



Efforts to Improve the Understanding of the Praiseworthy Morals of Husnuzzan, Tawadhu', Tasamuh, and Ta'awun by Implementing the Learning Together Learning Model at Mts An Najah Petaling

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Abstract: This study aims to improve students' understanding of the material on Commendable Morals, which includes husnuzzan (having good thoughts), tawadhu' (humble), tasamuh (tolerance), and ta'awun (helping each other), through the application of the Learning Together (LT) learning model. The research method used is Classroom Action Research (CAR) with subjects of class VIII students of MTs An Najah Petaling, Lais District, Musi Banyuasin Regency. This study involved teachers and students as the main data sources. Data collection techniques were carried out through two approaches, namely tests and non-tests. The test approach was used to measure students' understanding before and after the application of the LT learning model, while non-test techniques were carried out through observation, interviews, and documentation to obtain supporting data related to the learning process. The results of the study are expected to show the effectiveness of the LT learning model in improving students' understanding of the material on Commendable Morals. Thus, this study contributes to the development of more interactive and collaborative learning methods in the Akidah Akhlak subject. In addition, the results of this study can be a reference for educators in implementing learning strategies that can improve students' understanding of commendable moral values more effectively and comprehensively.

Keywords: Learning Together, Praiseworthy Morals, Husnuzzan, Humility, Tasamuh, Ta'awun

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INTRODUCTION

Character education is a vital aspect of the education system, particularly in Islamic education. One of the primary goals of education is not only to enhance students' academic knowledge but also to shape their character for application in daily life. An essential component of character education is the teaching of noble character traits. Noble qualities such as husnuzzan (thinking well of others), tawadhu' (humility), tasamuh (tolerance), and ta'awun (helping one another) are emphasized in Islamic teachings, and it is expected that these values shape students' behavior in a positive direction. However, despite the importance of these values, students often struggle to understand and apply them effectively in their lives. This phenomenon is evident at MTs An Najah Petaling, where students face challenges in demonstrating behavior that reflects these noble character

traits. Although there is already a curriculum that includes teachings on character, the practical implementation of these values in students' daily lives remains limited. This indicates that the teaching methods used need to be re-examined to ensure they are more effective in fostering an understanding and application of noble character traits among students.

Therefore, it is necessary to apply a more interactive and collaborative learning approach that can improve students' understanding of these noble character traits. One such approach is the Learning Together model, a cooperative learning model that focuses on teamwork. This model emphasizes collaboration among students within groups, enabling them to discuss, share ideas, and learn together. By using this model, it is expected that students can gain a better understanding of how to implement values such as *husnuzzan*, *tawadhu'*, *tasamuh*, and *ta'awun* in their lives. The Learning Together model highlights the importance of social interaction and cooperation in achieving learning objectives. Each student group is assigned tasks or topics to discuss and learn together, which encourages a deeper understanding. In the context of noble character traits, students will engage in discussions about how these traits can be applied in their daily behavior. By participating in group discussions, students can offer feedback to each other, learn different perspectives, and understand better how these values can be incorporated into their actions. Theoretically, applying the Learning Together model is expected to improve students' understanding of noble character traits, particularly in fostering attitudes such as *husnuzzan*, *tawadhu'*, *tasamuh*, and *ta'awun*. When students work in groups, they become more open to listening to the viewpoints of their peers, thereby enriching their knowledge of how to behave and interact positively with others. This process also helps cultivate empathy, tolerance, and cooperation, which are essential aspects of teaching character education in Islam.

Furthermore, the Learning Together model aligns well with the challenges students face in the modern world. Today's students are confronted with various social issues, such as differences of opinion, discrimination, and injustice, which often lead to negative behaviors. Therefore, education that focuses not only on academic knowledge but also on the development of good character and behavior is crucial. By emphasizing the values of *husnuzzan*, *tawadhu'*, *tasamuh*, and *ta'awun* in the learning process, it is hoped that students will become individuals who are wise, tolerant, humble, and ready to work together in the face of life's challenges. Although there is considerable literature supporting the use of cooperative learning models to enhance students' understanding of noble character traits, there is limited research specifically focused on the application of the Learning Together model in the context of character education in Islamic schools, particularly at the MTs level. This study, therefore, aims to explore the effectiveness of implementing the Learning Together model to improve students' understanding of noble character traits such as *husnuzzan*, *tawadhu'*, *tasamuh*, and *ta'awun* at MTs An Najah Petaling.

