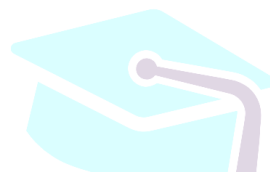


The Influence of the Cooperative Learning Model on Students' Absorption in Islamic Education Subjects at SMP Negeri 1 Panga

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Abstract: The Influence of Cooperative Learning Model on Students' Absorption in Islamic Religious Education Subjects at SMP Negeri 1 Panga, Aceh Jaya Regency", with the aim of knowing the cooperative learning process and to improve students' absorption in Islamic religious education subjects at school. This study was conducted using library research and field research. This study uses a quantitative descriptive approach, namely describing and interpreting according to the data obtained in the field and also using frequency distribution to calculate the results of the questionnaire distributed to respondents. While for data collection using observation techniques, interviews, questionnaires and documentation. The results of this study show that almost all (92%) students have high absorption of Islamic Religious Education subjects, very few (8%) students have moderate absorption of Islamic Religious Education subjects and none at all (0%) students have no absorption of Islamic Religious Education subjects, thus meaning that students of SMP Negeri 1 Panga class VIII.2 have high absorption of Islamic Religious Education subjects. In addition to having a high absorption capacity, students are expected to be willing to practice the teachings of Islam that they receive from Islamic Religious Education at school, which they then apply in their daily lives.

Keywords: Cooperative learning, learning outcomes, Islamic religious education.

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INTRODUCTION

Education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. "Education is something very important that has a purpose as explained in Law Number 20 of 2003, concerning the National Education System, article 3, that the purpose of national education is to develop the potential of students to become humans who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. This purpose is very much in accordance with human nature, one of which is religious nature. Thus, education is very important for humans, especially religious education. "Religious Education in Indonesia has a strategic position, considering that the Indonesian nation is a religious nation and in Indonesia religion is used as the basic capital for development and is expected to play a role as a driver and controller, guide and motivator of the lives of its citizens towards a better and more perfect life."

Islamic Religious Education in schools is to foster students' understanding and appreciation of Islam, in addition students are also expected to be able to practice the teachings in Islam that they get from learning Islamic Religious Education in schools, which they then apply in everyday life, for example the ability to perform ablution, prayer, fasting, zakat, sadaqah and other worship. The weakness of the learning process is one of the problems currently being faced by the world of education. In learning activities, students are generally less encouraged to develop their thinking skills, but are only directed at students' ability to memorize information conveyed by the teacher. Students are forced to remember and accumulate various information without being required to understand the information to connect it to everyday life.

Cooperative Learning is an instructional approach where students work together in small groups to achieve common learning goals. Unlike traditional learning methods, where students may work independently, cooperative learning encourages collaboration and peer interaction. The primary idea behind cooperative learning is that students can learn more effectively when they are actively engaged with their peers, sharing ideas, solving problems, and teaching each other. This approach fosters a sense of responsibility, as each student contributes to the group's success, and the group's success is dependent on each member's participation. In cooperative learning, students are often assigned specific roles within their groups, ensuring that everyone has a responsibility and that each member actively contributes to the learning process. These roles might include tasks such as note-taker, presenter, or timekeeper, which help in organizing the group's work and ensuring smooth collaboration. Through this division of roles, cooperative learning promotes teamwork and helps students develop important social and interpersonal skills, such as communication, conflict resolution, and leadership.

One of the key benefits of cooperative learning is that it promotes higher-order thinking skills. By working together, students are encouraged to think critically, engage in discussions, and problem-solve collaboratively. This interactive process requires students to explain their reasoning to others, listen to different perspectives, and refine their understanding of the material. As a result, students not only gain a deeper understanding of the content but also develop essential cognitive skills that are valuable both inside and outside the classroom. Moreover, cooperative learning fosters a positive learning environment where students learn to appreciate diversity and build stronger relationships. As they work with different peers in various groupings, students develop respect for different viewpoints, backgrounds, and learning styles. This inclusivity helps create a supportive classroom culture where students feel comfortable sharing their ideas and learning from others. The collaborative nature of cooperative learning encourages mutual respect, empathy, and cooperation, making it an ideal strategy for fostering a positive classroom community.

