



Improving Student Learning Discipline in Quran and Hadith Learning through the Implementation of the Cooperative Learning Model

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Abstract: This study aims to improve students' learning discipline in the Qur'an Hadith subject through the implementation of the Cooperative Learning learning model. This study is a classroom action research that uses four steps, namely planning, action, observation, and reflection. The subjects of this study were 25 students of class VII MTs Babussalam Lanci 1 Dompus, as well as the Qur'an Hadith subject teacher who acted as a facilitator in the learning process. The data for this study were obtained using test and observation techniques. Tests are used to measure student learning outcomes, while observations are used to analyze teacher and student learning activities during the implementation of the Cooperative Learning learning model. The data analysis techniques used in this study are qualitative and quantitative descriptive analysis, which aims to see the development of student discipline before and after the implementation of the learning model. The results of the study showed that the implementation of the Cooperative Learning learning model was able to significantly improve student learning discipline. In the first cycle, student learning discipline began to show improvement, but there were still some obstacles in student active participation. After improvements were made in the second cycle, student discipline increased significantly with more students actively participating, completing assignments on time, and showing responsibility in learning. Thus, the use of the Cooperative Learning learning model can be used as an effective learning strategy in improving students' learning discipline in the Qur'an Hadith subject. This model not only increases student involvement in learning, but also helps them develop cooperation skills and responsibility in the learning process.

Keywords: Learning discipline, cooperative learning, Al-Quran Hadith.

Received January 30; **Accepted** March 3, 2025; **Published** March 10, 2025

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INTRODUCTION

Education is one of the important pillars in producing a quality generation, with noble character, and having competencies that are relevant to the development of the times. In it, religious education has a significant role, especially in shaping the character and morals of students. One of the important subjects in madrasah is the Al-Qur'an Hadith, which is the basis for students in understanding Islamic values, applying them in everyday life, and forming disciplined and responsible individuals. However, in reality, the challenges in learning the Al-Qur'an Hadith are still quite complex. One of the problems often encountered at MTs Babussalam is the low discipline of students in participating in learning. This low discipline can be seen from several indicators, such as students coming

to class late, lack of preparation for learning, minimal active participation in the learning process, and non-compliance with the rules that have been agreed upon together. This problem not only affects the learning process, but also has an impact on student learning outcomes, which tend to be below the expected standard. Learning discipline is a key factor in achieving educational success. Without discipline, students will find it difficult to utilize their time and potential optimally. On the other hand, disciplined students tend to have a responsible attitude, the ability to focus, and the enthusiasm to achieve learning goals. Therefore, teachers have a strategic role to create a learning environment that can encourage students to be more disciplined and motivated. In dealing with this problem, the learning model used by teachers is also one of the determining factors for success. Monotonous learning models that do not actively involve students are often the cause of low student interest and discipline. Therefore, innovation is needed in learning methods that can increase student involvement and foster their sense of responsibility. One relevant approach to answer this problem is the Cooperative Learning learning model. Cooperative Learning is a learning model that focuses on cooperation between students in groups to achieve common learning goals. This model not only encourages students to help each other and learn from each other, but also instills the values of responsibility, mutual respect, and social skills. Through this approach, students are expected to be more actively involved in learning, so that they feel responsible for the success of the group and themselves. Based on this background, this study was conducted to examine the effectiveness of the Cooperative Learning model in improving student learning discipline in the Al-Qur'an Hadith subject at MTs Babussalam Lanci 1. This study not only seeks to provide solutions to student discipline problems, but also to contribute to the development of innovative, relevant, and appropriate learning methods for students in the modern education era. Thus, it is hoped that the results of this study can be a reference for teachers and other educational institutions in improving the quality of learning and forming a more disciplined, responsible, and noble generation.

