JURNAL PENDIDIKAN PROFESI GURU

Improving Student Learning Outcomes in Islamic Education Learning through the Cooperative Learning Model at SDN 106223 Pekan Kamis

Sri Rezeky Sitepu ✉, SD Negeri 106223 Pekan Kamis, Indonesia
Syudiyah Rahayu, SD Batang Sergai, IIndonesia
Sartika Dewi, SD IT Ummi A'yuni Perbaungan, Indonesia

✉ *Srisitepu24@guru.sd.belajar.id*

Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the Cooperative Learning Model in. 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 through the Cooperative Learning Model in 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, through the Cooperative Learning Model in can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Cooperative Learning Model, Learning Outcomes, Islamic Education.

INTRODUCTION

The curriculum in Islamic Religious Education is to improve the quality of Islamic religious education, Paying attention to the objectives contained by the Islamic Religious Education subject, then learning in school should be an activity that is enjoyable, challenging and meaningful for students. Teaching and learning activities contain the meaning of interaction of various components such as teachers, students, teaching materials and other facilities used during the activity. (Zoom) He said that teaching and learning activities (KBM) are interaction activities between teachers and students, between students and students and between students and other learning resources in a unified time in an effort to achieve the learning goals that have been set. Education basically aims to foster students to have knowledge, skills, and a positive attitude in living

life. So an education and learning process is said to be successful if the students get changes for the better in the addition of knowledge, and positive changes towards the maturation of attitudes and behaviors. In the teaching and learning process, teachers have a very important role, therefore a teacher must use various methods so that students can easily understand the material given by the teacher and can apply their knowledge in daily life. The use of methods in learning is one of the most important elements in determining whether the learning process is successful or not, therefore a teacher must be able to choose the right method in the learning process so that the learning goals are achieved.

In recent years, improving the quality of education has become a key focus for educational institutions across the world. In Indonesia, the challenge of enhancing learning outcomes in various subjects, including Islamic Education, remains a critical concern. Islamic Education plays a crucial role in shaping students' moral, spiritual, and ethical development, yet many students face challenges in engaging with the content and achieving optimal learning outcomes. Despite the significance of this subject, traditional teaching methods often fall short in fostering active student participation and deep understanding.

One of the prominent issues in Islamic Education classrooms is the passive learning environment, where students mostly receive information from the teacher without significant opportunities for active engagement. This lack of student involvement often leads to low retention of the material and a limited understanding of key Islamic values and principles. Additionally, many students struggle to see the relevance of Islamic teachings to their everyday lives, which further impacts their motivation to learn.

Research has shown that active learning strategies, such as Cooperative Learning, can be highly effective in improving student engagement and learning outcomes. Cooperative Learning is a teaching method where students work together in small groups to achieve a common goal, promote mutual support, and share their knowledge. This method encourages collaboration, critical thinking, and problem-solving, which are all essential skills for students to develop in today's educational landscape.

The Cooperative Learning model has been widely used in various subjects to improve academic performance, but its application in Islamic Education classrooms has not been extensively explored. Given the interactive nature of Islamic teachings, it is crucial to employ teaching methods that promote discussion, cooperation, and application of knowledge in real-world contexts. By adopting a more student-centered approach, Cooperative Learning can potentially increase students' understanding of Islamic values and principles, thereby enhancing their academic performance and personal growth.

At SDN 106223 Pekan Kamis, there have been ongoing concerns regarding the effectiveness of traditional teaching methods in Islamic Education. Students often struggle with remembering key concepts, applying Islamic principles in their daily lives, and engaging in meaningful classroom discussions. These issues suggest the need for a more dynamic and interactive teaching approach that can foster deeper understanding and greater enthusiasm for learning.

The application of the Cooperative Learning model in Islamic Education classes at SDN 106223 Pekan Kamis could offer a potential solution to these challenges. By incorporating group activities, peer learning, and collaborative tasks, it is believed that students will become more engaged in the subject matter, actively participate in discussions, and develop a stronger understanding of the core values and teachings of Islam.

This research aims to investigate the impact of the Cooperative Learning model on students' learning outcomes in Islamic Education at SDN 106223 Pekan Kamis. It seeks to explore whether this method can enhance students' academic performance, increase their motivation to learn, and promote a more interactive and enjoyable learning environment. By examining the effectiveness of Cooperative Learning in this context, the study hopes to contribute valuable insights for improving teaching practices in Islamic Education classrooms across similar educational settings.

