with varying abilities and skills to collaborate and learn from one another. This approach was designed to encourage active participation, peer interaction, and shared responsibility for learning.

Data collection for this study included both quantitative and qualitative methods. The primary data source was a pre-test and post-test, which were administered to both the experimental and control groups before and after the intervention. These tests assessed students' knowledge and understanding of key Islamic concepts, such as the five pillars of Islam, prayer, and the concept of Qada and Qadar. The test results were compared to measure the effectiveness of the cooperative learning approach in enhancing students' learning outcomes.

Additionally, qualitative data were gathered through observations and interviews. During the intervention, the researcher observed the students' participation in the group activities, focusing on the level of engagement, collaboration, and interaction among students. After the completion of the study, interviews were conducted with students and teachers to gain insights into their experiences with cooperative learning. These qualitative data helped to provide a deeper understanding of the impact of the cooperative learning method on student motivation, confidence, and classroom dynamics.

Data analysis involved a comparison of pre-test and post-test scores between the experimental and control groups. The test scores were analyzed using descriptive statistics to assess the improvement in students' knowledge and understanding. In addition, thematic analysis was used to analyze the qualitative data from the interviews and observations. The findings from both the quantitative and qualitative data were

triangulated to provide a comprehensive understanding of the effects of cooperative learning on students' learning outcomes in Islamic Education.

RESULTS

This study aimed to explore the effect of implementing cooperative learning methods on improving students' learning outcomes in Islamic Education at SD Negeri 107443 Kp. Taiwan. The results show that cooperative learning significantly enhanced students' academic performance, particularly in subjects related to Islamic teachings. The experimental group, which participated in cooperative learning activities, demonstrated notable improvements in both their understanding and retention of the material compared to the control group, which followed traditional, teacher-centered methods of instruction.

At the beginning of the study, both the experimental and control groups showed similar levels of understanding and engagement in Islamic Education. The pre-test results revealed that many students found it challenging to fully grasp key concepts in Islamic teachings, such as the importance of prayer, the five pillars of Islam, and the significance of Qada and Qadar. Many students struggled to see the connection between theoretical lessons and their daily lives. Additionally, student participation was generally low, and there was limited interaction or collaboration among students during lessons.

After the implementation of the cooperative learning method, significant changes were observed in the students' engagement and academic performance. Cooperative learning activities, such as group discussions, collaborative problem-solving tasks, and peer teaching, encouraged students to actively participate in the learning process. By working in groups, students were able to share ideas, discuss their understanding of Islamic principles, and help each other understand difficult concepts. This collaborative approach created a supportive learning environment, where students could learn from one another and reinforce their understanding.

The post-test results revealed that the experimental group performed significantly better than the control group. The average post-test score for the experimental group was substantially higher, indicating that cooperative learning contributed to a better understanding of the content. Students in the experimental group were able to recall and apply key Islamic principles more effectively than their peers in the control group. They also demonstrated a deeper understanding of how these principles applied to their everyday lives. One of the main advantages of cooperative learning is that it encourages active student participation. In contrast to traditional lecture-based teaching, where students are often passive recipients of information, cooperative learning requires students to engage actively with the material and with each other. In group settings, students were able to ask questions, share insights, and debate their perspectives on various aspects of Islamic teachings. This peer interaction not only helped to clarify misunderstandings but also promoted critical thinking, as students learned to analyze and evaluate the material from different viewpoints.

In addition to enhancing academic performance, the cooperative learning method also had a positive effect on student motivation and confidence. As students worked together to solve problems and complete tasks, they developed a sense of responsibility and ownership over their learning. This increased sense of autonomy and accomplishment motivated students to take their studies more seriously and strive for greater understanding. Students in the experimental group also expressed feeling more confident in their ability to grasp difficult concepts and perform well on assessments.

The cooperative learning approach also helped foster a sense of community and teamwork in the classroom. Through group-based activities, students learned to collaborate effectively, communicate their ideas, and resolve conflicts in a constructive manner. These social and emotional skills are critical not only for academic success but

also for personal development. Students who had previously been reluctant to participate in class activities were now more willing to contribute and engage with their peers.

Qualitative data collected through student interviews further supported the quantitative findings. Many students in the experimental group reported that they enjoyed the collaborative nature of the lessons and felt that they learned more effectively when they could discuss the material with their classmates. They mentioned that the group work allowed them to better understand difficult concepts, as they could ask questions and receive explanations from their peers. Teachers also reported an increase in student enthusiasm and participation, noting that the cooperative learning method helped create a more dynamic and interactive classroom environment.

However, despite the positive outcomes, there were challenges in implementing cooperative learning. One challenge was managing group dynamics. In some groups, certain students were more dominant, while others were less engaged, which led to uneven participation. Teachers had to monitor the groups closely to ensure that all students had an opportunity to contribute and that group tasks were completed effectively. Additionally, time management was a concern, as cooperative learning activities required more time than traditional teaching methods, and teachers had to ensure that the lessons remained on schedule.

