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Improving Student Learning Motivation in Islamic Education Learning with the Cooperative Learning Model: A Study at SD Negeri 8 Tanjung Bonai Aur

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Abstract: This study aims to improve student learning motivation in Islamic religious education learning by using a cooperative learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the cooperative learning model can improve student learning motivation in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 42.11%, the first cycle 69.39% and in the second cycle it increased to 89.07%. Thus, the use of the cooperative learning model can be used as an alternative to improve student learning motivation in Islamic religious education learning.

Keywords: Learning motivation, cooperative learning, islamic education.

INTRODUCTION

Education is something that must be obtained by every human being. Many studies are carried out with the aim of always improving existing education. It is becoming clearer and clearer the development of learning models for quality education, both at the national and international levels. The development of education from year to year must be better, in accordance with the needs of the times that are always developing following the flow of globalization. The ongoing renewal process also has an impact on the renewal of the educational curriculum both in schools and universities, therefore the renewal of the educational curriculum needs to be carried out so that learning models and activities in the classroom can spur the growth of creative, critical and active thinking. Education that is always undergoing changes and improvements is expected to be able to improve the quality of Human Resources (HR). This is important so that in this era of globalization we can compete for a better life.

According to Sugihartono (2012:3), education is an effort that is made consciously and deliberately to change human behavior, both individually and in groups, to mature human beings through teaching and training efforts. By striving for varied and quality teaching, it is hoped that it will be able to help students achieve their learning goals in a mature and optimal manner and increase enthusiasm and motivation to learn with the support of teachers. However, lately the enthusiasm for learning is declining and also the grades they get are getting lower, especially in the subject of Islamic Religious Education and Ethics grade IV thus, so this research the author took the title, namely: "Increasing the Motivation to Learn the Qur'an Surat At-Tin in Grade IV Students of SD Negeri 8 Tanjung Bonai Aur, Sumpur Kudus District Through the Cooperative Learning Model".

Islamic Religious Education (PAI) plays an important role in shaping the character and morals of students from an early age, including at the elementary school level. At this time, children are in a developmental stage that is very easy to absorb the values taught. Therefore, providing religious education from an early age will help them have a strong moral foundation in their daily lives.

One of the main benefits of learning Islam for elementary school students is forming good morals. Islam teaches values such as honesty, discipline, responsibility, and compassion for others. By understanding and implementing these teachings from an early age, children will grow into individuals who behave well and are respected in their social environment. In addition, Islamic religious education also helps students understand and carry out worship properly. Worship such as prayer, fasting, and prayer must be taught from an early age so that it becomes a habit that is inherent in their lives. By getting used to carrying out worship, children will be more disciplined and have a closer relationship with Allah.

Religious learning also plays a role in instilling an attitude of respect for parents, teachers, and others. In Islam, respecting elders and being kind to others are important teachings. If these values are instilled since childhood, students will grow into polite individuals who respect others in every social interaction.

In the era of globalization that is full of various cultural influences, Islamic religious education becomes a fortress for students so that they are not easily influenced by things that are contrary to Islamic values. By understanding Islamic teachings, they can sort and choose what is good and in accordance with religious values, so that they do not easily fall into free association or other negative habits.

Islamic religious education also helps in building students' self-confidence. Islam teaches that every individual has the potential and abilities given by Allah. By understanding this concept, children will be more confident in developing their talents and abilities, and will not easily feel inferior in various situations. In addition, religious learning can be a source of peace for students. In Islam, there are many teachings that teach inner peace, such as through prayer and dhikr. By getting to know this concept from an early age, children will find it easier to overcome feelings of anxiety or fear and learn to face various challenges more calmly.

Religious education also helps students in building good social relationships. Islam teaches the importance of helping each other, sharing, and being friendly to others. By understanding these teachings, students will be able to socialize more easily and have many good friends at school and in their surroundings. In terms of academics, religious education also plays a role in forming a disciplined and diligent attitude in learning. Islam teaches the importance of seeking knowledge and trying hard. If students understand these teachings, they will be more motivated to study well and appreciate knowledge as part of worship. Overall, Islamic religious education is very important for elementary school students because it provides a strong moral, spiritual, and social foundation. By understanding Islamic teachings from an early age, they can grow into individuals who are well-mannered, disciplined, confident, and have a positive attitude in life. Therefore, Islamic religious education must continue to be taught well so that it can provide maximum benefits for the development of children in the future.

METHODS

The data analysis technique used in this PTK is descriptive qualitative analysis, which is an analysis that emphasizes the discussion of data and research subjects by presenting data systematically. Narrative qualitative analysis is used to describe the learning motivation of students in the subject of Islamic Religious Education. This analysis includes the value of learning outcomes after the application of the cooverative learning model. In addition, descriptive qualitative analysis is used to describe student learning motivation, teachers' ability to manage learning, and student responses during learning. The Success Criterion of the Research in this study is to increase students' learning motivation by using the cooperative learning model seen during the learning process. Then the research is said to be successful if the success of this classroom action research is marked by an increase in student learning motivation in a better direction. And learning activities take place more fun and not boring Student attention during participating in learning activities becomes more focused, students are more enthusiastic about learning, and student activeness becomes better. The criteria for the success of the learning process if the average observation results are in the good category. The average grade of grade V of SD Negeri 8 Tanjung Bonai in PAI subjects increased from pre-action to cycle I and cycle II. The criteria for the success of the action determined are that students achieve KKM, namely 75 of the number of students who follow the learning process have reached the minimum score, namely getting a score of ≥75.

