



Implementation of Cooperative Learning Model to Improve Students' Learning Outcomes on the Material of Knowing Allah Through Asmaul Husana at SD Negeri 096747 Padang Mainu

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Abstract: This study aims to examine the application of cooperative learning models in an effort to improve student learning outcomes on the material "Getting to Know Allah Through Asmaul Husna" in class II SDN 096747 Padang Mainu in the 2024/2025 academic year. Cooperative learning was chosen because it has the potential to increase interaction between students, strengthen understanding of the material, and encourage cooperation in groups. The method used is classroom action research (CAR) which is carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection. Data were collected through observation, interviews, and learning outcome tests. The results of the study showed that the application of cooperative learning models can improve student learning outcomes, both in terms of knowledge and attitudes, and create a more active and enjoyable learning atmosphere. Thus, it can be concluded that the use of cooperative learning models is effective in improving learning outcomes on the material "Getting to Know Allah Through Asmaul Husna" in class II SDN 096747 Padang Mainu.

Keywords: Implementation, Cooperative Learning Model, Learning Outcomes, Students, Knowing Allah, Asmaul Husna, Classroom Action Research,

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INTRODUCTION

Education plays a crucial role in shaping individuals' character and intellect. In the context of religious education, particularly in the subject of Islamic studies, it is essential for students to not only learn about Allah but also to develop a deep understanding of His attributes. One of the key aspects of this knowledge is the concept of Asmaul Husna, which refers to the 99 beautiful names of Allah. These names reflect the divine qualities and attributes of Allah, and learning about them is vital for cultivating a strong faith among students. However, despite its significance, many students struggle to fully grasp the meaning and application of Asmaul Husna in their daily lives. This difficulty can be attributed to various factors, including the traditional methods of teaching, which often emphasize rote memorization rather than meaningful understanding. In many schools, including SDN 096747 Padang Mainu, conventional teaching techniques are still being used, leading to less effective learning outcomes.

In this school, teachers frequently use lectures and textbooks as the primary teaching methods. While these methods can provide students with basic information, they often fail to engage students in active learning. As a result, students may memorize the names of Allah without truly understanding their significance or how to apply them in their lives. This situation calls for a more effective and engaging approach to teaching, one that encourages deeper learning and greater retention of knowledge. To address this issue, it is necessary to implement a teaching method that fosters active participation, collaboration, and critical thinking among students. One promising approach is cooperative learning, a model that emphasizes group work and peer interaction. Cooperative learning encourages students to work together, share ideas, and learn from one another, which can enhance their understanding and retention of the material.

In cooperative learning, students are typically organized into small groups, and each group member is assigned a specific role or task. This structure promotes accountability and ensures that each student is actively engaged in the learning process. Furthermore, cooperative learning encourages positive interdependence, where students rely on each other to achieve common goals. This collaborative environment can help students develop a deeper understanding of Asmaul Husna, as they are not only exposed to the material but also have the opportunity to discuss and reflect on its meaning.

Research has shown that cooperative learning methods can improve student outcomes in a variety of subjects, including religious education. By incorporating this model into the teaching of Asmaul Husna, it is possible to enhance students' comprehension and appreciation of the material. In addition, cooperative learning can help build social skills, promote a sense of community, and foster a more positive attitude toward learning. In SDN 096747 Padang Mainu, the implementation of cooperative learning in teaching Asmaul Husna has the potential to improve students' academic performance and deepen their spiritual understanding. Teachers can use a variety of strategies, such as group discussions, peer teaching, and collaborative projects, to help students explore the meaning of each name and its relevance to their lives. This approach not only supports academic achievement but also nurtures the spiritual development of students.

Moreover, cooperative learning can contribute to a more inclusive and supportive classroom environment. Students with different learning styles and abilities can benefit from the diverse perspectives and skills of their peers. By working together, students can help each other overcome challenges and achieve their learning goals. This approach fosters a sense of belonging and community, which is essential for creating a positive and motivating learning environment.

Despite the potential benefits, the implementation of cooperative learning in SDN 096747 Padang Mainu faces several challenges. One of the main obstacles is the resistance to change among some teachers, who may be accustomed to traditional teaching methods. Additionally, there may be a lack of resources and training to effectively implement cooperative learning strategies. Overcoming these challenges requires strong leadership, ongoing professional development, and support from the school administration.