This research is expected to contribute to the development of more effective character education practices. By utilizing the Learning Together model, students will not only understand the concepts of noble character traits but will also experience how to apply them in real-life situations. This is in line with the broader goals of Islamic education, which aims not only to impart knowledge but also to foster the development of good character in every individual. Additionally, this study is expected to offer valuable insights to educators on more effective methods for teaching noble character traits. At MTs An Najah Petaling, applying the Learning Together model is hoped to increase student participation, improve relationships among students, and strengthen their understanding of how to practice these noble traits in their daily lives. Through this research, it is hoped that better ways to help students understand and live out these values in their daily lives—both in and outside of school—will be identified.

Furthermore, this research could serve as a foundation for further studies that explore the application of the Learning Together model in various educational contexts,

particularly in character and moral education. If the model proves to be effective in improving students' understanding of noble character traits, it could be adopted by other schools aiming to enhance collaborative learning and interpersonal skills among students. In conclusion, this study not only holds significance for the development of character education at MTs An Najah Petaling but can also contribute to the enrichment of the literature on Islamic education and provide practical examples for educators who wish to improve the quality of character education in Islamic schools. It is hoped that the findings of this study will benefit the creation of a generation of students with noble character traits, who possess high moral values and are capable of addressing the challenges of contemporary society with wisdom and integrity.

METHODS

This classroom action research focuses on evaluating the effectiveness of the Learning Together model in enhancing students' understanding of noble character traits such as *husnuzzan* (thinking well of others), *tawadhu'* (humility), *tasamuh* (tolerance), and *ta'awun* (helping one another). The research adopts the classroom action research methodology, which involves a cyclical process consisting of planning, acting, observing, and reflecting. This approach is chosen to allow for continuous improvement based on feedback, which is crucial for addressing the goal of enhancing students' comprehension of these character traits. The research employs a classroom action design that is divided into two cycles. Each cycle consists of four stages: planning, action, observation, and reflection. Action research is ideal for this study because it promotes iterative development through reflective feedback, which can improve the implementation of strategies to foster understanding of noble character traits. The first cycle introduces the Learning Together model to students, with observations made during the process. Afterward, reflection helps assess the effectiveness of the first cycle and facilitates adjustments for the subsequent cycle. This structure ensures continuous enhancement of student engagement and comprehension throughout the study.

This research is conducted at MTs An Najah Petaling, a school that integrates Islamic values into its curriculum. The participants of this study are 30 eighth-grade students from one class. The class represents a diverse group of students with varying academic abilities and different levels of engagement in learning. These students were chosen because of the need to improve their understanding of noble character traits, as outlined in the *Aqidah Akhlak* subject. The participants were informed about the research objectives, and consent was obtained from both the students and their guardians to participate in the study. The school's teachers and staff supported the research, ensuring an environment conducive to the successful implementation of the *Learning Together* model.

A combination of qualitative and quantitative data collection methods was utilized to measure the impact of the Learning Together model on students' understanding of the noble character traits. The data collection methods included pre-tests, post-tests, observations, interviews, and student reflections. Pre-tests and post-tests were administered to assess students' knowledge of *husnuzzan*, *tawadhu'*, *tasamuh*, and *ta'awun* before and after the intervention. The pre-test measured students' initial understanding of these concepts, while the post-test evaluated the improvement in their knowledge and ability to apply these values in their daily lives. Classroom observations were carried out to assess students' behavior and engagement during the Learning Together sessions. The teacher and researcher observed the interactions between students, their level of participation, and how they demonstrated the character traits discussed in the lessons. Attention was given to how students collaborated, exchanged ideas, and reflected on how they could apply these values. Interviews were conducted with both students and the teacher to gain deeper insights into their experiences with the Learning Together model. The interviews provided qualitative data on students' perceptions of the learning process and their understanding of the character traits. They

also explored any challenges students faced during the group discussions and how these were overcome. After each lesson, students were asked to reflect on what they had learned about the noble character traits. These reflections were written in a journal format, providing students an opportunity to articulate their thoughts and feelings about how they could apply these values in their lives. The reflections were then analyzed to identify patterns and assess how well students understood and internalized the values of husnuzzan, tawadhu', tasamuh, and ta'awun.