Education plays a vital role in shaping students' character and discipline, particularly in religious studies. One of the essential aspects of Islamic education is the study of Qur'an Hadith, which requires students to develop discipline in learning and applying Islamic teachings in their daily lives. However, many students still face challenges in maintaining consistency and enthusiasm in learning Qur'an Hadith due to various factors, including lack of engagement and ineffective teaching methods. To address this issue, the implementation of Cooperative Learning as a teaching model has been explored as a potential solution. Cooperative Learning is an instructional strategy that emphasizes collaboration among students in small groups to achieve shared learning goals. This model encourages active participation, mutual support, and a sense of responsibility among students, which can significantly contribute to enhancing their learning discipline. The implementation of Cooperative Learning in Qur'an Hadith education aims to create an interactive and student-centered learning environment. Through structured group activities, students can engage more deeply with the subject matter, develop better understanding, and strengthen their learning discipline. This approach also fosters positive peer interactions, where students support and motivate each other in mastering the material. This study focuses on the effectiveness of Cooperative Learning in improving students' discipline in learning Qur'an Hadith. The research aims to analyze the impact of this model on students' learning behavior, participation, and overall academic performance. By examining the outcomes of Cooperative Learning implementation, this study seeks to provide insights into how collaborative teaching methods can enhance students' commitment to religious studies and their overall discipline in learning.

The findings of this research are expected to contribute to the development of more effective teaching strategies in Islamic education, particularly in fostering a disciplined approach to Qur'an Hadith learning. With the right pedagogical interventions, students can cultivate a stronger sense of responsibility and dedication toward their

religious studies, ultimately leading to a more meaningful and impactful learning experience.

METHODS

This research is a type of Classroom Action Research that aims to improve students' learning discipline in learning the Qur'an and Hadith through the implementation of the cooperative learning model. PTK is an approach used to overcome problems that occur in the learning process in the classroom directly and practically. This research was conducted with an action cycle consisting of planning, implementation, observation, and reflection, to determine the extent to which the application of the cooperative learning model can improve students' discipline in learning. The type of research is Classroom Action Research because this research focuses on improving the learning process that occurs in the classroom, especially learning the Qur'an and Hadith. This action research involves students as research subjects and aims to improve the quality of learning and learning discipline through the application of innovative learning strategies. By using the classroom action research method, teachers can evaluate, reflect, and improve the teaching methods used, while increasing student participation and discipline in learning.

This research was conducted in several cycles, each cycle consisting of four main stages, namely: 1) Planning: This stage involves planning the learning strategy to be implemented, including the design of cooperative learning that suits students' needs; 2) Implementation: At this stage, the implementation of the cooperative learning model is carried out in learning the Al-Qur'an Hadith by involving students in group activities; 3) Observation: During the implementation of the action, observations are made to see the development of student learning discipline, both individually and in groups. This observation is carried out with the aim of identifying factors that influence student learning discipline in learning; 4) Reflection: At the reflection stage, the results of the observation will be analyzed to assess the extent to which the application of the cooperative learning model can improve student learning discipline. Based on reflection, the next action will be adjusted to the evaluation results from the previous cycle. Thus, this study is descriptive and qualitative because the data collected is more in the form of a description of the changes that occur in student learning discipline after the application of the cooperative learning model, as well as observations of the dynamics that occur in the classroom.

The subjects of this study were students of MTs Babussalam Lanci 1 who participated in Al-Qur'an Hadith learning. More specifically, the subjects of this study consisted of: a) Class VII students of MTs Babussalam totaling around 25 people, with diverse student characteristics in terms of academic ability and learning discipline; b) Al-Qur'an Hadith Subject Teachers who acted as facilitators in learning and implementing the cooperative learning model. The subjects of this study were chosen because these students were directly involved in learning Al-Qur'an Hadith and had challenges in terms of learning discipline. The application of the cooperative learning model is expected to have a positive impact on improving their learning discipline. The objects of this PTK research are the application of the cooperative learning model in learning Al-Qur'an Hadith and student learning discipline which are the main focus of this study. In more detail, the objects of this study include: a) Cooperative Learning Model: The process of implementing this learning model, which aims to improve interaction, cooperation, and active participation of students in learning activities. The cooperative learning techniques applied can be various methods, such as Think-Pair-Share, Jigsaw, or Group Investigation, which are designed to create a more interactive and collaborative learning environment; b) Student Learning Discipline: The aspect of discipline in question includes students' activeness in participating in learning, punctuality in completing assignments, and their willingness to work together in groups. This discipline is also seen in students' attitudes towards personal and group responsibility in achieving learning goals. Thus, this study

focuses on how the application of the cooperative learning model can influence and improve students' learning discipline in learning the Al-Qur'an Hadith at MTs Babussalam Lanci 1 Dompu.

