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Improving the Motivation to Learn the Quran Surah At-Tin of Grade IV Students of Elementary School 20 Kampung Padang through the Cooperative Learning Model

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Abstract: This study aims to improve student learning motivation in Islamic religious education learning by using a 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 for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes 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 the cooperative learning model can improve student learning motivation in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 53.41%, the first cycle 67.19% and in the second cycle it increased to 90.13%. Thus, the use of student cooperative learning models can be used as an alternative to improve student learning motivation in Islamic religious education learning.

Keywords: Cooperative learning, learning motivation, islamic education.

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.

Religious education is one of the important components in the educational curriculum in Indonesia, especially Islamic Religious Education (PAI) which is taught at all levels of education, including in elementary schools. The main goal of Islamic Religious Education learning is to equip students with an understanding of religious, moral, and spiritual values that can be applied in daily life. One part of PAI's learning is the teaching of the Qur'an, which is the main reference in Islamic teachings. The Qur'an as God's revelation delivered to the Prophet Muhammad PBUH has many lessons that can be taken to shape the character and behavior of students. Therefore, learning the Qur'an at the elementary level is very important to introduce students to the basics of Islam, as well as instill an understanding and love for the Qur'an from an early age. One of the surahs taught at the elementary school level is Surat At-Tin, which has a deep meaning and moral message and relevance to human life.

However, in reality, learning the Qur'an in many elementary schools, including at SD Negeri 20 Kampung Padang, Lubuk Sikaping District, still faces several obstacles. One of the main problems that is often found is the low motivation of students to learn about the Qur'an. This is reflected in the lack of interest and active participation of students in participating in Qur'an lessons, especially in memorizing Qur'anic verses and understanding their meaning. This phenomenon of course needs to receive special attention from educators, because low learning motivation will have an impact on students' understanding of the material, including in learning the Qur'an. One approach that can be applied to increase learning motivation is to use a more interactive learning model and actively involve students in the learning process. Cooperative learning is one of the learning models that has been proven to be effective in increasing student motivation and engagement in the learning process. This model emphasizes cooperation in small groups, where each student has the responsibility to learn and help his or her classmates to learn. This learning not only prioritizes individual outcomes, but also group outcomes that can be obtained through cooperation and discussion. The cooperative learning model has several types, including Jigsaw, Think-Pair-Share (TPS), and Group Investigation. Each type has its own characteristics, but the most important thing is that all of them encourage students to actively participate, help each other, and take responsibility for the success of their group.

The application of this model in learning the Qur'an, such as Surat At-Tin, is expected to create a more fun, interactive learning atmosphere, and increase students' understanding of the content of the Qur'an. Surat At-Tin is one of the short letters taught in elementary school. This letter contains moral messages and life values that are very relevant to students, such as the importance of gratitude, patience, and piety. Surah At-Tin also teaches about the greatness of God and the beauty of His creation. Therefore, it is important to ensure that students are not only able to read and memorize the verses of Surat At-Tin, but also understand the meaning and message contained in them. However, as mentioned earlier, low motivation to learn is one of the obstacles in teaching Surat At-Tin. Conventional and uninteresting learning often makes students feel bored and lose interest in learning the content of the letter. Therefore, a more innovative approach is needed so that students are more interested and motivated to delve into Surat At-Tin in a more interactive and fun way.

This research is expected to make a significant contribution in an effort to increase students' learning motivation towards learning the Qur'an, especially Surat At-Tin. With the implementation of the cooperative learning model, it is hoped that students will be more interested, more active, and more motivated to learn the Qur'an. In addition, this study is also expected to provide a clear picture of the effectiveness of the cooperative learning model in increasing students' understanding of Surat At-Tin and providing

recommendations that are useful for the development of Qur'an learning in elementary schools. However, lately the learning enthusiasm of students is declining and also the grades they get are getting lower, especially in the subject of Islamic Religious Education and Ethics grade IV, thus, this time the author took the title, namely: "Increasing the Motivation to Learn the Qur'an Surat At-Tin in Grade IV Students of SD Negeri 20 Kampung Padang, Lubuk Sikaping District Through the Cooperative Learning Model". In the teaching and learning process, students of SD Negeri 20 Kampung Padang, Lubuk Sikaping District are still low in terms of enthusiasm and also learning results in the subject of Islamic Religious Education and Ethics material Q.S At-Tin. Because teachers tend to use lecture methods in learning so that students become bored to overcome these factors, teachers should change their learning strategies or methods.