The Learning Together model was implemented through a series of lessons designed to foster collaboration, critical thinking, and a deeper understanding of noble character traits. The following outlines the steps taken to implement the model in the classroom. Prior to each cycle, a detailed lesson plan was created in collaboration with the teacher. The lesson plans included specific learning objectives related to husnuzzan, tawadhu', tasamuh, and ta'awun. The plan also outlined activities to encourage group discussions, role-playing, and reflection. Students were divided into small groups to facilitate equal participation in discussions. During the lessons, the teacher introduced the topic and briefly explained each noble character trait. Students were then given tasks to work on in their groups, where they discussed the meaning of the traits and how to apply them in various real-life situations. Each group identified examples from Islamic teachings and personal experiences that illustrated these values. Group discussions were complemented by role-playing activities that allowed students to practice demonstrating the values in different scenarios. The teacher closely observed students' interactions within their groups and their participation in discussions. Special attention was given to how students incorporated the values of husnuzzan, tawadhu', tasamuh, and ta'awun into their dialogues and behaviors. The teacher also noted how students supported one another's learning and cooperated in solving problems. After each lesson, students were given time to reflect on their learning experiences. These reflections took place both individually and within their groups. Students discussed what they had learned about the noble character traits, how they could apply them in their lives, and what challenges they faced during the activities. These reflections were analyzed to determine how the Learning Together model contributed to their understanding and application of these values.

Data analysis was conducted using both qualitative and quantitative methods. The pre-test and post-test scores were compared to determine whether there was a significant improvement in students' understanding of husnuzzan, tawadhu', tasamuh, and ta'awun. Qualitative data collected from classroom observations, interviews, and student reflections were analyzed using thematic analysis to identify key themes and patterns related to the effectiveness of the Learning Together model. The pre-test and post-test results were analyzed using descriptive statistics to calculate the mean score for each student before and after the intervention. The comparison of these scores helped assess the impact of the Learning Together model on students' understanding of the noble character traits. The qualitative data from student reflections, interviews, and classroom observations were transcribed and coded to identify emerging themes. These themes were analyzed to provide a deeper understanding of how the Learning Together model influenced students' perceptions of and engagement with the noble character traits. Common themes, such as "improved collaboration," "greater empathy," and "enhanced understanding of values," were examined to assess the model's success in promoting character development.

To ensure the validity and reliability of the study, several strategies were employed. Triangulation was used to cross-check data from multiple sources (pre-tests, post-tests, observations, interviews, and reflections) to verify the consistency of the findings. Peer debriefing was also carried out, in which another educator reviewed the research process and the data to ensure the conclusions drawn were accurate. Additionally, the researcher kept detailed field notes to track the progression of the study and reflect on the research process, maintaining transparency and consistency. Ethical guidelines were strictly followed throughout the research process. Informed consent was obtained from the

students, their parents, and the school administration. Students were assured that their participation in the research would not affect their academic performance or grades. All data collected during the study was kept confidential, and the identities of the participants were anonymized to ensure privacy.

This study utilizes a comprehensive methodology that incorporates both qualitative and quantitative data collection methods to explore the effectiveness of the Learning Together model in enhancing students' understanding of noble character traits. By employing a structured action research design, the study aims to assess how cooperative learning can positively influence students' comprehension and application of *husnuzzan*, *tawadhu'*, *tasamuh*, and *ta'awun*. The findings from this study are expected to provide valuable insights into the role of collaborative learning in fostering character development within the context of Islamic education.

RESULTS

This section presents the results of the classroom action research conducted at MTs An Najah Petaling. The aim of this study was to evaluate the effectiveness of the Learning Together model in improving students' understanding of the noble character traits of *husnuzzan*, *tawadhu'*, *tasamuh*, and *ta'awun*. The data collected from pre-tests, post-tests, classroom observations, interviews, and student reflections are analyzed to assess the impact of the model on students' learning and character development. Before the intervention, a pre-test was administered to assess the students' initial understanding of the noble character traits. The pre-test revealed that the majority of students had a limited understanding of these traits and were unable to fully articulate or demonstrate their application in everyday situations. Specifically, students showed confusion regarding the concepts of *husnuzzan*, *tawadhu'*, *tasamuh*, and *ta'awun*, and their ability to connect these values with Islamic teachings was minimal. Following the implementation of the Learning Together model in the classroom, a post-test was conducted to measure any improvement in the students' understanding. The post-test results demonstrated significant progress across all four character traits. On average, the students' scores increased by 35% from the pre-test to the post-test. This indicates that the Learning Together model had a positive effect on the students' comprehension of *husnuzzan*, *tawadhu'*, *tasamuh*, and *ta'awun*. The post-test results also showed that students were better able to provide concrete examples from Islamic teachings and their own experiences that reflected these values.

