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Efforts to Improve Learning Achievement in Islamic Religious Education by Implementing a Collaborative Learning Model for Students at SD Negeri 1308 Hasahatan Julu

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Abstract:

This study aims to improve learning achievement in Islamic Religious Education (PAI) through the implementation of a collaborative learning model for students at SD Negeri 1308 Hasahatan Julu. The collaborative learning model was chosen because it can create an interactive learning environment, encourage active student engagement, and enhance critical thinking and teamwork skills in understanding religious concepts more deeply. This research employs a classroom action research (CAR) method with both qualitative and quantitative approaches. Data collection was carried out through observation, interviews, and pre- and post-tests of learning outcomes after implementing the collaborative learning model. The results of the study indicate that the collaborative learning model has a positive impact on improving students' academic achievement. This improvement is evident from the increased understanding of the subject matter, active participation in group discussions, and higher learning motivation compared to conventional teaching methods. Additionally, social interaction among students also improved, leading to enhanced communication skills and a greater sense of responsibility in learning. Thus, the implementation of the collaborative learning model can be an effective strategy for enhancing Islamic Religious Education learning outcomes at the elementary school level and can be more widely applied in the education system.

Keywords: Learning Achievement, Islamic Religious Education, Collaborative Learning Model, Elementary School.

INTRODUCTION

Islamic Religious Education (PAI) is an essential subject aimed at shaping students' character and morals in accordance with Islamic values. However, in the learning process at SD Negeri 1308 Hasahatan Julu, challenges remain in improving students' academic achievement. One of the main causes is the lack of interactive and participatory teaching methods, which often results in passive student engagement during lessons. Therefore, an

innovative teaching approach is needed to enhance students' motivation and learning outcomes.

Islamic Religious Education (PAI) plays a crucial role in shaping students' character and spiritual values in elementary schools. However, challenges in increasing students' interest and academic performance in PAI often arise due to less interactive teaching methods that do not actively engage students. Previous studies indicate that using diverse teaching methods, such as lectures, discussions, question-and-answer sessions, and demonstrations, can enhance students' interest in PAI subjects. One effective approach to increasing student engagement and learning outcomes is the collaborative learning model. This model emphasizes teamwork among students in understanding the material, thereby fostering greater involvement and comprehension. The implementation of collaborative learning in elementary schools has been proven to improve students' academic performance. Thus, the application of the collaborative learning model in PAI instruction at SD Negeri 1308 Hasahatan Julu is expected to significantly enhance student achievement.

One of the factors contributing to the low interest and academic achievement in PAI is the lack of varied teaching methods that actively involve students. Many teachers still rely on conventional lecture-based methods, making students less motivated to participate in the learning process. Previous research shows that using more diverse teaching approaches, such as discussions, question-and-answer sessions, and demonstrations, can help increase students' interest in PAI subjects.

Collaborative learning has emerged as an effective approach in enhancing students' engagement and academic performance. This model encourages teamwork among students, allowing them to discuss, share insights, and assist one another in the learning process. Collaborative learning also fosters students' social skills, such as communication, cooperation, and critical thinking. Consequently, students not only gain a deeper understanding of the subject matter but also develop interpersonal skills beneficial for their daily lives.

Recent studies indicate that implementing collaborative learning in elementary schools has significantly improved students' academic performance. Students engaged in collaborative learning tend to be more active in discussions and problem-solving, leading to a more profound comprehension of the material. Additionally, a more interactive learning environment enhances students' motivation to study, ultimately contributing to better academic achievements.

Considering these benefits, the implementation of collaborative learning in PAI instruction at SD Negeri 1308 Hasahatan Julu is expected to significantly improve student achievement. Teachers can design more engaging and participatory learning strategies to encourage students' enthusiasm in lessons. This approach aims to make PAI learning more effective while fostering students' character development in line with Islamic values.

The application of collaborative learning in Islamic Religious Education (PAI) provides students with opportunities to be more actively involved in the learning process. With this method, students do not passively receive material but instead engage in discussions, group work, and collaborative problem-solving. This approach enhances their motivation to learn and deepens their understanding of religious concepts. Additionally, collaborative learning allows students to develop social skills such as teamwork, communication, and a sense of responsibility toward their peers.

Teachers play a vital role in effectively implementing collaborative learning. They can design more engaging instructional strategies, such as project-based learning or case studies, which encourage students to think critically and collaborate with their peers. This makes the learning atmosphere more interactive and enjoyable, motivating students to participate more actively. Moreover, teachers can provide more personalized guidance to ensure that each student has an equal opportunity to engage in the learning process.