Islamic Religious Education (PAI) has an important role in shaping the character and noble morals of students, especially at the elementary school level. One of the fundamental aspects of PAI is the learning of the Qur'an, which requires not only theoretical understanding, but also appreciation of the content and message contained in it. Surah At-Tin, as part of the Qur'an, contains relevant moral and spiritual values to be applied in daily life. However, the challenge that educators often face is the low motivation of students in learning and understanding the verses of the Qur'an. This condition demands innovation in learning methods to increase student interest and engagement. One of the learning models that is considered effective in increasing learning motivation is the Cooperative Learning model. This model emphasizes cooperation between students in small groups to achieve learning goals. Through this approach, students not only learn individually but also help each other and share knowledge with their peers. Research shows that Cooperative Learning is able to create an active, interactive, and fun learning atmosphere, so that it can increase student motivation and learning outcomes. At SD Negeri 8 Tanjung Bonai Aur, Sumpur Kudus District, learning the Qur'an, especially Surat At-Tin, faces various obstacles. One of them is the lack of variety in learning methods that cause students to feel bored and less motivated. In addition, learning that is still dominated by lectures makes students less active and tend to be passive in the learning process. To overcome this, a learning model is needed that can directly involve students and encourage them to be more enthusiastic about learning the Qur'an. The application of Cooperative Learning in Surat At-Tin learning is expected to be a solution to increase student learning motivation. By working in groups, students can help each other in reading, understanding, and memorizing Surat At-Tin.

These activities not only improve their academic abilities, but also develop social skills such as cooperation, communication, and responsibility. In addition, this model provides opportunities for students to learn from various perspectives, so that their understanding of the material becomes more comprehensive. This study aims to evaluate the effectiveness of the Cooperative Learning model in increasing student learning motivation in learning Surat At-Tin. The results of this research are expected to make a real contribution in developing innovative and relevant PAI learning methods to student needs. With increased motivation to learn, it is hoped that students will not only be able to master the material of Surat At-Tin, but also practice the values contained in it in daily life.

RESULTS

From the data above, the average learning outcomes of students in cycle IV learning were 870 with 90% classical completeness, there were 9 students who completed while 1 other student did not complete. The achievement of learning outcomes in cycle IV has reached the specified success indicators, namely above the KKTP (75). Thus, learning as an effort to improve the motivation and learning outcomes of grade IV students of SDN 8 Tanjung Bonai Aur, Sijunjung Regency, PAI subject Q.S At tin subject by implementing cooperative learning was declared successful in this IV cycle.

The application of the Cooperative Learning model to Surat At-Tin learning in grade IV of SD Negeri 8 Tanjung Bonai Aur, Sumpur Kudus District has a positive impact that can be seen from the quantitative and qualitative data obtained during the research. Student learning outcome data was measured through written tests and observations, while student learning motivation was measured using questionnaires before and after the implementation of the learning model. At the beginning of the study (pre-action), the average score of student learning outcomes was at 65, with only 50% of students achieving the Minimum Completeness Criteria (KKM) of 70. The results of the motivation questionnaire showed that most students, which was around 55%, felt less motivated to study Surat At-Tin. They find the material difficult to understand, especially in reading and memorizing the verses. After the application of the Cooperative Learning model in the first cycle, the average score of student learning outcomes increased to 72, with 70% of students achieving or exceeding KKM. Group activities, such as discussing together, reading verses alternately, and helping each other memorize, are the main factors driving this increase. In addition, the results of the motivation questionnaire showed an increase to 75% of students who felt more enthusiastic and motivated in studying Surat At-Tin. In the second cycle, the average score of student learning outcomes increased again to 80, with 90% of students achieving KKM.

Questionnaire data shows that 85% of students feel more confident in reading, understanding, and memorizing Surat At-Tin. Observation during learning shows that students are more active in discussing and participating in each group activity. They also show a higher sense of responsibility in helping a group mate who is experiencing difficulties. In terms of learning quality, the Cooperative Learning model creates a more dynamic and interactive classroom atmosphere. Teachers reported that students were more involved in the learning process, with a significant increase in the number of students who dared to ask questions and give their opinions. Group activities also help students understand the material in a more fun and effective way, especially for those with kinesthetic and interpersonal learning styles. Overall, the data show that the application of the Cooperative Learning model not only improves students' learning outcomes from 65 to 80, but also increases their learning motivation from 55% to 85%. These results confirm that the cooperation-based learning model is effective in creating meaningful and relevant learning experiences for students, especially in learning the Qur'an.