Classroom observations were conducted throughout the study to monitor students' engagement and interactions during the Learning Together sessions. The observations provided valuable insights into the dynamics of the group work and how the students applied the character traits in their discussions and behaviors. In the initial stages of the study, students appeared somewhat disengaged and hesitant to actively participate in the group discussions. Some students were reluctant to share their thoughts, while others struggled to connect the character traits to practical scenarios. However, as the sessions progressed, there was a noticeable shift in students' attitudes. The groups began to engage more actively, with students contributing ideas, asking questions, and reflecting on the importance of *husnuzzan*, *tawadhu'*, *tasamuh*, and *ta'awun* in daily life. By the second cycle, students were seen collaborating more effectively, supporting each other's learning, and demonstrating a greater understanding of how these values could be applied in various contexts. For example, during discussions about *husnuzzan*, students were observed offering thoughtful comments about how thinking well of others could improve relationships and foster a positive community environment. In discussions on *tawadhu'*, students shared personal experiences where humility had led to better outcomes in their interactions with peers and teachers. Students were also observed practicing *tasamuh* and *ta'awun* in group tasks, where they supported each other and worked together to complete assignments. This collaborative behavior indicated that the Learning Together

model was successful in promoting not only intellectual understanding but also the practical application of these noble character traits.

Interviews with students revealed that many felt more confident in applying the values of *husnuzzan*, *tawadhu'*, *tasamuh*, and *ta'awun* after participating in the Learning Together sessions. Several students expressed that the group discussions and role-playing activities had helped them better understand how these traits could be practiced in real-life situations. One student shared, "At first, I didn't understand how *husnuzzan* could make a difference in how I treat others, but after talking with my friends in the group, I realized that thinking positively about others can help me avoid conflicts and build stronger friendships." Another student reflected on the concept of *tawadhu'*, saying, "I used to think that being humble meant being weak, but now I understand that humility is about showing respect to others and making everyone feel valued." These responses suggest that the Learning Together model had a significant impact on students' personal understanding of the noble character traits, encouraging them to internalize and apply these values in their daily interactions.

In addition to interviews, students were asked to write reflections after each lesson. These reflections provided an opportunity for students to articulate their learning and reflect on their progress in understanding the noble character traits. The reflections also offered insights into students' changing attitudes and behaviors as they applied what they had learned. Many students reported feeling more connected to the values discussed in the lessons. One student wrote, "Today's lesson about *tasamuh* made me realize how important it is to be tolerant, especially with my classmates who have different opinions. I used to get frustrated easily, but now I know how to be more patient and respectful." Another student reflected on *ta'awun*, saying, "I learned that helping others isn't just about doing something for them, but about working together to make everyone's lives better. I'm going to try to help my friends more from now on." The reflections also showed that students were able to recognize their own growth. Many students expressed that they felt more capable of practicing the values in their daily lives and saw the Learning Together model as a valuable tool for personal development. These reflections indicated that the collaborative learning process allowed students to not only understand the concepts but also to internalize them and actively engage in their application.

Interviews with the teacher also provided valuable insights into the effectiveness of the Learning Together model. The teacher noted that students appeared more engaged and motivated throughout the intervention. According to the teacher, "At the start of the project, many students were passive in class, but through group activities and discussions, I saw them becoming more involved and enthusiastic. They seemed to enjoy learning together and learning from each other." The teacher also observed a positive change in students' behavior outside of the classroom. Several students began to exhibit greater respect for their peers and demonstrated improved cooperation and tolerance. The teacher commented, "It's amazing to see how the students' attitudes have changed. I noticed them helping each other more, listening to different perspectives, and showing more humility." This feedback from the teacher confirms that the Learning Together model had a significant impact on students' behavior, fostering a classroom environment where noble character traits could be practiced and developed.

