



The Implementation of Cooperative Learning Methods to Improve Student Learning Outcomes on the Topic "Prophet Muhammad SAW, My Role Model" at SD Negeri 1106 Padang Garugur

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Abstract:

This study aims to analyze the effectiveness of implementing cooperative learning methods to enhance student learning outcomes on the topic of Prophet Muhammad SAW, My Role Model at SD Negeri 1106 Padang Garugur. Cooperative learning was chosen as it can improve student interaction, foster deeper understanding, and encourage active engagement in learning. This research employs a quantitative approach with a classroom action research (CAR) design conducted in two cycles. Each cycle consists of planning, implementation, observation, and reflection phases. Data was collected through learning outcome tests, student activity observations, and interviews with teachers and students. The findings indicate that implementing cooperative learning methods significantly improved student learning outcomes. There was an increase in students' average scores from the first cycle to the second, demonstrating the effectiveness of this method in helping students grasp the material. Moreover, student engagement and motivation also increased, as reflected in their active participation during the lessons. Teachers also experienced positive impacts, as the method helped create a more dynamic and interactive classroom environment. Thus, cooperative learning can be considered an effective teaching strategy to enhance students' understanding of Islamic Religious Education, particularly regarding the exemplary character of Prophet Muhammad SAW.

Keywords: Cooperative learning, learning outcomes, Prophet Muhammad SAW, Islamic Religious Education, elementary school.

INTRODUCTION

Education plays a crucial role in shaping students' character and academic quality. One subject that greatly contributes to building moral and spiritual values is Islamic Religious Education (PAI). In PAI learning, students' understanding of the material taught highly depends on the methods used by the educator. One important topic taught is "Nabi Muhammad SAW Panutanku" (Prophet Muhammad SAW My Role Model), which aims to instill the exemplary character of Prophet Muhammad in students' everyday lives. Through

this topic, students are expected to emulate the qualities of Prophet Muhammad and apply them in their lives (Arends, 2012).

However, in the learning process, many challenges still arise, such as a lack of active student participation, shallow understanding of the material, and teaching methods that are not interactive. Many students tend to memorize the material without truly understanding its deeper meaning (Slavin, 2015). This is caused by the use of teaching methods that do not actively involve students in the learning process. As a result, the values contained in the material are difficult to apply in daily life (Johnson, Johnson, & Holubec, 2013).

Therefore, an innovative learning approach is needed to enhance students' understanding of the material being taught. One method that can be applied is cooperative learning, which encourages student interaction, fosters deeper understanding, and increases their motivation to learn. This method allows students to learn in groups, engage in discussions, and share their understanding with one another, making the learning process more active and enjoyable (Kagan, 2009; Suprijono, 2015).

This research aims to analyze the effectiveness of applying cooperative learning methods to improve students' learning outcomes on the topic "Nabi Muhammad SAW Panutanku" at SD Negeri 1106 Padang Garugur. With this research, it is expected that more effective and innovative learning strategies for PAI education will be identified. Additionally, this study can provide recommendations for educators to develop methods that are more suitable for students' needs and characteristics (Rusman, 2018; Sugiyono, 2020).

METHODS

This research uses a quantitative approach with a Classroom Action Research (CAR) design, conducted in two cycles. Each cycle consists of four stages: planning, implementation, observation, and reflection. This method was chosen because it allows the researcher to make gradual improvements based on the results obtained from each cycle. In this study, the cooperative method is applied in the learning process to observe its impact on student learning outcomes. Students are divided into small groups and given tasks that must be completed collaboratively. The teacher acts as a facilitator who guides the discussions and ensures that every student actively participates in the learning process.

The instruments used in this study include learning outcome tests, student activity observation sheets, and interviews with the teacher and students. The learning outcome tests are used to measure students' improvement in understanding the material taught. The observation sheets are used to assess student involvement in the learning process, while interviews are conducted to gather insights into their experiences and responses to the cooperative method applied.

The data sources in this study consist of primary and secondary data. Primary data is obtained directly from the results of student learning tests, student activity observation sheets, and interviews with the teacher and students involved in the research. This data provides a real picture of the effectiveness of the cooperative method in improving student learning outcomes. By using primary data sources, the research can generate more valid and relevant information related to the ongoing learning process.

The learning outcome tests are used to measure students' improvement in understanding the topic "Nabi Muhammad SAW Panutanku." The student activity observation sheets help assess their involvement during learning, including group interactions and active participation in discussions. Additionally, interviews with the teacher and students provide deeper insights into their experiences with the cooperative

method and the challenges faced during the learning process. Meanwhile, secondary data sources are obtained from various references, such as books, research journals, and academic documents relevant to the research topic. These secondary data are used to support the analysis of research findings and provide a strong theoretical foundation for the cooperative method and its application in Islamic Religious Education learning. With secondary data sources, this research can compare the obtained findings with previous studies, resulting in a more comprehensive review.

