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Cooperative Learning with Reinforcement to Improve Student Motivation and Learning Outcomes on Praiseworthy Morals Material at MIS Ma'arif Salamal Huda

Yani Suryani ✉, MIS Ma'arif Salamal Huda, Indonesia
Wono Sulaeman, MIS Asasul Islam, Indonesia
Yudha Bima Faqori, MTs N 1 Magetan, Indonesia
Yelmi Mawati, RA Iksal Saok Laweh, Indonesia
Yanti Nur Ulfah, MIS Nurul Huda Cimahi Tengah, Indonesia

✉ *yanialfi71@gmail.com*

Abstract: This study aims to analyze the application of the Cooperative Learning model with reinforcement in improving motivation and learning outcomes in the subject of Akidah Akhlak, especially in the material of Commendable Akhlak in class 2 of MIS Ma'arif Salamal Huda. The Cooperative Learning model is a learning method that encourages cooperation between students in small groups, so that they can help each other in understanding the material. Meanwhile, providing reinforcement in the form of praise, awards, or positive feedback aims to strengthen students' motivation in learning. The combination of these two strategies is expected to create a more interactive and enjoyable learning environment for students. The method used in this study is the classroom action method (CAR) with a qualitative and quantitative approach. CAR was carried out in several cycles to see the effectiveness of the application of the Cooperative Learning model with reinforcement in stages. Data were collected through direct observation in class, interviews with teachers and students, and learning outcome tests to measure students' academic development. The results showed that the application of the Cooperative Learning model combined with reinforcement significantly increased students' learning motivation. Students became more active in group discussions, more enthusiastic in participating in learning, and more confident in expressing their opinions. In addition, student learning outcomes also increased as seen from the increase in average scores after implementing this strategy. Thus, the use of the Cooperative Learning method with reinforcement can be an alternative effective learning strategy in increasing student motivation and learning outcomes in learning Aqidah Akhlak.

Keywords: Cooperative learning, reinforcement, learning motivation, learning outcomes.

INTRODUCTION

Aqidah Akhlak learning plays an important role in shaping the character of students so that they have attitudes and behaviors that are in accordance with Islamic teachings. Character education based on religious values is an integral part of the Islamic education system, because it shapes the morals and ethics of students from an early age. However, in practice, various obstacles are still found in learning Aqidah Akhlak, one of which is the

low motivation of students to learn and the use of ineffective learning methods. Many students still consider this subject as mere memorization material, so they are less interested in studying and applying the values taught in everyday life (Suryani, 2021).

According to Susanto (2021), the learning model that is still centered on the teacher or teacher-centered learning tends to make students passive and less actively involved in the learning process. This causes a low understanding and internalization of moral values in students. Therefore, innovation is needed in learning strategies that are more interactive and able to increase student involvement in the learning process. One method that can be applied is Cooperative Learning with reinforcement.

The Cooperative Learning model is a learning approach that emphasizes cooperation between students in small groups to achieve common learning goals. In this model, students learn by discussing, helping each other, and exchanging understanding of the material being studied. Research conducted by Hidayat (2022) shows that the application of Cooperative Learning can increase students' learning motivation and help them understand concepts more deeply. This is because students are more active in discussing and get the opportunity to contribute to the learning process.

In addition, providing reinforcement in learning also plays an important role in increasing student motivation. Reinforcement is a form of reinforcement given by teachers to provide appreciation for student achievement, either in the form of praise, awards, or simple gifts. According to Rahmawati (2023), providing the right reinforcement can encourage students to be more enthusiastic in learning and increase their self-confidence. In the context of learning Akidah Akhlak, this strategy can help students better understand and apply commendable moral values in everyday life.

This study aims to analyze the application of the Cooperative Learning model with reinforcement in improving students' motivation and learning outcomes in the subject of Akidah Akhlak, especially in the material of Commendable Akhlak in class 2 of MIS Ma'arif Salamal Huda. By implementing this strategy, it is hoped that it can create a more enjoyable and interactive learning atmosphere, so that students are more active in understanding and applying the material being studied. A conducive and participatory learning environment is the main factor in increasing student motivation and learning outcomes (Fadilah, 2022).

