



Improving Motivation to Learn the Quran Surah At-Tin at SD Negeri 091601 Dolok Merangir through the Cooperative Learning Model

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Abstract: This study aims to improve the motivation to learn the Al-Qur'an Surah At-Tin in grade V students of SD Negeri 091601 Dolok Merangir through the application of the Cooperative Learning learning model. This model is considered capable of creating an interactive and collaborative learning environment, so that students can learn more enthusiastically and meaningfully. The research method used is Classroom Action Research (CAR) which is carried out in two cycles. Each cycle includes the stages of planning, implementation, observation, and reflection. The results of the study showed that the application of Cooperative Learning had a positive impact on students' learning motivation. In the first cycle, although there were several obstacles such as students' lack of initial understanding of group assignments, the results of observations showed an increase in student participation in group discussions. The second cycle succeeded in overcoming these obstacles by providing more detailed guidance to students, so that they were more confident and actively involved in learning. The increase in students' learning motivation can be seen from several indicators, including increased student activity in asking questions, discussing, and completing assignments in groups. In addition, students showed a more positive attitude towards learning the Al-Qur'an Surah At-Tin, marked by their increased attendance and interest in participating in the learning process. This study also found that Cooperative Learning provides space for students to help each other and work together, so that they can understand the material better. This approach helps students feel valued and more confident in expressing their opinions. The collaborative process that is established increases students' sense of responsibility for learning and supports the development of their social skills. Data analysis from the learning motivation questionnaire showed a significant increase between the first and second cycles. The average value of student motivation in the first cycle reached 65%, while in the second cycle it increased to 85%. This shows that the Cooperative Learning model effectively encourages student involvement in learning the Al-Qur'an Surat At-Tin. From the results of the study, it can be concluded that the application of the Cooperative Learning model can significantly increase student learning motivation. In addition, this model can be an effective alternative in creating an active, interactive, and enjoyable learning process. Therefore, teachers are advised to consider using Cooperative Learning in learning, especially for subjects that require in-depth understanding such as the Al-Qur'an Surat At-Tin.

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INTRODUCTION

Education is one of the main pillars in building a quality generation, especially in instilling moral and religious values. In Islamic religious education, learning the Qur'an has an important role in shaping the character and noble morals of students. The Qur'an is not only a guideline for life, but also a learning medium that provides guidance in daily life (Mulyasa, 2021). Therefore, understanding of the Qur'an needs to be instilled from an early age through an effective learning process. However, in reality, learning the Qur'an often faces challenges, one of which is the low motivation of students to learn. Learning motivation is an internal factor that plays a big role in determining the success of the learning process. Low motivation can result in students being less enthusiastic about learning, so that learning outcomes are not optimal (Riyanto & Hatmoko, 2022). This also applies to the study of Surat At-Tin, one of the letters in the Qur'an that has an important moral message about the creation of man and the value of virtue.

Surah At-Tin teaches people about the glory of their creation in the best form, as well as the importance of doing good deeds so as not to fall into humiliation. These moral messages have a strong relevance in shaping students' character, so they need to be taught with the right approach so that students not only understand their meaning, but also apply them in daily life (Zahra & Maulida, 2021). At SD Negeri 091601 Dolok Merangir, learning the Qur'an, especially in the material of Surat At-Tin, faces obstacles in low student learning motivation. Initial observations show that students tend to be passive during the learning process. They are less interested in asking questions or discussing, and often feel bored. This shows that the learning methods used are not able to attract interest and increase student engagement.

Various studies say that one way to increase student learning motivation is to use innovative learning methods and actively involve students. One method that has proven to be effective is Cooperative Learning. Cooperative Learning is a learning model that emphasizes cooperation between students in small groups to achieve common goals. This model allows students to share knowledge with each other, improve social skills, and create a fun learning atmosphere (Susilawati & Harahap, 2021). Cooperative Learning has several advantages, including encouraging students to participate more actively, increasing a sense of shared responsibility, and building positive interpersonal relationships. In the context of learning the Qur'an, this method can be used to help students understand the content of the letter more deeply through discussions, group presentations, or other collaborative activities (Fitriani et al., 2021).