The limitation of the problem in this researcher is the application of the cooperative learning model in the subject of Islamic Religious Education and Ethics Q.S At-Tin Grade 4 Semester 2 material and the learning motivation of Grade 4 Semester 2 students in the subject of Islamic Religious Education and Ethics. Based on the formulation of the problem that has been described, the purpose of the research to be carried out is to find out the influence of the cooperative learning model in increasing the motivation to learn the Qur'an of grade IV students of SD Negeri 20 Padang village, Lubuk Sikaping District on the material of Reading Q.S At-Tin. Among the benefits of the research are increasing the author's knowledge and insight about the role of Islamic Religious Education teachers in increasing student learning motivation in the subject of Islamic Religious Education and Ethics and the contribution of ideas for Islamic Religious Education teachers in teaching and increasing student learning motivation in the subject of Islamic Religious Education and Ethics. As a consideration in determining learning methods that can provide benefits for students. Applying the right methodin accordance with the subject matter of Islamic Religious Education in increasing student learning motivation.

METHODS

This research is a Classroom Action Research (PTK), which is a research method that aims to improve the quality of learning in the classroom through a series of actions that are designed systematically, planned, and repeatedly. The main focus of this research is to overcome the problem of low learning motivation and students' ability to read the Qur'an. In addition, this research also aims to create a more effective, interactive, and fun learning atmosphere by utilizing digital media as a tool in the learning process. There are two variables in this study, namely the Independent Variable.

Cooperative Learning learning model and the Dependent Variable: Motivation to learn the Qur'an in grade IV students of SD Negeri 20 Kampung Padang, with a focus on surah At-Tin. The population in this study is all grade IV students of SD Negeri 20 Kampung Padang, Lubuk Sikaping District which totals 10 students, consisting of 3 male students and 7 female students. The selection of the sample was carried out as a whole (total sampling), with all students involved as research subjects. They will take part in the application of the Cooperative Learning learning model as an experimental group to measure the increase in learning motivation for surah At-Tin material. The data used in this study are in the form of qualitative and quantitative data related to students' motivation to learn the Qur'an towards Surat At-Tin material, as well as student interaction during the learning process with the cooperative learning model. The source of the data was obtained from Grade IV students of SD Negeri 20 Kampung Padang. The main source of data is students who are involved in the application of the cooperative learning learning model. The information collected is related to their learning motivation, both through direct observation during learning and interview results related to their learning experiences. Teachers as a secondary source of data, teachers provide information related to the application of cooperative learning methods, observations about changes in student learning motivation, and teachers' perceptions of learning outcomes. Collaborator

colleagues are intended as a source of data to see the implementation of PTK comprehensively from both students and teachers. Learning Documentation, documents taken from learning activities, such as test result notes, motivational questionnaires, and photos of learning activities. Data Collection Techniques are 1) Observation, This technique is used to observe student interaction during the learning process with the cooperative learning model. Observations were carried out to assess the level of participation, activeness, and motivation of students in the group. This observation was carried out directly during the learning activities. 2) Interviews, interviews are conducted with students and teachers to dig deeper into their experience in participating in learning using the cooperative learning model. This interview was conducted in a semi-structured manner to obtain more detailed information about their perception of learning motivation, challenges faced, and aspects that can be improved in learning, 3) Questionnaire or Questionnaire, Before and after the implementation of the cooperative learning model, questionnaires were given to students to measure their level of motivation in learning Surat At-Tin. This questionnaire consists of several statements that measure aspects of learning motivation such as interest, desire to learn more, and students' perception of learning the Qur'an, 4) Documentation, documentation in the form of photos or videos of learning activities that describe the classroom situation, interaction between students, and the use of the cooperative learning model in learning. In addition, the documentation also includes the results of assessments and tests conducted to measure students' understanding of Surat At-Tin material.

Cycle I Research Procedures include: Planning: Preparing Teaching Modules using the Cooperative Learning model that will be applied in learning the Qur'an Surat At-Tin. Compile research instruments that include observation sheets, learning motivation questionnaires, and documentation of teaching and learning activities. Implementation: Implementing the learning of the Qur'an Surat At-Tin with the Cooperative Learning approach. Students will be divided into small groups, each responsible for learning a specific part of the At-Tin letter and then teaching it to the other group. Each group will conduct discussions and presentations, which will increase the interaction between students in the learning process. Observation: Observation is carried out during learning, recording the activities of students and teachers, and seeing the extent to which this learning model can increase student learning motivation. Using the observation sheet instrument to assess students' responses to the applied learning model and see changes in their attitudes and motivations towards learning the Qur'an. Reflection: After completing learning, reflection is carried out to assess the extent to which the Cooperative Learning model can increase students' motivation to learn. The evaluation was carried out based on the results of observations, motivational questionnaires, and feedback from students regarding their experiences during the learning process.

