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Improving Student Learning Outcomes by Using Cooperative Learning Model on Q.S. Al-Hujurat Verse 13 Material in Elementary Schools

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Abstract: This study aims to improve student learning outcomes in Islamic education learning using the cooperative learning model. This study uses a type of classroom action research. The design of this study uses the Kemmis & McTaggart design with four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. Data were obtained using test and observation techniques. The data obtained were then analyzed using descriptive statistical techniques. The results of the study indicate that the cooperative learning model can improve student learning outcomes in Islamic education learning. This can be seen in cycle I with an average percentage of 50% and in cycle II by 86%. So it can be stated that student learning outcomes have developed in cycle II. Improving student learning outcomes through the application of the cooperative learning model on the material of Q.S. Al-Hujurat Verse 13 was carried out for two cycles. Learning outcomes in cycle I were 66.67% and in cycle II by 76.67%. So it can be said that student learning outcomes improved better in cycle II. Based on this, the cooperative learning model can be used as one of the media that can be considered by teachers to overcome the problem of low student learning outcomes in Islamic religious education learning.

Keywords: Learning outcome, cooperative learning, elementary school student.

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INTRODUCTION

Religious education is one of the important components in the elementary school curriculum which plays a role in shaping the character and religious values of students. According to Alphian et al. (2019) Education is the most important thing in human life, this means that every Indonesian person has the right to get it and is expected to always develop in it. One of the materials taught in Islamic religious subjects in elementary school is Q.S. Al-Hujurat verse 13. Q.S. Al-Hujurat verse 13 has social and ethical values that are important to be applied in daily life, such as the ethics of communication, respecting others, and maintaining unity. The learning model that is used in learning this material is a conventional learning model with a lecture method, where the teacher plays the role of the holder of information and the student as a passive receiver.

This approach tends to make students bored, sleepy and even unable to remember the material delivered by the teacher as a whole so that students' understanding of the concept and application of the values contained in Q.S. Al-Hujurat verse 13 is less than optimal. It is important to note that further efforts are needed to help students understand the learning of Q.S. Al-Hujurat verse 13, because if this is not followed up from now on, it will result in poor student learning outcomes/ not in accordance with expectations. Therefore, to address these problems, an alternative learning model that is more interactive and actively involves students is needed. One of the models that can be used is Cooperative Learning. The Cooperative Learning model emphasizes students to work together in groups, interact with each other, discuss, and help each other in understanding the subject matter.

The use of the Cooperative Learning Model in the learning process of Q.S. Al-Hujurat verse 13 material is expected to improve student learning outcomes to be better as expected. Research on the implementation of the Cooperative Learning model has been carried out by Halawa et al. (2022) with the title "Application of the Cooperative Learning Learning Model to Improve Student Learning Outcomes", the average results of Student learning, which is 80.71 is classified as a good category, the percentage of student learning completeness is 100%, has reached the set target of 70%. The purpose of the research conducted by Adianto (2020) entitled "The Application of Scientific and Cooperative Learning with online quis to improve the learning outcomes of elementary school students", In the observation of student activities with the aspect of participation and completeness of android facilities, the results of observation were obtained 87% and 97% of students got good results.

From this study, a conclusion was obtained that when students experience the correct and maximum process, the results will be maximized. In this study, there is a significant novelty compared to the previous study. Here are some reviews of the updates presented in this study, 1) Specific School and Class Context, previous research has been conducted in different schools or classes with state elementary school 108293 Perbaungan. This research accommodates a more specific context with a focus on grade 4 of state elementary school 108293 Perbaungan. Therefore, this study considers student characteristics, school policies, and classroom dynamics that are different from previous research; 2) Cooperative Learning Method: Previous research has used different learning methods or a combination of diverse methods. In this study, there is an update in implementing the Cooperative Learning method specifically. This method was chosen because it has the potential to increase student interaction, collaboration, and active participation in learning Q.S. Al-Hujurat verse 13; 3) Context of Technology or Learning Media: This study considers the use of technology or learning media that has not been researched in previous research. For example, the use of digital media that supports the implementation of the Cooperative Learning method in learning Surat Al-Hujurat. Based on the above presentation, the author is interested in conducting a class action research with the title "Improving Student Learning Outcomes by Using the Cooperative Learning Method in Q.S.Al-Hujurat Materials at state elementary school 108293 Perbaungan".

