



Improving Islamic Creed and Moral Learning Achievement with the Cooperative Learning Method on the *Kalimat Syahadat* Material for First Grade

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Abstract:

This research aims to improve student learning achievement in Islamic Creed and Moral subjects through the implementation of the Cooperative Learning method in teaching the *Kalimat Syahadat* material in the first grade. The research was conducted using a quasi-experimental approach involving two groups: an experimental class that applied the Cooperative Learning method and a control class that used conventional teaching methods. Data were collected through learning achievement tests, observations, and documentation of learning activities, which were then quantitatively analyzed to measure the improvement in student learning achievement. The results showed a significant increase in student learning achievement in the experimental class, marked by active participation, increased motivation, and a deeper understanding of the material. Furthermore, the use of the Cooperative Learning method was able to create a conducive classroom atmosphere and support interaction between students, thereby strengthening the learning process. The findings of this study indicate that the implementation of the Cooperative Learning method is effective in optimizing the Islamic Creed and Moral learning process, especially in understanding the Kalimat Syahadat, material for first-grade students. The implications of this research are very important as a reference for educators in developing innovative learning strategies, so that the quality of education at the elementary school level can continue to be improved sustainably. This research provides a real contribution to the development of adaptive and participatory learning models, and encourages increased student confidence in mastering religious values comprehensively.

Keywords: Improved Learning Achievement in Islamic Creed and Moral Education, Cooperative Learning Method, *Kalimat Syahadat*, First Grade Education, Islamic Creed, Morals.

INTRODUCTION

The introduction in the context of contemporary education emphasizes the need for innovation in the teaching and learning process to accommodate the dynamics and needs

of students. This adaptive transformation of education is becoming crucial in line with technological advancements and global demands, as highlighted by Wibowo (2021). Recent research indicates that interactive and collaborative learning methods can significantly increase student engagement. This approach offers an alternative to conventional teaching models, which are often one-way (Suhadi, 2020). The objective of this study is to improve the learning achievement of first-grade students in Islamic Creed and Moral Education through the application of the Cooperative Learning method, specifically on the subject of Kalimat Syahadat. The implementation of this method is expected to bridge the gap between theory and practice in learning (Rahmawati, 2021). The main expectation from the application of the Cooperative Learning method is the creation of a conducive classroom atmosphere, where each student can actively participate and support each other in the learning process. Thus, learning motivation and material understanding are expected to increase significantly (Suharto, 2022). Reality in the field reveals that the majority of classrooms still use conventional methods, which tend to hinder creativity and student initiative. This is evident from the low active participation and limited interaction between students during the learning process (Kurniawan, 2020). This research proposal suggests implementing the Cooperative Learning method on the Kalimat Syahadat material as an effort to optimize the understanding of religious values being taught. This approach is designed to create more participatory and enjoyable classroom dynamics, so that each student has an active role in the learning process (Santoso, 2023). The implementation of the Cooperative Learning method requires comprehensive support, from educators and school management to parents. Synergy among these stakeholders is considered key in ensuring the learning process runs holistically and effectively (Lestari, 2021). Overall, this research provides an overview of the importance of innovation in learning strategies to improve students' academic achievement and character. These findings are expected to serve as a reference for improving the education system in elementary schools in the future, in line with developments and demands of the times (Permana, 2022).

METHODS

This research uses a quasi-experimental method to test the effectiveness of applying the Cooperative Learning method in improving the learning achievement of first-grade students in Islamic Creed and Moral Education. The quasi-experimental design was chosen because it allows researchers to control certain variables, albeit without full randomization of the research subjects. The data sources in this study consist of primary data and secondary data. Primary data were obtained directly from the research subjects, namely first-grade students, through learning achievement tests and observations during the learning process. Learning achievement tests were used to measure students' understanding of the Kalimat Syahadat material before and after the application of the Cooperative Learning method. Observations were made to monitor student participation and interaction during the learning process.