This research was conducted at MTs Babussalam Lanci 1 Dompu, located on JL. Lintas Lanci 1 No.4 Lanci Jaya Kec.Manggelewa, Dompu Regency. MTs Babussalam Lanci 1 Dompu was chosen as the research location because it is a madrasah that has the potential to implement the cooperative learning model in learning the Al-Qur'an Hadith and faces challenges in improving student learning discipline. This madrasah has facilities that support the learning process, as well as diverse student groups and requires intervention to improve their discipline. This research is planned to last for one semester, with the following time division: 1) Research Period: Starting in June 2024 and expected to be completed in September 2024; 2) Research Cycle: This research will be carried out in two cycles, each cycle lasting three weeks. Each cycle will involve the planning, implementation, observation, and reflection stages carried out sequentially; 3) Learning Implementation Time: The research will be conducted during the learning hours of the Al-Qur'an Hadith subject determined by the madrasah curriculum, with a learning frequency of around 2 hours per week. The research time scheduled for one semester allows researchers to reflect and revise the actions that have been taken in each cycle. Each cycle will provide an opportunity to analyze changes in student learning discipline gradually.

This research design uses Classroom Action Research with a cycle approach consisting of four main stages: Planning, Implementation, Observation, and Reflection. This study aims to improve students' learning discipline in learning the Qur'an and Hadith through the implementation of the cooperative learning model. The research design is described in detail in the following cycles: Planning, At the planning stage, the following activities are carried out: a) Problem Identification: Teachers and researchers together identify problems related to students' learning discipline in learning the Qur'an and Hadith; b) Preparation of Learning Plans: Prepare a learning plan by implementing the cooperative learning model. This plan includes a learning design that involves students in group activities, individual assignments, and how to manage class dynamics to improve discipline; c) Determination of Instruments: Prepare observation instruments to measure the level of student learning discipline, such as observation sheets, field notes, and instruments to measure student activity in learning. Implementation. At the implementation stage, the following steps are taken: a) Learning Implementation: Using a cooperative learning model that involves students in group activities. Students are divided into small groups to conduct discussions, presentations, and collaborative tasks; b) Learning Time Arrangement: Learning is carried out at a time that has been adjusted to the existing schedule. Each meeting involves active and collaborative class management, where the teacher acts as a facilitator; c) Application of Cooperative Learning Techniques: Various cooperative learning techniques such as Think-Pair-Share, Jigsaw, or Group Investigation are applied in learning to stimulate active student involvement and improve their discipline. Observation. At the observation stage, observations are made of learning activities involving: a) Observation of Students: Through observation sheets that record the development of student discipline during learning, such as activeness in group discussions, punctuality in completing tasks, and willingness to work together in groups; b) Reflective Notes: Teachers and researchers record things that happen in each learning meeting, including challenges faced and successes achieved in improving student discipline. Reflection. At the reflection stage, an evaluation is carried out on the results of the actions that have been taken: a) Observation Data Analysis: The results of observations obtained during the implementation of learning are analyzed to see changes that occur in student learning discipline; b) Assessment of Action Success: Based on the results of observations, researchers and teachers evaluate whether the implementation of the cooperative learning model has succeeded in improving student learning discipline; c) Improvement and Revision: Based on the results of reflection from the first cycle,

improvements or adjustments are made to the planning and implementation of the next cycle to achieve better results.

