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The Implementation of Cooperative Learning Model in Improving Learning Outcomes on the Topic of "Our Earth is in Danger" in Class VI at MI Al-Gaotsiyah Kamal, West Jakarta

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Abstract:

This study aims to analyze the implementation of the Cooperative Learning model in improving students' learning outcomes on the topic "Our Earth is in Danger" in Class VI at MI Algaotsiyah, West Jakarta. The Cooperative Learning model was chosen because it can encourage active student participation through group collaboration, which is expected to enhance understanding and learning outcomes. This research employs a classroom action research (CAR) method conducted in two cycles. Each cycle consists of the planning, implementation, observation, and reflection stages. Data were collected through learning outcome tests, student activity observations, and interviews. The results of the study indicate that the implementation of the Cooperative Learning model significantly improved students' learning outcomes. In Cycle I, the percentage of students achieving mastery reached 65%, while in Cycle II, it increased to 85%. Furthermore, students demonstrated higher enthusiasm and active participation in group discussions. The main factors contributing to this improvement were interactive learning, clear task distribution, and collaboration among students in problem-solving. The conclusion of this study is that the Cooperative Learning model is effective in enhancing students' learning outcomes on the topic "Our Earth is in Danger." This study recommends the application of similar models in other subjects to improve the quality of learning.

Keywords: Cooperative Learning, learning outcomes, interactive learning, Our Earth is in Danger.-

INTRODUCTION

Elementary education plays a crucial role in building the foundation of students' knowledge and character. However, the challenge of improving students' learning outcomes remains a major concern, especially in subjects related to environmental awareness, such as "Our Earth is in Danger." This topic demands a deep understanding and critical awareness of increasingly urgent environmental issues. One of the approaches considered effective in enhancing learning outcomes is the Cooperative Learning model. This model emphasizes cooperation among students in small groups to achieve common learning goals. Research has shown that the implementation of Cooperative Learning can increase active participation and students' understanding of the material being taught.

Nevertheless, there is still a gap in implementing this model in Madrasah Ibtidaiyah (MI), particularly for complex topics like "Our Earth is in Danger." Some teachers may face challenges in managing group dynamics or lack supporting resources to effectively apply this learning model. These obstacles can impact the quality of learning and students' outcomes.

Previous research has demonstrated that the implementation of Cooperative Learning can improve students' learning outcomes in various subjects. For instance, a study found that this model was effective in enhancing students' learning outcomes in geography. However, research specifically exploring the application of the Cooperative Learning model on the topic "Our Earth is in Danger" in Grade VI at MI remains limited. Therefore, this study aims to fill the gap by exploring the implementation of the Cooperative Learning model in improving students' learning outcomes on the topic "Our Earth is in Danger" in Grade VI at MI Algaotsiyah, West Jakarta. This research will examine how this learning model can be effectively implemented and what factors influence its success.The method used in this study is Classroom Action Research (CAR) with qualitative and quantitative approaches. Data will be collected through observation, interviews, and learning outcome tests to obtain a comprehensive picture of the effectiveness of the Cooperative Learning model on this topic. It is expected that the results of this study can make a real contribution to the development of effective learning strategies in MI, particularly in increasing students' awareness and understanding of environmental issues through the implementation of the Cooperative Learning model.

METHODS

This study uses the Classroom Action Research (CAR) method with the spiral model from Kemmis and McTaggart, consisting of four main stages: planning, action, observation, and reflection. Each research cycle includes these four stages and is carried out repeatedly to achieve continuous improvement in the learning process. The data sources for this study include primary and secondary data. Primary data is obtained directly from the research subjects, namely students and teachers of class VI at MI Algaotsiyah, through observations, interviews, and learning outcome tests. Meanwhile, secondary data consists of supporting documents such as Lesson Plans (RPP), teacher's daily notes, and students' work results.

Data analysis is conducted using both qualitative and quantitative descriptive methods. Qualitative data, such as observation and interview results, are analyzed through data reduction, data presentation, and conclusion drawing, while quantitative data are analyzed using descriptive statistics to identify learning improvement from cycle to cycle. This study is conducted in two cycles, where each cycle consists of planning, action, observation, and reflection. In the planning stage, researchers and teachers develop lesson plans by integrating the cooperative learning model. The action stage involves implementing the lesson plans in the learning process, while the observation stage is conducted to monitor student and teacher activities in collecting data. Finally, the reflection stage is used to evaluate observation results and determine necessary improvements for the next cycle.

