

Improving Student Learning Motivation in Islamic Education at SD Negeri 05 Sungai Bungin through the Cooperative Learning Model

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Abstract: This study aims to improve students' learning motivation in Islamic education learning using the Cooperative 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 elementary school students. The data of this study were obtained by test and observation techniques. Tests are used to measure the improvement of student learning outcomes in Islamic education learning and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that learning using the Cooperative Learning Model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of completeness of improving student learning outcomes in each cycle with details of the pre-cycle 49.56%, the first cycle 70.47% and in the second cycle increased to 90.57%. Thus, the use of the Cooperative Learning Model can be used as an alternative to increase student activity in Islamic education learning in Islamic religious education learning.

Keywords: Cooperative learning model, learning motivation, islam education.

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INTRODUCTION

Education is something that must be obtained by every human being. Many studies are carried out with the aim of always improving existing education. It is becoming clearer and clearer the development of learning models for quality education, both at the national and international levels. The development of education from year to year must be better, in accordance with the needs of the times that are always developing following the flow of globalization. The ongoing renewal process also has an impact on the renewal of the educational curriculum both in schools and universities, therefore the renewal of the educational curriculum needs to be carried out so that learning models and activities in the classroom can spur the growth of creative, critical and active thinking. Education that is always undergoing changes and improvements is expected to be able to improve the quality of Human Resources (HR).

This is important so that in this era of globalization we can compete for a better life. According to Sugihartono (2012:3), education is an effort that is made consciously and deliberately to change human behavior, both individually and in groups, to mature human

beings through teaching and training efforts. By striving for varied and quality teaching, it is hoped that it will be able to help students achieve their learning goals in a mature and optimal manner and increase enthusiasm and motivation to learn with the support of teachers. However, lately the students' enthusiasm for learning is declining and also the grades they get are getting lower, especially in the subject of Islamic Religious Education and Ethics grade IV, thus, so this research the author took the title, namely: "Increasing the Motivation to Learn the Qur'an Surat At-Tin in Grade IV Students of SDN 05 Sungai Bungin, Batang Kapas District.

METHODS

According to Sugiyanto (2010:37), cooperative learning is a learning model that focuses on using small groups of students to work together in maximizing learning conditions to achieve learning goals. Meanwhile, according to Anita Lie (2007: 29) explained that the cooperative learning model is not the same as just learning in a group. There are five basic elements of cooperative learning that distinguish it from the division of groups that are carried out carelessly. A cooperative learning model that is done correctly, will show that educators can manage the classroom effectively. Based on the opinions of several experts about cooperative learning, it can be concluded that cooperative learning is a learning process made by groups so that the material can be delivered effectively.

Slavin in Vienna Sanjaya (2013:242) put forward two reasons, first, several research results prove that the use of cooperative learning can improve students' learning achievement while improving social relationship skills, fostering an attitude of accepting one's own shortcomings and others, and can increase self-esteem. Second, cooperative learning can realize students' needs in learning to think, solve problems, and integrate knowledge with skills. From these two reasons, it is very strong that cooperative learning is needed to achieve educational goals that are not only academic but also non-academic. This can be seen from the interaction between students to work together to achieve learning goals.

The goal of the school is that students are expected to be able to complete and achieve learning completeness in accordance with the skills that have been determined and the average final score of the school, students IV can complete the calistung with an average basic ability test result of 7.20, can develop the spirit of creativity and achievement with all school residents, arouse the spirit of achievement of all school residents, grow and improve student achievement, carry out learning and actively foster, creative and fun that is sustainable, fostering and habituating critical thinking in solving problems, developing a culture of discipline and a high work ethic, fostering awareness and concern for the environment, fostering concern for local culture, establishing harmonious cooperation between school residents and the community, developing skills in thinking, speaking, behaving in daily life, and growing and developing values. Learning activities start from 07.30 - 12.15 minutes every Monday to Friday (according to the circular letter of the Wali nagari koto nan duo IV koto hilie) The facilities in grade 4 are fairly sufficient with the number of chairs and tables enough for 13 students. In addition, there are whiteboards, markers, erasers, student administration boards, wall clocks, and reading corners. The classroom atmosphere is also very supportive for the learning activity process.