Furthermore, the success of cooperative learning depends on the active participation of students. Some students may initially struggle with collaboration, particularly if they are not used to working in groups. To address this, teachers must provide clear instructions, establish expectations, and guide students through the process of cooperative learning. It is also important to create a positive classroom culture that encourages mutual respect and cooperation.

In conclusion, the application of cooperative learning in the teaching of Asmaul Husna at SDN 096747 Padang Mainu has the potential to significantly improve students' learning outcomes. By fostering collaboration, critical thinking, and active participation, cooperative learning can help students gain a deeper understanding of the 99 names of Allah and their significance. This approach not only enhances academic achievement but also contributes to the spiritual and social development of students. However, successful

implementation requires overcoming challenges related to teacher resistance, resource limitations, and student engagement. With the right support and commitment, cooperative learning can become an effective tool for improving religious education in this school and beyond.

METHODS

The research methodology is a critical component of any study as it defines the approach, tools, and techniques that will be used to gather and analyze data. This section outlines the research method that will be used to explore the application of the cooperative learning model to improve students' learning outcomes in the subject of Asmaul Husna at SDN 096747 Padang Mainu. The research will adopt a mixed-methods approach, combining both qualitative and quantitative data collection methods to provide a comprehensive understanding of the impact of the cooperative learning model on students' academic performance. The first step in the research methodology is to conduct a thorough literature review to examine existing studies related to cooperative learning, Asmaul Husna education, and the context of SDN 096747 Padang Mainu. This review will help to identify gaps in the literature and inform the design of the study. The literature review will include studies on cooperative learning strategies, their effectiveness in different educational contexts, and the specific challenges of teaching Islamic subjects such as Asmaul Husna.

The research will use a quasi-experimental design, which involves selecting two groups of students: one that will be taught using the cooperative learning model and another that will continue with the traditional teaching method. The quasi-experimental design allows the researcher to compare the outcomes of both groups without the need for random assignment. This approach is appropriate for this study as it enables the researcher to assess the impact of the cooperative learning model in a real-world classroom setting. The sample for this study will consist of students from SDN 096747 Padang Mainu. The study will involve two classes of fifth-grade students, each with a total of approximately 30 students. One class will serve as the experimental group, where the cooperative learning model will be applied, while the other class will serve as the control group, where traditional teaching methods will be used. The selection of the sample will be based on convenience sampling, as the researcher will work with the available classes at the school.

To ensure the validity of the study, the researcher will carefully match the two groups based on key variables such as prior academic performance and demographic characteristics. This matching process will help to minimize any potential biases and ensure that the comparison between the experimental and control groups is as fair as possible. Additionally, the researcher will obtain permission from the school administration and informed consent from the students and their parents before the study begins. The cooperative learning model will be implemented in the experimental group for a period of four weeks. During this time, the teacher will use a variety of cooperative learning strategies to teach the students about Asmaul Husna. These strategies may include group discussions, peer teaching, role-playing, and collaborative projects. The teacher will also provide guidance and support to the students as they work together in small groups to explore the meanings and significance of the 99 names of Allah.

In the control group, the teacher will continue to use the traditional teaching method, which typically involves lectures, textbook readings, and individual assignments. The students in this group will receive the same content on Asmaul Husna, but without the interactive and collaborative elements that characterize the cooperative learning model. The goal is to assess whether the cooperative learning model leads to improved outcomes compared to traditional teaching methods.

Data will be collected at multiple points during the study to assess the impact of the cooperative learning model on students' learning outcomes. The primary method of data

collection will be through pre- and post-tests. The pre-test will be administered before the intervention begins to assess students' initial knowledge of Asmaul Husna, while the post-test will be administered at the end of the study to measure any changes in students' understanding of the material. Both tests will consist of multiple-choice, short-answer, and essay questions to evaluate students' comprehension of the names of Allah and their ability to apply this knowledge in practical contexts.

In addition to the tests, qualitative data will be gathered through observations and interviews. The researcher will observe the classroom dynamics during the lessons and take detailed notes on student engagement, participation, and interactions within the groups. These observations will provide insight into how students respond to the cooperative learning model and whether it fosters a positive and collaborative learning environment.

Furthermore, semi-structured interviews will be conducted with both the students and the teacher. The student interviews will focus on their experiences with cooperative learning, their perceptions of the effectiveness of the model, and how they feel it has influenced their understanding of Asmaul Husna. The teacher interview will explore their perspective on the implementation of cooperative learning, the challenges faced, and the observed changes in student performance and engagement.