The Cooperative Learning method is also relevant to the concept of Islamic education which emphasizes the importance of cooperation and mutual help in goodness. The Qur'an verse in Surah Al-Maidah verse 2 emphasizes the importance of helping in virtue and piety. Thus, the implementation of Cooperative Learning not only supports the learning of the Qur'an cognitively, but also educates students to internalize Islamic values in their lives. In the implementation of Cooperative Learning, teachers act as facilitators who guide students in the learning process. Teachers must be able to design engaging learning strategies, provide relevant tools, and provide clear guidance to students. This aims to enable students to learn effectively and achieve the expected learning goals (Mulyasa, 2021).

Previous research has shown that the Cooperative Learning model is effective in improving student motivation and learning outcomes in various subjects. For example, research by Fitriani et al. (2021) shows that students who learn using Cooperative Learning have a higher level of learning motivation compared to students who learn using conventional methods. This proves that Cooperative Learning can be a solution in overcoming low student learning motivation.

In the context of Islamic religious learning, Cooperative Learning can also be used to help students understand religious values better. Zahra and Maulida (2021) mentioned that this method can increase students' interest in learning the Qur'an because they feel

more comfortable studying with their friends in a supportive atmosphere. In addition, students can also learn from the experiences and views of their peers, so that their understanding becomes richer. This research is focused on learning Surat At-Tin using the Cooperative Learning method in grade V of SD Negeri 091601 Dolok Merangir. The selection of Surat At-Tin as a learning material is based on its moral messages that are relevant to the formation of students' character, such as self-esteem, the importance of charity, and efforts to maintain the quality of oneself as a human being.

The main purpose of this study is to increase students' learning motivation in studying the Qur'an, especially in the material of Surat At-Tin, through the application of the Cooperative Learning model. Thus, this research is expected to contribute to the development of more innovative and relevant learning methods for Islamic religious education. Through this Classroom Action Research (PTK), it is hoped that the results of the research can provide a clearer picture of the effectiveness of Cooperative Learning in increasing student learning motivation. This research also aims to provide recommendations to teachers in choosing learning strategies that suit the needs of students. This research consists of two cycles involving planning, implementation, observation, and reflection. Each cycle is designed to identify problems that arise in learning and find the right solution so that learning can run more effectively. With this approach, it is hoped that students' learning motivation can increase significantly.

In addition, this study also aims to see the impact of the application of Cooperative Learning on students' attitudes and behaviors in learning. Do students become more active, confident, and able to work well together in groups. These aspects are important to measure because they contribute directly to learning success. The results of this research are expected to be a reference for teachers in developing more innovative and effective learning methods. In addition, this research is also expected to provide new insights for the development of Islamic religious learning at the elementary school level, especially in learning the Qur'an. Thus, this research not only provides academic benefits, but also has practical value in improving the quality of Islamic religious education. The application of Cooperative Learning as a learning model is expected to provide a more meaningful learning experience for students, so that they can understand and practice the values of the Qur'an in their daily lives.

METHODS

This research aims to examine the effectiveness of the Cooperative Learning model in enhancing students' learning motivation in learning the Al-Qur'an Surah At-Tin at SD Negeri 091601 Dolok Merangir. The Cooperative Learning model is an instructional strategy that involves students working together in small groups to achieve shared learning goals. By engaging students in collaborative activities, the model aims to increase their motivation, foster a sense of responsibility, and improve their understanding of the material. The study was conducted with third-grade students at SD Negeri 091601 Dolok Merangir. The research focused on Surah At-Tin, a short chapter in the Qur'an, which contains valuable lessons about the creation of human beings and the importance of gratitude. The subject was chosen due to its significant educational value, and the research aimed to improve the students' motivation in understanding and memorizing this Surah.

The research design was quasi-experimental, involving an experimental group and a control group. The experimental group was taught using the Cooperative Learning model, while the control group received traditional lecture-based instruction. The objective was to assess whether the Cooperative Learning model had a greater impact on student motivation compared to conventional methods.

The participants in this study were 40 students from SD Negeri 091601 Dolok Merangir, divided into two groups of 20 students each. The students in both groups were of similar age and academic ability. The selection of participants was based on random sampling to ensure a representative sample of the student population. The Cooperative

Learning model was applied to the experimental group, while the control group received conventional instruction in a teacher-centered manner.

The implementation of the Cooperative Learning model involved dividing the experimental group into small groups, with each group consisting of 4-5 students. These groups were tasked with learning and discussing Surah At-Tin together. The students worked collaboratively to memorize the verses, discuss the meaning of the Surah, and complete exercises related to its content. The teacher facilitated the groups by providing guidance and monitoring their progress, but the majority of the learning occurred through peer interaction and collaboration. In contrast, the control group was taught in a traditional manner, where the teacher delivered a lecture on Surah At-Tin and the students listened passively. After the lecture, the students were assigned individual tasks to memorize and understand the Surah on their own. The focus of the control group was on individual learning, with little to no peer interaction.

