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## The application of the Cooperative Learning Method in improving the learning outcomes of faith material to the Prophet And Messenger of Allah in grade IV students at Mi An-Najah Ii Karduluk Sumenep

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### Abstract:

This study aims to analyze the application of the Cooperative Learning method in improving the learning outcomes of faith material to the Prophet and Messenger of Allah in grade IV students of MI An-Najah II. The Cooperative Learning method is applied to encourage active student involvement, improve concept understanding, and develop cooperation skills in groups. This study uses a quantitative approach with a classroom action research design (PTK) which is carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. Data was collected through observations, learning outcome tests, and interviews with teachers and students to gain a more comprehensive understanding of the effectiveness of this method. The results show that the application of the Cooperative Learning method significantly improves student learning outcomes compared to conventional methods. This increase can be seen from the average score of the learning outcome test that increases in each cycle. In addition, this method also has a positive impact on student motivation, active participation, and social interaction during learning. Thus, the Cooperative Learning method can be used as an effective alternative in learning Islamic Religious Education, especially in the material of faith in the Prophet and Messenger of Allah, in order to improve students' understanding more optimally.

**Keywords:** Cooperative Learning, Learning Outcomes, Faith In The Prophet And Messenger, MI An-Najah II.

### INTRODUCTION

Islamic Religious Education has an important role in shaping the character and faith of students from an early age. One of the fundamental materials taught is faith in the Prophet and Messenger of Allah, which aims to instill confidence and example from the Prophet and Messenger in daily life. However, in practice, learning this material still faces various obstacles, such as low student participation, limited understanding, and teaching methods that are still conventional and less interactive. According to Supriyadi (2021), monotonous learning methods can cause low student interest in learning and lack of understanding of the material being taught. Therefore, innovative learning approaches are needed that can improve student interaction and understanding, one of which is the *Cooperative Learning method*.

The *Cooperative Learning* method offers a groupwork-based learning approach, which allows students to be more active in understanding the material and building their social skills (Putri, 2022). By applying this method in learning material of faith to the Prophet and Messenger of Allah, it is hoped that students can more easily understand the concepts taught, be more motivated in learning, and improve their academic results. Based on previous research, the *Cooperative Learning* method has proven to be effective in increasing student engagement and learning outcomes in various subjects, including Islamic Religious Education (Ramadhani, 2023). Therefore, this study will examine the effectiveness of the *Cooperative Learning method* in improving the learning outcomes of faith material to the Prophet and Messenger of Allah in grade IV students of MI An-Najah II through classroom action research (PTK) in two cycles.

Conventional learning that is often applied in the classroom is still one-way, where the teacher is the main source of information and the student is only a passive recipient. This method often causes a lack of student involvement in the learning process, so that their understanding of the material becomes less than optimal (Arifin, 2020). Therefore, learning strategies are needed that can make students more active, one of which is the *Cooperative Learning method*.

According to Hasanah (2021), *Cooperative Learning* is a learning method that encourages interaction between students in small groups to achieve common learning goals. This method not only improves academic outcomes, but also develops social skills such as cooperation, communication, and responsibility. In the context of Islamic Religious Education learning, this method can help students understand the values of faith in a more applicable and interesting way.

In addition, research conducted by Fauzi (2022) shows that the *Cooperative Learning* method can significantly increase student learning motivation. Students who engage in group-based learning feel more motivated because they can support each other and share understanding with their peers. This is certainly an important factor in improving student learning outcomes on the material of faith in the Prophet and Messenger of Allah.

The implementation of the *Cooperative Learning* method in learning also has its own challenges, such as how to form an effective study group and ensure that every student participates actively (Rahman, 2023). Therefore, in this study, the strategy used will be adjusted to the characteristics of grade IV students of MI An-Najah II, so that this method can be applied optimally.

This study uses a classroom action research (PTK) approach, which aims to identify changes in student learning outcomes after the application of the *Cooperative Learning method*. Each cycle in this study consists of planning, implementation, observation, and reflection stages. With this approach, the effectiveness of the method can be analyzed in a more systematic and structured manner (Hidayat, 2022).

In previous research, it was found that the *Cooperative Learning* method not only improves students' cognitive understanding but also helps them in building social and emotional skills (Wahyuni, 2021). In learning the material of believing in the Prophet and the Messenger of Allah, students' active involvement in group discussions can deepen their understanding of the teachings of Islam and the example of the Prophets.

