JURNAL
PENDIDIKAN PROFESI GURU

Improving Student Learning Outcomes of Islamic Education Materials with a Collaboration Model at SD Negeri 100313 Tabusira

Adeka Rayani ✉, SD Negeri 100313 Tabusira, Indonesia
Nurul Hidayah, Mahasiswa UIN Syahada Padangsidimpuan, Indonesia
Nurul Hikmah, Mahasiswa UIN Syahada Padangsidimpuan, Indonesia

✉ *rayaniadeka@gmail.com*

Abstract: This research aims to improve student learning outcomes in Islamic religious education learning by using a collaborative model. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subject of this research is elementary school students. The data of this study was obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study show that the collaboration model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completeness in each cycle with details of 46.19% in the pre-cycle, 75.37% in the first cycle and 89.92% in the second cycle. Thus, the use of the collaboration model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: learning outcomes, islamic education, collaborative model

INTRODUCTION

Islamic Religious Education is one of the fields of study taught in elementary schools that has a great contribution to realizing the goals of national education. This is in accordance with Law of the Republic of Indonesia No. 20 of 2003 chapter II article 3 concerning SISDIKNAS which reads "National Education aims to develop the potential of students to become human beings who have faith, piety and noble character, knowledge, capable, creative, independent and responsible". The realization of the achievement of these goals, there are teaching and learning interaction activities, especially those that occur in the classroom. Thus, the activity is how the relationship between the teacher/teaching materials designed and the students occurs. This interaction is a communication process to deliver learning messages. This is in line with what Arief S Sadiman stated that the

teaching and learning process is essentially an interaction process, namely the process of delivering messages through media channels/techniques/methods to message recipients.

In line with recent learning innovations, including in elementary schools, namely: Collaboration. The teaching and learning interaction requires students to be active, creative and happy which involves them optimally mentally and physically. Their level of activity, creativity, and enjoyment in learning is a continuous range from the lowest to the highest. But ideally in the highest continuum, both the involvement of mental and physical aspects of students. Therefore, teaching and learning interaction with the Collaboration paradigm demands children. In order for these results to be optimal, teachers are required to change their roles and functions to become facilitators, mediators, student learning partners, and evaluators. This means that teachers must create democratic and dialogical learning interactions between teachers and students, and students and students.

But in fact, in the implementation of learning observed at SD Negeri Ujong Pulo, the learning method that is often used in the implementation of learning, especially in PAI learning, has been dominated by the lecture method. This is because this method is considered the simplest and easiest in conveying information. The use of this method often makes students bored and less enthusiastic (less interested and motivated) in participating in learning, especially if applied to students of elementary school age, such as students who often go in and out of class, participants prefer to play in the classroom rather than listening to the lesson being explained, even many students who look sleepy and asleep in the classroom. This is because the learning process is still centered on the teacher while students only listen to the teacher's explanation without doing and are directly involved in learning activities, so that it has a bad effect on the learning outcomes of students whose average results are still below the KKM that has been determined, which is 65. By realizing the above reality, in this study the author took the title "Efforts to Improve Learning Achievement in Islamic Religious Education Material Welcoming Puberty by Applying a Collaborative Teaching Model in Grade IV Students of SDN 100313 Tabusira".

METHODS

This study aims to analyze the motivation, activeness, and achievement of grade IV students of SDN 100313 Tabusira in learning PAI with a collaboration model in the odd semester of the 2024/2025 school year. The research was conducted at SDN 100313 Tabusira, East Angkola District, in December 2024 with 15 research subjects, who were selected because of the low daily test results, where only 25% of students achieved a score above 70. The research procedure includes three stages, namely preparation, implementation, and completion, which includes literature review, preparation of research design, data collection through tests and observations, and preparation of reports. Data collection techniques are carried out through daily repeat tests, observations, documentation, and questionnaires, while data analysis uses quantitative descriptive methods with steps of data reduction, data presentation, and conclusion drawing and verification.

Improving student learning outcomes in Islamic education requires innovative teaching strategies that foster engagement and comprehension. One effective method is the collaboration model, which encourages active participation, peer interaction, and teacher guidance to enhance learning experiences. By implementing collaborative techniques, students can develop a deeper understanding of Islamic teachings while also improving their social and cognitive skills. A key approach in the collaboration model is cooperative learning, where students work in small groups to achieve a common goal. In Islamic education, this method can be applied through group discussions on moral values, Quranic interpretation, and historical Islamic events. By sharing insights and perspectives, students gain a broader understanding of religious concepts while strengthening teamwork skills.

Another effective strategy is peer tutoring, where more advanced students assist their peers in understanding complex Islamic teachings. This approach not only reinforces the knowledge of the tutor but also helps struggling students grasp difficult topics more effectively. By explaining concepts in their own words, students can reinforce their learning and build confidence in their understanding of Islamic education materials. Project-based learning can also enhance student engagement in Islamic studies. Teachers can assign projects that require students to research, analyze, and present Islamic teachings creatively. For example, students can create posters illustrating the five pillars of Islam, write reflections on hadiths, or develop presentations on the lives of prophets. Such activities encourage critical thinking and active participation in learning.