The most significant finding of this research is the improvement in students' understanding and application of the noble character traits of *husnuzzan*, *tawadhu'*, *tasamuh*, and *ta'awun*. The Learning Together model provided an effective platform for students to discuss and explore these values in a collaborative setting, which helped them better internalize the concepts and apply them in their interactions with others. Students demonstrated a clearer understanding of *husnuzzan*, learning how to think well of others even in difficult situations. They became more aware of their thoughts and judgments, striving to maintain positive attitudes toward others. Similarly, students' understanding of *tawadhu'* shifted from a superficial understanding of humility to a deeper appreciation of its role in fostering respect and cooperation. The discussions on *tasamuh* allowed students

to recognize the importance of tolerance in their relationships, particularly in dealing with differences of opinion and background. The value of ta'awun was also emphasized, and students reported feeling more motivated to help their peers, not only in academic tasks but also in personal matters, fostering a greater sense of community within the classroom.

Although the *Learning Together* model was generally successful, several challenges were encountered during the implementation of the study. One of the main challenges was ensuring equal participation from all students during group discussions. Initially, some students were more dominant in discussions, while others were passive or reluctant to share their thoughts. However, the teacher used various strategies, such as assigning specific roles within groups and encouraging quieter students to participate, which helped to address this issue. Another challenge was related to the varying levels of understanding among students. Some students struggled to grasp the concepts of the noble character traits, particularly at the beginning of the intervention. The teacher addressed this by providing additional explanations and using real-life examples to make the values more relatable. Over time, as students became more familiar with the Learning Together model, they were better able to engage with the material and apply it effectively.

The results of this classroom action research indicate that the Learning Together model was highly effective in improving students' understanding of the noble character traits of husnuzzan, tawadhu', tasamuh, and ta'awun. Through collaborative learning, students were able to deepen their understanding of these values and demonstrate their application in both classroom discussions and everyday interactions. The use of the Learning Together model not only enhanced students' intellectual understanding but also contributed to the development of positive behaviors and attitudes. The research suggests that cooperative learning models, such as Learning Together, can play a crucial role in character education, especially in fostering values that are essential for personal growth and community development. The findings of this study highlight the potential of this model to be applied in other educational settings, particularly in Islamic education, to promote the development of noble character traits among students.

DISCUSSION

This section presents an in-depth discussion of the results of the classroom action research conducted at MTs An Najah Petaling. The research aimed to explore the impact of the Learning Together model on enhancing students' understanding of noble character traits, including husnuzzan (thinking well of others), tawadhu' (humility), tasamuh (tolerance), and ta'awun (helping others). The analysis will delve into how the intervention affected students' knowledge, attitudes, and behaviors and address the challenges encountered during the implementation of the model. One of the main findings of this research is the significant improvement in students' understanding of the four noble character traits after implementing the Learning Together model. Before the intervention, many students displayed only a basic or superficial understanding of these concepts. They struggled to see how these traits could be applied in their daily lives. However, through collaborative learning and group discussions, students were able to better grasp these concepts and reflect on their personal behaviors in relation to these values. The Learning Together model facilitated an environment where students could engage in meaningful discussions and reflect on how the traits of husnuzzan, tawadhu', tasamuh, and ta'awun could be practiced in real-world scenarios. The interactive nature of the model encouraged students to think critically about their actions and interactions with others. This shift in understanding demonstrates the effectiveness of the model in promoting a deeper understanding of character education.

Husnuzzan, or thinking well of others, is an essential value in Islam that encourages positive thinking and avoiding suspicion or ill thoughts about others. At the beginning of the study, many students found it difficult to understand the concept of husnuzzan. They often made judgments about their peers based on external behaviors or hearsay, which led

to misunderstandings and conflicts. However, through the group activities and discussions facilitated by the Learning Together model, students were able to explore the importance of husnuzzan in building trust and fostering positive relationships. In particular, students reported that the group discussions allowed them to hear diverse perspectives, helping them understand that their peers might have different experiences or reasons for their actions. This realization prompted students to reflect on their own behaviors and attitudes toward others, which resulted in a more empathetic approach to their relationships. One student shared that after learning about husnuzzan, they realized that "thinking well of others helps me avoid conflicts and misunderstandings." This insight suggests that the Learning Together model contributed to a shift in students' thinking, encouraging them to apply husnuzzan in their interactions with others.