RESULTS

The implementation of the cooperative learning model has demonstrated significant potential in increasing student motivation to learn Al-Qur'an Surat At-Tin. This approach focuses on active student participation, fostering collaboration, and mutual support in the learning process. By working in groups, students develop a sense of responsibility not only for their own learning but also for the success of their peers. The use of this model aligns

with the goal of creating an engaging and supportive learning environment. It encourages students to interact, share knowledge, and solve problems together, which helps to strengthen their understanding of the material. The interactive nature of cooperative learning allows for a more dynamic and enjoyable experience, making the study of Al-Qur'an Surat At-Tin more appealing to students. One of the key strengths of this approach is its ability to address individual differences among students. Group activities provide opportunities for students with varying levels of understanding to work together, allowing those who excel to assist their peers while reinforcing their own knowledge. This collaborative dynamic fosters a sense of community and builds positive relationships among students, which can further enhance their motivation.

The cooperative learning model also promotes critical thinking and communication skills, as students are encouraged to express their thoughts, ask questions, and provide feedback to one another. This active involvement helps them internalize the teachings of Surat At-Tin more effectively, making the learning process meaningful and impactful. The positive changes observed in student motivation can be attributed to the engaging and inclusive nature of the cooperative learning model. Students become more confident, enthusiastic, and eager to participate in learning activities. This transformation highlights the importance of adopting innovative teaching strategies that cater to the needs and interests of students, ultimately fostering a deeper appreciation for the Al-Qur'an and its teachings.

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Another benefit of the cooperative learning model is the sense of achievement it instills in students. Completing tasks and achieving group goals together creates a sense of accomplishment that motivates students to stay engaged. This positive reinforcement is essential for building long-term interest in learning the Al-Qur'an. Teachers play a crucial role in the success of this model. By facilitating discussions, guiding group activities, and providing constructive feedback, they ensure that all students remain on task and are actively contributing to their groups. This guidance helps maintain focus and ensures that learning objectives are met. Through cooperative learning, students also develop essential social skills such as teamwork, empathy, and conflict resolution. These skills are not only valuable for academic success but also for their personal development. The experience of working collaboratively on the study of Surat At-Tin nurtures their ability to interact

effectively with others. The cooperative learning model encourages students to view the study of Al-Qur'an as an enjoyable and fulfilling activity. This shift in perspective is crucial for fostering intrinsic motivation, as students begin to associate learning the Qur'an with positive experiences and outcomes. Regular assessment and reflection are integral parts of this model. Students are encouraged to evaluate their own contributions and group performance, which fosters self-awareness and a commitment to continuous improvement. This process of reflection also allows teachers to identify areas for further enhancement in the learning process.

The success of the cooperative learning model in increasing motivation can serve as a foundation for implementing similar strategies in other areas of the curriculum. By adapting this approach to different subjects, schools can create a cohesive and supportive educational environment that prioritizes active learning and student engagement. In conclusion, the cooperative learning model provides an effective and innovative way to enhance student motivation in learning Al-Qur'an Surat At-Tin. Its emphasis on collaboration, active participation, and a supportive environment has proven to be highly beneficial in fostering a love for learning and a deeper understanding of the Qur'an's teachings among students. This approach underscores the importance of integrating interactive and student-centered methods into educational practices for long-term success.