Secondary data were obtained from school documents, such as previous report card grades, as well as literature relevant to the Cooperative Learning method and Islamic Creed and Moral Education learning. This data was used to support the analysis and interpretation of the research results. Data analysis was performed quantitatively by comparing the pretest and posttest results between the experimental group and the control group. Appropriate statistical tests, such as t-tests, were used to determine the significance of the difference between the two groups. In addition, the observation data was analyzed descriptively to provide an overview of student activities and engagement during the learning process.

With this approach, the research is expected to provide empirical evidence regarding the effectiveness of the Cooperative Learning method in improving Islamic Creed and Moral Education learning achievement in first-grade students. This research aims to evaluate the effectiveness of the Cooperative Learning method in improving the learning achievement of first-grade students in Islamic Creed and Moral Education, specifically the **Kalimat Syahadat** material. The research design used is a quasi-experiment with two groups: an experimental group that applies the Cooperative Learning method and a control group that uses conventional teaching methods.

Before the intervention, both groups were given a pretest to measure their initial abilities. The average pretest score for the experimental group was 65, while the control group had an average of 64. After the application of the Cooperative Learning method in the experimental group, both groups were given a posttest to measure the improvement in learning achievement. The average posttest score for the experimental group increased to 85, while the control group increased to 75.

RESULTS

To ensure the reliability and validity of the data, a series of prerequisite tests were conducted before the main analysis. First, a normality test was performed to ensure that the data were normally distributed, which is an important assumption in the t-test. Next, a homogeneity of variance test was performed to ensure the equality of variance between groups. The results of both tests showed that the data met the assumptions of normality and homogeneity of variance, so further analysis could be performed. The main data analysis used an independent t-test to compare the increase in learning achievement between the experimental and control groups. The t-test results showed a t-value of 3.45 with a degree of freedom (df) of 58 and a p-value of 0.001. With a significance level of 0.05, the t-table value is 2.001. Because $t\text{-count} > t\text{-table}$ and $p < 0.05$, H_0 is rejected, which means that there is a significant difference between the increase in learning achievement in the experimental and control groups.

These findings indicate that the application of the Cooperative Learning method is effective in improving students' understanding of the *Kalimat Syahadat* material. The higher average increase in scores in the experimental group compared to the control group indicates that this method can increase active participation and collaboration among students, which has a positive impact on their learning achievement. In addition, observations during the learning process showed that students in the experimental group were more enthusiastic and involved in group discussions. They helped each other in understanding the material, which created a supportive and conducive learning environment. This is in line with the theory that Cooperative Learning can improve students' social interaction and communication skills.

In contrast, the control group, which used conventional teaching methods, showed lower engagement. Students tended to be passive and less participatory in class discussions, which may limit their understanding of the material being taught. Thus, the results of this study support the application of the Cooperative Learning method as an effective learning strategy to improve student learning achievement, especially in Islamic Creed and Moral Education subjects. Educators are advised to consider using this method in their teaching practice to achieve optimal learning outcomes.

However, it should be noted that the success of the Cooperative Learning method is also influenced by other factors, such as teacher readiness, student characteristics, and support for learning facilities. Therefore, further research is recommended to explore

these factors to gain a more comprehensive understanding of the implementation of this method. Overall, this study provides empirical evidence that the Cooperative Learning method can improve student learning achievement in the *Kalimat Syahadat* material. The implementation of this method is expected to contribute to improving the quality of education, especially in Islamic Creed and Moral Education learning at the elementary school level.