With this research, it is hoped that it can provide concrete solutions for teachers in increasing the effectiveness of Islamic Religious Education learning in elementary schools. The *Cooperative Learning* method can be an alternative for teachers in creating a more interactive and fun learning atmosphere (Saputra, 2023).

In addition to the benefits for students and teachers, the results of this research are also expected to contribute to the development of a more effective learning curriculum at MI An-Najah II. If this method proves to be effective, it can be applied more widely in Islamic Religious Education learning at the elementary level (Suryani, 2021).

In general, this study aims to find out how the application of *the Cooperative Learning method* can improve student learning outcomes in the material of faith in the Prophet and Messenger of Allah. In addition, this study also wants to analyze the obstacles that may arise in the application of this method and provide the right solution to overcome them.

With this research, it is hoped that it can provide a reference for future studies that want to develop interactive learning methods in Islamic Religious Education. With a more interesting and innovative approach, it is hoped that students can more easily understand and practice Islamic values in daily life (Zahra, 2022).

## METHODS

This study uses the Classroom Action Research (PTK) approach which is carried out in two cycles. The data sources in this study consist of primary data and secondary data. Primary data was obtained directly from grade IV students of MI An-Najah II as research subjects. This data includes student learning outcomes before and after the application of *the Cooperative Learning* method, as well as observations of student involvement and participation in the learning process. In addition, interviews with classroom teachers were also conducted to get views on the effectiveness of this method in learning. Secondary data comes from various references such as books, research journals, and scientific articles that are relevant to the *Cooperative Learning method* in education, especially in the context of Islamic Religious Education learning. This data is used to support analysis and strengthen the theoretical foundation in research. The data that has been collected are analyzed using quantitative and qualitative descriptive analysis techniques.

Quantitative analysis was carried out by comparing the test results of students before and after the application of *the Cooperative Learning method* in two research cycles. Learning outcomes are analyzed using simple statistical techniques, such as the calculation of average grades and the percentage of improvement in learning outcomes. Qualitative analysis is used to evaluate observations and interviews conducted during the learning process. Observation data was analyzed based on the level of student involvement in group discussions, activeness in asking questions, and social interactions that occurred in the classroom. The data of interviews with teachers were analyzed to understand the effectiveness of *the Cooperative Learning method* from the teacher's point of view. The results of the analysis of these two approaches will be compared to find out the extent to which *the Cooperative Learning method* contributes to improving the learning outcomes of faith material to the Prophet and Messenger of Allah in grade IV MI An-Najah II.

## RESULTS

Before the *Cooperative Learning method* was implemented, the initial test results showed that the average score of students was still low. Most students obtained a score below **the minimum completeness standard (KKM) of 70**. Of the 25 students who took the initial test, only **8 students**

(32%) reached or exceeded the KKM, while **17 students (68%)** were still below the standard. In addition, based on observations, students look passive in participating in lessons. They rarely ask questions, participate less in discussions, and rely more on the teacher to understand the material.

Interviews with teachers also revealed that the lecture method that is often used has not been able to improve student understanding optimally. The teacher stated that one-way learning makes students less active in learning, so they have difficulty understanding the material of faith in the Prophet and Messenger of Allah in depth.

After the *Cooperative Learning method* was applied in two cycles, there was a significant increase in student learning outcomes. In the first cycle, the average score of students increased compared to the initial test, and the number of students who reached KKM increased. Although there are still some students who have not fulfilled the KKM, student participation in group discussions began to show positive development. In the second cycle, the average student score increased again, and almost all students had reached or exceeded the KKM.

The following is a comparison of student learning outcomes before and after the implementation of the *Cooperative Learning method*:

**Table 1. Comparison of Student Learning Outcomes**

Cycle	Number of Students	Grade Point Average	Students Who Achieve KKM	Completion Percentage (%)
Before PTK	25	63,2	8	32%
Cycle 1	25	72,4	15	60%
Cycle 2	25	80,6	22	88%

From the table above, it can be seen that in the first cycle, **learning completeness increased from 32% to 60%**, while in the second cycle, **learning completeness increased further to reach 88%**. This shows that the *Cooperative Learning method* effectively helps students in understanding the material of believing in the Prophet and Messenger of Allah.

In addition to test results, observations made during learning showed an increase in student engagement. At the beginning of the study, only about **40% of students** were active in asking questions and discussing. However, after the first cycle, this figure increased to **68%**, and in the second cycle it reached **85%**.

