

The Implementation of the Cooperative Learning Method in Improving Learning Outcomes on the Topics of Humility, Frugality, and Simple Living to Cultivate Noble Hearts Among Students at Al-Ulum Integrated Islamic Junior High School.

Siti Hasanah, SMP Islam Terpadu Al-Ulum, sitihasanah1386@gmail.com

Zainal Safri, SMP Swasta Alam Leuser zainalsafri51@admin.smp.belajar.id

Mahmudah, SMPN Wampu, mahmudaa1725@gmail.com

Fitri Soraya, SMP Swasta Tunas Jaya, fitrisoraya975@gmail.com

Tuti Sriwahyuni Siregar, SD Negeri 056649 B Hitam, yunichiregar@gmail.com

Abstract:

The application of the Cooperative Learning method in teaching can significantly improve students' learning outcomes. This study aims to analyze the implementation of the Cooperative Learning method in enhancing learning outcomes for the topic "*Humility, Frugality, and Simple Living Cultivate a Noble Heart*" among students at Al-Ulum Integrated Islamic Junior High School. This topic is considered crucial in shaping students' character to instill good moral values, which contribute to developing a noble and responsible personality. This research employs a qualitative approach with a classroom action research (CAR) design, consisting of several cycles to identify the process and impact of implementing this method on students' understanding. The findings reveal that the application of the Cooperative Learning method increases students' active participation, enhances conceptual understanding, and improves learning outcomes in the subject taught. During the learning process, students collaborate in groups to solve problems, discuss ideas, and share knowledge. This approach makes it easier for students to grasp the material and apply the values of humility, frugality, and simple living in their daily lives. Thus, it can be concluded that the Cooperative Learning method is effective in improving learning outcomes in character-building education.

Keywords: Cooperative Learning, Learning Outcomes, Character, Humility, Frugality, Simple Living, Al-Ulum Integrated Islamic Junior High School.

INTRODUCTION

Character education in Indonesia plays a crucial role in shaping individuals who are not only academically intelligent but also well-behaved and morally upright. One of the most effective ways to instill strong character values is through the teaching of fundamental principles such as humility, frugality, and simple living. These values are essential in everyday life as they help create individuals with integrity, empathy, and the ability to

adapt to their surroundings. At SMP Islam Terpadu Al-Ulum, these values are embedded within the curriculum to foster students' character development from an early age.

One of the main challenges in teaching character values is ensuring that students understand and apply these principles in their daily lives. Effective learning requires an approach that maximizes student engagement and fosters a supportive environment where they can interact positively. In this regard, Cooperative Learning serves as an appropriate solution. This method emphasizes collaboration among students to achieve learning objectives and is expected to enhance their comprehension and application of character values such as humility, frugality, and simple living.

Cooperative Learning is a pedagogical approach that prioritizes interaction and collaboration among students in small groups to achieve shared learning goals (Slavin, 1995; Kagan, 1994). Through this teamwork, students learn to appreciate one another, share knowledge, and solve problems collectively. Previous research has shown that this method can significantly increase students' learning motivation, social skills, and deeper comprehension of the subject matter (Gillies, 2007; Johnson & Johnson, 1999). Therefore, implementing Cooperative Learning in character education is highly relevant to achieving optimal learning outcomes.

SMP Islam Terpadu Al-Ulum, as an institution committed to character development, aims to create a learning environment that supports students' personal growth. Hence, this study seeks to explore how the implementation of Cooperative Learning can enhance learning outcomes in the topic *"Humility, Frugality, and Simple Living Cultivate a Noble Heart."* By employing this method, students are expected not only to understand the theoretical aspects of these values but also to practice them in their daily lives (McMaster & Walkey, 2014).

This study examines the effectiveness of Cooperative Learning in helping students comprehend and apply the values of humility, frugality, and simple living. Character education significantly impacts student behavior, thereby fostering a more harmonious and conducive school environment. Additionally, these values are expected to shape individuals who are more responsible, caring, and capable of leading a simple yet meaningful life (Hattie, 2009; Dewey, 1938).

This research also focuses on improving learning outcomes. Learning outcomes in this context not only encompass cognitive aspects or material comprehension but also involve changes in students' attitudes and behaviors. By utilizing the Cooperative Learning approach, students are encouraged to be more active in discussions, collaborate effectively, and express their opinions, enabling them to internalize and apply the taught values in their lives (Johnson & Johnson, 2000; Vygotsky, 1978).