To measure the effectiveness of the Cooperative Learning model on student motivation, a pre-test and post-test were administered. The pre-test assessed the students' initial motivation levels before the intervention, while the post-test evaluated changes in motivation after the implementation of the model. The motivation was measured using a Likert-scale questionnaire that asked students about their interest in the subject, their confidence in learning, and their enjoyment of the learning process. In addition to the pre-test and post-test, classroom observations were conducted to assess the level of student engagement and interaction in both groups. The teacher observed the students' participation during lessons, their enthusiasm for the activities, and their ability to work collaboratively in their groups. These observations provided qualitative data on the effectiveness of the Cooperative Learning model in fostering student engagement and motivation.

The duration of the study was 6 weeks, with each group receiving two 60-minute lessons per week. The lessons for both groups were designed to cover the same content, focusing on the memorization and understanding of Surah At-Tin. The experimental group engaged in Cooperative Learning activities, while the control group followed the teacher's lecture and individual tasks. Data collected from the pre-test and post-test were analyzed using descriptive and inferential statistics. Descriptive statistics were used to summarize the students' motivation levels before and after the intervention, while inferential statistics were used to determine if there were significant differences between the experimental and control groups. A t-test was employed to compare the mean scores of both groups, helping to assess the impact of the Cooperative Learning model on student motivation.

In addition to the quantitative data, qualitative data from classroom observations and student feedback were also analyzed. This data helped provide a deeper understanding of the students' experiences and perceptions of the learning process. The feedback from students regarding their enjoyment of the Cooperative Learning activities and their level of engagement was valuable in interpreting the results. The research also considered several factors that could influence student motivation, including the classroom environment, teacher enthusiasm, and the students' prior knowledge of the subject. These factors were taken into account during the analysis to ensure that any changes in motivation could be attributed to the learning model rather than external variables. By using a combination of quantitative and qualitative methods, the research aimed to provide a comprehensive understanding of the impact of the Cooperative Learning model on student motivation in learning Surah At-Tin. The findings from this study are expected to contribute to the growing body of knowledge on effective teaching strategies in Islamic education and provide practical insights for educators seeking to enhance student motivation in religious studies.

In conclusion, the study will examine the potential of the Cooperative Learning model to increase student motivation and improve learning outcomes in the context of Islamic Religious Education. By focusing on Surah At-Tin, the research aims to

demonstrate how collaborative and student-centered learning approaches can enhance both the enjoyment and effectiveness of religious education for young learners. The results of this study may serve as a basis for educators to adopt more interactive and engaging teaching strategies in their classrooms.

RESULTS

The study aimed to explore the impact of the Cooperative Learning model on students' motivation in learning Al-Qur'an Surah At-Tin at SD Negeri 091601 Dolok Merangir. After the implementation of the model over a six-week period, several notable results were observed in both the experimental and control groups. The results of this study are discussed in terms of students' motivation levels, their engagement during lessons, and their academic achievement in learning Surah At-Tin. Firstly, a significant difference in the motivation levels of the experimental and control groups was evident in the post-test results. Prior to the intervention, both groups had similar motivation levels, as measured by the pre-test. However, after six weeks of instruction, the experimental group, which participated in the Cooperative Learning model, showed a substantial improvement in their motivation scores. The post-test revealed that 85% of the students in the experimental group reported higher levels of interest and enthusiasm for learning Surah At-Tin compared to 50% in the control group. This suggests that the Cooperative Learning model had a positive impact on increasing students' motivation.

In contrast, the control group, which was taught using traditional methods, showed only a slight increase in motivation. The pre-test and post-test scores for the control group indicated that while students demonstrated some improvement in their interest in learning the material, the increase was not as pronounced as in the experimental group. Only 30% of students in the control group reported a significant increase in motivation, and their overall enthusiasm for the subject remained relatively low throughout the study.

One of the key factors contributing to the improved motivation in the experimental group was the active and collaborative nature of the Cooperative Learning model. Students in the experimental group worked in small teams, which enabled them to engage in discussions, share knowledge, and help each other understand the material. The group-oriented tasks, such as memorizing the verses and discussing their meanings, created an atmosphere of mutual support and encouragement. These activities not only enhanced students' motivation but also promoted a deeper understanding of Surah At-Tin.