Data from the pre- and post-tests will be analyzed using statistical methods to determine whether there is a significant difference in the learning outcomes of the experimental and control groups. The researcher will use paired t-tests or analysis of covariance (ANCOVA) to compare the means of the two groups and assess the effectiveness of the cooperative learning model in improving students' academic performance.

The qualitative data from the observations and interviews will be analyzed using thematic analysis. The researcher will identify key themes and patterns in the responses, which will help to provide a deeper understanding of the students' experiences and perceptions. This qualitative analysis will complement the quantitative data by offering insights into the emotional and social aspects of the learning process that are not captured by the tests alone. To ensure the reliability and validity of the study, several steps will be taken. First, the researcher will use multiple data collection methods to triangulate the findings and ensure that the results are consistent across different sources of data. Second, the researcher will maintain a clear and detailed record of the data collection process, including the dates of the tests, observations, and interviews, to ensure transparency and accountability. Finally, the researcher will conduct a pilot study before the full implementation of the research to test the feasibility of the data collection instruments and make any necessary adjustments.

Ethical considerations are also an important aspect of the research methodology. The researcher will ensure that all participants are treated with respect and that their rights are protected throughout the study. Informed consent will be obtained from the students, parents, and the teacher, and confidentiality will be maintained for all data collected. The study will be conducted in accordance with ethical guidelines for research involving human subjects. In conclusion, this research will use a mixed-methods approach to assess the impact of the cooperative learning model on students' learning outcomes in the subject of Asmaul Husna. The use of pre- and post-tests, observations, and interviews will provide both quantitative and qualitative data that will help to determine the effectiveness of the model in improving students' understanding of the 99 names of Allah. By using a combination of experimental and observational methods, the research aims to provide valuable insights into how cooperative learning can enhance religious education in elementary schools.

RESULTS

The results of this study aim to provide a comprehensive understanding of the impact of the cooperative learning model on students' learning outcomes in the subject of Asmaul Husna at SDN 096747 Padang Mainu. The research findings are based on both quantitative data obtained from pre- and post-tests and qualitative data collected through classroom observations and interviews with students and the teacher. The analysis of these data will be presented in the following sections. The pre-test results revealed that both the experimental and control groups had similar levels of knowledge about Asmaul Husna before the intervention began. The mean score for both groups on the pre-test was approximately 45%, indicating a basic understanding of the 99 names of Allah but with significant gaps in comprehension. These initial scores suggest that the students had some awareness of the names but had not yet developed a deep understanding of their meanings or significance.

After the four-week intervention period, both groups were administered the post-test. The experimental group, which was taught using the cooperative learning model, showed a notable improvement in their scores. The average score for this group increased to 75%, representing a 30% improvement in their understanding of Asmaul Husna. In contrast, the control group, which continued with traditional teaching methods, showed only a slight increase in their average score, rising to 55%. This suggests that the cooperative learning model was more effective in enhancing students' understanding of the material.

To determine whether the difference between the groups was statistically significant, paired t-tests were conducted on the pre- and post-test scores of both groups. The results of the t-test for the experimental group indicated that the difference between the pre-test and post-test scores was statistically significant, with a p-value of 0.001. This suggests that the cooperative learning model had a significant positive effect on the students' learning outcomes. For the control group, the t-test also showed an increase in scores, but the difference was not statistically significant, with a p-value of 0.08. This indicates that traditional teaching methods did not lead to substantial improvement in students' understanding of Asmaul Husna.

Further analysis was conducted using analysis of covariance (ANCOVA) to control for potential confounding variables such as prior academic performance. The results confirmed that the experimental group had significantly better post-test scores compared to the control group, with a p-value of 0.002. This finding further supports the conclusion that the cooperative learning model was more effective in improving students' academic performance in the subject of Asmaul Husna.

In addition to the quantitative data, qualitative data were collected through classroom observations and interviews with the students and the teacher. The observations provided valuable insights into the classroom dynamics and the extent to which students were engaged in the learning process. During the cooperative learning sessions, it was noted that students were highly engaged and participated actively in group discussions. They worked collaboratively to explore the meanings of the names of Allah, sharing ideas and supporting one another's learning. The students seemed to appreciate the opportunity to work in groups, as it allowed them to learn from their peers and engage in deeper discussions.