Moreover, some students initially struggled with the collaborative nature of the activities. They were not used to working in groups and had difficulty trusting their peers to contribute equally. However, with guidance from teachers and encouragement to participate actively, students gradually adapted to the group-based approach and started to appreciate the benefits of cooperative learning. As students became more familiar with the process, they grew more comfortable working together and recognized the value of sharing ideas and learning from others.

In conclusion, the results of this study indicate that the application of cooperative learning in Islamic Education at SD Negeri 107443 Kp. Taiwan had a positive impact on students' academic performance, motivation, and engagement. By fostering active participation, collaboration, and critical thinking, cooperative learning enabled students to better understand Islamic principles and apply them in their daily lives. Despite the challenges, the overall effectiveness of this method suggests that cooperative learning can be an effective strategy for enhancing learning outcomes in Islamic Education. Further implementation of cooperative learning activities is recommended for continued improvement in student engagement and achievement in Islamic Education.

DISCUSSION

This research aims to increase mutual respect between students through the application of cooperative learning methods in grade V of SD Negeri No. 102014 Bogak Besar, Teluk Mengkudu District, Serdang Bedagai Regency. The research is carried out in two cycles with stages that include planning, implementation of actions, observation, and reflection. The following is a discussion of the research results in cycle 1 and cycle 2. Cycle 1. In cycle 1, the application of the cooperative learning method showed quite good results, but not optimal. In the learning process, students begin to show active participation in group discussions. However, several obstacles are still encountered, including,1) Lack of Initial Understanding of Students: Some students do not understand the concept of cooperation in cooperative learning, so there is still dominance by some more active students; 2) Uneven Student Involvement: There are students who tend to be passive or contribute less to group discussions; 3) Mutual Respect Not Maximized: Interaction between students has not fully reflected mutual respect, such as there are still students who ignore the opinions of their classmates.

However, the results of observation and reflection showed an improvement compared to conventional learning. This can be seen from the increase in the average score of the observation of mutual respect for students, even though it has not reached the

success indicators that have been set. The results of cycle 2 show a significant improvement. Students are more active in group discussions, and the involvement of each group member becomes more even. Mutual respect looks more dominant, such as respect for friends' opinions and better cooperation in completing group tasks.

CONCLUSION

Traditional learning methods tend to be less effective in building mutual respect between students. This study shows that the application of cooperative learning methods is able to create a more harmonious learning atmosphere and increase the values of cooperation in grade V of SDN No.102014 Bogak Besar. Cooperative learning methods, such as Jigsaws and discussion groups, have been shown to encourage positive interactions between students. This research is in line with the theory that collaboration-based learning can build social skills, such as empathy and appreciation for differences. The implementation of cooperative learning methods has succeeded in increasing mutual respect between students. This is shown through improving students' ability to work together, respect the opinions of friends, and resolve conflicts constructively during the learning process . In conclusion, the findings from this study indicate that the implementation of cooperative learning significantly improved students' learning outcomes in Islamic Education at SD Negeri 107443 Kp. Taiwan. Students in the experimental group, who were exposed to cooperative learning activities, demonstrated a much higher level of understanding and retention of key Islamic concepts compared to those in the control group. The use of group discussions, peer teaching, and collaborative problem-solving tasks allowed students to engage more actively with the material, which led to a deeper understanding of the topics being taught. The quantitative results from the pre-test and post-test assessments showed a marked improvement in the experimental group's academic performance. The post-test scores were significantly higher for students who participated in cooperative learning, which demonstrates the effectiveness of this teaching method in enhancing students' comprehension of Islamic principles such as the five pillars of Islam, prayer, and the concept of Qada and Qadar.

This improvement highlights the value of active, collaborative learning environments in fostering academic success. Additionally, the qualitative data gathered from interviews and observations reinforced the positive effects of cooperative learning. Students in the experimental group reported feeling more engaged and motivated during the lessons. The cooperative learning approach encouraged them to take responsibility for their learning and collaborate with their peers, which enhanced their confidence and participation. Teachers also observed that students in the experimental group were more communicative, engaged, and willing to share their thoughts, which contributed to a more dynamic and interactive classroom environment. Despite the positive outcomes, there were some challenges associated with the implementation of cooperative learning. Managing group dynamics and ensuring equal participation among students were concerns that required close monitoring and guidance from the teacher.

Some students initially struggled with the collaborative nature of the activities, but with support and encouragement, they gradually adapted and began to benefit from the group-based approach. These challenges, however, did not overshadow the overall success of the cooperative learning method. Based on the results of this study, it is recommended that cooperative learning be integrated into the teaching of Islamic Education to further enhance student engagement, motivation, and academic performance. The positive impact of cooperative learning, both academically and socially, demonstrates its potential as an effective pedagogical approach in religious education. Educators should continue to explore and implement cooperative learning strategies to create a more interactive, engaging, and supportive learning environment for students.

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