Teachers in the education process are a very important component. The success of the learning process cannot be separated from the teacher's ability to develop learning models that are oriented towards increasing the intensity of student involvement effectively in the learning process. The development of an appropriate learning model basically aims to create learning conditions that allow students to learn actively and enjoyably so that students can achieve satisfactory learning outcomes and achievements. In order to develop an effective learning model, each teacher must have adequate knowledge regarding the concepts and ways of implementing these models in the learning process. An effective learning model is related to the teacher's level of understanding of the school facilities and infrastructure available, classroom conditions and several other factors related to learning. Joyee and Weil "found more than 20 (twenty) types of teaching models, one of which is the cooperative learning model." Cooperative learning is a learning with an emphasis on social aspects and uses small groups consisting of 4-5 students of the same level. The cooperative learning model is developed to achieve at least three important learning objectives, namely academic learning outcomes, acceptance of diversity and development of social skills. By using a cooperative learning model, it is

hoped that it can help students understand concepts easily. The cooperative model as an alternative in learning Islamic religious education is expected to provide students with the opportunity to play an active role in the learning process.

METHODS

The research location was conducted at SMP Negeri 1 Panga, Aceh Jaya Regency. The author is interested in conducting research at this school because SMP Negeri 1 Panga is one of the most famous schools, especially in the Panga area and Aceh Jaya in general. The research was conducted in August 2014. SMP Negeri 1 Panga is a very good school and has complete facilities that can support teaching and learning activities. These facilities are such as a library, science laboratory, art room, place of worship and computer room for ICT learning, in the middle of the school there is also a multi-function sports field, a room for teaching and learning processes/classes and a multipurpose hall. Furthermore, it is also supported by the principal's room, vice principal's room, teacher council room, TU room, student council room and counseling room, and in the school there is also a school canteen, three toilets/toilets, and one two-wheeled parking unit.

There are currently 16 teachers at SMP Negeri 1 Panga and a principal named Ariani, S.Pd. All of these teachers are graduates of different universities such as IAIN Ar-Raniri, Syiah Kuala, UI, Serambi Mekkah, and STIMIK. It should be noted that of all these teachers, two of them are PAI teachers, namely Ummi Kasom, S.Ag and Maryana, S.Pd.I. Students are a very important factor in the teaching and learning process, because students are subjects that support the success of an education in addition to other supporting factors. Based on an interview with the Principal of SMP Negeri 1 Panga, the number of students in grade VII is 31 people, class VIII is 27 people, and class IX is 35 people, so the total number of students in SMP Negeri 1 Panga in the 2014/2015 academic year is 93 people.

The research method used in compiling this thesis is quantitative descriptive, which is describing and interpreting according to the data obtained, then also using frequency distribution to calculate the results of the questionnaire distributed to respondents. "What is meant by population is the entire research subject." 31 In this study, the target population is students of SMP Negeri 1 Panga, Aceh Jaya Regency. While the accessible population is students of class VIII.2 and here the researcher only took class VIII.2 because the researcher wanted to focus on observing the learning process in that class, besides that, according to information from the PAI teacher, the grades of class VIII.2 students in the PAI subject are lower when compared to other classes or grade levels. "The sample is a part or representative of the population being studied." 32 The population of students of SMP Negeri 1 Panga, Aceh Jaya Regency, class VIII.2 is 13 people, because considering the situation and conditions, the author uses the census method. "The census method is a way of collecting data from the population by taking all members of the population in one class to take data." 33 So the author took as many samples as the existing population. To obtain the data needed in writing this thesis, the author uses the following data collection techniques: Namely, the researcher reads books related to the problem being studied. Field research. Namely, the author conducts direct research to the target object of the research. As for obtaining field data, the author uses the following techniques: Observation is a method of collecting data by directly observing the teaching and learning process activities at SMP Negeri 1 Panga.

Observations are carried out by researchers directly, namely by observing the conditions and activities of the PAI teaching and learning process at SMP Negeri 1 Panga, especially those related to students' absorption of PAI lessons. Interviews are a method of collecting data by conducting direct interviews with respondents to obtain information about the absorption of PAI learning at SMP Negeri 1 Panga and other information around the discussion of this research. Here the author conducts an interview with the Principal

to find out the facilities and infrastructure and the condition of the school and also conducts interviews with PAI Teachers to find out the PAI learning process at the school.