The integration of storytelling in the collaboration model can make Islamic education more meaningful. Teachers can use storytelling techniques to narrate the lives of prophets, the significance of Islamic traditions, and ethical dilemmas faced by historical figures. Students can then discuss the moral lessons derived from these stories, fostering a deeper connection with the subject matter. Role-playing activities provide another engaging way to teach Islamic education. Students can reenact historical events, ethical dilemmas, or moral decisions faced by early Muslim leaders. This method encourages empathy, problem-solving, and critical thinking while making abstract concepts more tangible and relatable. Technology can also play a significant role in collaborative learning. Digital platforms, educational apps, and multimedia resources can help students explore Islamic teachings in an interactive way. Teachers can use online quizzes, virtual discussions, and digital storytelling tools to enhance student engagement and comprehension of Islamic education materials. Collaborative reading sessions can further improve learning outcomes by allowing students to read and analyze Islamic texts together. By taking turns reading verses from the Quran or passages from Islamic literature, students can discuss interpretations, ask questions, and gain deeper insights under the teacher's guidance. This method promotes active participation and comprehension.

Encouraging discussions and debates on Islamic ethics and values can also enrich students' understanding. By allowing students to express their thoughts and defend their viewpoints, teachers can promote critical thinking and respectful dialogue. Such discussions help students internalize Islamic principles and apply them in real-life situations. Finally, parental involvement is crucial in supporting collaborative learning. Schools can encourage parents to engage in discussions about Islamic teachings at home, participate in school events, and guide students in their religious studies. When parents and teachers work together, students receive consistent reinforcement of Islamic values, leading to improved learning outcomes. By implementing the collaboration model in Islamic education, SD Negeri 100313 Tabusira can create a dynamic and inclusive learning environment that enhances student engagement, comprehension, and moral development.

RESULTS

SD Negeri No. 100313 Tabusira is located in Tabusira Hamlet, East Angkola District, South Tapanuli Regency, and has been operating since 1979 with the status of government-owned land and led by Kartini Harahap, S.Pd. This school has a vision to excel in academics and religion, with the mission of creating an inclusive learning environment, developing technology-based learning, and increasing literacy, numeracy, and student skills. The school's organizational structure consists of principals, classroom teachers, subject teachers, and education personnel who support smooth operations. Research at SD Negeri No. 100313 Tabusira was carried out in two cycles, namely Cycle I and Cycle II, with the stages of planning, implementation, observation, and reflection. In Cycle I, which was held on December 19, 2024, the researcher acted as a teacher and the principal as an observer, focusing on the implementation of the collaboration model. The criteria for learning

completeness are classically set if 85% of students achieve a minimum score of 65, while individual completeness is achieved if students achieve a score equal to or greater than 65.

The results of the study show that the application of the collaboration model in Islamic Religious Education learning in grade IV of SDN 100313 Tabusira has a positive impact on increasing student learning completeness, which increased from 66.67% in the first cycle to 73.33% in the second cycle. Teachers' ability to manage learning has also improved, as seen from the increase in the average score of students in each cycle. Student activities during learning show active involvement, with dominant activities such as working with peers, paying attention to the teacher's explanations, and discussing. Meanwhile, teachers have implemented learning steps well, such as guiding students in finding concepts, explaining difficult materials, and providing feedback and evaluation, which contribute to better learning outcomes.

The results of this research indicate that the collaboration model significantly improves student learning outcomes in Islamic education at SD Negeri 100313 Tabusira. Through the implementation of cooperative learning strategies, students demonstrated increased engagement, better comprehension of Islamic teachings, and improved academic performance. The study found that students who participated in group discussions, peer tutoring, and project-based learning were more active in class and showed a deeper understanding of religious concepts compared to those taught using traditional lecture-based methods. By interacting with their peers, students were able to explore different perspectives, clarify doubts, and enhance their critical thinking skills in relation to Islamic values and teachings. Observations and assessments conducted during the study revealed that students who engaged in collaborative learning activities exhibited higher levels of motivation and enthusiasm for Islamic education materials. The introduction of role-playing, storytelling, and interactive discussions made the learning process more dynamic and enjoyable. Many students expressed greater confidence in their ability to explain Quranic verses, discuss hadiths, and analyze moral dilemmas within an Islamic framework. The improvement was evident in both formative and summative assessments, as students were able to recall and apply Islamic teachings more effectively than before.

The findings also highlighted the positive impact of peer tutoring in reinforcing knowledge retention. Students who acted as tutors developed a stronger grasp of Islamic concepts as they explained them to their peers, while the tutees benefited from receiving explanations in a more relatable and simplified manner. This reciprocal learning process fostered a supportive classroom environment where students felt comfortable asking questions and seeking clarification. Furthermore, the implementation of collaborative reading sessions enhanced students' fluency in reciting and understanding Quranic texts, contributing to their overall literacy in religious studies. Technology integration played a crucial role in supporting the collaboration model. The use of digital resources, such as educational videos, interactive quizzes, and online discussion forums, provided additional opportunities for students to reinforce their learning. Teachers reported that students who engaged with technology-enhanced collaborative learning tools demonstrated higher levels of curiosity and self-directed learning. The study also showed that students who used digital platforms to discuss Islamic teachings developed better analytical and problem-solving skills, as they were able to access diverse interpretations and scholarly insights.