Cycle II is planning, observation, reflection. Cycle III Planning: Perfecting the teaching module based on the results of the second cycle reflection. Adjustments were made to correct the shortcomings found in the second cycle, such as a more interesting way of presenting the material. Implementation: Carry out learning with changes that have been planned in the previous cycle. Observation: Measure the changes that occur in students' learning motivation and their level of engagement after improvements in learning. Reflection: Assessing the effectiveness of the actions taken and compiling a report of the research results that includes quantitative and qualitative data analysis. After the data is collected, the analysis techniques used to process the data are as follows: Data from the learning motivation questionnaire and material comprehension test will be analyzed descriptively by calculating the average score before and after the implementation of the cooperative learning model.

Paired Sample t-test To find out if there is a significant difference in students' learning motivation and understanding of material before and after the implementation of the cooperative learning model, a paired sample t-test is used. This t-test is used because the data collected is in the form of paired data, which is data taken from the same student

at two different times (before and after treatment). The Hypothesis Testing Criteria are as follows: 1) Significance Level, in hypothesis testing, the significance level used is 0.05 (5%). This means that if the significance value (p-value) obtained is less than 0.05, then the alternative hypothesis (H_1) is accepted and it can be concluded that there is a significant influence of the application of the cooperative learning model on students' learning motivation and understanding of the material. 2) T Test Decision, If the p-value < 0.05, then H_0 is rejected, and H_1 is accepted, which means that the application of the cooperative learning model increases learning motivation and understanding of Surat At-Tin in grade IV students of SD Negeri 20 Kampung Padang. Conversely, if the p-value ≥ 0.05, H_0 is accepted, and it can be concluded that there is no significant influence..

RESULTS

This research was carried out at SDN 20 Kampung Padang, Nagari Aia Manggih Barat, Lubuk Sikaping District, Pasaman Regency. This school is one of the elementary schools under the auspices of the Ministry of Education and Culture of the Republic of Indonesia which is located in the countryside. SDN 20 Kampung Padang is supported by adequate and professional human resources, including: 1 Principal with S1 qualification and certified educator, 10 ASN teachers with S1 qualification in Basic Education and Islamic Religious Education (8 of them have been certified educators), 1 honorary teacher with S1 education qualification, 1 library manager with high school education qualification and currently pursuing S1 PGSD education, 1 school guard. The available facilities include 7 classrooms, 1 office space for principals and teachers, and 4 washrooms for teachers and students.

A Brief History of SDN 20 Kampung Padang School Establishment, SDN 20 Kampung Padang was established in _sebagai one of the government's efforts to expand access to basic education in the Lubuk Sikaping District, Pasaman Regency. The location is in Padang Village, an area that has a community with high enthusiasm in advancing education. Initially, this school was established to meet the basic education needs of children around Kampung Padang who previously had to travel long distances to attend school. At the beginning of its establishment, SDN 20 Kampung Padang had a relatively small number of students, with limited facilities. The teaching and learning process is carried out in a simple building built by the local community in a mutual cooperation manner with the support of the government. This research is focused on 10 grade IV students (3 male students and 7 female students) when participating in Islamic Religious Education and Ethics learning. This research was conducted by a practical teacher as a report writer. Learniang cooperative teaching method. This research aims to motivate students to love the Qur'an and improve their reading skills.

From the initial orientation before the first cycle, several problems were found: 1) Students' motivation to learn to read the Qur'an is still low, 2) Teachers only use lecture learning methods, 3) Students' learning motivation in reading the Qur'an is below standard. From several problems encountered by the researcher, based on the results of this observation, it can be concluded that the low motivation of students to read the Qur'an is caused by these problems. The average score of the results before the action was 71.3 % with the lowest score of 50 and the highest score of 85. There were 7 students who scored below the completion standard, and only 3 students scored above the completion standard. If calculated based on the percentage of learning completion, only 30% of students complete learning. The initial activity of this cycle was carried out based on the results of observations made on orientation which showed several obstacles that caused low student motivation to learn before taking action.