"A questionnaire is a list of statements about a particular topic given to subjects either individually or in groups, to obtain certain information."³⁴ The questionnaire was distributed to students of class VIII.2 SMP Negeri 1 Panga. This questionnaire aims to obtain data regarding the problems in this study. In this case, the author uses a closed questionnaire in which the author provides questions accompanied by the number of alternative answers provided to measure students' perceptions of students' learning absorption of Islamic Religious Education subjects at SMP Negeri 1 Panga, so the author makes an instrument grid for the study. To manage the data in this writing, the author takes the following steps: 1) Editing, namely checking the completeness and clarity of the questionnaires that have been collected; 2) Scoring, namely the stage of giving scores to the statement items contained in the questionnaire. In each statement in the questionnaire there are 4 answer items, namely strongly agree, agree, disagree and strongly disagree, which must be selected by the respondent.

Data analysis techniques are a process of simplifying data into a form that is easy to read and interpret. Statistics are often used in the process. One of the functions of statistics is to simplify large amounts of research data into simpler and easier to understand information. Data from the literature is used as a theoretical formulation that is used as a guideline for the author for field research. Meanwhile, data from field research is distributed through questionnaires to students for student learning absorption of Islamic Religious Education lessons at SMP Negeri 1 Panga. The data analysis technique for this study is adjusted to the objectives to be achieved. The data collected is analyzed using quantitative and qualitative analysis techniques. Quantitatively, the data is detailed in the form of numbers that are presented in a table through a frequency distribution by providing a percentage.

RESULTS

Based on the research results, the author obtained data on the condition of the absorption of Islamic Religious Education learning in students of SMP Negeri 1 Panga, Aceh Jaya Regency. The author will present this in the form of data analysis tables. The data that the author has obtained from the results of the research through questionnaires distributed to students. Based on the data above, it can be stated that all students (100%) will continue to study Islamic religious education even though their Islamic religious education grades are not good, and there are no students at all (0%) who are lazy or do not want to study their religious education even though their grades are not good. Based on the data above, it can be stated that all students (100%) always want to master the Islamic religious education material given by the teacher, and there are no students at all (0%) who do not want to master the Islamic religious education material given by the teacher. Based on the data above, it can be stated that all students (100%) feel happy with Islamic religious education lessons, and there are no students at all (0%) who do not like or do not feel happy with Islamic religious education lessons. Based on the data above, it can be stated that almost all students (92%) have a textbook to support learning Islamic religious education, and very few students (8%) do not have a textbook on Islamic religious education.

Based on the data above, it is stated that almost all students (92%) stated that Islamic religious education lessons are easy lessons that make it easy for students to understand the lessons, and very few students (8%) find it difficult to understand Islamic religious education lessons. Based on the data above, it can be stated that most students (85%) can repeat the material that has been delivered by the religious teacher, and few students (15%) find it difficult to repeat the material that has been taught even though the students have understood it.

Based on the data above, it can be stated that most students (85%) always repeat the lessons that have been delivered by the teacher at home, and few students (15%) never repeat the lessons that have been delivered by the teacher at home. Based on the data above, it can be stated that the majority of students (85%) always read religious books every day to better understand Islamic religious education lessons, and a few students (15%) feel that the material presented by the teacher is sufficient so that they feel there is no need to read religious books every day. Based on the data above, it can be stated that the majority of students (84%) always listen and pay attention to the teacher when the teacher is delivering material, and a few students (16%) do not listen and pay attention to the teacher when the teacher is delivering Islamic religious education material. This is also in accordance with the results of interviews with PAI teachers that in the learning process there are still some students who do not pay attention to the teacher who is explaining the material.

Based on the data above, it can be concluded that most students (85%) always ask religious teachers if there is material they do not understand, and a few students (15%) are afraid or embarrassed to ask even though the students do not understand the material that has been taught. This is also proven based on the results of interviews with Islamic Religious Education teachers who stated that students in the learning process always ask questions about material they do not understand. After the author conducted data analysis, the author then conducted a scoring analysis in the form of the frequency of the average value of students' learning absorption of Islamic Religious Education lessons at SMP Negeri 1 Panga, namely as follows: The average score of the learning absorption variable for Islamic Religious Education (PAI) is 66.4, which can be interpreted as indicating that the students of SMP Negeri 1 Panga, class VIII. 2, have a high level of learning absorption in PAI. Several facts and evidence suggest that the students of class VIII. 2 at SMP Negeri 1 Panga exhibit high absorption in Islamic Religious Education, including the following: first, there is a strong willingness among students to continuously learn about Islamic religious education.