METHODS

In accordance with classroom action research, the research problems solved come from the problem of learning practices in the classroom in a more professional way. The implementation procedure follows the basic principles of general action research. According to Daryanto (2014:30) "Research procedures should be detailed starting from planning, implementation of actions, observation and evaluation, to analysis and reflection that is recyclable or action cycle". The implementation of classroom action research can be carried out in four stages, namely planning, implementation, observation, and reflection. Below the researcher describes the activities carried out at each stage, namely, 1) Action

Planning Stage, in accordance with the formulation of the problem of the results of the preliminary study, the researcher makes an action plan to be carried out.

The action is in the form of learning using the Cooperative Learning method. The activity began by formulating a Cooperative Learning learning action plan, namely with the following activities; 1) Setting a schedule during the study; 2) Reviewing the Independent Curriculum for Islamic Religious learning QS Alhujurot verse 13 material in grade IV as well as research books and grade IV elementary school students; 3) Prepare a plan of action in the form of a learning implementation plan (RPP) or Islamic Religious Learning Teaching Module for beautiful Ramadan material in accordance with the stages of the Cooperative Learning learning method. This includes, setting learning objectives, selecting and determining materials, implementing the learning process, selecting methods, and establishing evaluations; 4) Compile data recording tools in the form of observation guidelines, field notes and documentation; 5) Discuss with observers the procedures for data collection in the implementation of observations when activities are carried out, so that there are no irregularities in data collection.

Implementation stage, this stage starts from the implementation of learning using the Cooperative Learning Method. This research is planned in two cycles. Each cycle is carried out once in accordance with the lesson plan that has been prepared. The activity is carried out by the researcher as a researcher and the observer as an observer. Researchers carry out learning activities in the classroom in the form of interaction activities between researchers and students and between students and students. The activities carried out include, 1) The researcher as a researcher carries out learning with the Cooperative Learning Method in accordance with the learning plan made; 2) Observers make observations using observation format and field record format; 3) Researchers and observers discuss the actions taken, then reflect. The results are used for further improvement or refinement; 4) The implementation stage of this action is carried out in two cycles. The focus of action in each cycle is the application of learning using the Cooperative Learning Method according to the steps. Action Observation Stage, observation of the Islamic religion learning action of Qs Alhujurot verse 13 material with the Cooperative Learning Method which is carried out in conjunction with the implementation of actions. This is done intensively, objectively, systematically. Observations were made by observers when the researcher practiced carrying out Islamic religious learning activities for Qs Alhujurot verse 13 with the Cooperative Learning Method. Observations are carried out continuously starting from cycle I to cycle II.

Observations in each cycle are closely related because observations made in one cycle can affect the preparation of actions in the next cycle. The results of this observation are then discussed with the observer and reflection is held for the next planning. Action Reflection Stage, reflection is held every one action ends. In this stage, researchers and observers hold discussions on the newly taken actions. The things discussed were; 1) Analyze the actions that have just been taken; 2) Review and explain the differences in plans and actions taken; 3) Intervention, interpretation, and conclusion of the data obtained. The results of this joint reflection are used as input for the next action. The weaknesses and obstacles found in cycle I are corrected in cycle II and the existing strengths are recommended in cycle II. Based on the weaknesses found in the first cycle, the plan for the implementation of the second cycle was reorganized. Approach and Type of Research The approach used in this study is qualitative and quantitative approaches. This approach is related to efforts to improve the learning process in a classroom. A qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words, as well as observable behaviors from people or sources of information. Meanwhile, the quantitative approach includes each type of research based on percentage, average, square, and statistical calculations. According to Saryono (2010), "A qualitative approach is a research used to investigate, find, describe, and explain the qualities or privileges of social influences that cannot be explained, measured, or described through a quantitative approach.