Data Verification

To ensure data reliability in this study, the first step taken was to test the validity and reliability of the instrument before data collection. The validity test aims to assess the extent to which the instrument is able to measure what it is supposed to measure, ensuring the accuracy of the measuring tool against the concept being studied. Meanwhile, the reliability test evaluates the consistency and stability of the measurement results when the instrument is used under different conditions or at different times. By conducting both of these tests, researchers can ensure that the instrument used produces accurate and consistent data. After the data was collected, statistical analysis was performed to determine the significance of the difference between the experimental and control groups. One of the statistical tests commonly used in experimental research is the t-test, which functions to compare the means between two independent groups. In the context of this study, the t-test was used to assess whether there was a significant difference in the increase in learning achievement between students who followed the Cooperative Learning method (experimental group) and students who followed the conventional learning method (control group). The results of the t-test analysis showed that there was a significant difference between the two groups. These findings indicate that the Cooperative Learning method is effective in improving students' understanding of the *Kalimat Syahadat* material. Thus, the application of this method can be considered as a successful strategy in improving student learning achievement in Islamic Creed and Moral Education subjects.

In this study, data validation is a crucial step to ensure that the measurement instruments used truly measure what they are supposed to measure, so that the data obtained is accurate and reliable. Data validation is an important process in research to guarantee the validity and reliability of the collected data. After the instruments were validated and the data collected, statistical analysis was performed to evaluate the effectiveness of the Cooperative Learning method. The results of the analysis showed a significant increase in the learning achievement of students who used the Cooperative Learning method compared to the conventional teaching method. These findings are consistent with previous research indicating that the Cooperative Learning method can improve the quality of student learning outcomes. Thus, proper data validation and significant analysis results support the hypothesis that the Cooperative Learning method is effective in improving students' understanding of the *Kalimat Syahadat* material. This emphasizes the importance of data validation in educational research to ensure that the findings obtained are accurate and reliable.

CONCLUSION

This research clearly demonstrates that the Cooperative Learning method can improve student learning achievement in Islamic Creed and Moral Education, especially in the *Kalimat Syahadat* material. The results of statistical analysis show a significant difference between the experimental group that used the Cooperative Learning method and the control group that applied conventional teaching methods. The average posttest score of students in the experimental group experienced a higher increase compared to the control group, which indicates the effectiveness of this method in strengthening students'

understanding of the material being taught. In addition to improving academic outcomes, this method has also been proven to increase student engagement in the learning process. Observations during the research showed that students in the experimental group were more active in discussing, collaborating, and participating in class activities compared to students in the control group. This shows that the Cooperative Learning method not only contributes to cognitive learning outcomes but also improves students' social interaction and communication skills in the learning environment. The reliability of these findings is strengthened by the validity and reliability of the instruments that were tested before data collection. The validity test ensures that the research instrument truly measures the aspects expected, while the reliability test shows that the measurement results remain consistent under various conditions. Thus, the results of this study can be used as a reference in developing more effective collaboration-based learning strategies to improve students' understanding of religious concepts and moral values. The academic impact of this research reflects that the Cooperative Learning method can be an effective strategy in improving the quality of education, especially in value-based subjects such as Islamic Creed and Moral Education. The significant improvement in student learning achievement shows that this method not only helps students understand the material better but also improves long-term memory of the religious concepts taught. This is important considering that a strong understanding of religious values from an early age can contribute to the formation of student character in everyday life. In addition to the academic aspect, the application of the Cooperative Learning method also has positive social impacts. By involving students in cooperative workgroups, this method encourages healthy social interaction, teaches the importance of cooperation, shared responsibility, and mutual respect in the learning environment. This not only improves relationships between students in the classroom but also builds social skills that will be beneficial for them in the future, both in academic and professional life. From an educational policy perspective, the results of this study provide recommendations for educators and policymakers to further consider the use of collaboration-based learning methods in the curriculum. Integrating the Cooperative Learning method in various subjects can improve the effectiveness of learning as a whole, especially in the context of basic education that demands more interactive and meaningful learning. Thus, this research not only provides a theoretical contribution in the field of education but also has practical implications in improving the quality of learning in schools. Overall, the Cooperative Learning method not only contributes to improving students' academic understanding but also plays a role in their character building and social skills development. With proper implementation, this method can be an innovative approach in creating a more dynamic, inclusive, and effective learning environment. Therefore, educators are advised to use cooperation-based learning strategies more often to ensure a richer and more meaningful learning experience for students.

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