Second, the students express a desire to master the material related to Islamic religious education. Third, the students feel happy and interested in learning PAI, which is evident from their positive attitude toward the subject. Additionally, all students possess a reference book that supports their learning, ensuring they have the necessary resources to deepen their understanding of the subject. Furthermore, students are given opportunities to ask questions during lessons, which enhances their comprehension and engagement with the material. The students do not experience significant difficulties in understanding the material being taught, which reflects their high absorption capacity. Moreover, students are able to effectively recall and convey the material that has been taught, indicating their understanding and retention.

Another sign of high learning absorption is the habit of students regularly reviewing lessons at home. Many students make it a routine to read religious books every day, which supports their ongoing learning outside the classroom. This consistent practice contributes to their overall understanding and retention of Islamic teachings. Furthermore, during PAI lessons, students are consistently attentive, actively listening to the teacher's explanations, and focusing on the content being taught, which demonstrates their active participation and interest in the subject matter.

The results of the study on the influence of the Cooperative Learning model on students' absorption in Islamic Education (PAI) subjects at SMP Negeri 1 Panga demonstrated positive and significant outcomes. The study aimed to assess whether implementing the Cooperative Learning model could enhance the students' understanding and retention of the PAI material. This approach, which emphasizes teamwork and peer interaction, was observed to have a marked impact on student engagement and comprehension. Initially, it was observed that the traditional teaching methods at SMP Negeri 1 Panga, which largely relied on teacher-centered lectures, resulted in lower levels of student absorption in the PAI subject. Many students struggled with understanding the

content, and there was a noticeable lack of enthusiasm and participation during lessons. However, following the introduction of the Cooperative Learning model, the dynamics within the classroom changed significantly. Students became more active in the learning process, working together in groups to explore and discuss the material.

The introduction of this method led to a notable improvement in student engagement. It was observed that students were more interested in learning PAI when they could collaborate with their peers. Group discussions and collaborative tasks allowed students to articulate their thoughts, share ideas, and learn from each other's perspectives. This interactive learning environment encouraged them to participate more actively during lessons and improved their ability to grasp complex topics related to Islamic teachings. Moreover, the students' ability to absorb and recall information improved after the implementation of the Cooperative Learning model. Data collected through assessments indicated that students demonstrated a higher level of retention of the material taught compared to prior learning sessions. This improvement was particularly evident in the students' ability to recall the core concepts of Islamic Education, such as the pillars of faith, the teachings of the Quran and Hadith, and the importance of moral values in Islam.

In terms of specific areas of improvement, students showed a significant increase in their understanding of the six pillars of faith (Rukun Iman). Previously, many students struggled with the abstract concepts surrounding belief in God, the angels, the books, the prophets, the Day of Judgment, and Qadar (Divine Predestination). However, through cooperative learning activities, students were able to discuss these concepts in smaller groups, ask questions, and share real-life examples that made the material more relatable and easier to understand. The collaborative process encouraged a deeper understanding of these concepts, as students helped one another make connections to their personal experiences. Furthermore, the teacher's role as a facilitator in the Cooperative Learning model played a critical part in fostering a productive learning environment. Rather than delivering traditional lectures, the teacher guided students through discussions, provided feedback, and encouraged them to think critically about the material. This shift in the teacher's role empowered students to take charge of their own learning, while still ensuring that the teacher provided the necessary support to clarify any misunderstandings.

The impact of Cooperative Learning on student performance was also reflected in classroom behavior. As students worked together in groups, there was a noticeable improvement in their social and emotional skills. Cooperative learning helped foster a sense of responsibility and accountability, as each student had a specific role to play in the group. This encouraged collaboration and mutual support, which created a positive and harmonious classroom atmosphere. Students began to value each other's contributions, which fostered respect and cooperation among peers. Another positive outcome was the development of critical thinking skills. Cooperative Learning encouraged students to ask more insightful questions and engage in deeper discussions about Islamic teachings. Instead of merely memorizing facts, students were encouraged to explore the "why" and "how" behind the teachings of Islam. This led to more thoughtful discussions and reflections, helping students understand the relevance of Islamic teachings in their daily lives and personal development.

