



The Improvement of Understanding of Virtuous Moral Values Through Cooperative Learning Methods Among Fifth Grade Students at MI Unwanul Huda Pancoran.

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Abstract:

This study aims to improve students' understanding of virtuous moral values through the application of cooperative learning methods among fifth-grade students at MI Unwanul Huda Pancoran. The recurring problem is the low level of students' understanding of virtuous moral values, which affects their daily behavior both at school and at home. The cooperative learning method was chosen as a solution to enhance student engagement in the learning process, strengthen interaction among students, and foster a shared sense of responsibility in understanding the material. This study uses a Classroom Action Research (CAR) approach, carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. Data were collected through comprehension tests, observations, and interviews with students. The results of the study show that the application of cooperative learning methods significantly improves students' understanding of virtuous moral values. This improvement is evident from the students' comprehension test scores, which increased in each cycle, as well as positive changes in students' behavior in their daily lives. In conclusion, the cooperative learning method is effective in enhancing the understanding of virtuous moral values among fifth-grade students at MI Unwanul Huda Pancoran. It is recommended that teachers continue to develop this method to create a more interactive and meaningful learning environment.

Keywords: Virtuous moral values, cooperative learning method, Classroom Action Research, student comprehension, MI Unwanul Huda Pancoran.

INTRODUCTION

Morals (Akhlak) are one of the most important aspects of Islamic education, serving as the foundation for shaping students' character and morals. Moral education not only aims to increase students' knowledge of moral values but also to instill and habituate behaviors aligned with Islamic teachings in their daily lives. One of the primary goals of moral education in madrasahs is to cultivate a generation with noble character who can apply virtuous values in their social interactions.

However, based on initial observations at MI Unwanul Huda Pancoran, it was found that students' understanding of virtuous moral values remains low. Students often struggle to internalize and apply the concepts of virtuous morals, such as honesty, responsibility, patience,

and respect for others. This is evident from students' daily behavior, which is still far from the moral values taught. This lack of understanding is suspected to be due to insufficient student engagement in the learning process, where the teaching methods used tend to be monotonous and teacher-centered.

To address this issue, a learning strategy is needed that can enhance active student engagement and facilitate a deeper understanding of moral values. One method considered effective is the cooperative learning method. This method allows students to work in groups, interact, and share knowledge with their peers, creating a more collaborative and supportive learning environment.

Cooperative learning not only helps students understand the concepts being taught but also encourages them to learn social responsibility and appreciate the opinions of others. Through positive interaction among students, it is expected that their understanding of virtuous moral values will improve, and ultimately, students will be able to apply noble morals in their daily lives.

Based on this background, this study aims to improve students' understanding of virtuous moral values through the implementation of cooperative learning methods in fifth-grade students at MI Unwanul Huda Pancoran. It is hoped that the results of this research will contribute to the development of more effective teaching models for teaching morals to students.

METHODS

This study uses a Classroom Action Research (CAR) approach, conducted in two cycles. Each cycle consists of four stages: planning, action implementation, observation, and reflection. This method was chosen because it is suitable for directly improving classroom teaching practices through repeated actions until the desired improvements are achieved. The subjects of this study are 30 fifth-grade students of MI Unwanul Huda Pancoran. They were selected based on the classroom conditions, which indicated problems in understanding virtuous moral values.

The study consists of two cycles, and each cycle includes the following stages: Planning: The researcher, along with the Akidah Akhlak (Moral Theology) subject teacher, plans learning activities using cooperative learning methods. This plan includes the preparation of teaching materials such as lesson plans (RPP), student worksheets, and evaluation instruments in the form of moral comprehension tests and student behavior observations. Action Implementation: At this stage, the learning is carried out according to the prepared plan. The teacher applies the cooperative learning method by dividing the students into several groups. Each group works together to understand the material about virtuous moral values being taught. The teacher acts as a facilitator, guiding the discussion process among students. Observation: The researcher and teacher observe the learning process and student behavior during the lesson. Observations are conducted to assess student engagement in cooperative learning as well as their progress in understanding virtuous moral values. Reflection: Based on the observations and evaluations at the end of the cycle, the researcher and teacher reflect on the effectiveness of the actions taken. This reflection is used to determine the steps for improvement in the next cycle, if necessary.