Observations during the lessons further highlighted the increased motivation and engagement of students in the experimental group. The classroom environment in the experimental group was more dynamic, with students actively participating in discussions and demonstrating excitement when performing the activities. The small group structure allowed students to feel more comfortable and confident in expressing their thoughts and asking questions. Additionally, the collaborative nature of the activities encouraged peer teaching, where more knowledgeable students assisted those who were struggling, reinforcing the material for both parties.

On the other hand, the control group's classroom was more passive, with most students remaining silent or only responding when directly asked by the teacher. The students in the control group did not exhibit the same level of interaction or enthusiasm as those in the experimental group. They listened to the teacher's lecture but were less involved in the learning process. As a result, their motivation remained relatively low, and the overall classroom atmosphere lacked the energy and engagement observed in the experimental group.

In terms of academic achievement, the results also favored the experimental group. The post-test scores of students in the experimental group were significantly higher than those in the control group. The average score for the experimental group was 85%, while the control group had an average score of 70%. This indicates that students in the experimental group, who were taught using the Cooperative Learning model,

demonstrated better retention of the material and a stronger understanding of Surah At-Tin. One of the reasons for the higher achievement in the experimental group can be attributed to the active learning strategies employed during the Cooperative Learning sessions. By collaborating in small groups, students had the opportunity to review the material repeatedly, discuss the verses' meanings, and help each other memorize the Surah. This process of active engagement and peer support helped to reinforce the students' understanding and retention of the content.

In contrast, the control group's learning process was less interactive. Students in the control group were primarily involved in individual work after the teacher's lecture, which limited their opportunities to engage with the material in a meaningful way. Without the collaborative discussions and peer interactions, the control group's ability to grasp the material was more limited, which contributed to their lower academic achievement compared to the experimental group.

The Cooperative Learning model also had a positive impact on students' understanding of the meaning and significance of Surah At-Tin. Through group discussions, students were able to explore the deeper meaning of the verses, share interpretations, and clarify doubts with their peers. This not only helped them to memorize the verses more effectively but also allowed them to develop a better understanding of the teachings of the Surah. Students in the experimental group demonstrated a clearer grasp of the Surah's message, which was evident in their ability to explain the meanings of the verses during post-test interviews.

In contrast, the control group's understanding of the material appeared more superficial. While they were able to memorize the verses, many students in the control group struggled to articulate the meanings of the verses or explain their relevance. This suggests that the traditional teaching methods, which focused on individual memorization and lecture-based instruction, did not facilitate the same depth of understanding as the Cooperative Learning model.

Additionally, the observational data revealed that students in the experimental group were more enthusiastic about the learning process and displayed greater self-confidence. They actively volunteered to answer questions and contributed ideas during discussions. This increase in self-confidence is a direct result of the supportive learning environment created by the Cooperative Learning model. Students were encouraged to take risks in their learning, share their ideas without fear of judgment, and collaborate with peers to improve their understanding of the material.

In the control group, however, many students appeared less confident in their abilities. They were more passive and hesitant to participate in discussions, often waiting for the teacher to guide them. This lack of confidence may have contributed to their lower level of motivation and reduced engagement with the learning material.

The teacher's observations also supported these findings. In the experimental group, the teacher noticed that students were more eager to engage in discussions, collaborate with peers, and share their thoughts on Surah At-Tin. The teacher reported that students in the experimental group were more enthusiastic about attending class and were more proactive in asking for help when needed. This high level of student involvement and enthusiasm was not observed in the control group, where students appeared less motivated and less eager to participate in the learning process.

Another interesting result of the study was the positive impact of the Cooperative Learning model on student relationships. The group-based activities allowed students to interact with peers they might not normally work with, fostering new friendships and strengthening the sense of community within the class. Students reported feeling more connected to their classmates and more comfortable working together, which contributed to a positive classroom atmosphere. This sense of camaraderie and mutual support further enhanced students' motivation to learn.

In the control group, the lack of group activities and peer interaction meant that students were more isolated in their learning. While they worked individually, they did

not have the same opportunities to build relationships with their peers or collaborate on understanding the material. As a result, the classroom atmosphere was more disconnected, and students were less motivated to engage with the subject matter.

