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Application of Cooperative Learning Methods in Improving the Learning Outcomes of Students of Islamic Cultural History Subject Class VII at Ma'arif NU Purbalingga Junior High School

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Abstract

Low student learning outcomes and limited classroom participation in Islamic Cultural History at Ma'arif NU Purbalingga Junior High School indicate that the learning process has not yet optimally supported students' attention, concentration, collaboration, and active engagement. This study aims to examine the implementation of cooperative learning in improving the learning activities and learning outcomes of eighth-grade students in Islamic Cultural History classes. The study employed classroom action research within a mixed-methods framework, conducted in two cycles consisting of planning, action, observation, and reflection. The participants were 14 students, comprising 11 male and 3 female students. Data were collected through direct observation, learning outcome assessments, and documentation, and were analyzed using qualitative, quantitative, and descriptive techniques. The findings show that cooperative learning improved both student engagement and learning outcomes. The average learning outcome score increased from 60% in the pre-cycle stage to 73.21% in Cycle I and 82.85% in Cycle II, with classical mastery reaching 85.71%. Student learning activities also increased by 66.19% from Cycle I to Cycle II. These findings indicate that cooperative learning can enhance students' active participation, collaboration, and academic achievement in Islamic Cultural History learning. The study contributes to classroom-based pedagogical practice by demonstrating the relevance of cooperative learning as a creative and

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collaborative strategy for improving student learning processes and outcomes in religious education subjects.

Keywords: Cooperative Learning; Learning Outcomes; Student Learning Activities; Islamic Cultural History; Classroom Action Research

INTRODUCTION

Improving a nation's human resource quality and overall growth are two areas where education plays a significant influence. (Wicaksono et al., 2022). Education not only functions as a process of knowledge transfer, but also as a means of character formation, skill development, and inculcation of students' spiritual values. Education is defined as an intentional and deliberate endeavour to provide a learning environment in which students may actively cultivate their potential, according to Law No. 20 of 2003 on the National Education System. (Prasetyawati, 2021). In a global context, 21st century learning requires an innovative, collaborative, and student-centered learning process in order to improve critical thinking, creativity, communication, and cooperation skills. However, various studies show that the learning process in schools still tends to be teacher-centered, so students are less active in participating in learning (Nababan et al., 2022).

The study of Islamic cultural history (SKI) and other components of Islamic religious education also face this challenge. Across the country, SKI learning is still mostly reliant on the lecture format, which leaves students easily bored, unmotivated, and confused. Students' learning results are negatively impacted by this condition, and they do not acquire cooperative abilities throughout the learning process. In order to foster educational interactions that might motivate students to actively participate in their own learning, learning methodologies play a crucial role. (Rohima, 2023). In addition, Suprijono explained that cooperative learning can improve social interaction, cooperative skills, and student learning outcomes because learning is carried out in groups by involving the active participation of all group members (Kezya Meylani Fernanda Putri et al., 2024).

In response to these problems, teachers need to implement innovative and varied learning methods to make the learning process more effective and fun. One of the methods that can be applied is the cooperative learning method. This method places students as active learning subjects through discussion activities, group cooperation, and mutual help in understanding the subject matter (Desy Amelia & Ibrahim Gultom, 2023). Verse 11 of QS.

Al-Mujis says that Allah will elevate the position of people who believe and possess knowledge, providing more Islamic viewpoint on the need of learning and enhancing the quality of education. This verse shows that education must be carried out optimally in order to be able to produce students who have good knowledge and morals (Saputro & Rahayu, 2024).

Research on the application of cooperative learning methods has been conducted previously. Research conducted by (Tunnisa et al., 2025) shows that the cooperative learning method is able to improve learning outcomes, learning motivation, and social skills of students. However, most of the previous research has been applied more to general subjects and has not specifically examined the application of cooperative learning in the subject of Islamic Cultural History at the junior high school level. In addition, previous research emphasized more on improving cognitive learning outcomes, while the aspect of student cooperation in the learning process has not been studied in depth. Thus, there is a research gap that needs to be further studied on how the application of the cooperative learning method can improve learning outcomes as well as students' cooperative abilities in learning the history of Islamic culture.

Constructivistic learning theory, which highlights the importance of learners constructing their knowledge via social interaction and hands-on learning experiences, provides theoretical support for this study. One method that is pertinent to the notion is cooperative learning, which allows students to collaborate on learning activities while also discussing and exchanging ideas with one another. Thus, it is believed that the cooperative learning approach might foster a more dynamic, engaging, and enjoyable learning environment, leading to improved student learning results. (Febrianto et al., 2026).

Accordingly, the purpose of this study is to investigate whether or not eighth graders at Ma'arif NU Purbalingga Junior High School may benefit from using the cooperative learning approach to enhance their understanding of Islamic cultural history. The purpose of this research is to determine if and how the SKI learning process benefits from the use of the cooperative learning approach, and if so, how.

