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Application of the Cooperative Learning Method in Improving Learning Achievement in Islamic Religious Education at SD Negeri 106226 Padang Baru

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning using cooperative learning. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subject of this research is elementary school students. The data of this study was obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study show that cooperative learning can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with a breakdown of 40.19% in the pre-cycle, 75.37% in the first cycle and 89.82% in the second cycle. Thus, the use of cooperative learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: cooperative learning, learning achievement, islamic religious.

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INTRODUCTION

Islamic Religious Education is one of the important materials in the implementation of formal education, especially the general one. This is because Islamic religious education materials are the only vehicle to provide religious knowledge, if students do not participate in activities with religious nuances other than in school, then teachers play an important role in managing and taking action how and how far the level of students' mastery of Islamic religious education materials is. Teaching and learning activities that can give birth to interactions between potentials in students are a process in order to achieve teaching goals. One way to get maximum results includes how teachers with all their experience and knowledge are able to manage using methodologies that are in accordance with the situation and conditions of students. In achieving the goal of the instrument is a method in

teaching. There are many methods that can be used in teaching so that a teacher must be selective in choosing and using learning methods. In the formation of students' morals, Islamic religious learning plays a very important role. Considering that in Islam there are already moral procedures, Islamic religious laws, worship laws and so on.

In daily life, we see that Islamic religious education is not so much in demand by students. Many consider that Islamic religious education has been obtained in non-formal schools in prayer rooms or mosques. So that interest in learning Islam is very lacking. Apart from that, PAI learning is felt. It is less attractive to students because there is no proper method to convey the subject matter. PAI lessons will always intersect with daily human life, because as people who are Muslims, Aqidah and Morals that are in accordance with the teachings of Islam will always be attached to their lives. For this reason, it is necessary to have the right learning method to teach religious education, especially PAI subjects in schools. As we know that the PAI subject is a subject that contains the basis of the basic belief or Aqidah, which concerns a person's faith and the procedure of behaving and morally both in relation to *Hablumminallah* or *Hablumminannas* and the surrounding natural environment, so that the PAI subject will still be used in daily life. Given the importance of religious materials in human life and with the advancement of science and technology, we must be able to present Islamic religious materials in a straightforward and easy-to-understand manner and be able to interact directly in students' lives. Departing from the problems mentioned above, the researcher tried to conduct research on the right learning method in PAI subjects at SD Negeri No. 106226 Padang Baru.

The researcher tries to apply the Cooperative Learning method in increasing student activity and better understanding students in learning PAI subjects. The cooperative learning method is almost the same as the group method. The formation of groups to learn is one of the alternatives in educational success. Basically, the cooperative learning method is useful for forming cooperation in learning with a responsible process among fellow group members. As a follow-up to learning, the researcher uses the cooperative learning method to prioritize cooperation between students without distinguishing between smart students and underprivileged students to be able to be a balancer in the teaching and learning process. The atmosphere of helping in the group is expected to help underprivileged students to be able to understand the subject matter and in class discussions. By using the cooperative learning method applied in grade IV, it aims to increase students' interest in learning Islamic religious subject matter and achieve good learning outcomes.

METHODS

This research is a classroom action research (PTK) that aims to improve the learning process and improve student learning outcomes in Islamic Religious Education (PAI) grade IV subjects, especially Friday Prayer material, by applying the Cooperative Learning method. This research was carried out in two cycles which included the stages of planning, implementation of actions, observation, and reflection. The variables in this study consist of the Cooperative Learning method as an independent variable and student learning outcomes as a bound variable, which includes cognitive, affective, and psychomotor aspects.

The study population is all grade IV students in the studied school, with a sample of 20 students selected by purposive sampling. This study uses a mixed methods approach with data collection techniques in the form of tests, observations, interviews, and documentation. Data analysis was carried out quantitatively with descriptive statistics for test results, as well as qualitative through thematic analysis of observation and interview data. The validity and reliability of the data are guaranteed through source triangulation and instrument reliability tests.

One effective method to improve students' reading abilities is the phonics-based approach. This method focuses on teaching students the relationship between letters and sounds, enabling them to decode words more easily. By practicing letter recognition,

blending sounds, and segmenting words, students can develop a strong foundation in reading. Teachers often use flashcards, phonics games, and interactive exercises to reinforce learning. Another essential method is sight word recognition, which involves helping students memorize high-frequency words that do not always follow standard phonetic rules. Sight words, such as "the," "you," and "said," should be recognized instantly to improve reading fluency. Teachers can create word walls, use repetition techniques, and incorporate engaging activities like bingo games to enhance sight word mastery. Shared reading is also an effective strategy where teachers read aloud while students follow along with the text. This method allows students to observe proper pronunciation, intonation, and expression while engaging with the story. Teachers can pause to ask comprehension questions, encourage predictions, and discuss key vocabulary to deepen students' understanding of the text.