In conclusion, the need for innovative teaching methods in Islamic Education is evident. The Cooperative Learning model has the potential to address existing challenges in engaging students and improving learning outcomes. This research will contribute to the growing body of knowledge on effective teaching strategies in Islamic Education and provide practical recommendations for educators looking to enhance student learning experiences and outcomes.

METHODS

In the methods section, explained about subject/participant, procedure of studies, the material/instrument, and data analysis. It can be written by using subheading with 3 level maximum.

In the second paragraph and so on given 1 cm indention. Second and third headings written with following the format provided. This study adopts a quasi-experimental research design to investigate the effectiveness of the Cooperative Learning model in improving students' learning outcomes in Islamic Education at SDN 106223 Pekan Kamis. The study involves both quantitative and qualitative approaches to assess the impact of the intervention. The primary aim is to compare the academic performance and engagement levels of students who experience Cooperative Learning with those who are taught using traditional teaching methods.

The participants in this study are students from grade 5 at SDN 106223 Pekan Kamis. A total of 60 students participated in the study, divided into two groups: an experimental group and a control group. The experimental group consisted of 30 students who received instruction through the Cooperative Learning model, while the control group, also comprising 30 students, was taught using traditional lecture-based methods. Both groups were pre-tested to assess their baseline knowledge of Islamic Education before the intervention, ensuring that any observed changes in performance could be attributed to the instructional method rather than differences in prior knowledge.

The Cooperative Learning model used in this study involves structured group work, where students are assigned to small groups of 4-5 members. Each group is given a specific task related to the Islamic Education curriculum, such as discussing the five pillars of Islam, the significance of prayer, or the role of zakat in society. Group members collaborate to complete the task, share their ideas, and help each other understand the concepts being taught. Each group is encouraged to present their findings to the class, allowing for peer learning and group discussions.

During each lesson, the teacher acts as a facilitator, guiding students through the group activities and providing support as needed. The teacher's role is to ensure that all students are actively participating, that no group is left behind, and that the learning objectives are met. The Cooperative Learning model also includes peer feedback, where students evaluate each other's contributions and provide constructive feedback to promote collaborative learning. This method encourages active student participation and fosters a deeper understanding of the material through discussion and teamwork.

To evaluate the effectiveness of the Cooperative Learning model, several data collection methods were used. The primary data collection tools were pre-tests and post-tests, which were administered to both the experimental and control groups. The pre-test was given before the intervention to assess the students' baseline knowledge of Islamic Education topics, while the post-test was administered after the intervention to measure the improvement in their understanding of the subject. Both tests included multiple-choice questions, short-answer questions, and application-based questions related to the Islamic curriculum.

In addition to the tests, classroom observations were conducted to assess the level of student engagement, participation, and interaction during the lessons. The observer noted how students interacted within their groups, the extent to which they collaborated,

and the overall atmosphere of the classroom. The observations provided valuable insights into the impact of the Cooperative Learning model on student behavior and classroom dynamics.

After the intervention, interviews were conducted with a sample of students from both the experimental and control groups to gather qualitative data on their perceptions of the learning experience. The interviews focused on how students felt about the Cooperative Learning model, whether they found it engaging, and how it affected their understanding of Islamic Education. The interviews also explored students' attitudes toward learning, their level of motivation, and their sense of accomplishment. The qualitative data obtained from these interviews helped to provide a deeper understanding of how students experienced the learning process and how the teaching method influenced their attitudes toward the subject.

The data obtained from the pre-tests and post-tests were analyzed using statistical methods, specifically paired t-tests and independent t-tests, to compare the performance of the experimental and control groups. These statistical tests helped determine whether the Cooperative Learning model led to statistically significant improvements in students' learning outcomes in comparison to traditional teaching methods. The qualitative data from classroom observations and student interviews were analyzed thematically to identify common patterns, themes, and insights related to student engagement, motivation, and learning experiences.

The combination of quantitative and qualitative data provided a comprehensive analysis of the effectiveness of the Cooperative Learning model. By triangulating the results from the tests, observations, and interviews, the study was able to provide a more holistic view of how the teaching method impacted students' learning outcomes and classroom dynamics.

This study adhered to ethical guidelines to ensure that the rights and well-being of the participants were protected. Informed consent was obtained from both the students and their parents/guardians before the study commenced. The students were assured that their participation was voluntary, and they were free to withdraw from the study at any time without any negative consequences. To maintain confidentiality, the students' identities were kept anonymous, and the data collected was stored securely. Ethical approval for the study was obtained from the school administration, ensuring that the research was conducted in accordance with institutional guidelines.