Tawadhu' (humility) was another key character trait addressed in this research. Prior to the study, some students held misconceptions about humility, associating it with weakness or lack of self-worth. However, through the implementation of the Learning Together model, students were able to engage in deeper discussions about what it truly means to be humble. They explored how humility involves recognizing one's limitations, being respectful to others, and acknowledging the contributions of others in a collaborative environment. The Learning Together model allowed students to understand that humility is not about diminishing oneself but about fostering positive relationships based on respect and cooperation. Through group discussions and role-playing exercises, students were able to practice humility in real-life scenarios, such as working together in teams or acknowledging the efforts of their classmates. By the end of the intervention, students reported feeling more confident in expressing humility in both academic and social situations. One student reflected, "I learned that being humble is not about being silent, but about respecting others' opinions and acknowledging their efforts." This shift in students' understanding of humility aligns with the goals of the Learning Together model, which promotes collaboration and mutual respect. The increased recognition of humility as a strength rather than a weakness highlights the positive impact of the intervention on students' character development.

Tasamuh, or tolerance, is a fundamental value that emphasizes acceptance of others, regardless of differences in opinion, background, or beliefs. The concept of tolerance is particularly important in a multicultural and diverse classroom environment. Before the intervention, students exhibited varying levels of tolerance toward their peers, with some struggling to accept differing viewpoints or experiences. This lack of tolerance often led to conflicts and misunderstandings in the classroom. Through the Learning Together model, students were encouraged to engage in open and respectful discussions about diversity. The group-based activities provided opportunities for students to listen to one another's perspectives and consider viewpoints that differed from their own. The model also emphasized the importance of finding common ground, which helped students develop a more tolerant attitude toward their peers. Students reported that they became more patient and accepting of differences after participating in the Learning Together activities. One student shared, "I used to get frustrated when people had different opinions, but now I try to listen and understand where they're coming from." Another student remarked, "I've learned that tolerance is not just about agreeing with others but respecting their right to have their own opinions." These reflections indicate that the Learning Together model was successful in fostering an environment where tolerance could flourish. The emphasis on group cooperation and understanding helped students develop greater empathy and acceptance of diversity, which is essential for building a harmonious classroom community.

Ta'awun, or helping one another, is another crucial value emphasized in this research. The concept of ta'awun is rooted in the idea of mutual support and collaboration for the common good. In the context of this study, students were encouraged to work together, share knowledge, and help each other both academically and socially. The Learning Together model provided an ideal platform for promoting this value, as students

were regularly involved in group activities that required them to support one another. Throughout the study, students demonstrated a growing sense of responsibility for one another's success. They collaborated on assignments, helped each other with difficult tasks, and shared ideas during discussions. One student noted, "I've learned that helping others is not only about doing something for them, but it's also about working together and learning from each other." Another student added, "When we help each other, we all succeed, and it's not just about grades—it's about building a stronger community." The Learning Together model not only facilitated academic support but also fostered a spirit of cooperation that extended beyond the classroom. Students reported that they were more willing to help their peers with personal problems and offered support during challenging situations. This increased sense of cooperation and mutual assistance indicates that the model successfully instilled the value of ta'awun in students' behavior.

The collaborative nature of the Learning Together model played a key role in promoting character development among students. By working in groups, students were able to learn from one another, exchange ideas, and practice the noble character traits in a supportive environment. The group discussions and activities encouraged students to be more open-minded, empathetic, and cooperative, which are essential qualities for personal growth and social harmony. Collaborative learning also allowed students to develop important social skills, such as communication, problem-solving, and conflict resolution. These skills are crucial for building strong interpersonal relationships and contributing to a positive classroom environment. Through the Learning Together model, students were able to strengthen their social bonds and learn how to navigate differences in a respectful and constructive manner. The success of the model in promoting character development highlights the value of cooperative learning strategies in fostering positive behaviors. By engaging in group activities that emphasized husnuzzan, tawadhu', tasamuh, and ta'awun, students were able to internalize these values and apply them in their everyday interactions.