This approach is collected through observation, interviews and documentation". While the quantitative approach according to Juliansyah Noor (2009:8), Quantitative research is a method to test certain theories by examining the relationship between variables". According to Suharsimi Arikunto (2022:10), "Putting forward quantitative research requires the use of numbers, starting from data collection, interpretation of the data, and the appearance of the results". The type of research conducted is classroom action research in the field of education and learning. According to Daryanto (2014:3) said that "PTK is a combined presentation of the definitions of three words, namely Researcher, Action and Class. This research is an activity of observing an object, using certain methodological rules to obtain data or information that is useful for researchers or interested people in order to improve in various fields, action is a movement of activities that are deliberately carried out with a certain purpose which in the form of a series of periods or cycles of activities, while a class is a group of students who are in the same time and place receive the same lessons and from the same researchers". Meanwhile, according to Sanjaya (2009:24) said that "CAR is a reflection research and collectives carried out by researchers in social situations to improve their reasoning of social practices". The research is carried out by designing, implementing, and reflecting on actions in a collaborative and participatory manner that aims to improve the learning process in the classroom through an action in a cycle.

The classroom action research process can be carried out through a recycling assessment process or a cycle consisting of four stages, namely: contemplation of planning, action activities, and the success of the results obtained. In accordance with the general principles, action research is carried out in stages. The flow of research, classroom action research is carried out through stages known as cycles (daur) where in one cycle two meetings are held. According to Daryanto (2014:21) stated that "The cycle/cycle in PTK includes 4 stages, namely planning, implementation, observation and reflection". The subject of this study is a student of grade IV of SD Negeri No.108293 Perbaungan The number of students is 20 people and the subject of the action is the researcher. The researcher's consideration in taking the subject of this research is due to the low learning outcomes of students of the Islamic Religious Education subject QS Alhujurot verse 13. In this study, the researcher chose a location at State Elementary School No.108293 which was held in grade IV of the first semester of 2024/2025. This set time is used to take data, process data, research results and arrive at the creation of research results.

The data of this study was collected using observation, and the results of the test will be described as follows, 1) Observation, carried out to observe the background of Class IV as a place for learning Islamic religion material for the beautiful month of Ramadan using the Cooperative Learning Method By being guided by the observation sheet, the researcher observes what happens during the learning process marked by providing a check in the column on the observation sheet. What was observed was research activities and student activities during the implementation of Islamic religious learning, beautiful Ramadan material using the Cooperative Learning Method; 2) Tests, used to reinforce observation data that occur in the classroom, especially in the mastery of learning material from student elements; 3) Data Collection Instruments, data collection tools used in this study are observation sheets and test questions for each of them are described as follows; 1) Observation Sheet, the observation sheet used is, 1) Observation sheet for researcher activities, 2) Observation sheet for student activities in learning.

This activity was carried out during the action of learning Islamic religion material Qs Alhujurot verse 13 Cooperative Learning Method, which is guided by the observation sheet of the researcher observing what occurs during the learning process is marked by giving a check mark in the column on the observation sheet; 2) Test Questions, this test is used to strengthen observation data that occurs in the classroom, especially in the mastery of learning materials from student elements. This was done to obtain accurate data on students' ability to understand Islamic learning material QS Alhujurat verse 13 using the Cooperative Learning Method. The test used is a multiple-choice question of 5 questions;

4) Data Analysis Techniques, the data obtained in the study is analyzed using quantitative data analysis and the Qualitative Data Analysis Model offered by Miles and Huberman, namely data analysis begins by studying from the beginning of data collection until all data is collected. The data is reduced based on the problem being researched, followed by data presentation and finally conclusion or verification. Such an analysis stage is carried out repeatedly once the data is collected at each stage of data collection in each action. The stages of analysis are outlined as follows; 1) Analyze the data that has been collected both through observation, recording, and recording by transcribing the results of observation, selection and selection of data. Such as grouping data in cycle one, cycle two, and so on. Data analysis activities are carried out from the beginning of data collection; 2) Data reduction includes categorization and classification. All data that has been collected are selected and grouped according to focus. The data that has been separated is then selected which is relevant and which is irrelevant.