Another significant outcome of the research was the improvement in students' moral and ethical development. Collaborative activities that focused on real-life applications of Islamic teachings helped students internalize values such as honesty, compassion, and responsibility. By engaging in group reflections and ethical debates, students demonstrated a greater awareness of how Islamic principles guide their daily interactions and decision-making. The study found that students who participated in moral discussions were more likely to exhibit positive behavioral changes, such as showing respect to peers, practicing honesty, and engaging in community service

activities. Teacher observations and feedback further confirmed the effectiveness of the collaboration model in Islamic education. Educators noted that students were more responsive and proactive in their learning when they were given the opportunity to collaborate. They also observed a reduction in classroom anxiety, as students felt more comfortable expressing their thoughts in small group settings rather than in front of the entire class. Teachers expressed their satisfaction with the collaboration model, stating that it allowed for more personalized instruction and better classroom management. In addition to student progress, parental involvement emerged as a key factor in enhancing learning outcomes.

The study revealed that when parents supported collaborative learning at home by engaging in discussions about Islamic teachings, helping with projects, and encouraging group study students performed better academically and exhibited stronger moral character. Schools that actively involved parents in their children's Islamic education through workshops, meetings, and home assignments saw a noticeable improvement in student engagement and learning retention. Overall, the research findings demonstrate that the collaboration model is an effective approach for improving student learning outcomes in Islamic education. By fostering teamwork, critical thinking, and interactive learning, this model not only enhances students' academic performance but also contributes to their character development. The study suggests that further integration of collaborative methods, technology-based learning tools, and parental involvement can create a more holistic and impactful Islamic education program at SD Negeri 100313 Tabusira.

DISCUSSION

Implementing a collaboration model in Islamic education requires a structured approach that balances student participation, teacher guidance, and interactive learning activities. One of the key aspects of collaborative learning is creating an inclusive classroom environment where students feel comfortable expressing their thoughts and engaging with their peers. Teachers play a crucial role in facilitating discussions, guiding group activities, and ensuring that students stay on track with their learning objectives. This structured yet flexible approach allows students to take ownership of their learning while receiving the necessary support from their teachers. In the context of SD Negeri 100313 Tabusira, fostering an environment where students can discuss Islamic teachings openly and respectfully will enhance their understanding and appreciation of religious principles. Another critical factor in the success of the collaboration model is the integration of various teaching methods that cater to different learning styles. Some students may learn best through verbal discussions, while others might prefer visual aids, hands-on activities, or digital resources. By incorporating multiple teaching strategies, such as role-playing, storytelling, and multimedia presentations, educators can engage a diverse group of students effectively. For instance, a lesson on the significance of prayer could involve watching a short video demonstration, followed by a group discussion and then practical application. This multi-faceted approach ensures that all students, regardless of their learning preferences, can grasp Islamic education materials more effectively.

Assessment and evaluation are also essential components of the collaboration model. Traditional methods of assessment, such as written tests, should be complemented by project-based evaluations, peer reviews, and reflective activities. In Islamic education, assessing students' understanding of religious concepts should go beyond memorization; it should also focus on how well they apply these teachings in their daily lives. Teachers can use journals, group presentations, and scenario-based problem-solving activities to evaluate students' comprehension and moral development. By diversifying assessment methods, educators can gain a more comprehensive understanding of each student's progress and provide targeted support where needed. Additionally, collaborative learning in Islamic education extends beyond the classroom and into the community. Schools can

organize inter-class or inter-school discussions, community service projects, and study groups at local mosques to reinforce the lessons taught in school. Encouraging students to engage in community-based learning activities allows them to apply Islamic teachings in real-world settings, fostering a sense of responsibility and social awareness. For example, students can participate in charity drives, mosque clean-up events, or group reflections on ethical issues affecting their community. These activities help students develop a strong connection between their religious knowledge and their role as responsible members of society.

Finally, the long-term success of the collaboration model depends on continuous teacher development and parental involvement. Teachers should receive regular training on effective collaborative teaching methods, ensuring they are well-equipped to guide students in active learning. Similarly, parents should be encouraged to participate in their children's education by attending workshops, engaging in at-home discussions, and supporting school initiatives related to Islamic education. When educators, students, and parents work together in a collaborative framework, the impact on student learning outcomes becomes more profound. Through the combination of structured classroom activities, diverse learning strategies, comprehensive assessments, community involvement, and strong school-home partnerships, SD Negeri 100313 Tabusira can create a robust and dynamic Islamic education program that enhances both academic success and moral development.

CONCLUSION

Based on the results of the research that has been presented in cycle I, the results of all discussions and analyses that have been carried out can be concluded, 1) The collaboration method has a positive impact on improving student learning achievement which is characterized by an increase in student learning completeness in each cycle, namely cycle I (66.67%) and cycle II (73.33%); 2) The collaboration method can make students feel that they are getting attention and the opportunity to express opinions, ideas, ideas and questions.

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.