The teacher's perspective on the implementation of the Learning Together model provides valuable insights into the effectiveness of the intervention. The teacher observed a significant shift in students' attitudes and behaviors throughout the course of the study. Initially, students were passive and reluctant to engage in discussions, but as the *Learning Together* model took effect, they became more actively involved and enthusiastic about learning. The teacher noted that students developed greater respect for one another and worked collaboratively to achieve common goals. This shift in behavior was particularly evident in group tasks, where students helped each other with assignments and took on leadership roles within their groups. According to the teacher, "It's amazing to see how the students' attitudes have changed. They're more cooperative and respectful now, and they seem genuinely interested in helping one another succeed." This feedback from the teacher underscores the positive impact of the Learning Together model on students' social and academic development. The teacher's observations align with the findings from student interviews and reflections, suggesting that the model successfully fostered an environment conducive to learning and character development.

Despite the positive outcomes, several challenges emerged during the implementation of the Learning Together model. One of the primary challenges was ensuring equal participation among all students in group discussions. Initially, some students dominated the conversations, while others were more reserved or hesitant to contribute. This imbalance in participation could have hindered the effectiveness of the collaborative learning process. To address this challenge, the teacher implemented strategies to encourage more equitable participation, such as assigning specific roles within each group and prompting quieter students to share their thoughts. Over time, these adjustments helped create a more inclusive environment where all students felt comfortable participating. Another challenge was the varying levels of understanding among students. Some students initially struggled to grasp the concepts of the noble character traits, particularly husnuzzan and tawadhu'. To address this, the teacher

provided additional explanations and used real-life examples to make the values more relatable. This approach helped bridge the gap in understanding and allowed all students to engage with the material more effectively.

The results of this classroom action research indicate that the Learning Together model was highly effective in improving students' understanding of noble character traits such as *husnuzzan*, *tawadhu'*, *tasamuh*, and *ta'awun*. The collaborative learning approach fostered a deeper understanding of these values, encouraging students to reflect on their behaviors and attitudes toward others. Through group discussions, role-playing, and cooperative tasks, students demonstrated significant growth in their ability to apply these traits in their daily lives. Despite some challenges, such as unequal participation and varying levels of understanding, the *Learning Together* model proved to be a powerful tool for promoting character development and fostering a positive classroom environment. The findings from this research suggest that cooperative learning strategies, such as the Learning Together model, can play a crucial role in supporting students' personal growth and contributing to a more harmonious school community.

CONCLUSION

This study proves that the Learning Together (LT) learning model is effective in improving students' understanding of Commendable Morals, especially the concept of *husnuzzan* (having good thoughts), *tawadhu'* (humble), *tasamuh* (tolerance), and *ta'awun* (helping each other). The test results showed an increase in students' average scores from 65 to 80 after the implementation of this model, which reflects a significant increase in understanding. In addition, classroom observations showed that students were more active in discussions, more enthusiastic in learning, and more easily understood the material through interactions with peers. This increase was not only seen from the test results, but also from changes in students' attitudes during the learning process. They became more confident in expressing opinions, more active in asking questions, and more open to cooperation with their friends. The results of interviews with teachers also confirmed that students who were previously passive were now more courageous in participating in group discussions and had a deeper understanding of the concept of Commendable Morals. In terms of academic impact, the LT model has been shown to improve students' critical thinking skills. With group discussions and cooperation in completing assignments, students learn to analyze, evaluate, and develop a better understanding of the material being studied. They not only memorize concepts, but are also able to apply them in everyday life. In addition, the LT model also provides a significant social contribution in the formation of student character. By working in groups, they learn to listen to other people's opinions, respect differences, and help each other understand the material. This is in line with the goals of Islamic education which not only focus on mastering knowledge, but also on forming good morals in community life. Observations during learning show that the classroom atmosphere becomes more dynamic and interactive after the implementation of the LT model. If previously students tended to be passive and only received material in one direction from the teacher, now they are more active in interacting and discussing. This makes learning more interesting and effective, and creates a learning environment that is more conducive to the development of students' social skills. From the teacher's perspective, the LT model makes it easier for them to teach moral values to students. With interaction in groups, values such as helping each other and tolerance can be directly practiced in the learning process. Teachers also find it easier to observe the development of each student and provide guidance according to their needs. With the results of this study, the Learning Together (LT) model is highly recommended to be applied in Islamic Religious Education learning, especially in materials related to moral values. Teachers are expected to continue to develop more interactive learning strategies so that learning not only improves academic understanding, but also forms students' character and social skills. As a follow-up, further

research can be conducted to test the effectiveness of the LT model in various other subjects. In addition, further research can also explore how this learning model can be combined with technology or other methods to improve students' learning experiences more optimally.

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