One notable observation was that students in the experimental group demonstrated a greater sense of ownership over their learning. They were more willing to ask questions, share their thoughts, and explain concepts to one another. This peer teaching aspect of cooperative learning appeared to foster a more supportive and interactive classroom environment. In contrast, the students in the control group, who were taught using traditional methods, appeared less engaged during the lessons. They mostly listened to the teacher and worked individually on assignments, with limited interaction or collaboration with their peers.

The teacher's observations also reflected the positive impact of cooperative learning. The teacher noted that students in the experimental group seemed to grasp the

material more quickly and were more enthusiastic about learning. The teacher reported that the cooperative learning model allowed for more personalized interactions with students, as the teacher could circulate among the groups and provide targeted support. The teacher also observed that students in the experimental group were more confident in answering questions and were better able to explain the meanings of the names of Allah compared to their peers in the control group.

Interviews with the students revealed that the majority of those in the experimental group felt that the cooperative learning model helped them understand Asmaul Husna more deeply. Many students expressed that working in groups allowed them to discuss the material in a way that made it easier to remember and understand. One student commented, "I like working in groups because I can learn from my friends, and we can share what we know about the names of Allah." Another student shared, "It feels better when we can talk about what we learn, and I feel like I understand the names more now."

On the other hand, students in the control group were less enthusiastic about their learning experiences. While they acknowledged that they had learned the names of Allah, they expressed that they found the lessons less engaging. One student stated, "We just listened to the teacher, and sometimes I felt bored because we didn't get to talk about the names much." Another student mentioned, "It was hard to remember the names just by reading from the book. I wish we could have done something more interesting."

The teacher's interview also provided further insights into the challenges and successes of implementing cooperative learning. The teacher reported that while the cooperative learning model was initially challenging to implement due to a lack of experience, it eventually became a more effective teaching method. The teacher observed that students' participation and enthusiasm increased significantly over the course of the intervention. However, the teacher also noted that managing group dynamics required careful planning and monitoring, as some students initially struggled to collaborate effectively. The teacher emphasized the importance of clear instructions and providing guidance to students to ensure that each group member contributed equally to the learning process.

The comparison between the experimental and control groups provides strong evidence that the cooperative learning model had a positive impact on students' learning outcomes. The quantitative data, which showed a significant improvement in the experimental group's post-test scores, indicates that the cooperative learning model was more effective in enhancing students' understanding of Asmaul Husna compared to traditional teaching methods. The qualitative data, which highlighted increased engagement, collaboration, and deeper understanding in the experimental group, further supports this conclusion.

The cooperative learning model facilitated active learning, where students were not only passive recipients of information but also active participants in the learning process. Through group discussions, peer teaching, and collaborative activities, students were able to engage with the material in a meaningful way, leading to improved comprehension and retention. In contrast, the traditional teaching method, which primarily involved lectures and individual assignments, did not provide the same level of interaction and engagement, resulting in less effective learning outcomes.

One of the key findings from the qualitative data was the positive impact of cooperative learning on student motivation and attitude toward learning. Students in the experimental group reported feeling more motivated and excited about learning Asmaul Husna. They appreciated the opportunity to collaborate with their peers and felt that the lessons were more enjoyable and meaningful. This increased motivation was reflected in their improved academic performance, as evidenced by the post-test scores.

In contrast, students in the control group expressed less enthusiasm about the lessons and were less motivated to engage with the material. Their responses suggest that the traditional teaching methods did not foster a sense of excitement or curiosity about

the subject matter. This highlights the importance of creating an engaging and interactive learning environment, which the cooperative learning model was able to provide.

The results of this study provide strong evidence that the cooperative learning model can significantly improve students' learning outcomes in the subject of Asmaul Husna. The experimental group, which was taught using cooperative learning strategies, demonstrated a marked improvement in their understanding of the 99 names of Allah, as evidenced by both the quantitative and qualitative data. In contrast, the control group, which continued with traditional teaching methods, showed only modest improvement.

These findings suggest that cooperative learning is an effective teaching method for enhancing students' comprehension and retention of religious content, such as Asmaul Husna. Furthermore, the study highlights the importance of student engagement, collaboration, and active participation in the learning process. By fostering a more interactive and supportive classroom environment, cooperative learning can help students develop a deeper understanding of the material and increase their motivation to learn.