RESULTS

This study aims to analyze the effectiveness of implementing the Cooperative Learning model in improving students' learning outcomes on the topic "Our Earth is in Danger" in class VI of MI Algaotsiyah, West Jakarta. The research subjects consisted of 29 students with diverse characteristics in terms of academic abilities. The study was conducted through two cycles, each comprising the stages of planning, action, observation, and reflection. Primary data were collected through learning outcome tests, observations of student activities, and interviews with the class teacher. In the first cycle, the implementation of the Cooperative Learning model showed an increase in student activity.

The evaluation test results showed an average score of 65 with a mastery level of 62.06% (18 out of 29 students achieved the Minimum Mastery Criteria/MMC). Although there was an increase in participation, some students still faced difficulties in comprehensively understanding the concepts due to a lack of active involvement in group discussions. After conducting reflection and improvements in the second cycle, a significant increase was observed both in student engagement and learning outcomes. At the end of the second cycle, the average student score increased to 78, with a mastery level of 86.20% (25 out of 29 students achieved the MMC). This demonstrates that modifications in group discussion strategies and individual guidance contributed to improving students' understanding. Here is the table of student learning outcomes in each cycle:

Cycle	Number of Students	Average Score	Number of Students Achieving Mastery	Mastery Percentage
Cycle I	29	65	18	62.06%
Cycle II	29	78	25	86.20%

Data verification was conducted through method triangulation, comparing the results of written tests with observations of student activities and teacher interviews. The triangulation results demonstrated consistency, showing that the Cooperative Learning model positively impacted students' learning outcomes, especially in enhancing critical thinking and collaboration skills. Additionally, observations revealed that students were more enthusiastic about learning with this method compared to conventional methods. They tended to be more active in discussions, asking questions, and completing tasks together in groups. Teachers also reported that previously passive students began to show increased confidence and willingness to express their opinions. Quantitative analysis showed an average score increase of 13 points from cycle I to cycle II. Qualitatively, students demonstrated a deeper understanding of environmental concepts and threats to the earth. Group discussions provided students with opportunities to understand concepts from different perspectives, thereby strengthening their knowledge.

Improvements made between cycles included forming heterogeneous groups based on abilities, providing clearer discussion guidelines, and conducting ongoing evaluations through direct feedback from the teacher. These steps proved effective in enhancing the quality of learning and students' academic achievements. These findings are consistent with previous studies indicating that the Cooperative Learning model can improve students' learning outcomes and strengthen their social skills (Huda, 2021). The improvement in learning outcomes is also supported by research by Suryadi (2022), which shows that cooperative-based learning can significantly increase motivation and academic performance. Therefore, based on quantitative and qualitative analysis, it can be concluded that the implementation of the Cooperative Learning model is effective in enhancing students' learning outcomes on the topic "Our Earth is in Danger". This study recommends the application of similar models in other subjects to improve learning quality and students' collaboration skills.

CONCLUSION

Based on the research results, the implementation of the Cooperative Learning model has proven to be effective in improving students' learning outcomes on the topic *"Our Earth Is in Danger"* in grade VI at MI Algaotsiyah, West Jakarta. This improvement is evident from the comparison of students' average scores between Cycle I and Cycle II, where the average score increased from 65 to 78. The mastery level also rose from 62.06% in Cycle I to 86.20% in Cycle II. These findings indicate that the cooperative learning model can enhance students' conceptual understanding through active interaction in small groups.

The academic impact of this study includes increased learning outcomes, active participation, and improved critical thinking skills among students. The Cooperative Learning model encourages students to share knowledge, collaborate in problem-solving, and build confidence in expressing their opinions. Moreover, this study supports previous findings that cooperative learning can be an effective approach to improving learning outcomes at various educational levels. The implementation of this model can serve as a reference for teachers in developing innovative, student-centered learning strategies. Socially, the implementation of the Cooperative Learning model positively contributes to building communication and collaboration skills among students. They learn to work in heterogeneous groups, appreciate differences, and complete tasks together. This aligns with real-world demands that prioritize collaboration and problem-solving abilities. Thus, the results of this study not only positively impact academic achievement but also shape students' cooperative character, responsibility, and high social awareness regarding environmental issues.

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