The teacher also noted that the classroom atmosphere became more dynamic and interactive. Students begin to be more confident in expressing their opinions, working together in groups, and being able to explain the material to their classmates. This shows that *the Cooperative Learning method* not only improves learning outcomes but also improves students' social skills.

To ensure the validity and reliability of the data, triangulation is carried out using various data collection techniques:

Triangulation Source: Comparing student test results with observation data and teacher interviews to get a more objective picture of the effectiveness of the *Cooperative Learning method*.

Triangulation Techniques: Using various analysis methods, both quantitative (analysis of test scores) and qualitative (analysis of observations and interviews), to ensure that the results of the research are more accurate. Time Triangulation: Data collection is carried out in two cycles with different times, allowing analysis of student development gradually. The verification results showed that the application of *the Cooperative Learning method* contributed positively to the improvement of learning outcomes, active participation in the classroom, and students' motivation in understanding the material of faith in the Prophet and Messenger of Allah. Teachers also admit that this method is more effective than the conventional methods previously used.

The findings in this study have several important implications in the world of education, especially in the learning of Islamic Religious Education in elementary schools.

The improvement of student learning outcomes proves that cooperation-based learning can be an effective alternative in increasing students' understanding of religious concepts. In addition, the *Cooperative Learning method* also helps in building students' social skills, such as teamwork skills, communication, and a sense of responsibility. These skills are not only useful in the context of classroom learning but also in everyday life. This research also confirms that the use of more innovative learning strategies can help increase students' interest in learning, especially in subjects that

are often considered abstract such as Islamic Religious Education. Therefore, it is hoped that this method can be applied more widely at various levels of education.

Based on the results of the research, it can be concluded that the application of *the Cooperative Learning method* significantly improves student learning outcomes in the material of faith in the Prophet and Messenger of Allah. In addition, this method also contributes to increasing student participation and motivation in the learning process. As a recommendation, teachers are advised to continue to use cooperation-based learning methods in other subjects to increase active student engagement. In addition, schools can also provide training to other teachers so that they can apply the *Cooperative Learning method* more effectively. Thus, this research is expected to be a reference for the development of more innovative and effective learning strategies in Islamic Religious Education, especially for elementary school students.

## DISCUSSION

Data validation in this study was carried out to ensure that the results obtained really reflect the improvement of student learning outcomes after the application of *the Cooperative Learning method*. The validation process involves several steps, namely: Internal Validation: Through the comparison of student test results before and after the application of *the Cooperative Learning method* in two cycles. If there is a consistent increase, then it can be concluded that this method is effective in improving learning outcomes.

External Validation: Involves triangulation of data with various sources, including classroom observations and interviews with teachers. The goal is to confirm that the improvement in learning outcomes is not only seen from academic grades but also from students' involvement and motivation in the learning process. Consistency Test: The data obtained is analyzed in stages in the first and second cycles. If the pattern of improving learning outcomes, student involvement, and positive responses from teachers and students remains consistent, then this method can be considered to have strong validity in the context of Islamic Religious Education learning.

The validation results were also compared to previous research that examined the effectiveness of *the Cooperative Learning method* in various subjects. For example, a study by Ramadhani (2023) shows that this method can improve student understanding through group work and active discussion. Similarly, Putri's (2022) research found that students more easily understand the material when they are actively engaged in group-based learning. The findings of this study are in line with the results of previous studies, strengthening the validity of the data obtained. The validation results show that *the Cooperative Learning method* contributes positively to the improvement of student learning outcomes, both in terms of academic grades and aspects of involvement in learning. Here are some key findings based on the validation results:

Improved Academic Grades: Students' test results show significant improvement in each cycle. In the first cycle, the number of students who reached KKM increased from 32% to 60%, and in the second cycle, the number increased further to reach 88%. Student Involvement in Learning: Observations show that students are more active in discussing and working together in groups after the *Cooperative Learning method* is applied. If previously only 40% of students were active, then after the second cycle it increased to 85%.

Teacher and Student Responses: Interviews with teachers revealed that this method makes the classroom atmosphere more lively and interactive. Students also revealed that they are more comfortable in learning because they can exchange opinions with their classmates. The results of this validation show that *the Cooperative Learning method* can be used as an effective learning strategy in increasing students' understanding of the material of faith in the Prophet and Messenger of Allah. Thus, this method can be recommended to be applied more widely in Islamic Religious Education subjects as well as other fields of study.