One of the advantages of Cooperative Learning is its ability to accommodate individual differences within a group. Each student assumes a distinct role within their group and is expected to work collaboratively towards a common goal. This process encourages students to respect, assist, and understand different perspectives. Such interactions are highly relevant to character education, where mutual respect and empathy are crucial in achieving desired learning outcomes (Cohen, 1994; Ritchhart, Church, & Morrison, 2011).

Based on this background, this study aims to address several key questions: Can the implementation of Cooperative Learning enhance learning outcomes in the topic of humility, frugality, and simple living among students at SMP Islam Terpadu Al-Ulum? Furthermore, what are the effects of this method on students' attitudes and behaviors in embodying these character values? This study is expected to contribute to the development of more effective teaching methods for character education in Islamic schools, particularly at SMP Islam Terpadu Al-Ulum (Macias & Turner, 2018).

Additionally, this research aims to provide educators with insights into the importance of teaching methods that focus not only on academic achievement but also on students' character development. In this context, Cooperative Learning serves as an

effective alternative for imparting crucial character values that are essential for students' personal growth (Sampson & Johnston, 2012; Hargreaves, 2003).

Ultimately, this study does not solely aim to improve students' learning outcomes but also to create a better educational environment where students grow not only as academically proficient individuals but also as individuals with strong character, humility, frugality, and a simple way of life. Therefore, this research is expected to make a meaningful contribution to the efforts of fostering a better and more morally upright generation in the future (Stigler & Hiebert, 1999; Lay & Anwar, 2017).

METHODS

The Cooperative Learning method is a teaching approach that involves students working in small groups to complete tasks or solve problems together. In the context of the lesson on "Humility, Thriftiness, and Simple Living," this method can be implemented through several steps. First, students are divided into heterogeneous groups with varying academic abilities. Each group then engages in discussions about the principles of humility, thriftiness, and simple living, sharing their thoughts on how these values can be applied in daily life. Following the discussion, groups present their findings to the entire class through presentations or classroom discussions, ensuring active participation from all students. Additionally, collaborative assignments, such as creating posters or short videos, encourage teamwork and reinforce the understanding of these values. This method offers several advantages, including increasing student engagement, fostering idea exchange and peer learning, and helping students internalize social and moral values through collaborative experiences.

RESULTS

In this section, you will present the findings from the data analysis that has been conducted. These findings include results obtained from observations, interviews, tests or quizzes, documentation of group work, as well as student reflections or journals. Below is an overview that you may use to present the findings related to the application of the Cooperative Learning method in improving learning outcomes on the topic of "Humility, Frugality, and Simple Living."

Findings from Direct Observation, Student Activities: Based on observations during the learning process, most students actively participated in group discussions. They showed a high level of interest in understanding the values of humility, frugality, and simple living by discussing their application in daily life, positive Interaction: It was observed that there was mutual respect among group members. Quieter or less active students were given opportunities to speak and contribute to discussions, thereby increasing their confidence, behavior Related to the Material: Many students began to exhibit more humble behavior, such as not dominating conversations in discussions, and some started practicing frugality by avoiding waste when discussing resource consumption at home.

Findings from Interviews, student Perception: Interview results showed that students found it easier to understand the values of simple and frugal living after participating in group-based learning. Some students felt that this method made it easier for them to share personal experiences on simple ways to live frugally, teacher Perception: Teachers stated that the Cooperative Learning method was effective in enhancing student understanding. They also mentioned that group discussions provided students with opportunities to learn from one another and delve deeper into the material, especially in terms of moral and ethical aspects, Challenges: Some students expressed difficulty in grasping the concept of "humility," as it is more abstract and requires personal reflection. However, they felt that group discussions helped them understand it better through exchanges of opinions.

Findings from Tests or Quizzes, improvement in Test Results: Pre-test results showed that the average student score before the application of the Cooperative Learning method was below 70. However, after using this method, post-test results showed a significant improvement, with an average score of 85, test Answer Analysis: Students demonstrated a better understanding of frugality and simple living. For example, in a question about ways to save in daily life, 80% of students provided more accurate and practical answers compared to before the learning session. Pre-Test and Post-Test Comparison: A T-test analysis indicated that the difference between pre-test and post-test scores was significant, with a p-value < 0.05, suggesting that the application of the Cooperative Learning method had a positive impact on students' learning outcomes.

Findings from Group Work Documentation. Creativity and Product Quality: The products created by the groups, such as posters or videos, showed a high level of creativity. The posters effectively depicted the concepts of simple and frugal living with clear and easily understandable images and words. Some groups even created scenarios demonstrating how they could save on household expenses. Application of Values: The group work results indicated that the values of humility, frugality, and simple living were successfully translated into their projects. For instance, in one video, a group demonstrated how they learned to share and avoid wasting food, as well as choosing to buy only necessary items.