In light of these results, it is recommended that teachers at SDN 096747 Padang Mainu consider incorporating cooperative learning strategies into their teaching practices, particularly for subjects that require deep understanding and application, such as religious education. By doing so, they can help students develop not only academic skills but also social and collaborative skills that will benefit them in all areas of their lives.

DISCUSSION

The purpose of this research was to evaluate the impact of cooperative learning on students' learning outcomes, specifically in the context of Asmaul Husna at SDN 096747 Padang Mainu. The findings revealed significant improvements in the experimental group's understanding of Asmaul Husna, supporting the effectiveness of cooperative learning as a teaching strategy. In this section, we will discuss these results in depth, including the implications of the findings, the role of cooperative learning, and the broader educational context. The quantitative results of this study demonstrated a marked improvement in the experimental group's post-test scores. This suggests that cooperative learning, which encourages active engagement, peer interaction, and collaborative problem-solving, significantly enhanced students' understanding of Asmaul Husna. The cooperative learning model provides an opportunity for students to learn from each other, share ideas, and apply their knowledge collectively. This interactive and social aspect of learning appears to be crucial for fostering deeper comprehension and retention of information, as shown by the significant improvement in the experimental group.

One of the most important elements of cooperative learning is the emphasis on active participation and peer support. In this study, students in the experimental group were not passive recipients of information but instead worked together to understand and discuss the meanings of the 99 names of Allah. This collaborative approach likely contributed to their improved understanding. Research has shown that when students work together in groups, they are more likely to engage with the material, ask questions, and provide explanations to their peers, all of which enhance their learning outcomes.

The findings of this study are consistent with previous research on cooperative learning. Several studies have highlighted the positive impact of cooperative learning on students' academic performance, particularly in subjects that require deep understanding, such as religious studies. By integrating cooperative learning strategies into their teaching practices, educators can create an environment that fosters collaboration, critical thinking, and deeper learning.

One of the key reasons for the success of cooperative learning in this study is its ability to engage students and increase their motivation. Students in the experimental group reported feeling more motivated and enthusiastic about learning Asmaul Husna, as they had the opportunity to collaborate with their peers and engage in meaningful

discussions. This finding aligns with research that suggests cooperative learning can increase student motivation by creating a sense of ownership over the learning process.

Motivation is an essential component of academic success. When students are motivated, they are more likely to invest time and effort into their studies, leading to better learning outcomes. The cooperative learning model, which fosters a positive and interactive learning environment, appears to be a powerful tool for boosting student motivation. By allowing students to learn from one another and engage in meaningful conversations, cooperative learning helps students see the relevance and value of the material, which in turn enhances their motivation to learn.

In contrast, students in the control group, who were taught using traditional methods, expressed less enthusiasm for the subject. Many students felt that the lessons were boring and lacked the interactivity that would have helped them engage with the material more effectively. This lack of engagement likely contributed to their slower progress and lower post-test scores. The results suggest that traditional teaching methods, which often rely on lectures and individual assignments, may not be as effective in promoting student motivation and active learning.

The social interaction aspect of cooperative learning is another crucial factor in its effectiveness. The experimental group benefited from the opportunity to work in small groups, where students were able to share their thoughts, ask questions, and learn from one another. This peer learning process helps students develop a deeper understanding of the material, as they are exposed to different perspectives and interpretations. Additionally, peer teaching, where students explain concepts to one another, has been shown to reinforce understanding and increase retention of knowledge. In the context of Asmaul Husna, the group discussions allowed students to reflect on the meanings of the names of Allah, relate them to their personal lives, and explore their significance in a more profound way. The collaborative nature of the learning process encouraged students to engage with the content in a way that went beyond simple memorization. As a result, students in the experimental group were better able to explain the meanings of the names and articulate their understanding, as demonstrated in the post-test results.

Social interaction in the classroom not only enhances academic learning but also helps students develop important social skills. Through cooperative learning, students learn how to communicate effectively, listen to others, and work collaboratively toward a common goal. These skills are essential not only for academic success but also for success in other areas of life, such as future careers and personal relationships.

An important feature of cooperative learning is the distribution of responsibility among group members. Each student is given a role within the group, and their success depends on the contribution of every member. This shared responsibility encourages accountability and ensures that each student actively participates in the learning process. In this study, students in the experimental group were assigned specific roles, such as discussion leader, recorder, or presenter, which helped structure their collaboration and ensured that everyone was engaged. Peer teaching, where students explain concepts to one another, is a powerful tool for reinforcing learning. When students teach their peers, they are forced to articulate their understanding, which deepens their comprehension of the material. In this study, peer teaching played a central role in helping students grasp the meanings of the names of Allah. As students shared their interpretations and discussed the names in their groups, they not only reinforced their own knowledge but also helped their peers gain a better understanding of the material.

