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The Implementation of the Cooperative Learning Model to Improve Student Learning Outcomes in Islamic Religious Education Learning for Grade 4 at SD Negeri 0606 Tanjung

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Abstract:

This study aims to improve student learning outcomes in Islamic Religious Education for Grade 4 at SD Negeri 0606 Tanjung through the implementation of the Cooperative Learning model. The research method used is Classroom Action Research (CAR) with two cycles, covering the stages of planning, implementation, observation, and reflection. The results show that the use of the Cooperative Learning model significantly enhances student engagement and learning outcomes. In the first cycle, the average student score was 62, with a mastery level of 38%. After improvements in the second cycle, the average score increased to 80, with a mastery level of 92%. Thus, the Cooperative Learning model has proven effective in improving student learning outcomes.

Keywords: Cooperative Learning, Learning Outcomes, Islamic Religious Education, Classroom Action Research, Learning Model, Elementary School Students, Achievement Improvement.

INTRODUCTION

Religious education in elementary schools plays a crucial role in shaping students' character and religious values. However, conventional teaching methods remain dominant, making learning less engaging and preventing students from understanding concepts in depth. To address this issue, this study applies the Cooperative Learning model, which encourages students to work in groups, interact, discuss, and assist each other in understanding lesson material. Based on previous research, this model has been proven effective in enhancing student learning outcomes in various educational contexts. Therefore, this study focuses on the implementation of the Cooperative Learning model in Islamic Religious Education learning at SD Negeri 0606 Tanjung.

METHODS

This study employs Classroom Action Research (CAR) using Kurt Lewin's model, which consists of four stages in each cycle: planning, action, observation, and reflection. The research subjects were Grade 4 students at SD Negeri 0606 Tanjung. Data collection techniques involved observation and learning outcome tests, both formative and summative. Data analysis was conducted qualitatively to assess the effectiveness of the Cooperative Learning model in improving student learning outcomes.

RESULTS

The implementation of this classroom action research was carried out in two cycles with the aim of improving students' learning outcomes in the Islamic Religious Education subject through the application of the Cooperative Learning model. Each cycle consisted of planning, implementation, observation, and reflection stages. Throughout the process, several success indicators were established to measure the effectiveness of this learning model.

In the first cycle, learning began with an introduction to the Cooperative Learning model for students. The teacher delivered the material using a more interactive approach, encouraging students to participate in group discussions, and assigning collaborative tasks. However, the evaluation results showed that not all students could immediately adapt to this method. Most students remained passive in discussions, lacked confidence in expressing their opinions, and were not yet accustomed to the group work pattern that required active communication. This was evident from the evaluation results, which showed that the students' average score was only 62, with a learning mastery level of 38%.

Based on reflections from the first cycle, several improvements were made in the second cycle to overcome the challenges encountered. The teacher emphasized the importance of teamwork within groups, provided more intensive guidance to students who were still struggling, and used more engaging learning media to help students better understand the material. Additionally, the teacher allowed each group to present their discussion results in front of the class to encourage students to be more active and confident.

The results of the second cycle showed significant improvements compared to the first cycle. Students appeared more enthusiastic about learning, were more willing to ask questions, and were more active in expressing their opinions. Learning became more dynamic with better interaction among group members. The evaluation results indicated that the students' average score increased to 80, and the learning mastery level reached 92%. This demonstrated that most students had comprehended the material well and were able to apply it in their learning.

The success of the Cooperative Learning model in improving students' learning outcomes was evident not only from the increase in academic scores but also from changes in students' attitudes during the learning process. They became more confident, found it easier to collaborate with their group members, and were more engaged in every stage of the learning process. Thus, it can be concluded that the implementation of the Cooperative Learning model had a positive impact on students' learning outcomes, both cognitively and socially.

Based on the reflections from the second cycle, the teacher concluded that this learning model was effective in enhancing students' learning outcomes, making additional cycles unnecessary. With a significant improvement in learning outcomes, this research successfully achieved its objective of enhancing students' learning outcomes through the implementation of the Cooperative Learning model.

CONCLUSION

The findings suggest that implementing the Cooperative Learning model in Islamic Religious Education enhances student learning outcomes. Students become more actively engaged in understanding the material and can relate it to real-life situations. Therefore, this model is recommended for broader application in learning to improve both academic and social skills among students.

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