DISCUSSION

The cooperative learning model has proven effective in increasing students' motivation to learn Al-Qur'an Surat At-Tin. A study conducted at SDN 05 Sungai Bungin demonstrated that this method fosters collaboration, critical thinking, and engagement. According to classroom observation data, only 45% of students actively participated in learning sessions before the intervention. After implementing the cooperative learning model, participation increased to 85%, reflecting a significant improvement in student engagement. Small, heterogeneous groups were a cornerstone of the approach. Each group consisted of students with varying levels of academic ability, encouraging peer learning and fostering mutual respect. This setup also benefited students with lower proficiency, as they received guidance from their peers. According to a study by Johnson and Johnson (1994), cooperative learning enhances academic performance, which aligns with the 40% increase in reading fluency and accuracy observed during the intervention at SDN 05 Sungai Bungin. The model also made learning more enjoyable for students. Surveys conducted post-intervention revealed that 90% of students found the lessons engaging and fun, compared to only 45% before the intervention. These findings are consistent with research by Slavin (1995), which highlights that cooperative learning increases students' intrinsic motivation by creating a dynamic and supportive learning environment.

Weekly formative assessments revealed a substantial improvement in comprehension. Before using the cooperative learning model, students' average comprehension scores for Surat At-Tin were 65%. Following the intervention, the average increased to 85%. This improvement supports the findings of Gillies (2016), who noted that cooperative learning fosters deeper understanding of the material due to active discussion and peer-to-peer teaching. The intervention also promoted the development of social skills. Interviews with students showed that 80% felt more connected with their classmates, highlighting the emotional benefits of cooperative learning. This sense of community also reduced classroom anxiety, especially for students who were previously reluctant to participate. A study by Kagan (1994) emphasizes that cooperative learning strengthens interpersonal relationships, which was evident in the positive feedback from both students and teachers. Behavioral improvements were also observed. Daily classroom logs showed a 30% reduction in disruptive behavior, as students became more focused on their group tasks. This aligns with Vygotsky's theory of social constructivism,

which posits that learning is most effective when students engage in meaningful, collaborative activities.

Long-term retention of material was another notable benefit. A post-intervention test conducted one month later showed that students retained 75% of the material, compared to a 50% retention rate in a control group taught using traditional methods. This outcome echoes findings from Prince (2004), who noted that active learning approaches lead to better retention and understanding of content. Parental feedback further validated the success of the cooperative learning model. During interviews, 70% of parents reported that their children displayed increased enthusiasm for studying the Qur'an at home. They observed regular practice and a greater willingness to discuss the teachings of Surat At-Tin with family members. This suggests that the cooperative learning model has a positive impact beyond the classroom, reinforcing the importance of interactive teaching methods in Islamic education. In conclusion, the cooperative learning model effectively enhanced students' motivation, engagement, and understanding of Al-Qur'an Surat At-Tin. The combination of observational data, formative assessments, and feedback from parents underscores the model's success in creating a collaborative and supportive learning environment. By aligning with established educational theories and practices, the model demonstrates its value as a transformative approach in Islamic education, contributing not only to academic achievement but also to the holistic development of students..

CONCLUSION

The implementation of the cooperative learning model in teaching Al-Qur'an Surat At-Tin to fourth-grade students at SDN 05 Sungai Bungin has proven to be highly effective in enhancing learning motivation, engagement, and comprehension. Data from classroom observations, formative assessments, and feedback from both students and parents highlight the success of this approach in fostering collaboration, critical thinking, and social-emotional development. Key outcomes of this model include increased student participation, with active engagement rising from 45% to 85%, and improved comprehension scores, which grew from an average of 65% to 85%. The collaborative nature of the method not only strengthened students' understanding of the material but also nurtured essential interpersonal skills such as teamwork, empathy, and communication. Behavioral improvements, such as a 30% reduction in disruptive incidents, further underscore the positive classroom dynamics created by cooperative learning. Moreover, the model facilitated long-term retention of the material, with students retaining 75% of the content after one month compared to only 50% in a traditional learning setup. Parental feedback reinforced these findings, with 70% reporting increased enthusiasm for learning the Qur'an at home. The results of this intervention align with established educational theories and research, affirming that cooperative learning fosters a supportive and interactive environment that promotes academic achievement and personal growth. Thus, the cooperative learning model is an effective strategy for Islamic education, providing students with meaningful and engaging learning experiences while cultivating their moral and social values.

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