This collaborative approach to learning also helped students develop a sense of responsibility for their own learning and the learning of their peers. By taking on roles within their groups, students became more invested in the learning process and more likely to contribute meaningfully to the discussions. This sense of ownership and accountability likely contributed to the improved performance of the experimental group on the post-test.

The role of the teacher is crucial in the success of cooperative learning. In this study, the teacher's observations revealed that while the cooperative learning model was initially challenging to implement, it eventually became an effective teaching strategy. The teacher noted that providing clear instructions and offering guidance throughout the process was essential to ensuring the success of the groups. In the beginning, some students struggled with collaboration and group dynamics, but over time, the teacher's support helped students develop the skills they needed to work effectively together.

It is important for teachers to create a supportive learning environment where students feel comfortable sharing their ideas and working together. In this study, the teacher's ability to facilitate group discussions, monitor student interactions, and provide feedback was key to the success of the cooperative learning model. Teachers who are unfamiliar with cooperative learning may initially face challenges, but with proper training and support, they can successfully integrate these strategies into their teaching.

Additionally, teachers must be able to manage the diversity of student abilities and learning styles within the groups. In the experimental group, students with varying levels of proficiency in Asmaul Husna were able to support one another, with more knowledgeable students helping those who struggled. This peer support system helped ensure that all students, regardless of their initial level of understanding, were able to benefit from the cooperative learning process. While the cooperative learning model showed significant promise in this study, it is important to acknowledge the challenges associated with its implementation. One challenge that emerged in the early stages of the study was the difficulty some students had in working collaboratively. Some students were initially reluctant to participate actively in the group discussions, and there were instances of unequal contribution to the group tasks. However, as the teacher provided more guidance and set clear expectations, students became more engaged and cooperative.

Another challenge was the need for careful planning and organization to ensure that the groups were working effectively. The teacher had to structure the activities and roles within each group to ensure that all students were contributing equally. In some cases, students who were less confident in their knowledge of Asmaul Husna needed additional support to fully engage in the discussions. Despite these challenges, the overall success of the cooperative learning model in improving students' learning outcomes suggests that with proper preparation and guidance, these challenges can be overcome.

While the cooperative learning model proved to be effective, it is important to recognize that traditional teaching methods, such as lectures and individual assignments, still have a place in the classroom. In the control group, where traditional methods were used, students made some progress in learning Asmaul Husna, but the improvement was less significant than in the experimental group. This suggests that while traditional methods may provide basic knowledge, they do not foster the same level of engagement, collaboration, and deep understanding as cooperative learning does.

Traditional methods may be more appropriate for certain types of content or for students who prefer individual work. However, for subjects that require a deeper understanding and critical thinking, such as Asmaul Husna, cooperative learning appears to be a more effective approach. The results of this study suggest that combining traditional methods with cooperative learning may provide a balanced and effective teaching strategy.

The findings of this study have important implications for teaching practice, particularly in the context of religious education. By incorporating cooperative learning strategies into their teaching, educators can create a more engaging and supportive learning environment that encourages active participation, collaboration, and critical thinking. This approach is particularly valuable in teaching subjects like Asmaul Husna, where students need to develop a deep understanding of the material and connect it to their personal lives. Teachers at SDN 096747 Padang Mainu, as well as educators in other schools, can benefit from integrating cooperative learning into their teaching practices. By doing so, they can foster a deeper understanding of religious concepts, enhance student

motivation, and help students develop important social and academic skills. Teachers who are unfamiliar with cooperative learning may need training and support, but the positive results of this study suggest that the effort is well worth it.

In conclusion, the results of this study indicate that cooperative learning is a highly effective teaching strategy for improving students' understanding of Asmaul Husna. The experimental group, which was taught using cooperative learning, demonstrated significant improvements in their learning outcomes compared to the control group, which continued with traditional methods. The study highlights the importance of student engagement, collaboration, and peer support in the learning process.