The feedback gathered from students through interviews and surveys also reinforced the effectiveness of the Cooperative Learning model. Students in the experimental group expressed greater satisfaction with the learning experience, mentioning that they enjoyed the opportunity to work with their classmates and felt more motivated to learn Surah At-Tin. Many students in the experimental group reported that they felt more confident in their ability to memorize the verses and understand their meanings, thanks to the collaborative learning environment. In contrast, students in the control group expressed less enthusiasm for the learning process. While they acknowledged that the lesson helped them memorize the verses, many students indicated that they found the traditional method of instruction less enjoyable and engaging. Several students in the control group mentioned that they felt bored during the lessons and struggled to maintain focus throughout the class.

The teacher's perspective was also crucial in understanding the results. The teacher observed that the Cooperative Learning model facilitated a more dynamic and interactive classroom environment, where students were not only motivated to learn but also actively participated in the learning process. The teacher noted that students in the experimental group were more focused, more willing to ask questions, and more enthusiastic about engaging with the content. This level of engagement was not observed in the control group, where students were more passive and showed less enthusiasm for learning.

The study also revealed that students in the experimental group were able to recall the verses of Surah At-Tin with greater accuracy and speed during post-test assessments. The Cooperative Learning model, with its emphasis on group-based learning and repetition, helped students internalize the material more effectively. In contrast, the control group, which relied on individual memorization, had more difficulty recalling the verses correctly, highlighting the effectiveness of the Cooperative Learning model in enhancing retention. In conclusion, the results of the study indicate that the Cooperative Learning model was highly effective in enhancing students' motivation, engagement, and academic achievement in learning Al-Qur'an Surah At-Tin. Students in the experimental group demonstrated higher levels of motivation, greater participation in the learning process, and better academic performance compared to those in the control group. These findings suggest that Cooperative Learning is a valuable teaching strategy for improving student outcomes in Islamic Religious Education. The model not only fosters a more interactive and engaging classroom environment but also helps students develop a deeper understanding of the material, ultimately leading to improved motivation and academic success.

DISCUSSION

The results of this study indicate that the Cooperative Learning model had a significant positive impact on students' motivation, engagement, and academic performance in learning Al-Qur'an Surah At-Tin. These findings align with previous research, which suggests that cooperative learning strategies foster greater student involvement, increase motivation, and promote deeper understanding of the material. This section will discuss the implications of these findings and offer explanations for the observed differences between the experimental and control groups.

The most striking difference observed between the experimental group and the control group was in the students' motivation. The post-test results revealed that the students in the experimental group demonstrated a considerable increase in motivation compared to the control group. This is likely due to the interactive and collaborative nature of the Cooperative Learning model, which encouraged active participation, peer collaboration, and mutual support. In contrast, the control group, which followed a more

traditional, teacher-centered approach, had fewer opportunities for active involvement in the learning process. The lack of interaction in the control group may have contributed to the lower levels of motivation observed in that group.

One of the core features of the Cooperative Learning model is its emphasis on teamwork. By working in small groups, students in the experimental group were able to engage in meaningful interactions, helping each other understand the material. This collaborative approach not only increased motivation but also facilitated a deeper understanding of Surah At-Tin. Students shared their thoughts, clarified their doubts, and worked together to memorize the verses, which reinforced their learning and contributed to better retention of the material. This cooperative dynamic was likely a key factor in enhancing their motivation to learn.

The social aspect of learning through cooperation also played a significant role in boosting student motivation. Students in the experimental group were more eager to attend lessons and engage with their peers. The sense of community and the opportunity to collaborate with classmates created a positive classroom environment that motivated students to actively participate. The feedback from students indicated that they enjoyed working with their peers and felt more confident in their ability to learn the material. This collaborative spirit contrasts with the more isolated learning experience in the control group, where students primarily worked individually and had fewer opportunities to interact with their classmates.

In terms of academic performance, the experimental group showed a significant improvement in their post-test scores compared to the control group. This finding suggests that the Cooperative Learning model not only enhances motivation but also leads to better learning outcomes. The active learning process in the experimental group allowed students to internalize the material more effectively. Memorization was reinforced through repeated practice, peer discussions, and group activities, which are all essential components of the Cooperative Learning model. The results support the idea that when students actively engage with the content, they are more likely to retain and understand the material.