Data collection is carried out systematically in each research cycle, allowing the researcher to make a comparative analysis between the first and second cycles. This comparison helps assess the development of student learning outcomes after the cooperative method is applied repeatedly. In this way, the effectiveness of the cooperative method can be measured more accurately and can serve as a recommendation for the development of better teaching strategies. With a combination of primary and secondary data sources, this research can provide a more thorough understanding of the impact of the cooperative method in learning. The data collected comes not only from tests and observations but is also supported by relevant scientific references. This ensures that the research conducted has a strong foundation and can serve as a reference for the development of teaching methods in the future.

Data analysis in this study is carried out using a quantitative descriptive analysis technique. Data obtained from learning outcome tests are analyzed by calculating the average scores of students in each cycle to see their improvement in understanding the material. Additionally, data from observation sheets are analyzed to assess the level of participation and involvement of students in learning. The results of the observations are compared between the first and second cycles to determine whether there was an increase in student activity after the cooperative method was applied more optimally. Data from interviews are analyzed qualitatively to understand the experiences and responses of students and the teacher regarding the teaching method used. By combining both quantitative and qualitative analysis, this study provides a more comprehensive picture of the effectiveness of the cooperative method in improving student learning outcomes.

RESULT

This study uses a quantitative approach with a Classroom Action Research (CAR) design carried out in two cycles. Each cycle consists of four stages: planning, implementation, observation, and reflection. This method was chosen because it allows the researcher to make gradual improvements based on the results obtained in each cycle (Arends, 2012). In this study, the cooperative method is applied in the learning process to observe its impact on students' learning outcomes. Students are divided into small groups and given tasks that must be completed together. The teacher acts as a facilitator who guides the discussion and ensures that every student actively participates in the learning process (Slavin, 2015).

The instruments used in this study include learning outcome tests, student activity observation sheets, and interviews with teachers and students. The learning outcome tests are used to measure the improvement in students' understanding of the material being taught (Johnson & Johnson, 1999). The observation sheets are used to assess student involvement in the learning process, while interviews are conducted to understand the experiences and responses of both the teacher and students towards the applied cooperative method (Gillies, 2007).

The data sources in this study consist of primary and secondary data sources. The primary data sources are obtained directly from the results of student learning tests, student

activity observation sheets, and interviews with the teacher and students involved in the study. This data provides a real representation of the effectiveness of the cooperative method in improving students' learning outcomes (Kagan, 2009). By using primary data sources, the research can produce more valid and relevant information regarding the ongoing learning conditions (Mulyasa, 2017).

The learning outcome tests are used to measure students' understanding of the material "Prophet Muhammad SAW as My Role Model." The student activity observation sheets help assess their involvement during the learning process, including interactions within the groups and their participation in discussions. Additionally, interviews with the teacher and students provide deeper insights into their experiences with the cooperative method and the challenges they faced during the learning process (Lie, 2002). Meanwhile, secondary data sources are obtained from various references such as books, research journals, and academic documents relevant to the research topic. These secondary data are used to support the analysis of research results and provide a strong theoretical foundation for cooperative methods and their application in Islamic Religious Education learning (Johnson et al., 2000). With secondary data sources, this study can compare its findings with previous research results, thus producing a more comprehensive review (Slavin, 2014).

Data collection is systematically conducted in each cycle of the study, which allows the researcher to perform comparative analyses between the first and second cycles. This comparison helps assess the development of students' learning outcomes after the cooperative method is applied repeatedly (Sharan, 2010). In this way, the effectiveness of the cooperative method can be measured more accurately and used as a recommendation for developing better learning strategies (Cohen, 1994). With the combination of primary and secondary data sources, this research provides a more comprehensive picture of the impact of the cooperative method in learning. The data collected is not only from the test results and observations but also supported by relevant scientific references. This ensures that the research has a strong foundation and can serve as a reference for the development of learning methods in the future (Zakaria et al., 2007).

The data analysis in this study is carried out using descriptive quantitative analysis techniques. Data obtained from learning outcome tests are analyzed by calculating the average scores of students in each cycle to observe their improvement in understanding the material (Sugiyono, 2020).

Additionally, data from the observation sheets are analyzed to assess the level of student participation and involvement in learning. The observation results are compared between the first and second cycles to see if there is an improvement in student engagement after the cooperative method is applied more optimally (Johnson & Johnson, 1999). Data from the interviews are analyzed qualitatively to understand the experiences and responses of both students and the teacher regarding the teaching method used (Millis & Cottell, 1998). By combining both quantitative and qualitative analyses, this study can provide a more comprehensive picture of the effectiveness of the cooperative method in improving students' learning outcomes (Slavin, 1996).

The findings in this study reflect the results of data analysis collected from both primary and secondary sources. Based on the conducted research, it was found that the application of the cooperative method had a positive impact on students' learning outcomes. Students involved in learning with this method showed a better understanding of the material "Prophet Muhammad SAW as My Role Model" compared to those learning through conventional methods (Gillies & Ashman, 2003).