Guided reading is another structured approach that involves small group reading sessions with students at similar reading levels. The teacher provides support and guidance while gradually encouraging students to read independently. This method helps students build confidence, improve comprehension, and develop their ability to analyze texts critically. Interactive read-alouds play a significant role in enhancing students' reading skills. When teachers read with expression and enthusiasm, they capture students' attention and stimulate their interest in books. Discussing themes, predicting outcomes, and asking inferential questions during read-aloud sessions encourage students to think critically and engage with the text. The Qira'ati method, originally designed for learning to read the Quran, can be adapted for general reading instruction. This method emphasizes step-by-step learning, starting from recognizing letters and their sounds to achieving fluent reading. Its sequential structure ensures that students master each stage before progressing to the next, making it an effective tool for literacy development. Using multisensory techniques in reading instruction can greatly benefit students with different learning styles. Activities such as tracing letters in sand, using finger-point reading, and incorporating movement-based learning help students engage multiple senses, reinforcing their understanding of letters and words. This approach is particularly useful for kinesthetic and visual learners.

Encouraging independent reading is another powerful method to develop students' literacy skills. Allowing students to choose books based on their interests fosters a love for reading. Teachers can set up a well-stocked classroom library, implement reading logs, and organize book-sharing activities to promote independent reading habits. Technology can also be integrated into reading instruction to make learning more engaging and interactive. Digital tools such as e-books, audiobooks, and reading apps provide students with personalized reading experiences. These resources offer immediate feedback, enhance comprehension, and cater to different learning preferences. Finally, parental involvement plays a crucial role in strengthening students' reading abilities. When parents read with their children at home, discuss books, and encourage literacy activities, students develop a positive attitude toward reading. Schools can support this by providing workshops, reading challenges, and recommended book lists to encourage family participation in literacy development. By combining these methods, educators can create an effective and engaging reading program that addresses the diverse needs of students, helping them become confident and proficient readers.

RESULTS

In Cycle I, the planning stage was carried out by compiling teaching modules, LKPD, test questions, and observation instruments for 20 students divided into 4 groups. The implementation stage includes learning for 3 x 35 minutes, starting with prayer, perception, exploration, discussion, and concept reinforcement by the teacher. However, the observation results showed several obstacles such as students' confusion in methods, lack of attention, and low discipline, so improvements are needed in the next cycle. In Cycle II,

improvements were made by adding learning media in the form of posters of Friday Prayer procedures used in group discussions. The learning process includes steps such as group prayer, perception, material presentation, group discussion, poster compilation, and presentation of results. Observations showed an increase in students' enthusiasm and understanding in the learning process, with more active participation compared to the previous cycle.

In this cycle, there is an increase in learning outcomes in students from the previous cycle. In the first cycle, the percentage of student completion was only 55%, while in the second cycle, there was an increase of 100%. During the learning process of the first cycle, there are still many shortcomings in the learning process using the cooperative learning method so that the KKM has not been achieved optimally, while after the researcher changed the learning media, students were active in learning and increasing grades and achieving the KKM target very well.

The phonics method focuses on teaching students the relationship between letters and sounds. By recognizing patterns and decoding words, students gradually improve their reading fluency. Teachers can use flashcards, sound blending exercises, and phonics-based games to strengthen letter-sound association. Sight words are commonly used words that students should recognize instantly without sounding them out. Teachers can create word walls, use repetition techniques, and encourage daily practice to help students memorize these words. Mastering sight words allows students to read more fluently and with greater confidence. Shared reading involves the teacher reading a text aloud while students follow along. This technique helps students develop fluency, comprehension, and confidence. Teachers can pause to ask questions, highlight key vocabulary, and encourage discussions to enhance understanding. In guided reading, teachers work with small groups of students who have similar reading levels. The teacher provides support, asks questions, and gradually reduces assistance as students become more independent. This method allows students to develop reading skills at their own pace.