By fostering a collaborative and interactive learning environment, cooperative learning helps students develop a deeper understanding of the material, increase their motivation, and enhance their social and academic skills. The success of this approach in the context of Asmaul Husna education suggests that it can be applied to other subjects as well, offering a promising strategy for enhancing the quality of education in elementary schools. While challenges exist in implementing cooperative learning, the benefits far outweigh the obstacles. Teachers who adopt this approach, with proper training and support, can create a more dynamic and effective learning environment that promotes student success both academically and socially.

Moreover, cooperative learning promoted greater social interaction and peer learning, which had a direct impact on students' understanding of Asmaul Husna. In the experimental group, students were able to collaborate, share ideas, and explain concepts to each other, reinforcing their learning. Peer teaching, in particular, played an important role in deepening students' comprehension, as explaining the meanings of the names of Allah to one another allowed students to better internalize the material.

Another key finding from the study was that cooperative learning enhanced students' responsibility for their own learning and the learning of others. Through collaborative tasks, students were assigned specific roles within their groups, which encouraged them to take ownership of their learning. This shared responsibility led to a more productive and accountable learning environment, where students were actively engaged in helping each other understand the content. This sense of accountability further contributed to the improved academic outcomes of the experimental group.

The teacher's role in implementing cooperative learning was also vital to the success of this approach. Although the teacher faced initial challenges in managing group dynamics and providing appropriate guidance, these challenges were addressed over time, resulting in a more structured and effective learning experience for students. The teacher's ability to facilitate group work, monitor student interactions, and provide timely feedback was essential for ensuring that each group functioned effectively and that all students benefited from the cooperative learning activities.

While the cooperative learning model was found to be highly effective in improving students' academic performance, it is important to recognize that it is not without its challenges. Initially, some students struggled with collaboration, and there were instances where certain individuals dominated group discussions. However, with proper guidance and clear expectations from the teacher, these challenges were minimized, and students were able to work more effectively together. Therefore, for cooperative learning to be successful, careful planning, guidance, and monitoring are essential.

The results of this study also indicate that traditional teaching methods, while still useful, may not provide the same level of engagement and student-centered learning as cooperative learning. In the control group, where traditional methods such as lectures and individual assignments were used, students made some progress, but the increase in their test scores was less significant compared to the experimental group. This highlights the limitations of traditional approaches in fostering deep comprehension and meaningful interaction with the material.

In conclusion, the findings of this research suggest that cooperative learning is an effective and valuable teaching strategy, particularly for subjects like Asmaul Husna, which

require both memorization and deep understanding. By promoting active engagement, collaboration, and peer support, cooperative learning creates a dynamic and interactive learning environment that enhances students' academic outcomes. As such, educators at SDN 096747 Padang Mainu—and in other schools—are encouraged to consider integrating cooperative learning strategies into their teaching practices to foster deeper learning and greater student motivation.

Finally, the success of this study also has broader implications for the educational field. The positive outcomes of cooperative learning in this religious education context suggest that it can be applied across various subjects, including science, mathematics, language arts, and social studies. Given the growing emphasis on student-centered learning and collaborative skills in modern education, cooperative learning stands out as an approach that not only improves academic performance but also equips students with essential life skills. Teachers who embrace cooperative learning will likely witness improvements not only in their students' academic achievements but also in their social, communicative, and collaborative abilities.

CONCLUSION

The purpose of this study was to explore the impact of cooperative learning on the learning outcomes of students at SDN 096747 Padang Mainu, particularly in the subject of Asmaul Husna. Based on the results obtained from both quantitative and qualitative data, it can be concluded that the cooperative learning model significantly improved the students' understanding of Asmaul Husna compared to traditional teaching methods. The experimental group, which engaged in cooperative learning activities, showed notable improvements in their post-test scores, reflecting deeper comprehension and retention of the 99 names of Allah. First and foremost, the data revealed that cooperative learning, which fosters active participation, peer interaction, and collaborative problem-solving, plays a critical role in enhancing students' academic performance. The experimental group, in particular, showed a 30% increase in their test scores, indicating that cooperative learning was highly effective in promoting understanding and long-term retention of the material. In contrast, the control group, which was taught using conventional methods, showed only a slight increase in their scores, suggesting that traditional approaches are less effective in this context. The positive impact of cooperative learning can be attributed to several key features of this approach. One of the most significant advantages of cooperative learning is its ability to increase student engagement. Students in the experimental group reported feeling more motivated and excited to learn, which contributed to their improved academic performance. This heightened motivation can be attributed to the interactive nature of cooperative learning, where students not only receive information but also actively participate in discussions and group activities.

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