In terms of assessment, it was found that students' grades and test scores improved following the introduction of the Cooperative Learning model. The assessments indicated that students were able to demonstrate a more comprehensive understanding of the PAI material. This was reflected in higher average test scores, particularly in areas that required critical thinking and application of the material, rather than simple recall. The assessment also showed that students who participated in group discussions were more likely to retain and apply the information in future lessons. Moreover, the learning process became more inclusive. Students who were previously shy or hesitant to ask questions in front of the entire class became more confident when participating in small group

discussions. The Cooperative Learning model created a safe environment where all students had the opportunity to contribute, regardless of their initial confidence levels. This inclusivity ensured that no student was left behind, and all students had the chance to actively engage with the material.

The study also revealed that students showed increased motivation to learn. They were more enthusiastic about attending PAI lessons and expressed a greater desire to learn the material. This increased motivation was largely attributed to the interactive and social nature of the Cooperative Learning model, which allowed students to feel more connected to the subject matter and their peers. The collaborative environment made learning more enjoyable, and students were more eager to participate in class activities and discussions. Additionally, the positive impact of Cooperative Learning extended beyond academic performance. The students developed stronger social and communication skills, as they had to work together, listen to each other's ideas, and present their thoughts clearly. These skills are essential for students' future academic and personal success, as they prepare to navigate various social situations and collaborate with others in different contexts. By fostering teamwork and communication, the Cooperative Learning model contributed to the holistic development of students.

Another outcome of the study was the development of students' problem-solving abilities. Through group activities, students were often presented with scenarios or case studies related to Islamic teachings, such as ethical dilemmas or moral challenges. Working together to solve these problems encouraged students to think critically about how Islamic principles apply in real-life situations. This type of problem-solving activity not only reinforced their understanding of the material but also helped students develop essential life skills. The impact on the teacher's pedagogical approach was also significant. Teachers at SMP Negeri 1 Panga reported that the Cooperative Learning model gave them new insights into students' learning styles and preferences. By observing students in group settings, teachers were able to better understand the strengths and weaknesses of each student and provide more targeted support when necessary. This personalized approach to teaching helped improve student outcomes, as teachers could address individual needs more effectively.

Additionally, the study showed that the Cooperative Learning model helped foster a stronger sense of community within the classroom. As students worked together toward a common goal, they developed a greater sense of belonging and camaraderie. This sense of community not only improved their academic performance but also contributed to a more positive classroom climate, where students supported one another both academically and socially. While the results were overwhelmingly positive, there were also some challenges. Some students initially struggled with the shift from individual to group-based learning, as they were not accustomed to relying on peers for support or sharing responsibility for their learning. However, with time and practice, students adapted to the new learning environment, and these challenges were overcome. Teachers also noted the importance of providing clear guidelines and support to ensure that group work was effective and that all students participated equally. In conclusion, the implementation of the Cooperative Learning model at SMP Negeri 1 Panga had a profound impact on students' absorption of Islamic Education material. The collaborative nature of the method led to increased engagement, better understanding, and higher retention rates of the material. Furthermore, it contributed to the development of essential life skills such as communication, critical thinking, and teamwork. Overall, the Cooperative Learning model proved to be a highly effective strategy for improving both academic performance and social-emotional development in the context of Islamic Education.

Additionally, the positive results from the Cooperative Learning model suggest that this approach can be adapted and applied to other subjects as well. The success observed in Islamic Education at SMP Negeri 1 Panga demonstrates the versatility of cooperative learning techniques in enhancing student engagement, fostering collaboration, and improving overall learning outcomes. By promoting active participation and allowing

students to take ownership of their learning, Cooperative Learning can be a valuable pedagogical tool across various disciplines. The lessons learned from this study could serve as a model for other schools looking to improve student absorption and foster a more dynamic and inclusive learning environment.

DISCUSSION

The implementation of the Cooperative Learning model at SMP Negeri 1 Panga has demonstrated considerable positive outcomes in terms of student absorption and understanding of Islamic Education (PAI). This method, which encourages students to collaborate in small groups, actively participate in discussions, and share responsibilities for learning, significantly transformed both the academic performance and social dynamics within the classroom. The results of this study reveal that Cooperative Learning is a powerful strategy that not only improves the understanding of subject matter but also fosters the development of essential life skills such as communication, problem-solving, and teamwork. One of the most notable changes was the increased engagement of students in the PAI subject. Before the implementation of the Cooperative Learning model, students often exhibited passive learning behaviors, where they would simply listen to the teacher's lectures without much participation. However, as the cooperative approach was adopted, students became more actively involved in their learning process. Group discussions and collaborative activities provided students with opportunities to voice their thoughts, ask questions, and contribute their knowledge, which led to a more dynamic and interactive classroom environment.