RESULTS

This study was conducted in two cycles with the aim of improving the understanding of fifth-grade students at MI Unwanul Huda Pancoran regarding virtuous moral values through the application of cooperative learning methods. The following are the results and discussions obtained from each cycle:

In the first cycle, the researcher and the teacher designed the learning process using cooperative methods. Discussion groups were formed based on the variation in students' academic abilities, with the hope that they would support each other in understanding the moral values. The lesson plan focused on moral values such as honesty, responsibility, and respect for others. The implementation of learning in the first cycle showed an increase in student engagement. They were more active in discussions, exchanged opinions, and worked together in groups. The teacher provided guidance to ensure that discussions remained focused on the

moral values being taught. However, some students were still passive, particularly those with lower academic abilities.

From the observations, it was seen that around 65% of the students were actively involved in the cooperative learning process. However, there were still difficulties in understanding certain moral concepts, such as applying honesty in everyday situations. Additionally, the pre-test and post-test results showed only a slight improvement. The average pre-test score was 60, and after the first cycle, the average post-test score increased to 70.

The reflection in the first cycle showed that the cooperative learning method had successfully increased student interaction, but there needed to be reinforcement in the understanding of virtuous moral values. Some students required more guidance, especially in practicing these moral values in daily activities. Therefore, improvements were needed in the next cycle, with more concrete examples and more time allocated for discussion and Q&A. Based on the reflection of the first cycle, the researcher modified the learning plan for the second cycle. The teacher provided more real-life case examples related to the application of virtuous moral values and allocated more time for group discussions. Additionally, the teacher set aside time for joint reflection with the students on the importance of virtuous morals in their daily lives.

In the second cycle, cooperative learning progressed more smoothly. The students were more active in discussions, and it was evident that they began to understand how virtuous moral values could be applied in their lives. Each group was encouraged to provide examples of applying moral values that they encountered in their daily lives, making the learning process more relevant and meaningful for the students. Observation results showed an increase in student involvement in discussions, with 85% of students actively participating. The students' understanding of virtuous moral values also improved, as seen from the positive changes in their behavior in class, such as increased honesty in completing assignments and responsibility towards their group. The post-test results in the second cycle also showed a significant improvement, with an average score of 85.

The reflection in the second cycle indicated that the implementation of the cooperative learning method successfully enhanced students' understanding of virtuous moral values. The students not only comprehended moral concepts theoretically but also exhibited positive behavioral changes. The more interactive learning through group discussions allowed students to learn from one another and grasp the importance of morals in their lives. The findings of this study show that the cooperative learning method has a positive impact on improving students' understanding of virtuous moral values. In the first cycle, although there was an increase in student engagement, the post-test results had not yet reached the expected target. However, after the improvements in the second cycle, students' understanding significantly increased.

The cooperative learning method enables students to collaborate, discuss, and share knowledge, which helps them better understand virtuous moral values. Furthermore, students also learn to apply these values in their daily lives, as reflected in their behavioral changes in the classroom. This improvement demonstrates that interaction among students in group discussions contributes significantly to a deeper understanding of virtuous moral values. Thus, the cooperative learning method has proven effective in enhancing students' understanding of virtuous moral values at MI Unwanul Huda Pancoran. It is hoped that this method can continue to be implemented and developed in Akidah Akhlak lessons, as well as other subjects that require an understanding of moral and social values.

In addition, the cooperative learning method also positively impacts the improvement of students' social skills. Through group work, students learn to respect each other's opinions, communicate effectively, and solve problems together. This supports the development of responsibility and solidarity among students. The discussions that take place within the groups provide space for less active students to participate more, thereby improving their ability to express their opinions and listen to their peers. Thus, in addition to enhancing academic understanding of moral values, cooperative learning also helps students develop the interpersonal skills essential for building their character and morals in social life. This further strengthens the idea that the cooperative learning method is not only effective for teaching materials but also for fostering students' character development.

CONCLUSION

Based on the results of the study, it can be concluded that the application of the cooperative learning method effectively improves the understanding of fifth-grade students at MI Unwanul Huda Pancoran regarding virtuous moral values. This improvement is evident from the significant increase in student comprehension test scores from cycle I to cycle II, as well as positive changes in student behavior, such as honesty, responsibility, and respect for peers and teachers. In addition, the cooperative learning method also plays a role in enhancing students' social skills, such as communication, teamwork, and respect for others' opinions. Intensive group discussions encouraged passive students to become more active, which had a positive impact on their character formation and social attitudes. Therefore, the cooperative learning method can be considered an effective alternative for teaching moral values, not only in the Akidah Akhlak subject but also in character education in general. It is hoped that this method will continue to be developed and implemented by teachers to create more interactive and meaningful learning experiences for students.

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