## CONCLUSION

This study found that the application of the *Cooperative Learning method* significantly improved student learning outcomes in the material of faith in the Prophet and the Messenger of Allah. This is evidenced through the comparison of student scores before and after the application of this method in two cycles of classroom action research (PTK). Initially, most students obtained grades below the minimum completeness standard (KKM), but after the *Cooperative Learning method* was implemented, there was a consistent improvement in students' academic outcomes.

This increase in learning outcomes can not only be seen from the quantitative aspect in the form of an increase in the average score of students, but also from the qualitative aspect, such as increased student participation and understanding of the material. Before this method was implemented, many students were passive in learning and only relied on the teacher as the only source of information. However, after two learning cycles with *Cooperative Learning*, students become more active in discussing, asking questions, and collaborating with their classmates.

In addition, this method has been proven to be able to create a more interesting and interactive learning atmosphere. Teachers who previously used the lecture method predominantly felt a change in the classroom dynamics. Students are more enthusiastic about learning, easier to understand the material, and show higher motivation in participating in lessons.

In terms of academic impact, this study shows that the *Cooperative Learning method* can be an effective strategy in increasing students' understanding of abstract concepts in Islamic Religious Education. By working in groups, students can exchange understanding, build concepts together, and more easily remember the material taught.

This increase in academic understanding contributes to overall student achievement. With this method, students not only understand the material more deeply, but also learn how to think critically, solve problems together, and develop their analytical skills.

In addition to the academic impact, the study also found that the *Cooperative Learning method* has a significant social contribution. In the learning process, students are taught to work together in groups, respect the opinions of others, and build a supportive attitude in achieving learning goals. This indirectly helps improve students' social skills.

Social skills acquired through the *Cooperative Learning method* are not only beneficial in the school environment, but also in daily life. Students who are used to working together in groups will be better prepared to face social situations outside of school, such as interacting in the community, working in a team, and adapting to a diverse environment.

In addition, this method also helps to increase students' confidence. In group-based learning, each student has the opportunity to speak, express opinions, and contribute to discussions. This gradually builds their confidence in expressing ideas and understanding the material better.

The study also revealed that the *Cooperative Learning method* can reduce the academic gap between students who have quick comprehension and those who need more time in understanding the material. In a study group, students with a better understanding can help their peers, so that the learning process becomes more inclusive and does not only depend on the teacher.

In addition to providing benefits for students, this method also provides new experiences for teachers in managing learning. Teachers are no longer the only source of knowledge, but rather act as facilitators who guide discussions and ensure that all students actively participate in the learning process.

From the perspective of education at large, the results of this study show that the *Cooperative Learning method* can be one of the solutions in improving the quality of education, especially in the subject of Islamic Religious Education. This method is able to



overcome classic problems in learning, such as low student engagement and lack of interaction in the classroom.

However, the success of *the Cooperative Learning method* is highly dependent on its implementation in the classroom. Teachers need to have the right strategy in dividing groups, giving clear instructions, and supervising the course of the discussion to stay focused on the learning objectives. Therefore, training and mentoring are needed for teachers so that this method can be applied optimally.

In addition, further research can be conducted to explore how *Cooperative Learning* methods can be combined with educational technology, such as digital-based learning, to further improve its effectiveness. With the development of current technology, cooperation-based learning can be further developed through online platforms or interactive devices that can support student collaboration.

Schools may also consider applying this method in other subjects to improve the effectiveness of overall learning. Thus, the benefits obtained are not only limited to one material, but can be applied in various fields of study.

As a recommendation, the school can provide training to teachers so that they better understand the concept of *Cooperative Learning* and can use it effectively in various subjects. In addition, students can also be given an understanding of the importance of cooperation and an active role in learning so that they can more easily adapt to this method.

By looking at the results of this study, it is hoped that *the Cooperative Learning* method can be one of the learning strategies that are more widely used in elementary schools, especially in Islamic Religious Education learning. This method is proven to not only improve students' learning outcomes but also build useful social skills in their lives going forward.

Overall, this research contributes to the development of more effective and innovative learning strategies. By applying the *Cooperative Learning* method widely, it is hoped that education in elementary schools can become more interactive, inclusive, and provide long-term benefits for students' academic and social development.

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