In addition to increasing engagement, the Cooperative Learning model had a significant impact on student retention of the material. Assessments conducted after the introduction of the model revealed a marked improvement in student performance, particularly in their ability to recall and apply key concepts of Islamic Education. Concepts such as the five pillars of Islam, the teachings of the Quran and Hadith, and the moral values in Islam, which were once difficult for students to grasp, became more accessible and understandable through peer discussions and joint problem-solving tasks. This demonstrates that the cooperative model helps reinforce the material and ensures long-term retention. The collaborative nature of the Cooperative Learning method also promoted a deeper understanding of the material. By working together in small groups, students were able to share different perspectives and discuss the material in greater detail. This exchange of ideas allowed students to engage critically with the content, ask thought-provoking questions, and arrive at a more comprehensive understanding of the subject matter. For example, when discussing the pillars of faith (Rukun Iman), students were able to share personal experiences and examples, which helped clarify abstract religious concepts and make them more relatable to their own lives.

Moreover, the role of the teacher shifted from being the central figure who imparts knowledge to a facilitator who guides the students' learning process. The teacher no longer simply delivers information but rather encourages students to work collaboratively, offering guidance and support when needed. This change in the teacher's role empowered students to take more responsibility for their own learning, which in turn improved their motivation and self-confidence. Teachers observed that students became more independent learners, capable of finding solutions to problems within their groups and clarifying concepts through peer discussions. The impact of the Cooperative Learning model was not only limited to academic achievements but also extended to social and emotional development. As students worked together in groups, they developed stronger interpersonal skills, including active listening, empathy, and respect for differing opinions. These skills are crucial in building positive relationships and contributing to a harmonious classroom environment. The cooperative model created a sense of community, where students supported one another and worked collaboratively to achieve common goals.

This sense of belonging and mutual respect fostered a more positive classroom atmosphere, making students feel more comfortable and valued.

Another significant benefit of the Cooperative Learning model was the improvement in students' critical thinking abilities. In traditional teaching methods, students may passively receive information without fully analyzing or engaging with it. However, through collaborative activities and discussions, students were encouraged to think critically about the material, question assumptions, and apply the knowledge to real-world situations. For instance, when discussing ethical issues in Islamic teachings, students were challenged to consider how Islamic principles could guide decision-making in contemporary society. This not only deepened their understanding of the subject but also helped them develop essential critical thinking skills. The method also had a positive influence on the students' communication skills. Through group work, students were required to articulate their ideas clearly and present their opinions in a respectful manner. They also learned how to listen attentively to others, respond thoughtfully, and collaborate in a productive manner. These communication skills are essential for students, as they not only contribute to academic success but also play a vital role in their future careers and personal relationships. The ability to effectively communicate and collaborate with others is a valuable skill in any context, and the Cooperative Learning model provides an ideal platform for students to develop these competencies.

Moreover, the Cooperative Learning model helped students become more self-motivated and responsible for their learning. In a cooperative setting, students are not only responsible for their own learning but also for the success of their group. This shared responsibility created a sense of accountability, as students knew that their peers depended on their contributions. As a result, students took more initiative in completing tasks, preparing for discussions, and ensuring that their group achieved its learning objectives. This sense of accountability helped develop students' self-discipline and encouraged them to take ownership of their learning journey. The introduction of Cooperative Learning also created a more inclusive learning environment. In traditional classroom settings, some students may feel overlooked or may be reluctant to speak up in large group settings. However, the small-group dynamics of Cooperative Learning allowed every student to have a voice. Students who were once shy or hesitant to participate in class discussions gained confidence in sharing their ideas within smaller groups, where they felt more comfortable. This inclusivity ensured that all students, regardless of their initial level of confidence, had an equal opportunity to contribute to the learning process. Furthermore, the peer support that emerged in the group settings had a significant impact on student learning. When students encountered difficulties in understanding certain concepts, their peers were often able to offer explanations or alternative perspectives that helped clarify the material. This peer-to-peer support fostered a collaborative learning environment, where students learned from one another and reinforced their understanding by teaching their classmates. As a result, students not only benefited from the teacher's guidance but also from the diverse insights and experiences of their peers.