Based on the existing problems, an action is planned that emphasizes on improving the results of student motivation, by using the comperactive learning method in the process of reading the Qur'an. From this action, it is hoped that it will be able to increase students' motivation in reading the Qur'an. Before carrying out the action, the

researcher made a design of how to read the Qur'an designed by the researcher. The design is made based on observations in the learning process. At the planning stage, the planned action consists of 1 meeting with learning materials Reading the Qur'an Surat At-Tiin. Before learning begins, the teacher has prepared a Teaching Module and an observation sheet by the researcher. Observations were made on the learning process of both teachers who teach and students who participate in learning. In this stage, the researcher carried out learning using the compreactive learning method in this cycle can be described as follows, Cycle I Meeting, This first meeting lasted 105 minutes. The research conducted by researchers at the first meeting was carried out on Thursday, December 26, 2024 which discussed about: Reading Q.S. At-Tin according to the Law of Nun Sukun and Tanwin. Based on the actions that have been given, research data from cycle I was obtained in the form of data derived from the results of observations and student learning outcome tests. The data derived from observations are the results of observations and student motivation tests, teacher activities, and student activities during learning. So the number of scores obtained from the observation of teacher activities in learning is 68, with an average result of 4.2. Therefore, from the description of the assessment category, it can be concluded that the teacher's ability to learn using the Digital Method is relatively good.

Based on the collection of data from observations made on student activities during the learning process, it can be seen based on the number of scores and average scores obtained from the first cycle, which is 33 with an average score of 3.3. From the description of the assessment category of the observation results, it can be concluded that the activity of students in following the learning process using the compreactive learning method in cycle I is classified as Adequate. Observation of student activity in cycle I, Below will be presented the data from student observations carried out in cycle I.

The result of obtaining a score on the observation of student activities was 71.3 with a maximum score of 75. The data from the observation of teacher activities in cycle 1 which was assessed at the time of the research process of learning activities was carried out but did not reach the target expected by the researcher, which was > 75. Therefore, it is still necessary to carry out the next cycle. Because the percentage of completeness still has not reached the researcher's determined 75, this research will still be continued in cycle II. From the results of the implementation of actions in cycle I, in cycle I the students who completed reached 3 students. However, the increase has not been maximized because there are 7 students whose grades have not reached the KKM. This is due to: The readiness of teachers can be said to be not optimal. Teachers need to prepare a more appropriate choice of words in opening lessons, so that they can foster students' interest and enthusiasm in the lesson. Students are curious about researchers because they are still unfamiliar in front of them, so many students wonder and make the class less conducive. From several observations during the first cycle of research, it can be concluded that the actions during the first cycle have not been successful properly, for that it needs to be improved and it is necessary to consider the activities of teachers and students that hinder the success of the second cycle, therefore Sintakan will be repeated in the second cycle of action.

Cycle II will be held on January 3, 2025 in class IV SD NEGERI 20 Kampung Padang. At 08.00-10.00 WIB. Classroom action research consists of four Sintakan, namely planning, action, observation, and reflection. The following is the application of Syntax-Sintakan cycle II. The syntax of planning begins with the determination of the time, place and model used as PTK by teachers and researchers. In this Syntak, the researcher prepares a learning plan, namely compiling and improving the teaching module (MA) from cycle II, the Observation Sheet of student and teacher activities, and the student worksheet. In the implementation of Sintak, there are three activities, namely preliminary activities, core activities, and closing activities.based on these activities, it has been planned and carried out in accordance with the PjBL learning steps and time allocation, which is 3 x 35 minutes (1 meeting). The learning activity process refers to the learning implementation plan by

paying attention to the revision in cycle 1. The difference in cycle I and cycle II is in cycle I about reading Q. S At-Tin and the law of reading Nun breadfruit or tanwin, while in cycle II it is about the main messages of Surah At-Tin. Based on the actions that have been given, research data from cycle II was obtained in the form of data derived from observations and student learning outcome tests. The data derived from observations are the results of observations of teacher activities and student activities during learning.

Data on the Results of Observation of Teacher Activities, Based on the collection of data from observations made on teacher activities during the learning process, the number of scores obtained from observations of teacher activities in learning is 59 with an average result of 3.9. Therefore, from the description of the assessment category, it can be concluded that the teacher's ability to learn using digital media is still good. Based on the number of scores and average scores obtained from Cycle II, which is 24 with an average score of 3.4. From the description of the assessment category of the observation results, it can be concluded that the activities of students participating in the learning process using the Cooperative Learning method in cycle II are classified as good. After conducting a cycle II instrument test on the learning process using the Cooperative Learning method with PJBL, it was found that there was an improvement in ability before taking action. The results of the second cycle of student learning completeness in the Q.S At-Tin Main Message are with the number of students completing 7 and the number of 2 incomplete. The percentage of students' completeness of understanding of the Q.S At-Tin Main Message material in one class in cycle II was 82%. With an average skill score in one class of 80. Thus it can be seen that the highest score is 100 and the lowest value is 60. The average class score in cycle II was 82 in the good category. So, in cycle II, there was an increase in the average student's understanding of the Q.S At-Tin Main Message material, which has been said to meet the criteria for completeness of the ability to understand the Q.S At-Tin Main Message material, because more than 82.