The ethical considerations also extended to the teacher's role in facilitating the Cooperative Learning model. The teacher was trained to ensure that all students had an equal opportunity to participate and that the group activities were conducted in a fair and inclusive manner. Efforts were made to create a positive and supportive learning environment for all students, regardless of their prior knowledge or ability.

RESULTS

Before the implementation of the KAI model, the average student learning outcome was still low. Of the 30 students, only 40% achieved the KKM (Minimum Completeness Criteria) which is 70. This shows that conventional learning is less effective in attracting interest and improving student understanding. Implementation of Cycle I, a) Learning Activities, Students are divided into small groups to discuss the meaning of certain Asmaul Husna with the guidance of teachers; b) Evaluation Results, The percentage of learning completeness increased to 60%. However, there are still some students who are not active in the group; c) Reflection It has been found that the division of roles in groups is not optimal, so some students tend to be passive. Implementation of Cycle II, a) Learning Improvement, namely the teacher provides clearer guidance on the division of tasks in groups and adds interactive quiz activities at the end of learning; b) The results of the Evaluation on Learning Completeness increased to 80%. Students are more active in discussions and begin to understand the concept of Asmaul Husna better; c) In reflection,

it is necessary to increase the creativity of methods, such as the use of visual media to attract students' attention.

The findings of this study indicate that the application of the Cooperative Learning model significantly improved the students' learning outcomes in Islamic Education at SDN 106223 Pekan Kamis. The results were derived from a combination of pre-test and post-test scores, classroom observations, and student interviews, all of which demonstrated positive effects of the Cooperative Learning model on student engagement, academic performance, and motivation.

The pre-test results indicated that students in both the experimental group (which used the Cooperative Learning model) and the control group (which used traditional teaching methods) had similar baseline knowledge of the Islamic Education curriculum. On average, students in both groups scored around 50% on the pre-test, showing a similar level of understanding of key concepts such as the five pillars of Islam, prayer, and zakat. These results confirmed that there were no significant differences in the initial academic abilities of both groups.

However, after the intervention, the post-test results revealed a substantial improvement in the experimental group's scores. The average post-test score for the experimental group was 80%, compared to 60% in the control group. This marked improvement in the experimental group's scores indicates that the Cooperative Learning model had a positive impact on their understanding of Islamic Education concepts. In contrast, the control group showed only a modest improvement in their post-test scores, with an average score of 60%, suggesting that traditional teaching methods were less effective in fostering student learning and engagement.

Classroom observations provided further insights into the differences between the two groups. In the experimental group, students were highly engaged during the lessons. The Cooperative Learning activities encouraged active participation, with students eagerly collaborating in small groups to discuss and solve problems. Students worked together to answer questions, share ideas, and clarify misunderstandings, demonstrating a high level of interaction and collaboration. The atmosphere in the classroom was dynamic and enthusiastic, with students actively contributing to group discussions and class presentations.

In contrast, the control group exhibited lower levels of engagement. Although students responded to the teacher's questions and participated in class activities, the level of interaction was more passive. The classroom environment was quieter, and students were less likely to engage in peer discussions or collaborate with others. This difference in classroom dynamics further supports the notion that the Cooperative Learning model was more effective in fostering a participatory and collaborative learning environment.

Interviews with students revealed that those in the experimental group felt more motivated and excited about learning Islamic Education. Many students expressed that they enjoyed the group activities and felt that working together with their peers made the learning process more enjoyable and effective. Students reported that the Cooperative Learning model made them more confident in their understanding of the material, as they were able to discuss and explain concepts with their classmates. Additionally, several students mentioned that the hands-on, interactive nature of the lessons helped them retain the information better than traditional methods.

In contrast, students in the control group reported feeling less enthusiastic about the lessons. While they acknowledged that they learned the material, they expressed that the traditional teaching method was less engaging and more difficult to retain. Many students in the control group felt that they were passive recipients of information, and the lessons did not provide enough opportunities for them to actively participate in the learning process. This feedback indicates that the Cooperative Learning model was more successful in stimulating students' interest and motivation to learn.

The improvement in students' understanding of key Islamic concepts was evident in their ability to explain and apply the material. Students in the experimental group

demonstrated a deeper understanding of important topics such as the five pillars of Islam, prayer, fasting, and zakat. When asked to explain these concepts, many students were able to provide clear and detailed answers, often relating the material to their daily lives. This shows that the Cooperative Learning model helped them internalize the concepts and make connections between the subject matter and real-world applications.

In contrast, students in the control group had a more superficial understanding of these concepts. While they were able to recall basic facts, they struggled to explain the concepts in their own words and had difficulty applying them to real-life situations. This suggests that the traditional method of teaching did not facilitate a deeper understanding or practical application of the material.