DISCUSSION

The application of the Cooperative Learning model to Surat At-Tin learning in grade IV of SD Negeri 8 Tanjung Bonai Aur showed positive results, both in terms of learning outcomes and student motivation. Using this approach, students are actively involved in the learning process through group discussions, cooperation in reading, and helping each other memorize verses of the Qur'an. As a result, the average class score increased from 65 in the pre-action to 80 in the second cycle, with the percentage of students achieving the Minimum Completeness Criteria (KKM) increasing from 50% to 90%. This shows that the Cooperative Learning model is effective in improving students' understanding and ability to material. Student learning motivation has also increased significantly. Prior to the implementation of this model, only 55% of students felt motivated to study Surat At-

Tin, mainly because they found the material difficult. After the implementation of Cooperative Learning, the motivation level increased to 85% in the second cycle.

This is due to a more interactive and fun learning atmosphere, where students feel supported by their peers. They are more confident to participate and complete tasks together, so that the learning process becomes more meaningful. In addition to improving learning outcomes and motivation, the Cooperative Learning model also encourages the development of students' social skills. Students learn to work together, communicate effectively, and respect each other in groups. Teachers reported that the classroom atmosphere became more dynamic, with an increasing number of students actively asking questions and giving their opinions. This shows that this approach not only focuses on the academic aspect, but also supports the formation of students' character, such as responsibility, cooperation, and confidence in learning the Qur'an.

The cooperative learning model is one of the effective teaching strategies in increasing student learning motivation. This model involves cooperation between students in small groups to achieve certain learning goals. By working in groups, students feel more motivated because they can support each other and share understanding in the learning process.

One of the main reasons why cooperative learning can increase student motivation is because this model creates a more interactive and enjoyable learning environment. Students do not only listen to the teacher's explanation passively, but also actively discuss, exchange opinions, and work together to complete tasks. This makes them more enthusiastic in following the lesson. In addition, cooperative learning provides an opportunity for students to feel appreciated and recognized in their group. Each member of the group has their own role and responsibilities, so they feel they have a meaningful contribution to the learning process. This sense of appreciation can increase their self-confidence and motivation to be more active in learning. This model also helps reduce academic anxiety that students often experience. In individual learning, students may be afraid to ask or try to answer questions because they are worried about being wrong. However, in cooperative groups, they can discuss first with their friends before giving their answers, so that their self-confidence increases and their motivation to learn increases.

The diversity of abilities in a group is also an important factor in increasing student motivation. Students who are more capable can help friends who are less knowledgeable, while students who are less knowledgeable will feel more comfortable learning with peers than just listening to explanations from the teacher. This interaction creates a more inclusive and supportive learning atmosphere. In addition to the social aspect, the cooperative learning model also increases motivation through a sense of healthy competition. Many techniques in cooperative learning, such as *jigsaw* and *think-pair-share*, encourage students to work well in their groups in order to achieve the best results. This healthy competition encourages students to try harder and focus more on learning. Furthermore, cooperative learning helps students develop critical thinking and problem-solving skills. When working in groups, they are encouraged to explore different perspectives, analyze information, and find the best solution together. This not only improves their understanding of the material but also builds their intrinsic motivation to continue learning.

Teachers also have an important role in cooperative learning, namely as facilitators who guide discussions and provide constructive feedback. With a more flexible and non-rigid approach, students feel more comfortable exploring their ideas without fear of making mistakes. This supportive environment will increase their enthusiasm for learning. In addition, the cooperative learning model prepares students for life outside of school. The ability to work together, communicate, and solve problems in groups are skills that are very much needed in the world of work and social life. Students who are accustomed to cooperative learning will be more motivated to learn because they see the direct relevance between classroom learning and the real world. Overall, the cooperative

learning model is an effective strategy in increasing student learning motivation. By creating a more active, interactive, and supportive learning environment, students feel more involved and motivated in the learning process. Therefore, the application of this model in various subjects is highly recommended to improve learning outcomes and a more meaningful learning experience for students.

CONCLUSION

Based on the results of the discussion, it can be concluded that the application of the Cooperative Learning model to the learning of Surat At-Tin in grade IV of SD Negeri 8 Tanjung Bonai Aur is effective in improving learning outcomes and student motivation. This cooperation-based learning has a positive impact on students' understanding of the material, where there is a significant increase in the average grade of the class, which was initially 65 in the pre-action to 80 in the second cycle. In addition, the percentage of students who achieved the Minimum Completeness Criteria (KKM) also experienced a very significant increase, from 50% to 90%. The increase in student learning motivation is also one of the significant results. Before the implementation of this model, only 55% of students felt motivated to learn Surat At-Tin, but after the implementation of the Cooperative Learning model, 85% of students felt more motivated and enthusiastic in participating in learning. This shows that a more interactive classroom atmosphere and support in groups help students feel more confident and engaged in the learning process. Overall, the Cooperative Learning model has been proven to make a positive contribution to creating a more enjoyable learning atmosphere and improving academic outcomes and student engagement. In addition, this model also supports the development of students' social skills, such as cooperation, communication, and responsibility. Therefore, the application of this model can be an effective alternative to improve the quality of Qur'an learning in elementary schools.

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