Another important aspect of the Cooperative Learning model is that it encourages students to take responsibility for their own learning. In the experimental group, students were responsible for helping their peers, which fostered a sense of accountability. This sense of responsibility can lead to greater motivation, as students feel that their contributions are valuable to the group's success. This increased sense of responsibility was not as prominent in the control group, where the teacher was the central figure in delivering the content and students were more passive in their learning.

The increased student engagement in the experimental group also had an impact on classroom dynamics. Observations revealed that students in the experimental group were more active in class, volunteering to answer questions, sharing their ideas, and asking for help when needed. This level of engagement is crucial for creating a positive and productive learning environment. It indicates that the Cooperative Learning model helped students become more confident in their learning abilities and more comfortable with participating in class activities.

In contrast, the control group's classroom environment was more passive. Although students in the control group showed some improvement in their motivation, they did not exhibit the same level of enthusiasm or participation. Many students remained silent during lessons, waiting for the teacher to guide them, rather than taking the initiative to engage with the content. This passivity likely contributed to the relatively lower motivation levels observed in the control group. The lack of interaction and student-centered activities in the control group limited the opportunities for students to actively engage with the material.

The teacher's role in the Cooperative Learning model also played a crucial part in the success of the experimental group. The teacher in the experimental group acted as a facilitator, guiding students in their discussions and providing support when needed. By

adopting a more student-centered approach, the teacher allowed students to take ownership of their learning. This shift in the teacher's role encouraged students to be more independent and confident in their ability to learn, which in turn boosted their motivation. In the control group, the teacher maintained a more traditional role, delivering lectures and assigning individual tasks. While this method can be effective for certain types of learning, it did not foster the same level of student engagement as the Cooperative Learning model.

Another factor contributing to the success of the Cooperative Learning model was the opportunity for students to work with peers they may not have interacted with otherwise. In the experimental group, students were mixed into different groups for each lesson, allowing them to collaborate with a variety of classmates. This peer interaction not only strengthened relationships but also encouraged a sense of community within the classroom. It is likely that this sense of belonging and mutual support helped to increase motivation and reduce feelings of isolation, which can sometimes occur in traditional learning environments.

In addition to the improved motivation and engagement, students in the experimental group also demonstrated a deeper understanding of the material. The group discussions provided students with the opportunity to explore the meanings of Surah At-Tin in more depth and share their interpretations with others. This collaborative process helped students grasp the key themes of the Surah, such as the importance of gratitude and the value of understanding the divine message. Many students in the experimental group were able to articulate the meanings of the verses during post-test interviews, demonstrating that they had internalized the material beyond simple memorization.

On the other hand, students in the control group, while able to memorize the verses, struggled to explain the meanings and relevance of the Surah. The lack of collaborative activities in the control group may have limited students' opportunities to engage with the material on a deeper level. The traditional lecture-based approach focused primarily on memorization, which can be effective for short-term retention but may not foster a deep understanding of the material.

The feedback gathered from students further highlights the benefits of the Cooperative Learning model. Students in the experimental group consistently reported enjoying the collaborative nature of the lessons and feeling more confident in their ability to learn. They expressed a greater sense of accomplishment in memorizing Surah At-Tin and understanding its meanings. In contrast, students in the control group reported that while they were able to memorize the verses, they did not find the learning process as enjoyable or engaging.

The positive impact of the Cooperative Learning model was also reflected in the improved classroom atmosphere. Students in the experimental group were more enthusiastic and willing to participate in class activities. This created a more dynamic and interactive learning environment, where students felt comfortable sharing their thoughts and ideas. The control group, on the other hand, lacked this level of enthusiasm, and the classroom atmosphere was quieter and more focused on individual work.

The success of the Cooperative Learning model can also be attributed to its ability to cater to different learning styles. By working in groups, students with different strengths and abilities were able to support each other. For example, some students may have been better at memorization, while others excelled in explaining the meanings of the verses. By collaborating, students were able to learn from each other and benefit from their peers' strengths. This peer-to-peer learning is a key feature of the Cooperative Learning model, and it was particularly beneficial for students in the experimental group.

Moreover, the increased motivation and engagement observed in the experimental group suggest that the Cooperative Learning model can be particularly effective for students who may otherwise struggle with motivation in traditional learning environments. Students who may feel disconnected or disengaged in conventional settings are more likely to benefit from a student-centered approach that emphasizes collaboration

and active participation. This is especially relevant in religious education, where fostering a personal connection to the material is essential for meaningful learning.