Relevant data is analyzed and irrelevant is discarded; 3) Presenting data is done by organizing information that has been reduced. The data was initially presented separately, but after the last action was reduced, the entire action data was summarized and presented in an integrated manner so that a single presentation was obtained based on the focus of learning; 5) Conclude the results of the research and triangulation. This activity is the final conclusion of the research findings, followed by triangulation activities or testing of research findings. Triangulation activities are carried out by; 1) review of field records, and 2) exchange ideas with experts and observers. Data analysis is carried out on data that has been reduced, both planning, implementation, and evaluation data. Data analysis was carried out in a separate way. This is intended so that various information can be found which is specific and focused on various information that supports learning and that hinders learning. Learning outcome data with quantitative data with percentage techniques with the following procedures; 1) Calculate the frequency; 2) Find the percentage, with the formula $F. P = \frac{x}{N} \times 100 \%$. Description, P: Percentage, F: score obtained, N : maximum score The criteria for the level of success are determined as follows: 80% - 100% : Very good 70% - 79% : Good 60% - 69% : Fair <59% : Less

RESULTS AND DISCUSSION

This Classroom Action Research is carried out in grade 4 of state elementary school 108293 Perbaungan with a total of 20 students consisting of 10 boys and 10 girls. This study intends to determine the improvement of student learning outcomes in the subject of Islamic Religious Education and Ethics with the subject matter Q.S. Al Hujurat verse 13. Before starting the classroom action research, the researcher conducted a pretest in order to find out the input from the students. Thus, it is hoped that it can accurately determine the material and the learning model used in classroom action research as expected. In addition, the pretest can also function as a comparison of the improvement of knowledge, attitudes and skills mastered by students related to the material to be delivered before and after class actions, namely by applying the Cooperative Learning model to the learning process.

Based on the results of the pretest conducted in the pre-cycle of the research, it can be seen that the learning outcomes of the students obtained are very low. Students who are able to achieve minimum completeness amount to 3 out of 20 students in grade 4 That means that there are still 17 children who have obtained learning results under the achieve minimum completeness or can be said to be incomplete. Based on these results, it can be concluded that it is necessary to conduct research actions that aim to improve student learning outcomes and involve students more actively in the learning process by using the Cooperative learning learning model. Results of Cycle 1, 1) Preparation, at this stage the activities carried out by the researcher include; 1) Preparing learning tools in the form of teaching modules related to Q.S. Al Hujurat verse 13, learning media, and student worksheets; 2) Create an evaluation tool to measure students' ability in mastering the

material; 3) Make an observation sheet to measure learning activities and student activities in teaching and learning activities. Implementation of Learning Activities, cycle 1 learning is allocated with a time of 3 x 35 minutes (3 hours of lessons) and delivered at 1 meeting. The Learning Activity will be held on Monday, September 17, 2024 which will take place from 07.45-09.30 WIB. This time allocation is adjusted to the number of lesson hours and the schedule that applies at state elementary school 108293 Perbaungan. In this learning activity, the researcher acts as a teacher and as an observer; 3) Observation/Observation, based on the actions that have been given, research data from the first cycle in the form of data derived from observation results and student learning outcome tests. The data derived from observations are the results of observations of teacher activities and student activities during the learning process; 1) Observation data on teacher activities, at this stage the assessment is the suitability of teacher activities with the teaching modules/learning implementation plans that have been planned.

From the learning outcomes of students in cycle II. The average score was 85.2 with the lowest score of 70 and the highest score of 95, the data above shows that the learning outcomes of all grade IV students are 2 students who get a score below 72 and 18 students who get a score above 72. If calculated based on the percentage of learning completion, there are 90% of students who complete. Based on the PAI learning results above, the average score and percentage of student learning completeness can be calculated as follows, the average student score is used the following formula, $x = \frac{\sum X}{\sum N}$, description, x = Average student score $\sum X$ = Total number of student grades $\sum N$ = Total number of students assessed Known, $\sum X = 1704$ $\sum N = 20$ students $x = 85$, The percentage of learning completion is used as follows, $P = \frac{\sum T}{\sum N} \times 100\%$, remarks, P = Percentage of student learning completion $\sum T$ = Number of students who complete learning $\sum N$ = Number of students Known: $\sum T = 20$ students $\sum N = 18$ students Then $P = 90\%$.