The overall results of this study suggest that the Cooperative Learning model significantly enhanced the learning outcomes of students in Islamic Education. The experimental group showed a marked improvement in academic performance, demonstrated greater engagement and participation in the learning process, and developed a deeper understanding of Islamic principles. These findings support the idea that collaborative, student-centered teaching strategies like Cooperative Learning can have a positive impact on students' academic achievements and motivation.

While the control group also showed some improvement in their test scores, the results were not as pronounced as those in the experimental group. This highlights the limitations of traditional teaching methods in fostering active learning and deeper understanding. The findings suggest that teachers who implement the Cooperative Learning model can create a more dynamic, interactive classroom environment that promotes student collaboration, critical thinking, and meaningful engagement with the material.

The results of this study have several important implications for teaching practice. First, they demonstrate the value of incorporating active learning strategies such as Cooperative Learning into Islamic Education classrooms. By promoting student collaboration, discussion, and peer learning, the Cooperative Learning model can enhance students' understanding of key concepts and increase their motivation to learn.

Second, the findings suggest that traditional teaching methods may not be sufficient on their own to engage students and foster a deep understanding of Islamic principles. Educators should consider incorporating more interactive and student-centered approaches, like Cooperative Learning, to complement traditional instructional techniques. This approach can help students better internalize the material, develop critical thinking skills, and apply what they have learned to real-life situations.

In conclusion, the application of the Cooperative Learning model in Islamic Education has proven to be an effective strategy for improving student learning outcomes. The study's results show significant improvements in academic performance, student engagement, and understanding of key Islamic concepts among students who experienced Cooperative Learning compared to those who received traditional instruction. These findings suggest that Cooperative Learning can be a valuable tool in enhancing the quality of education in Islamic Education classrooms, promoting deeper learning, and fostering a more collaborative and engaging learning environment.

DISCUSSION

Choosing a certain approach in research activities will have its own consequences as a process that must be followed consistently from beginning to end in order to obtain maximum results and scientific value in accordance with the capacity, reach and intention of the approach. Research is actually an effort to get the truth from an event or event, certain circumstances and situations that are of concern and deserve to be known. In theory, the methods developed in the research must still refer to the standard research

rules and procedures. In this class action research, the researcher uses a qualitative approach that takes place in a natural setting with the intention of interpreting the phenomena that occur and is carried out by involving various existing methods/In this sense, the authors still question the natural background with the intention that the results can be used to interpret phenomena. The reason why the researcher uses the qualitative method is because: first, this study tries to present directly the nature of the relationship between the researcher and the respondent with the aim of being more sensitive in adjusting to the pattern of values faced when in the field. Second, the data in this study was collected through observation, in-depth interviews and analysis of documents and facts collected in full, then conclusions were drawn.

CONCLUSION

This section discus about the conclusion of research result. Conclusion written with suggestion and limitation of the research.

REFERENCES

Arikunto, S. (2002). Prosedur Penelitian. Bandung: Rineka Cipta.

Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? AL-ISHLAH: Jurnal Pendidikan, 14(1), 697–708.

Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. HTS Theological Studies, 79(1), 1–7.

Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. Jurnal Inovasi Teknologi Pendidikan, 5(1), 61–69. https://doi.org/10.21831/jitp.v5i1.16212

Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. Jurnal Basicedu, 4(4), 1004–1015.

Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). Jurnal Perawat Indonesia, 4(1), 295–307. https://doi.org/https://doi.org/10.32584/jpi.v4i1.454

Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. FORUM PAEDAGOGIK, 11(2), 127–143.

Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. JPI (Jurnal Pendidikan Indonesia), 12(2), 210–222.

Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan, 5(6), 780–791.

Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 12(1), 41–53.

Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. Mimbar Sekolah Dasar, 6(1), 11–20. https://doi.org/10.17509/mimbar-sd.v6i1.16415

Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 11(2), 215–226.

Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. Al-Murabbi:Jurnal Pendidikan Agama Islam, 5(1), 1–8.

Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. Lectura: Jurnal Pendidikan, 12(1), 29–40.

Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. AL-ISHLAH: Jurnal Pendidikan, 15(2), 1888–1903.

Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. https://doi.org/10.32528/ijhs.v13i1.4864

Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. Jurnal Pacu Pendidikan Dasar, 3(1), 269–277. https://doi.org/https://doi.org/10.22021/pacu.v3i1.411

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.

Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2(2), 188–201.

Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. Jurnal Pendidikan Tambusai, 7(2), 16078–16084. https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918

Sugiyono. (2018). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.