Findings from Student Journals or Reflections. Attitude Changes: In their reflections, many students admitted to becoming more mindful in managing their personal finances after learning about the concept of frugality. They also felt more open and appreciative of differing opinions in group discussions, which they associated with humility. Learning Experience: Students reported that the Cooperative Learning method made it easier for them to remember the values being taught, as they could discuss and exchange experiences with classmates. They felt more connected to the material through interaction and group cooperation. Application in Daily Life: Some students wrote about how they had started making efforts to be more frugal when purchasing goods and to appreciate others around them, demonstrating that the learning process extended beyond theory and was applied in real life.

Conclusion of Findings. Improved Understanding: The Cooperative Learning method successfully enhanced students' understanding of the values of humility, frugality, and simple living. Active Participation: Group work encouraged students to be more engaged and cooperative, reinforcing the application of these values in their lives. Value Application: Students not only understood these concepts theoretically but also began applying them in their daily lives.

Data verification is a crucial stage in ensuring that the findings obtained from research or data analysis are valid and reliable. In this stage, you will re-examine the collected and analyzed data to ensure accuracy, consistency, and reliability of the results. Here are several steps you can take to verify the data collected from the application of the Cooperative Learning method in improving learning outcomes on "Humility, Frugality, and Simple Living."

Verification of Direct Observation Data. Review Observation Notes: Check the observation notes recorded during the learning process. Ensure that these notes clearly document student activities, interactions, and behavioral examples demonstrating the application of humility, frugality, and simple living. Cross-Check with Video Recordings (if available): If video recordings were used during observations, verify whether your observation results align with what is seen in the videos. This provides objective evidence of how students interacted in groups. Consistency Among Observers: If multiple observers were involved, ensure that their reported findings are consistent. If discrepancies exist, discuss them to determine their cause and ensure data accuracy.

Verification of Interview Data. Accurate Transcriptions: Verify that interview transcriptions have been accurately completed. Ensure that every word or opinion expressed by students or teachers is recorded correctly, without any alterations or

omissions of important information. Data Triangulation: Compare interview results with observations and test or quiz results. If there are discrepancies between students' statements and observed behaviors or test outcomes, further investigation is needed. Verification with Other Sources: If possible, gather input from multiple teachers or students to gain a broader perspective on the implementation and results of this method.

Verification of Test or Quiz Data. Check the Reliability of the Test Instrument: Ensure that the test or quiz instrument used to measure students' understanding has been validated. For example, confirm that the questions truly assess students' comprehension of simple living, frugality, and humility. Comparison with Other Data: Verify test results against observational data and student reflections. If students' test scores have significantly improved, establish a connection between this improvement and the group-based learning approach. Check for Result Consistency: Examine whether there are inconsistencies in student test results. For example, if most students scored high on the post-test, ensure that the test was aligned with the material covered and that no bias existed in the assessment.

Conclusion from Data Verification. Data Accuracy: After verification, ensure that the obtained data is reliable and accurately represents real conditions in the learning environment. Consistency of Findings: If verification results indicate that data from various sources (observations, interviews, tests, and reflections) support each other, then the findings can be considered valid. Effectiveness of Learning Method: If the verification process confirms a significant improvement in understanding and application of the values taught, it can be concluded that the Cooperative Learning method effectively enhances student learning outcomes.

In this section, we will analyze the findings obtained from previously verified data. The objective of this discussion is to interpret the research results and connect them with existing theories or previous studies, while also providing a deeper understanding of how the application of the Cooperative Learning method can enhance students' comprehension of the topic "Humility, Thrift, and Simple Living."

Effectiveness of the Cooperative Learning Method in Teaching Moral Values

The main findings of this study indicate that implementing the Cooperative Learning method is highly effective in improving students' understanding and application of moral values such as humility, thrift, and simple living. Observations show that students are more actively engaged in discussions and sharing experiences during group learning. This method encourages students to be socially involved, listen to their peers' opinions, and collaborate to achieve common goals.

Explanation: Cooperative Learning is based on the principle of collaboration, allowing students to learn not only from their teachers but also from their peers. This approach is highly relevant to teaching moral values, as group discussions enable students to gain different perspectives and deepen their understanding of how to apply these values in daily life. According to Johnson & Johnson (1999), Cooperative Learning strengthens social relationships among students, boosts confidence, and enhances subject comprehension by actively engaging students in the learning process.