Reading aloud with expression and enthusiasm captures students' attention and enhances their listening comprehension. Teachers can pause to discuss themes, predict outcomes, and ask inferential questions. This method exposes students to rich vocabulary and different writing styles. The Qira'ati method, originally designed for learning to read the Quran, can also be adapted for general reading instruction. It emphasizes sequential learning, starting from basic letter recognition to fluent reading. The step-by-step structure ensures that students master each stage before progressing to the next. Engaging multiple senses helps reinforce reading skills. Activities such as tracing letters in sand, using finger-point reading, or incorporating movement-based learning can make reading more interactive and enjoyable. This approach is especially beneficial for kinesthetic learners. Allowing students to choose books based on their interests fosters a love for reading.

Teachers can set up classroom libraries, implement reading logs, and organize book-sharing sessions. Independent reading enhances vocabulary, comprehension, and critical thinking skills. Digital tools such as e-books, audiobooks, and reading apps provide interactive ways to improve literacy. These resources offer personalized reading experiences, immediate feedback, and engaging visuals that motivate students to read more. Encouraging parents to read with their children at home strengthens reading habits. Schools can provide workshops, reading challenges, and recommended book lists to involve families in literacy development. A supportive home environment significantly enhances a child's reading ability. By combining these methods, teachers can create an engaging and effective reading program that meets the diverse needs of students.

DISCUSSION

Reading is a fundamental skill that influences academic success and lifelong learning. Students who develop strong reading abilities can comprehend complex texts, analyze information, and communicate effectively. Therefore, implementing effective teaching

methods is crucial to support their literacy development. Phonics instruction plays a vital role in helping students recognize letter-sound relationships. By systematically teaching phonics, educators enable students to decode unfamiliar words more easily. This approach is particularly effective for early readers and struggling learners, as it builds a solid foundation for reading fluency.

Sight words are frequently used words that students should recognize instantly. Since many of these words do not follow phonetic rules, memorization is necessary. Teaching sight words improves reading speed and fluency, allowing students to focus on comprehension rather than decoding every word. Shared reading provides a supportive environment where students follow along as the teacher reads aloud. This method models fluent reading and fosters engagement. Guided reading, on the other hand, offers targeted instruction in small groups, helping students develop comprehension skills and build confidence in their reading abilities. Reading aloud to students exposes them to rich vocabulary and diverse writing styles. This method encourages listening comprehension and critical thinking as students engage in discussions about the text. Teachers can use read-aloud sessions to introduce new concepts and stimulate curiosity about reading. The Qira'ati method, traditionally used for teaching Quranic reading, follows a structured and sequential approach. When adapted for general literacy, it helps students develop a disciplined reading habit by mastering one stage before moving to the next. This method is particularly effective in reinforcing phonetic awareness and fluency. Multisensory techniques enhance reading instruction by involving visual, auditory, and kinesthetic elements. Activities such as tracing letters, using finger-point reading, or incorporating music help students retain information more effectively. This approach benefits diverse learners, including those with learning difficulties.

Encouraging students to read independently nurtures a love for reading. When students have access to books that match their interests and reading levels, they develop intrinsic motivation. Independent reading strengthens vocabulary, comprehension, and critical thinking, contributing to overall literacy growth. Digital tools like e-books, audiobooks, and interactive reading apps provide engaging ways to enhance literacy. These resources cater to different learning styles and offer personalized experiences. Technology also allows students to practice reading at their own pace with instant feedback. Parental involvement significantly influences a child's reading progress. When parents read with their children, discuss stories, and create a literacy-rich home environment, students become more confident readers. Schools can strengthen this partnership by providing guidance and resources for parents to support their children's reading journey. By implementing a combination of these strategies, educators can create an inclusive and effective reading program that meets the diverse needs of students, ensuring their success in literacy and beyond.

CONCLUSION

Based on the results of research that has been conducted on grade IV students of SDN 106226 Padang Baru for the 2024/2025 school year, it can be concluded, 1) The application of cooperative learning methods in improving the learning achievement of Islamic religious education in grade IV of SD Negeri 106226 Padang Baru, Dolok Masihul District, Serdang Bedagai Regency has increased from cycle I; 2) Learning steps using the cooperative learning method, students can play an active role during learning and can act well; 3) By using the media of Friday prayer procedures posters, students can act good and correct Friday prayer procedures and give a good influence to fellow friends; 4) The improvement in student learning outcomes can be seen in the first cycle which is completed by only 11 students (55%) while those who are incomplete are 9 students (45%) and the second cycle has increased by 100% from the first cycle

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