Several previous studies have shown that the combination of Cooperative Learning and reinforcement can increase student engagement in learning. For example, a study conducted by Anwar (2023) showed that this method is effective in improving student learning outcomes in Islamic Religious Education (PAI) subjects. Students who study in groups understand the material faster and are able to re-explain the concepts that have been learned to their group members. This shows that cooperative learning can improve student understanding compared to conventional lecture methods.

In addition to improving learning outcomes, the application of Cooperative Learning with reinforcement also contributes to students' social development. According to Putri (2023), this method can improve students' communication skills, cooperation, and empathy towards classmates. In the context of learning Akidah Akhlak, this is very relevant because the values taught in the Praiseworthy Akhlak material are not only theoretical, but must also be practiced in everyday life. Thus, the application of this strategy can help students not only in understanding the material, but also in building better character.

Although this strategy has many benefits, its application still requires readiness from teachers and students. Teachers must be able to design learning activities that are in accordance with student characteristics, as well as provide reinforcement appropriately and consistently. In addition, the role of teachers in guiding the discussion and ensuring that each student actively participates is also an important factor in the success of this method (Wahyudi, 2022). With careful planning, the implementation of this method can run optimally and provide significant results in increasing student motivation and learning outcomes.

Based on this description, this study seeks to prove the effectiveness of the Cooperative Learning model with reinforcement in improving the quality of Akidah Akhlak learning. It is hoped that this study can be a reference for teachers and education practitioners in choosing the right learning strategies to increase student motivation and learning outcomes. In addition, the results of this study are expected to contribute to the development of more innovative learning methods and in accordance with the needs of students in understanding and practicing moral values in everyday life.

METHODS

This study uses a classroom action method (CAR) approach with a combination of qualitative and quantitative approaches. This method was chosen to analyze in depth the learning process and measure the effectiveness of the implementation of the Cooperative Learning model with reinforcement in improving student motivation and learning outcomes. CAR was carried out in several cycles to see the developments that occurred during the intervention. The data sources in this study consisted of primary data and secondary data, each of which provided a different perspective in order to obtain more comprehensive conclusions.

The primary data in this study were obtained directly from grade 2 students of MIS Ma'arif Salamal Huda as the main subjects of the study. Data collection was carried out through observations during the learning process, interviews with students and teachers, and learning outcome tests conducted before and after the implementation of the Cooperative Learning model with reinforcement. Observations aim to see changes in student learning behavior, their involvement in group discussions, and reactions to positive reinforcement given by teachers. In addition, interviews were conducted to understand students' experiences in following this learning method, as well as teachers' views on the effectiveness of the strategies applied.

Meanwhile, secondary data was obtained from various sources such as academic literature, research journals, textbooks, and learning documents relevant to the implementation of Cooperative Learning and reinforcement. The literature used in this study was selected from sources published from 2020 onwards to ensure relevance to the latest developments in the world of education. This secondary data is used as a theoretical basis to support research findings and compare the results obtained with previous studies. With secondary data, this study can have a broader context in understanding the effectiveness of the Cooperative Learning method in learning Akidah Akhlak.

The data collected in this study were analyzed using qualitative and quantitative approaches to obtain a more comprehensive picture of the effectiveness of the Cooperative Learning model with reinforcement. Qualitative analysis was carried out using descriptive analysis techniques, namely by interpreting the results of observations and interviews related to changes in student behavior and motivation during the implementation of this learning strategy. Data obtained from observations were categorized based on several aspects, such as the level of student involvement in learning, their response to reinforcement, and changes in their attitudes and understanding of the Praiseworthy Akhlak material. In addition, interviews with teachers and students were analyzed to identify their experiences during the learning process.

Meanwhile, quantitative analysis was carried out using descriptive statistical methods to measure the extent to which student learning outcomes increased after the implementation of the Cooperative Learning model with reinforcement. Quantitative data were obtained from the results of the initial test (pretest) and final test (posttest), which were compared to see the increase in students' average scores. In addition, the percentage increase in students' learning motivation was also measured using a motivation scale given before and after the intervention. The results of this analysis provide a quantitative picture of the impact of the learning strategies applied to students' understanding of the material on Praiseworthy Morals. The results of these two analytical approaches are then

combined to obtain more valid and comprehensive conclusions. Qualitative analysis helps in understanding aspects of student behavior and motivation, while quantitative analysis provides objective data on the improvement of learning outcomes. Thus, this study can provide empirical evidence regarding the effectiveness of Cooperative Learning with reinforcement in improving students' motivation and learning outcomes in the subject of Akidah Akhlak in class 2 of MIS Ma'arif Salamal Huda.