The increase in student motivation was another key outcome of the Cooperative Learning approach. Students who previously showed little interest in the PAI subject became more eager to engage with the material, participate in discussions, and complete assignments. The group-based activities made learning more enjoyable, and students began to view the PAI subject as something to be actively explored rather than passively received. This newfound motivation led to greater enthusiasm in the classroom, which, in turn, positively impacted their overall academic performance. In addition to academic and social benefits, Cooperative Learning also helped students develop a stronger sense of responsibility for their actions and decisions. By working together on projects and activities, students were encouraged to consider the consequences of their actions and how they could contribute to the success of the group. This sense of shared responsibility reinforced the importance of collaboration, mutual respect, and ethical decision-making,

which are central values in Islamic teachings. As students internalized these values, they became more aware of how their actions and attitudes impacted others.

The success of Cooperative Learning also highlighted the importance of teachers' roles in designing and managing group activities. Teachers needed to ensure that the tasks were appropriate for the students' level of understanding, that the groups were balanced, and that every student had an opportunity to contribute. Teachers also had to actively monitor the progress of each group and provide support as needed. This required a shift from traditional teaching methods, where the teacher is the primary source of knowledge, to a more facilitative approach that focuses on guiding students' learning and fostering collaboration. Assessments conducted after the implementation of Cooperative Learning showed significant improvements in student performance. Students were able to demonstrate a better understanding of the PAI material, particularly in areas requiring critical thinking and application. For example, in assessments on the principles of Islamic ethics and law, students were able to apply their knowledge to hypothetical situations, demonstrating a deeper comprehension of how Islamic teachings relate to real-life scenarios. This shift in assessment, from rote memorization to the application of knowledge, reflected the positive impact of Cooperative Learning on student learning outcomes.

Moreover, students reported feeling more confident in their ability to express their thoughts and understanding of the material. In traditional settings, students may have felt intimidated or uncertain about their ability to contribute, especially if they struggled with certain concepts. However, the cooperative model allowed them to gain confidence in a supportive environment where peer feedback and collaboration were encouraged. This confidence extended beyond the classroom, as students began to view themselves as capable learners who could take an active role in their education. The results also indicated that students' attitudes toward the PAI subject had improved. Students who previously viewed the subject as challenging or uninteresting began to enjoy the learning process and developed a more positive attitude toward the content. The social and collaborative nature of the learning model made PAI lessons more enjoyable and engaging, leading to greater enthusiasm for the subject. This shift in attitude was crucial in fostering a deeper connection to the material and encouraging lifelong learning.

Another important aspect was the development of students' problem-solving skills. The cooperative tasks often involved complex problems or scenarios that required students to analyze, discuss, and find solutions together. This type of collaborative problem-solving allowed students to practice critical thinking and learn how to approach challenges from different angles. These problem-solving skills are essential not only for academic success but also for navigating the challenges students will face in their personal and professional lives. Lastly, the success of Cooperative Learning at SMP Negeri 1 Panga suggests that this model can be adapted and applied across other subjects as well. The positive outcomes in Islamic Education demonstrate that cooperative strategies can enhance learning across a wide range of disciplines, from science and mathematics to social studies and language arts.

By fostering collaboration, critical thinking, and communication skills, Cooperative Learning has the potential to revolutionize education and create more dynamic, engaging, and inclusive classrooms. In conclusion, the results of this study clearly demonstrate that the Cooperative Learning model has a profound impact on student absorption in Islamic Education. Through increased engagement, improved retention, stronger social and communication skills, and the development of critical thinking abilities, students showed significant progress in their learning. The model not only benefited students academically but also contributed to their overall personal development, helping them become more responsible, empathetic, and collaborative individuals. The success of this approach at SMP Negeri 1 Panga highlights the potential of Cooperative Learning to transform education, making it a valuable tool for teachers and students alike.

CONCLUSION

Based on the results of the analysis and interpretation of the data that have been presented previously, it can be concluded that the condition of the learning absorption capacity of students of SMP Negeri 1 Panga, especially class VIII.2, towards Islamic Religious Education lessons is high. This can be proven by the following data: 1) The students' desire to study Islamic Religious Education lessons; 2) The students' feelings of pleasure during Islamic Religious Education lessons; 3) The students' ability to convey the material that has been taught; 4) The students' habit of repeating the lessons that have been taught; 5) The students' attention to always listen and pay attention to the explanation given by the teacher.

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