With the right approach, collaborative learning not only improves students' academic performance but also fosters character development in line with Islamic values. Students learn to respect each other, cooperate, and take responsibility—values that are integral to Islamic teachings in daily life. Therefore, implementing this learning model at SD Negeri 1308 Hasahatan Julu is expected to create a more effective and conducive learning environment, producing a generation that is not only academically competent but also possesses strong moral character.

METHODS

This study employs Classroom Action Research (CAR) using both qualitative and quantitative approaches. CAR was chosen as it allows researchers to observe and evaluate the effectiveness of the collaborative learning model directly in the classroom. The study was conducted in multiple cycles, with each cycle consisting of four stages: planning, action implementation, observation, and reflection. The data sources in this study consist of primary and secondary data. Primary data were obtained directly from students at SD Negeri 1308 Hasahatan Julu, PAI subject teachers, and observations made during the learning process. Secondary data were collected from literature, journals, and relevant documents supporting research on the collaborative learning model in PAI.

The collected data were analyzed using qualitative and quantitative descriptive analysis techniques. Qualitative data, such as observations and interviews, were analyzed descriptively to identify patterns and themes related to student participation and engagement. Quantitative data, including test scores and participation rates, were analyzed statistically to measure the effectiveness of the collaborative learning model. The findings indicate that implementing the collaborative learning model significantly improved students' participation and academic achievement in Islamic Religious Education (PAI). Students became more active in discussions, found it easier to understand concepts, and were more motivated to engage in learning activities. Additionally, teachers observed an improvement in students' social skills, such as teamwork, communication, and responsibility in group learning settings. Collaborative learning encourages students to become more independent in seeking information and sharing their understanding with peers. This aligns with constructivist learning theory, which states that effective learning occurs when students actively build their own knowledge. Teachers act as facilitators, guiding students in their thought processes rather than merely delivering content in a one-way manner. As a result, the interaction between students and their learning environment becomes more dynamic and meaningful.

RESULTS

The collected data demonstrate a significant increase in students' average test scores following the implementation of the collaborative learning model. Before using this method, students' average scores ranged between 65 and 70, whereas after implementation, they increased to 80–85. This improvement indicates that students better understood the material through interactive and participatory learning. Furthermore, observational data show a significant rise in student engagement during lessons. Before implementing the collaborative learning model, only about 50% of students actively participated in learning activities. However, after its application, over 80% of students engaged in discussions, asked questions, and participated in group problem-solving activities. This suggests that the method not only enhances students' cognitive understanding but also develops their social skills.

Interviews with students and teachers provided additional insights into the effectiveness of this method. Most students expressed that they felt more comfortable learning through discussions with peers rather than traditional lecture-based methods. Teachers also acknowledged that the learning process became more dynamic and

enjoyable, and they found it easier to assess students' understanding through the interactions that took place during discussions.

The table below illustrates the improvement in students' average scores before and after the implementation of the collaborative learning approach:

Assessment Aspects	Before Implementation	After Implementation
Average Score	65-70	80-85
Active Participation	50%	80%
Social Skills	Moderate	High

To ensure the validity of the data obtained, triangulation was conducted by comparing the results of observations, interviews, and student learning achievement tests. Observational data were analyzed qualitatively by identifying patterns of student engagement in the learning process. Interviews with students and teachers were used to confirm observational findings and to gain insight into their perspectives on collaborative learning. In addition, a quantitative analysis was conducted on students' test scores before and after the implementation of this method. Statistical data indicated a significant improvement in student learning outcomes, demonstrating the effectiveness of this approach in enhancing their understanding of Islamic Religious Education (PAI) material. By comparing multiple data sources, it was concluded that the collaborative learning model positively contributed to improving students' academic achievement and social skills at SD Negeri 1308 Hasahatan Julu.

CONCLUSION

This study proves that the collaborative learning model effectively enhances academic achievement and student engagement in Islamic Religious Education (PAI) learning. Students become more active, better understand concepts, and develop stronger social skills. The implementation of this method also challenges teachers to continuously develop innovative teaching strategies that meet students' needs. The research findings indicate a significant improvement in students' conceptual understanding and average academic scores. Additionally, this learning model helps students develop critical and analytical thinking skills, which are essential in modern education. With a more interactive approach, students are more motivated to learn and gain confidence in expressing their opinions. From a social perspective, collaborative learning fosters students' teamwork, communication, and empathy skills. They learn to appreciate differing opinions and work in teams to achieve common goals. This not only benefits their school environment but also prepares them for real-life situations, helping them become responsible individuals who contribute positively to society. Therefore, the collaborative learning model can serve as a sustainable approach to improving educational quality and character development in students.

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