In cycle II, the researcher acts as a teacher who practices the Teaching Module. Meanwhile, PAI subject teachers act as observers who pay attention to teachers' behavior and attitudes during learning activities. Researchers who act as teachers also act as observers who pay attention to student behavior and attitudes during learning activities using the cooperative learning method. The interviews with students after the use of make macth learning conducted by the researcher. The data from the observation of teacher activities in cycle II which was assessed by subject teachers when the researcher was carrying out the learning activity process paired the letter At-Tin with its meaning. The results of the score obtained in the observation of teaching teacher activities were 82 with a maximum score of 75 and the number of scores obtained in teacher activities in the second cycle was 82. The data from the observation of teacher activities in cycle 1I which was assessed during the research process of learning activities was carried out very well and has also improved from the previous cycle.

And it has achieved the performance indicator expected by researchers, namely > 75. The result of obtaining a score on the observation of student activities during the learning activity process is 82% which means good and has achieved a performance indicator of 75, it can be seen that the maximum number of scores is 75 with the number of scores obtained 82. which means that the researcher is hopeful. Interview data after cycle II using the cooperative learning method by students had a positive response. Data from interviews from students that learning using cooperative learning methods is fun and students like it. Reflection of Cycle II, From the results of observations and tests carried out, it was shown that the activeness of students increased, as well as student learning outcomes increased significantly so that the application of the Coverative learning model to Q.S At-Tin material could increase student learning motivation. From the graph above, it can be seen that the learning activities of students using the application of cooperative learning have increased. Where the excellent category increased by 20%, the good category decreased by 10%, and the bad category decreased by 10%

DISCUSSION

The application of the cooperative learning model in learning the Qur'an Surat At-Tin in grade IV of SD Negeri 21 Kampung Nan VI, Lubuk Sikaping District has a positive impact on increasing student learning motivation. In this model, students work in small, heterogeneous groups, which allows them to exchange information and knowledge with each other. This approach encourages students to be more actively involved in the learning process, as they feel they have a responsibility to contribute to their group. This is different from traditional learning which tends to be passive, where students only receive information from the teacher. The cooperative model also encourages the development of students' social skills. In working together, students must communicate well, listen to the opinions of friends, and respect differences of opinion. These skills are essential not only in the study of the Qur'an, but also in daily life. In addition, cooperative learning makes students learn to help and support each other, creating a more harmonious and conducive classroom atmosphere for learning. In the context of learning the Qur'an Surat At-Tin, the cooperative model allows students to explore and understand the meaning of the verses in Surat At-Tin more deeply.

By discussing these verses in groups, students can more easily understand the interpretation and relevance of the teachings contained in this letter. This active learning facilitates students to not only memorize the verses of the Qur'an, but also reflect and apply Islamic values in their lives. Students' motivation to learn also increases along with the application of this model. In groups, students feel more valued and motivated because they can exchange ideas and support each other. This makes students feel more confident and motivated to try harder in understanding the Qur'anic material. In addition, a fun and non-stressful atmosphere in the group helps students to be more focused and excited about learning. Overall, the application of the cooperative learning model in learning the Qur'an Surat At-Tin in grade IV of SD Negeri 21 Kampung Nan VI, Lubuk Sikaping District, has succeeded in increasing students' learning motivation. This model not only improves students' understanding of the Qur'anic material, but also develops social skills that are very useful for their lives. Therefore, the use of this model can be an effective solution to create a more interesting and meaningful learning experience for students.

CONCLUSION

The application of the cooperative learning model in learning the Qur'an Surat At-Tin in grade IV SD Negeri 21 Kampung Nan VI, Lubuk Sikaping District is effective in increasing student motivation and learning outcomes. By working in small groups, students can support each other and share knowledge, which strengthens their understanding of the material. In addition, this model also develops students' social skills, such as communication, cooperation, and respect for the opinions of others. Students' motivation to learn increases because they feel more involved and valued in the learning process. Overall, the cooperative learning model has a positive impact on Qur'an learning and creates a more interactive and conducive classroom atmosphere.

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