This study consists of two cycles that will be carried out sequentially. Each cycle consists of the stages of planning, implementation, observation, and reflection. If the desired results have not been achieved in the first cycle, then the second cycle will be carried out with adjustments for improvement. The data in this study were obtained through: 1) Direct observation during the learning process; 2) Documentation in the form of field notes, photos of learning activities, and student assignment results; 3) Interviews with students and teachers to obtain information about the learning process and changes in student discipline; 4) Student discipline observation sheets used to record the development of student discipline attitudes during the learning process. In this study, data collection techniques were carried out using several methods to obtain valid and comprehensive information related to improving student learning discipline through the application of the cooperative learning model. The data collection techniques used are as follows: 1) Observation, Observation is carried out to directly observe student behavior and activities during the learning process. Observations were made on several aspects, including: Student Discipline: Includes discipline in participating in learning, punctuality, involvement in group discussions, and level of activity in completing assignments, Student Interaction: Recording interactions between students in groups, whether they work together well or not, and how the cooperative learning model affects cooperation between group members. Instrument: Observation sheet containing indicators of student discipline, activity, and cooperation; 2) Interview, Interviews were conducted with several parties to obtain in-depth qualitative data on the learning process and student discipline. The parties interviewed included: Al-Qur'an Hadith Subject Teachers: To determine teacher perceptions of the implementation of the cooperative learning model and its effect on student discipline, Students: To obtain students' views on the learning model applied, their comfort level in working in groups, and how they assess their own discipline. Instrument: Interview guide containing open-ended questions about student and teacher experiences in learning, as well as the effect of the cooperative learning model on student discipline; 3) Documentation, Documentation is used to record activities that take place during the learning process, as well as the results achieved.

Types of documentation collected include: Field Notes: Notes made by researchers to record important events during learning, both related to discipline and the process of implementing learning models, Learning Activity Photos: Photos showing class dynamics, both during group activities and assignment presentations, to document student involvement in learning, Student Assignment Results: Results of individual or group assignments given during learning as an indicator of student involvement and discipline in completing assignments. Instruments: Field note reports, activity photos, and copies of assignment results; 4) Tests, Tests are used to measure students' understanding of the material that has been taught. This test can be conducted at the end of each learning cycle to determine the extent of students' understanding of the Al-Qur'an Hadith material, as well as to see its relationship to discipline in learning. Knowledge Test: In the form of exam questions or evaluations that measure students' level of mastery of learning materials. Attitude Test: A test used to measure students' attitudes towards learning discipline and involvement in the learning process. Instruments: Test questions that focus on the Al-Qur'an Hadith material as well as aspects of student discipline and responsibility in completing assignments; 5) Student Discipline Observation Sheet, This observation sheet is used to record student discipline during the learning process. Every aspect of discipline, such as activeness in discussions, punctuality, and responsibility for tasks, will be recorded and analyzed by researchers to determine the level of student discipline that has increased after the implementation of the cooperative learning model. Instrument: Observation sheet with clear and measurable discipline indicators.

The research instrument is a tool used to collect the data needed in this study. In this study, the instruments used to measure and analyze student learning discipline and the

application of the cooperative learning model consist of several types of instruments, namely observation sheets, interview guides, knowledge tests, discipline assessment sheets and documentation. The data analysis technique used in this study aims to process and analyze data obtained from various data collection instruments that have been explained previously. Data analysis was carried out qualitatively and quantitatively, with reference to the research objectives to determine the effect of the application of the cooperative learning model on student learning discipline in learning the Al-Qur'an Hadith.

RESULTS

This research was conducted in two cycles, each consisting of four main stages: planning, implementation, observation, and reflection. The objective was to improve students' learning discipline in Qur'an Hadith lessons through the application of the cooperative learning model. The subjects of this study were 25 students of class VII at MTs Babussalam Lanci 1 Dompu, who were identified as having varying levels of learning discipline. The results of the study were analyzed based on direct observations, interviews with teachers and students, and student discipline observation sheets. In the first cycle, the application of the cooperative learning model showed a positive but limited impact on student discipline. During the implementation phase, students were divided into small groups and engaged in cooperative learning activities, such as Think-Pair-Share and Jigsaw. Observations indicated that students were initially unfamiliar with this learning approach. Some students actively participated in discussions, while others remained passive. The observation sheet recorded that only 60% of students demonstrated consistent discipline, such as punctuality in completing assignments, active participation in discussions, and responsibility in group work. Reflection on the first cycle revealed several challenges. Some students struggled to adapt to group-based learning, preferring traditional teacher-centered instruction. Additionally, classroom management needed to be improved to ensure that all students engaged actively. Based on these findings, modifications were made for the second cycle, including clearer instructions for group work, additional teacher guidance during discussions, and motivational strategies to encourage student participation.