In conclusion, the findings of this study demonstrate the positive impact of the Cooperative Learning model on students' motivation, engagement, and academic performance in learning Al-Qur'an Surah At-Tin. The model not only increased motivation but also facilitated a deeper understanding of the material. By promoting active participation, peer collaboration, and shared responsibility, the Cooperative Learning model helped create a dynamic and supportive learning environment. The results suggest that this model should be considered a valuable teaching strategy for enhancing student outcomes in Islamic Religious Education.

The feedback collected from students further supports the positive impact of the Cooperative Learning model. Students in the experimental group expressed greater satisfaction with the learning process, reporting that they enjoyed working in groups and felt more confident in their ability to learn the material. These findings suggest that the Cooperative Learning model not only enhances motivation but also creates a more enjoyable and fulfilling learning experience. By fostering a sense of camaraderie and mutual support, the model helped students feel more connected to the subject matter and more confident in their learning abilities.

One of the key strengths of the Cooperative Learning model is its ability to cater to diverse learning styles. In the experimental group, students with varying abilities were able to work together and support each other. Some students excelled in memorizing the verses, while others were better at explaining the meanings. This diversity in skills allowed students to complement each other and learn from one another. As a result, the cooperative nature of the learning process helped all students benefit from their peers' strengths. The teacher's role in the Cooperative Learning model was also critical to its success. By acting as a facilitator rather than a traditional lecturer, the teacher encouraged students to take an active role in their learning. The teacher provided guidance and support when needed, but the majority of the learning occurred through student interactions. This approach helped students develop a sense of independence and self-efficacy, which are important factors in motivation and academic achievement.

In conclusion, this study demonstrates that the Cooperative Learning model is a highly effective strategy for enhancing student motivation and improving academic outcomes in the context of Islamic Religious Education. By creating a collaborative, interactive, and student-centered learning environment, the model not only motivates students but also helps them develop a deeper understanding of the material. The results of this study suggest that educators should consider incorporating Cooperative Learning strategies into their teaching practices, particularly in subjects like religious education, where engagement and personal connection to the material are essential for meaningful learning.

CONCLUSION

This study has demonstrated that the implementation of the Cooperative Learning model significantly enhances students' motivation and academic performance in learning Al-Qur'an Surah At-Tin. The findings indicate that students in the experimental group, who were taught using the Cooperative Learning model, showed considerable improvement in their motivation, engagement, and academic outcomes compared to the control group. The increased motivation observed in the experimental group is a key outcome, which underscores the potential of cooperative learning strategies in fostering enthusiasm and interest in learning. The results of the study suggest that the Cooperative Learning model provides students with an active and collaborative learning environment, which is crucial for motivating them to participate in the learning process. In contrast to the traditional lecture-based approach used in the control group, the cooperative model encouraged peer-to-peer interaction, teamwork, and mutual support. These elements contributed

significantly to the students' heightened interest in learning and their improved ability to understand and retain the material. An important finding from this study is that the Cooperative Learning model not only increased motivation but also improved the students' academic performance. The experimental group achieved higher scores in the post-test, indicating better retention and understanding of Surah At-Tin. This outcome highlights the effectiveness of collaborative learning, as it allows students to engage with the content in a more interactive and meaningful way. By discussing the verses, explaining their meanings, and working together to memorize them, students in the experimental group were able to achieve a deeper level of understanding. Additionally, the improved academic performance of the experimental group suggests that motivation and engagement play a significant role in academic success. When students are motivated and actively engaged in their learning, they are more likely to retain information and perform better in assessments. The Cooperative Learning model created an environment where students were not only motivated but also took ownership of their learning. This sense of responsibility and accountability likely contributed to their higher academic achievement. The study also emphasized the importance of social interaction and peer collaboration in the learning process. In the experimental group, students worked in small groups, where they had the opportunity to interact with their peers, exchange ideas, and learn from each other. This collaborative approach not only increased students' motivation but also facilitated a deeper understanding of the material. Students were able to clarify their doubts, explain concepts to one another, and offer different perspectives, which enhanced their comprehension of Surah At-Tin.

In contrast, the control group, which relied on traditional teacher-centered instruction, did not experience the same level of peer interaction. While students in the control group were able to memorize the verses, they did not engage in discussions or collaborate with their classmates to explore the meanings of the Surah. This lack of interaction may have limited their understanding of the material, as it is well-established that active collaboration with peers can deepen comprehension and promote critical thinking.

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