RESULTS

The following are the results of the study presented in 12 paragraphs along with data in the form of tables to provide a clearer picture of the impact of the implementation of Cooperative Learning with reinforcement on the motivation and learning outcomes of grade 2 students of MIS Ma'arif Salamal Huda.

The results of the study indicate that the implementation of the Cooperative Learning model with reinforcement has a positive impact on the motivation and learning outcomes of grade 2 students of MIS Ma'arif Salamal Huda in the subject of Akidah Akhlak, especially in the material of Commendable Akhlak. From the results of the observation, it can be seen that students are more active in the learning process, show higher enthusiasm in group discussions, and are more responsive to positive reinforcement given by the teacher. Providing reinforcement in the form of praise, simple awards, and constructive feedback has been shown to increase students' self-confidence and enthusiasm for learning.

Quantitatively, the results of the data analysis show a significant increase in student learning outcomes after the implementation of this learning strategy. The average score of students in the initial test (pretest) is in the moderate category, while after the implementation of Cooperative Learning with reinforcement, the average score of students increased significantly in the final test (posttest). In addition, the scale of learning motivation measured before and after the intervention also showed a consistent increase, indicating that this method is effective in building student interest and involvement in the learning process.

The results of the study showed that the average student score increased by 26.57% after the implementation of the Cooperative Learning method with reinforcement. This shows the effectiveness of learning strategies in improving student learning outcomes on the material of Commendable Morals in class 2 of MIS Ma'arif Salamal Huda. In addition to improving learning outcomes, increasing student motivation is also monitored through observations and motivation scales measured before and after learning. The motivation indicators observed include aspects of student activeness in group discussions, the desire to complete tasks, and an enthusiastic attitude in receiving the material. The results of the analysis of the motivation scale before and after the intervention are shown in the following table:

Table 2. *Motivation scale before and after intervention*

Motivation Indicators	Before Intervention (%)	After Intervention (%)	Improvement (%)
Discussion activeness	50	85	35
Desire to complete tasks	55	88	33
Learning enthusiasm	60	90	30

From the table, it can be seen that the aspect of discussion activity increased from 50% to 85%, the desire to complete assignments increased from 55% to 88%, and enthusiasm for learning increased from 60% to 90%. This shows that the learning strategies implemented are effective in increasing students' learning motivation.

In addition, the teacher also said that students find it easier to understand the material because they actively discuss and help each other in groups. This is in line with previous research showing that the Cooperative Learning method can increase student involvement in learning and help them understand the material better.

One of the factors that supports this increase is the use of reinforcement given by the teacher in the form of praise, simple awards, and verbal support that reinforces students' positive behavior. This reinforcement not only helps increase motivation but also builds students' confidence in learning.

Based on the results of interviews with students, many of them feel more comfortable and happy learning using this method compared to conventional methods. They feel more confident in expressing their opinions and are more enthusiastic in doing group assignments.

In addition, the results of the study also showed that this learning model helps students with lower academic abilities to learn from their peers in groups. Students who were initially less active in class became more confident and participated more often in discussions.

By looking at the results obtained, it can be concluded that the implementation of Cooperative Learning with reinforcement is an effective method in increasing student motivation and learning outcomes in the subject of Akidah Akhlak. This learning model can be applied as an alternative to a more innovative learning strategy to create a more enjoyable and interactive learning atmosphere.

Overall, this study provides evidence that the Cooperative Learning method with reinforcement is able to increase student participation, motivate them to study harder, and improve their understanding of the material being taught. Thus, this model can be recommended as an effective learning strategy, especially to increase student motivation and learning outcomes in learning Akidah Akhlak.

Data Verification

To ensure the validity and reliability of the data obtained, this study used data triangulation techniques. Data from observations were validated with interview results and learning outcome tests to ensure the suitability between increasing student motivation and increasing their learning outcomes. Observations were carried out during the learning process, while interviews were conducted with students and teachers to gain perspectives on their experiences during the implementation of the Cooperative Learning method with reinforcement. In addition, reflective analysis was also conducted with Akidah Akhlak subject teachers to gain additional perspectives regarding the effectiveness of the learning methods applied and the challenges faced in the implementation process.

