



Improving the Learning Outcomes of Islamic Religious Education through a Cooperative Learning Model with Game Media in Grade V Students of SD 057213 Cempa

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Abstract:

This research aims to improve the learning outcomes of Islamic Religious Education (PAI) in Asmaul Husna's material through the application of a cooperative learning model combined with game media in grade V of SD 057213 Cempa. The method used is Classroom Action Research (PTK) with a qualitative and quantitative approach. This research was carried out in two cycles, each consisting of planning, implementation, observation, and reflection. The results of the study showed a significant increase in student learning outcomes after the implementation of the cooperative learning model with game media. In the pre-cycle, only 45% of students achieved the Minimum Completeness Criteria (KKM). This percentage increased to 70% in cycle I and 85% in cycle II. This increase proves that the use of game media in cooperative learning can increase student motivation, involvement, and understanding of Asmaul Husna's material. Thus, the combination of cooperative learning models and game media has proven to be effective in creating a pleasant learning atmosphere and improving student learning outcomes in Islamic Religious Education subjects.

Keywords: Cooperative Learning, Game Media, Asmaul Husna, Islamic Religious Education, Learning Outcomes, Classroom Action Research.

INTRODUCTION

The development of character and spiritual intelligence is an important aspect in forming individuals with integrity and noble character. Islamic Religious Education (PAI) plays a role in instilling moral and spiritual values, one of which is through the learning of Asmaul Husna. In addition to introducing the attributes of Allah, Asmaul Husna also encourages students to emulate these values in their daily lives. However, Asmaul Husna's learning at SD 057213 Cempa still faces challenges, such as monotonous

methods and lack of interest from students. The dominant traditional approaches, such as lectures and memorization without deep understanding, make it difficult for students to understand and relate Asmaul Husna to their lives. Therefore, more interactive learning innovations are needed to increase student engagement and understanding.

The integration of cooperative learning models and game media has been shown to be effective in improving student learning outcomes. This model encourages active participation and facilitates group discussions, making it easier for students to understand the concepts being taught. The game media adds interactive elements that make the learning process more interesting and fun. Research shows that the implementation of this strategy can significantly increase student motivation and engagement. Thus, the combination of cooperative learning models and game media is an innovative solution in improving the understanding and memorization of Asmaul Husna, as well as helping students apply Islamic values in their daily lives.

METHODS

This study uses the Classroom Action Research (PTK) method with a qualitative and quantitative approach to improve the learning outcomes of grade V students of SD 057213 Cempa on Asmaul Husna material through a cooperative learning model combined with game media. The research lasted for four weeks with two cycles, including planning, implementation, observation, and reflection. Teachers develop Learning Implementation Plans (RPPs) that integrate interactive strategies, divide students into small groups, and utilize game media to increase their understanding and participation. Data was collected through observation, tests, questionnaires, and documentation, with success indicators in the form of achieving at least 85% of students above KKM and an increase in class average scores by 20%. The first cycle focuses on initial implementation, while the second cycle aims to refine the methods applied to optimally improve students' understanding and motivation.

RESULT

This study aims to improve the learning outcomes of grade V students of SD 057213 Cempa in Asmaul Husna material through the application of a cooperative learning model combined with game media. The results of the initial test showed that only 45% of the students achieved grades above the KKM, while the other 55% were still below standard, indicating their low understanding of Asmaul Husna. The main factors causing this difficulty are conventional learning methods that are not attractive and the lack of active involvement of students in the learning process. Therefore, innovation in learning is needed to increase student motivation and understanding.

This research was carried out in two cycles with evaluation at the end of each cycle to assess the effectiveness of learning. In the first cycle, cooperative learning models and digital game media were applied to increase student interaction and engagement. The results of the evaluation showed an increase in learning motivation, although there were still obstacles in the use of game media. In the second cycle, learning strategies were improved by the use of more interesting and interactive games and increased cooperation between students in groups.

The results showed a significant increase in student learning outcomes. In the first cycle, the percentage of students who reached the KKM increased to 70%, and in the second cycle it reached 85%. This proves that the cooperative learning model combined

with game media is able to increase students' understanding of Asmaul Husna and create a more interesting and effective learning atmosphere.

DISCUSSION

The application of a cooperative learning model with game media in PAI learning in grade V of SD 057213 Cempa has proven to be effective in improving student learning outcomes in Asmaul Husna material, which initially only reached 45% above the KKM in the pre-cycle, increased to 70% in the first cycle, and 85% in the second cycle. This model succeeds in creating a more interactive learning atmosphere, increasing student participation in group discussions, as well as motivating them through educational games. This success is supported by the teacher's role as a facilitator who guides students in working together and understanding the material in a more enjoyable way.

CONCLUSION

The cooperative learning model based on game media was effective in improving Asmaul Husna's learning outcomes in grade V of SD 057213 Cempa, with the percentage of students achieving KKM increasing from 45% in the pre-cycle to 70% in cycle 1 and 85% in cycle 2. This method increases student motivation, engagement, and understanding, so that it can be an alternative strategy in PAI learning.

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