In the second cycle, significant improvements were observed. More students became actively involved in discussions, and their level of discipline increased. The percentage of students who consistently demonstrated discipline rose from 60% in the first cycle to 85% in the second cycle. Interviews with students indicated that they felt more comfortable with the cooperative learning model and appreciated the opportunity to learn from their peers. Teachers also reported that students displayed greater responsibility in completing tasks and showed increased engagement in Qur'an Hadith lessons. The data analysis showed that the application of the cooperative learning model positively influenced students' learning discipline. Students not only improved their understanding of the Qur'an Hadith material but also developed essential social skills, such as cooperation, communication, and responsibility. The results suggest that cooperative learning can be an effective strategy to enhance student engagement and discipline in religious education. Based on the findings, it can be concluded that implementing the cooperative learning model in Qur'an Hadith lessons at MTs Babussalam Lanci 1 Dompu successfully improved students' learning discipline. The increase in student participation, punctuality, and responsibility indicates that cooperative learning is a suitable approach for fostering both academic achievement and character development in students. Future research could explore additional cooperative learning techniques and their impact on different aspects of student learning behavior.

This study aims to examine the impact of the implementation of the Cooperative Learning model on improving the discipline of learning Qur'an Hadith among students. The focus was to investigate how cooperative learning can enhance students' engagement

and self-regulation in learning Islamic subjects, particularly Qur'an Hadith. Cooperative Learning, an approach that emphasizes teamwork and collaboration, encourages students to work together towards a common goal, which in this case, is improving their understanding and discipline in learning Qur'an Hadith.

The research was conducted at a middle school with students studying Qur'an Hadith as part of their Islamic studies curriculum. The primary concern observed was the lack of student engagement and discipline in studying the Qur'an Hadith. Many students exhibited passive learning behaviors, and there was a noticeable lack of motivation when it came to studying the Islamic texts. This posed a challenge for teachers who aimed to improve the students' engagement with the subject matter. The study implemented the Cooperative Learning model to address these issues. Cooperative Learning emphasizes group work where students interact with one another to achieve a common goal. It is grounded in the principle that students learn best when they are actively involved in the learning process and when they can collaborate with peers. The researcher hypothesized that by working together, students would be more motivated, engaged, and disciplined in their learning of Qur'an Hadith.

In the implementation phase, students were divided into small groups, and each group was assigned specific chapters or verses of the Qur'an and Hadith to study. Each member of the group was given a specific role to play, such as summarizing the content, asking questions, or presenting key points to the rest of the group. This role-based approach aimed to promote accountability within each group and encourage students to take responsibility for their learning. The Cooperative Learning model used in this study involved several stages, including group discussion, peer teaching, and group presentations. At the beginning of each session, the teacher provided a brief introduction to the topic of study. Then, students in each group collaborated to analyze the assigned verses or Hadiths, discussing their meanings, context, and implications. Following this discussion, each group presented their findings to the class, allowing students to learn from each other's insights.

The research also involved a combination of pre- and post-tests, classroom observations, and interviews with students and teachers. The pre-test was administered at the beginning of the study to assess the students' initial understanding and discipline in learning Qur'an Hadith. The post-test was given at the end of the study to measure any improvements in their knowledge and discipline. Classroom observations focused on students' participation, engagement, and interaction during the lessons, while interviews provided additional insights into the students' attitudes and experiences. The results of the study showed significant improvements in both the students' discipline in learning Qur'an Hadith and their understanding of the subject matter. The post-test results indicated higher scores, suggesting that students had developed a deeper understanding of the Qur'an and Hadith compared to their initial knowledge. The results were particularly evident in students' ability to recall and explain the content of the Qur'an and Hadith more accurately and confidently.