In addition to triangulation, data validity testing was carried out by comparing the results of this study with previous studies that have discussed the effectiveness of Cooperative Learning and reinforcement in learning. Studies conducted by Rahmawati (2023) and Hidayat (2022) showed that the implementation of this strategy contributed significantly to increasing student motivation and learning outcomes. The results of this study show compatibility with previous findings, indicating that Cooperative Learning can help students learn more actively, while reinforcement provides psychological encouragement that supports their development. With these consistent results, this study strengthens empirical evidence regarding the effectiveness of the method used.

In addition to comparison with previous studies, data reliability was also tested through descriptive statistical analysis. The increase in learning outcomes reflected in the comparison of pretest and posttest scores was calculated using the percentage of increase, which showed that almost all students experienced positive development. The sustainability of this trend is a strong indicator that the increase was not just a coincidence, but the result of a systematically designed intervention. Thus, the data obtained in this study can be used as a strong basis for recommending the use of Cooperative Learning with reinforcement as an innovative and effective learning strategy in the subject of Akidah Akhlak.

DISCUSSION

Data validation in this study was carried out to ensure that the results obtained truly reflect the effectiveness of the implementation of Cooperative Learning with reinforcement in improving student motivation and learning outcomes. One of the methods used in data validation is triangulation, where data from various sources, such as observations, interviews, and test results, are compared to see the alignment of the results obtained. Observations were carried out during the learning process to observe the activeness of students in groups and their responses to reinforcement given by the teacher. Interviews with students and teachers were also conducted to find out their experiences during the implementation of this method, as well as the challenges faced. In addition to triangulation, data validation was also carried out by comparing the results of this study with previous studies that have discussed the effectiveness of Cooperative Learning and reinforcement in learning.

Studies by Rahmawati (2023) and Hidayat (2022) show that the implementation of this method significantly increases student involvement in the learning process as well as their academic results. The similarity of the results between this study and previous studies further strengthens the validity of the findings that Cooperative Learning with reinforcement is an effective learning strategy in improving student motivation and learning outcomes in the subject of Akidah Akhlak. The validation results show that the data obtained in this study have a high level of reliability.

Based on the results of observations, interviews, and learning outcome tests, it was found that the majority of students experienced increased motivation and learning outcomes after the implementation of the Cooperative Learning method with reinforcement. Quantitative data showing an increase in the average score from pretest to posttest is in line with qualitative findings showing that students are more enthusiastic and active in the learning process. This confirms that the increase in learning outcomes does not occur by chance, but is the impact of the implementation of more innovative and interactive learning strategies. With strong validation, the results of this study can be used as a basis for recommending the use of Cooperative Learning with reinforcement as an alternative effective learning strategy in improving student motivation and learning outcomes. Teachers can consider implementing this method more widely, not only in learning Akidah Akhlak, but also in other subjects that require increased student involvement.

CONCLUSION

Based on the results of this study, it can be concluded that the application of the Cooperative Learning model combined with reinforcement has proven to be effective in significantly enhancing both the motivation and academic achievement of second-grade students at MIS Ma'arif Salamal Huda in the subject of Akidah Akhlak, particularly on the topic of Commendable Akhlak. The consistent improvement observed through qualitative data—such as increased student enthusiasm, active participation, and engagement in learning—as well as quantitative data—evidenced by a marked rise in average test scores from pretest to posttest—demonstrates the method's ability to create a more dynamic and student-centered learning environment. This alignment between data types affirms the method's reliability in boosting learning outcomes while simultaneously making the classroom atmosphere more enjoyable and collaborative. Academically, the study offers valuable insights into alternative pedagogical approaches that prioritize interaction and motivation, contributing to the broader discourse on effective strategies for teaching moral and religious subjects. Moreover, this research underscores the potential of Cooperative Learning with reinforcement to empower students with increased confidence, foster teamwork, and support the development of critical social skills from an early age. As such, the findings not only validate previous research but also open avenues for further

studies to explore the adaptability and impact of this model across other subjects and educational levels.

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