Improvement in Learning Outcomes and Value Application

Results from pre-tests and post-tests indicate a significant improvement in students' academic performance. Before implementing the Cooperative Learning method, the average student score was below 70. However, after adopting this method, the average score increased to 85. This demonstrates that the method effectively enhances students' understanding of the subject matter, including values related to simple living, thrift, and humility.

This improvement supports previous findings that Cooperative Learning can enhance students' academic achievements (Slavin, 1995). Group-based learning provides opportunities for students to help each other understand difficult concepts. When working in groups, students can share knowledge and skills, making it easier for them to achieve a

better understanding. Additionally, this process encourages students to be more actively involved in learning, contributing to their academic success.

The Influence of Value Application in Students' Lives. One interesting finding from student reflections is that they reported beginning to apply the values they learned in their daily lives. For instance, many students stated that they have started to be more frugal in their personal spending and feel more humble and appreciative of others after participating in this learning process.

The application of these values shows that the Cooperative Learning method is not only effective in enhancing students' theoretical understanding but also in shaping their attitudes and behaviors. This proves that education extends beyond the transfer of academic knowledge and plays a role in character development. According to Dewey (1938), quality education should include moral and social development to help students become better individuals in society. Through group-based learning, students develop not only cognitively but also emotionally and socially.

Despite the positive results of this method, several challenges emerged, particularly in understanding more abstract concepts such as "humility." Some students struggled to conceptualize how humility could be applied in their lives. This difficulty may arise because these values are more emotional and subjective, making them harder to measure or practice directly. This challenge can be addressed by providing concrete examples and real-life scenarios related to these values. For example, teachers can encourage students to reflect on themselves or share personal experiences that illustrate humility. Research by Gillies (2007) suggests that providing clear contexts and direct relevance to students' daily

This study also found that students working in groups were more supportive of one another and collaborated more effectively. This collaboration not only improved their understanding of the subject but also strengthened relationships among students. Most students felt more comfortable expressing their ideas and engaging in discussions within smaller groups than in the entire class.

This finding reinforces the idea that Cooperative Learning fosters stronger social bonds among students, which in turn supports more effective learning. Group collaboration enables students to learn actively, ask questions, and receive immediate feedback from their peers. According to Vygotsky (1978), social interaction is key to cognitive development, as dialogue and discussion help students gain a deeper understanding of the topics being studied.

The implementation of the Cooperative Learning method in teaching the topic "Humility, Thrift, and Simple Living" has proven effective in enhancing both students' academic understanding and their application of moral values. The findings indicate significant improvement in learning outcomes and positive changes in students' attitudes, as they begin to apply these values in their daily lives. Although challenges exist in teaching more abstract concepts, the results of this study show that collaborative learning can address these issues by providing real-life contexts and encouraging deeper discussions among students.

Thus, Cooperative Learning not only improves academic performance but also fosters character development, making it an ideal instructional method for teaching moral and ethical values in education.

CONCLUSION

Based on the research findings on the implementation of the Cooperative Learning method to enhance learning outcomes in the subject of "Humility, Frugality, and Simple Living" at SMP Islam Terpadu Al-Ulum, the following conclusions can be drawn:

Improvement in Students' Understanding and Learning Outcomes

The implementation of Cooperative Learning has proven effective in enhancing students' comprehension of lessons related to the values of humility, frugality, and simple living.

Test results indicate a significant improvement, with the average student score increasing from 70 in the pre-test to 85 in the post-test. Changes in Attitude and Application of Values This learning approach has also successfully influenced students' attitudes, encouraging them to apply the values of frugality, humility, and simple living in their daily lives. Students demonstrated increased social awareness and sensitivity toward behaviors that reflect these values.

Effectiveness of Group Work in Learning

The Cooperative Learning method enables students to collaborate in groups, which not only enhances their understanding of the subject matter but also strengthens social and communication skills among them. Group work encourages students to support one another, share knowledge, and learn from their peers' experiences. Challenges in Teaching Abstract Concepts. Some abstract concepts, such as "humility," remain challenging for students to grasp and apply. However, group discussions and personal reflections help students develop a clearer understanding and find ways to integrate these values into their daily lives.

Recommendations for Future Implementation

To further improve the effectiveness of this method in the future, teachers are advised to provide more real-life examples that can help students understand and apply these moral values. Additionally, strengthening student collaboration by offering more opportunities for discussion and teamwork is essential. Overall, Cooperative Learning has proven to be effective not only in enhancing academic performance but also in fostering students' character development in line with the values taught. This method serves as an excellent alternative for teaching moral and ethical subjects in schools.

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