Classroom observations further confirmed the positive impact of Cooperative Learning. Students appeared more engaged and participated actively in group discussions and presentations. The collaborative nature of the approach fostered a sense of responsibility among students, as each student was accountable for contributing to the success of the group. This not only improved their academic performance but also encouraged them to manage their time effectively and stay disciplined in their studies. Additionally, interviews with students revealed that they found the Cooperative Learning model to be enjoyable and motivating. Many students reported that they felt more connected to the learning process when working with their peers. The group discussions allowed them to share ideas, ask questions, and clarify doubts, which made the material more accessible and easier to understand. The peer-teaching aspect of the model was particularly effective, as students explained concepts to one another in ways that were relatable and easier to grasp.

One of the key outcomes of the study was the improvement in students' discipline in studying Qur'an Hadith. Prior to the implementation of the Cooperative Learning model, many students struggled with maintaining focus and motivation in their studies. However, the interactive and collaborative nature of the lessons created a more dynamic learning environment, which helped students stay on task and take ownership of their learning. Students became more disciplined in their study habits, as they recognized the importance of contributing to the group's success.

Moreover, the role-based structure of the Cooperative Learning model ensured that all students were actively involved in the learning process. Each student had a specific responsibility, which prevented them from becoming passive learners. The division of labor within each group promoted a sense of accountability, as students knew that their individual contributions were essential to the success of the group's work. This approach encouraged students to stay focused and disciplined, as they were aware of the impact of their participation on the overall outcome. The study also highlighted the importance of the teacher's role in facilitating the Cooperative Learning process. Teachers played a critical role in guiding the students during group discussions and ensuring that the discussions remained focused and productive. By providing timely feedback and monitoring students' progress, the teacher was able to maintain a high level of engagement and discipline throughout the learning process. Teachers also ensured that the students understood the importance of respecting each other's contributions and working collaboratively toward common goals.

While the results of the study were largely positive, there were a few challenges associated with the implementation of the Cooperative Learning model. One challenge was managing the dynamics of group work, as some students were more dominant in discussions, while others were more passive. Teachers had to intervene at times to ensure that all students had an equal opportunity to participate. Another challenge was the need for careful planning and organization of the group tasks to ensure that each student had a clear understanding of their role and responsibility. Despite these challenges, the overall impact of Cooperative Learning on student discipline and engagement in learning Qur'an Hadith was highly beneficial. The study demonstrated that when students were given the opportunity to collaborate, share ideas, and take on active roles in their learning, their interest in the subject increased, and their discipline improved. Cooperative Learning not only enhanced their understanding of Qur'an Hadith but also fostered important skills such as teamwork, communication, and problem-solving.

The research also suggests that incorporating Cooperative Learning strategies into religious education can be a valuable approach for improving students' overall academic performance. By creating a more interactive and supportive learning environment, students are more likely to remain engaged and motivated, which ultimately leads to better learning outcomes. Additionally, the development of positive learning habits such as discipline and collaboration is essential for students' personal growth and success in their academic endeavors. In conclusion, the implementation of the Cooperative Learning model in teaching Qur'an Hadith was effective in improving students' discipline, engagement, and understanding of the subject. Through group work, peer teaching, and active participation, students became more motivated and disciplined in their studies. The study highlights the importance of collaborative learning approaches in enhancing the quality of religious education, and suggests that such methods can be implemented to foster greater student engagement and academic achievement. This research contributes to the growing body of knowledge on the benefits of Cooperative Learning in Islamic education and provides a valuable framework for future studies and teaching practices.