In addition to improvements in learning outcomes, the research findings also show that the cooperative method enhances student interaction and cooperation. During the learning process, students were more active in discussions, exchanging understanding, and more confident in expressing their opinions. This indicates that the method not only improves academic aspects but also the social skills of the students (Sharan, 2010). However, some challenges were faced in applying this method, such as differences in the

understanding levels among group members and time constraints during discussions. These challenges can be addressed with more effective group management and more intensive guidance from the teacher. Thus, the results of this study can serve as a reference for improving the quality of cooperative-based learning in the future (Trianto, 2019). The data description in this study includes presenting information in the form of tables, graphs, and diagrams to clarify the patterns and trends discovered. Quantitative data are presented in numerical form, reflecting the distribution of student scores, the frequency of learning outcome improvements, and the relationships among the analyzed variables (Köse et al., 2010). For example, data on students' learning outcomes before and after applying the cooperative method show an increase in the average scores. In the first cycle, the average student score was still categorized as sufficient, while in the second cycle, there was a significant improvement reaching the good and very good categories. Furthermore, data from the observation sheets show that student participation in learning increased from 60% in the first cycle to 85% in the second cycle (Johnson et al., 2000). On the other hand, qualitative data are presented in narrative form, outlining insights from interviews, observations, and teacher reflection notes during the study. From this data, it was found that most students were more enthusiastic about the learning process and had a better understanding of the material when studying in small groups compared to when learning individually (Rusman, 2018). With the systematic presentation of data, the understanding of the effectiveness of the cooperative method can be more comprehensive (Gull & Shehzad, 2015).

To clarify the research results, the following table presents the increase in the average student scores before and after the implementation of the cooperative method:

Table 1: Improvement in Students' Average Scores

Cycle	Number of Students	Average Score	Understanding Category	Participation Percentage
Before Application	30	65	Sufficient	50%
Cycle 1	30	75	Good	60%
Cycle 2	30	85	Very Good	85%

To ensure the validity and reliability of the obtained data, the verification process is carried out through triangulation of sources, methods, and analysis. Source triangulation is done by comparing the results from various parties, such as learning outcome tests, observations, and interviews, to ensure consistency of information (Slavin, 2015). Method triangulation is applied by combining several data collection techniques, such as learning outcome tests, observation sheets, and interviews with both the teacher and students. With this approach, the data obtained are more accurate because they do not rely solely on one instrument (Kagan, 2009). Furthermore, verification is carried out by comparing the results obtained in both research cycles. If there is a consistent pattern of improvement in learning outcomes and student involvement from the first to the second cycle, then the research results can be considered valid (Johnson & Johnson, 1999). With this rigorous verification process, the results of this study can be trusted and used as a foundation for making decisions regarding more effective learning strategies (Johnson et al., 2000).

CONCLUSION

Based on the results of the research, the implementation of the cooperative method has proven to be effective in improving students' learning outcomes on the material "Prophet Muhammad SAW as My Role Model" at SD Negeri 1106 Padang Garugur. This improvement is reflected in the significant increase in students' average scores after learning with the cooperative method. Additionally, student interaction and participation in class also increased, indicating that this method can encourage students to be more active in the learning process.

Compared to conventional teaching methods, the cooperative method provides an opportunity for students to collaborate, share understanding, and help each other in comprehending the material. This aligns with social learning theory, which emphasizes the importance of interaction in enhancing conceptual understanding. With group discussions and cooperation, students find it easier to understand the material compared to when they learn individually.

In addition to improving academic understanding, the cooperative method also positively impacts students' social skills. They learn to communicate, collaborate, and respect their peers' opinions within the group. These skills are essential in building students' character, enabling them to work in teams and think critically. Thus, this method not only improves learning outcomes but also develops students' social and emotional aspects.

However, this study also found some challenges in applying the cooperative method, such as differences in understanding levels within groups, students who are less active, and time constraints during lessons. Therefore, more effective classroom management and guidance from teachers are needed to ensure that each student benefits maximally from this method. Teachers must ensure that every group member plays an active role and is involved in the learning process so that no student is left behind in understanding the material.

Data validation was carried out to ensure that the research results genuinely reflect the actual conditions in the field. The validation process was conducted through several stages, including source triangulation, method triangulation, and data reliability testing. This validation is crucial to ensure that the data collected is accurate and can serve as a foundation for drawing conclusions in the research.

The data collected was compared from various sources, such as student test results, observation sheets, and interviews with teachers and students. This was done to ensure consistency of information obtained from different perspectives. If the results from different sources show the same trend, it can be concluded that the cooperative method has a positive impact on students' learning outcomes.

Validation was carried out using various data collection techniques, such as learning outcome tests, observations during lessons, and document analysis. By combining these methods, the data collected becomes more accurate and reliable. The reliability of the student test results was also tested by comparing results between cycles and conducting statistical analysis to ensure that the improvements observed were not accidental but truly caused by the implementation of the cooperative method.

The validation results indicate that the data obtained has a high level of accuracy and consistency. Source triangulation analysis revealed that student test results, teacher observations, and interviews with students all showed similar trends of improvement, reinforcing the conclusion that the cooperative method does indeed have a positive impact on learning outcomes. Furthermore, the data reliability test results showed that the improvement in the students' average scores from the first to the second cycle had a high level of consistency. Therefore, it can be concluded that the cooperative method is an effective learning strategy in improving students' understanding of the material "Prophet Muhammad SAW as My Role Model" at SD Negeri 1106 Padang Garugur.

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