From the description above, it can be seen that the use of the Cooperative learning model in improving student learning outcomes in the material Q.S. Al Hujurat verse 13 in cycle II has reached the desired target, if a comparison is made between the learning outcomes of PAI in cycle I to cycle II, there will be an increase in student learning outcomes in PAI subjects. The increase in PAI learning outcomes in the first cycle of the instrument test only reached 70% of students who were declared complete, while in the second cycle there was an increase of 90% of students who completed learning; 1) Reflection, in the implementation of actions using the cooperative learning learning model cycle II has gone well, because the teaching and learning process has gone very well using the cooperative learning learning model and the learning outcomes have reached the target, which is 90% of the number of students, so there is no need to carry out the next cycle. The successes obtained during cycle II are as follows, 2) The activities of teachers and students in the teaching and learning process have led to good learning, and have increased from cycle I and cycle II from the average score of 84.15 to 90.57; 3) student learning outcomes have increased from pre-cycle, cycle I, and cycle II, from an average score of 64 to 78.5, in cycle II it increased again to 84.25. Based on the results of observation and testing, it is known that: at this stage it begins with Initial observation activities. Observance is defined as the systematic observation and recording of symptoms that appear in the object of research. The observation that has been carried out is to identify problems, based on these problems, improvement efforts are planned. From the results of the data analysis of the second cycle, the researcher calculated the number of scores from the observation sheet and the student learning outcome test, from the data obtained in the first cycle when compared to the data obtained in the second cycle, there was an increase in the score obtained 49 scores with an average of 96, for

the teacher's ability to use the collaborative learning model from the score, it can be concluded that the teacher's ability to carry out actions is relatively good. As for student activities, 1704 scores were obtained with an average of 85.2, so student activities in the learning process are considered good. The student learning outcome test was calculated using a percentage formula, from the data that the researcher calculated, the multiplication learning results in cycle II were 90% valued. This indicates that the actions that have been taken are in accordance with the previously prepared plan and have achieved the expected learning outcomes. Based on the results that have been achieved in cycle II, there is no need to hold cycle III. 3) Discussion of the whole cycle, there are several development steps that need to be considered, 1) first, teachers need to understand the principles of learning and their application; 2) teachers need to master knowledge about understanding behavioral symptoms that indicate difficulties; 3) teachers must be able to apply motivational action techniques that are appropriate to the classroom situation.

The learning process and outcomes from cycle I and cycle II have improved. Student learning outcomes, the average score of learning test results from before being given action and after being given action in cycle I and cycle II has increased. In the pre-cycle, an average score of 64 was obtained. In the first cycle, there was an increase with an average score of 78.5. Meanwhile, in the second cycle, there was an increase from the first cycle with an average of 85.2. The completeness of pre-cycle, cycle I, and cycle II is 64%, 70%, 90% respectively. This indicates that the actions that have been taken are in accordance with the plan that has been prepared previously and have achieved the expected learning process and outcomes.

CONCLUSION

Based on the results of the analysis and discussion of the above research, it can be concluded that, 1) From the learning outcomes of students, the average score of learning test results from before being given action and after being given action in cycle I and cycle II has increased. In the pre-cycle, an average score of 64 was obtained. In the first cycle, there was an increase with an average score of 79.5. Meanwhile, in the second cycle, there was an increase from the first cycle with an average of 85.2. The completeness of pre-cycle, cycle I, and cycle II is 15%, 70%, 90% respectively. "Through the Cooperative Learning Learning Model, it can Improve the Learning Outcomes of Islamic Religious Education Qs Alhujrat Verse 13 Material in Grade IV Elementary School Students. State No.108293 Perbaungan.Academic Year 2024/2025, namely an increase in the completeness of student learning in the first and second cycles of learning process, was declared complete with 90% student learning completeness (classical complete)".

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