DISCUSSION

The findings of this study indicate that the implementation of the Cooperative Learning model has a positive impact on improving students' learning discipline in the Qur'an

Hadith subject. This learning model enables students to be more actively engaged in the learning process, increases their participation in group discussions, and fosters a sense of responsibility for assigned tasks. In Cycle 1, the implementation of Cooperative Learning faced several challenges. Some students were still unfamiliar with group-based learning systems, resulting in passive participation in discussions. Additionally, time management in learning was a challenge, as some groups struggled to complete tasks on time. However, despite these challenges, observations showed an improvement in student participation compared to previous conventional learning methods. Approximately 60 percent of students demonstrated improved discipline, including active participation in discussions, punctuality in submitting assignments, and engagement in group collaboration. Based on the reflections from Cycle 1, several improvements were made in Cycle 2. The teacher provided clearer guidance on group work rules and assisted students in effectively carrying out their roles. Additionally, motivational strategies were implemented to enhance students' enthusiasm for learning. As a result, in Cycle 2, the percentage of students demonstrating discipline increased to 85 percent. Students became more accustomed to the group work method and were able to complete their tasks more efficiently. They also showed a higher level of responsibility in learning. The success of improving discipline aligns with the theory that Cooperative Learning enhances student engagement and fosters discipline through positive social interactions. In this method, students not only learn from the teacher but also from their peers, creating a more active and collaborative learning environment. With group work, students feel more responsible since they have assigned tasks to complete together, which enhances their learning discipline.

Furthermore, the Cooperative Learning model also helps develop students' social skills, such as communication, teamwork, and problem-solving. Previously passive students showed increased confidence in expressing their opinions. In interviews with students, they expressed that they felt more motivated to learn because the learning environment became more engaging and less monotonous. Based on these research findings, it can be concluded that the Cooperative Learning model is effective in improving students' learning discipline in the Qur'an Hadith subject. The increased student engagement in group activities, improved punctuality in completing tasks, and heightened sense of responsibility indicate that this model can serve as a solution to challenges in learning. Therefore, implementing this learning model can be a recommended strategy for teachers to enhance students' learning discipline. However, to ensure optimal success, continuous application and evaluation are necessary. Teachers should also consider varying techniques within Cooperative Learning, such as Jigsaw, Think Pair Share, and Group Investigation, to make learning more dynamic and engaging for students.

CONCLUSION

Based on the research findings, it can be concluded that the implementation of the Cooperative Learning model has a significant positive impact on improving students' learning discipline in the Quran Hadith subject at MTs Babussalam Lanci 1 Dompu. The study results indicate that students became more disciplined in attending classes, completing assignments on time, and actively engaging in learning activities. The Cooperative Learning model encouraged responsibility, teamwork, and a sense of accountability among students, making them more involved in the learning process. The study also found that student participation increased significantly between cycles. In Cycle 1, around 60 percent of students demonstrated improvement in learning discipline, while in Cycle 2, this percentage rose to 85 percent, indicating that students became more accustomed to the Cooperative Learning approach. Previously passive students showed greater engagement in discussions, and peer interactions helped reinforce their understanding of the subject matter. Furthermore, the implementation of Cooperative Learning enhanced students' ability to work collaboratively. Group discussions, structured

teamwork, and peer support contributed to the development of communication and problem-solving skills. Students took on different roles in their groups, which encouraged leadership and a greater sense of responsibility. The use of various Cooperative Learning techniques, such as Think-Pair-Share, Jigsaw, and Group Investigation, created an interactive learning environment that facilitated deeper comprehension and better discipline.

Despite its effectiveness, the study also identified some challenges in implementing Cooperative Learning. In Cycle 1, some students struggled to adapt to the new learning method, resulting in passive participation and difficulties in managing time effectively. Some groups required additional guidance to ensure equal contribution from all members. However, in Cycle 2, improvements were made by providing clearer instructions, defining group roles more explicitly, and offering motivational reinforcement. Teachers also played an active role in monitoring group activities to ensure balanced participation. The findings suggest that the Cooperative Learning model can be an effective teaching strategy for enhancing discipline, responsibility, and engagement in learning. To maintain and further improve student discipline, continuous implementation and adaptation of this method are recommended. Teachers should explore different Cooperative Learning strategies to cater to various student learning styles and classroom dynamics. In conclusion, this study demonstrates that Cooperative Learning is a practical and effective approach to fostering discipline in Quran Hadith learning. The increase in participation, responsibility, teamwork, and overall discipline highlights the potential of this model as a sustainable educational strategy. However, continuous monitoring, evaluation, and adjustments are necessary to optimize its long-term impact and effectiveness in different learning environments.

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