METHODS

The research method used in this study is classroom action research with a mixed approach (mixed methods), which combines qualitative and quantitative data (Winarni,

2021). This technique was selected because the study has two goals: first, to explain how the cooperative learning method is used; and second, to assess the impact of these activities on student learning outcomes. Classroom research is reflective study done to enhance the quality of learning on an ongoing basis, whereas blended research uses quantitative and qualitative data to provide a more complete picture. (Yusuf, 2017). This research was carried out at Ma'arif NU Purbalingga Junior High School for two weeks, namely on April 6-20, 2026.

A model including the steps of preparation, execution, observation, and reflection forms the basis of the study's methodology. The study was conducted in two cycles to see if the cooperative learning strategy improved student learning results. The concept was selected due to its ability to directly address learning difficulties via repeated, incremental actions. (Sumilat et al., 2023).

The research population is all students of grade VIII Ma'arif NU Purbalingga Junior High School for the 2025/2026 school year. A total of fourteen students, eleven men and three women, made up the study sample. The method relies on purposive sampling, which involves selecting samples according to predetermined criteria. Initial observations revealed poor learning outcomes of SKI and a lack of students' cooperation abilities throughout the learning process, which led to the selection of eighth grade.

Methods for gathering information include surveying, interviewing, documenting, and observing. Using observation sheets, people see how both students and instructors go about their learning. Using SKI-based multiple-choice questions, the exam gauges students' cognitive learning results throughout all cycles. Documentation is used to obtain supporting data such as photos of activities, learning tools, and school archives. The research instruments in the form of observation sheets and learning outcome tests were prepared based on learning indicators and consulted with collaborating teachers (Soesana, A. et al., 2023)

There are two main approaches to data analysis: quantitative and qualitative. Using data reduction, data presentation, and conclusion drawing, qualitative data is descriptively analysed to characterise the actions of instructors and learners during learning. (Veronica et al., 2022). Meanwhile, quantitative data was analyzed through the calculation of average scores, percentage of learning completion, and the success rate of actions in each cycle. The minimum completeness criterion used is 75, while the action is declared successful if at least 80% of students achieve learning completeness.

RESULTS

1. Application of the Cooperative Learning Method in Improving Learning Activities in SKI Class VIII Subjects at Ma'arif NU Purbalingga Junior High School

Classroom action study is conducted in two cycles to apply the cooperative learning technique to the learning of Islamic Cultural History. The phases of preparation, execution, evaluation, and review make up each cycle. During the pre-cycle stage, pupils were not actively involved in their own learning since the focus was still on the instructor. Students do not pay attention to the teacher's explanations, do not participate in discussions, and are not able to work well together in groups. Therefore, researchers apply cooperative learning methods to improve students' learning activities.

The implementation of the cooperative learning method is carried out by dividing students into several small groups consisting of 2–3 people. After the instructor gives the class some readings and discussions to work on, the students break into groups to report their findings to the whole class. The other groups were then given the chance to respond to questions and share their thoughts on the other groups' presentations. Teachers encourage student engagement in the learning process by providing reinforcement, encouragement, and incentives.

The assessment of students' learning activities is carried out through an observation sheet that contains several assessment indicators, namely aspects of attention, participation, understanding, and cooperation. In the aspect of attention, the indicators observed included students' learning concentration, the ability to record material, and paying attention to the teacher's explanations and other group presentations. In the aspect of participation, the indicators assessed were the courage of students to ask questions, answer questions, and express opinions during learning. The comprehension aspect is measured through the ability of students to understand the material, answer questions, and complete assignments on time. Meanwhile, the cooperation aspect is assessed through the ability of students to work together in groups, respect the opinions of friends, be responsible for group tasks, and be open to suggestions and criticism.

Based on the results of observations in the first cycle, teacher activity obtained a percentage of 66.67% with the sufficient category. Teachers have implemented cooperative learning measures well, but classroom management and group guidance are still not optimal. Some students still look passive, lack confidence when expressing opinions, and are not used

to working together in groups. Student activities in the attention aspect obtained a percentage of 66.66%, participation 67.26%, understanding 68.45%, and cooperation 63.92% with the sufficient category. The results of the observation showed that students began to show interest in group learning even though there were still some obstacles in the discussion process.

The results of interviews with SKI subject teachers after the implementation of the first cycle showed that the cooperative learning method began to provide positive changes to students' learning activities. The teacher said that students looked more daring to ask questions and began to actively discuss than before the action was taken. However, the teacher also revealed that there are still some students who lack focus during learning and are not able to cooperate optimally in groups. In addition, teachers consider that students still need guidance and motivation to be more confident in expressing opinions in front of the class.

Based on the results of the reflection of the first cycle, improvements were made in the second cycle by improving class management, guiding group discussions more intensively, providing clearer direction to each group, and providing motivation and appreciation to students. Teachers are also more active in supervising the course of the discussion and encourage all group members to be involved in learning activities.

The results of observations in cycle II showed a significant increase. Teacher activity increased to 85.41% with the good category. Teachers are able to manage the classroom more effectively and guide students in the process of group discussions and presentations. Student activities in the attention aspect increased to 78.57%, participation 88.69%, understanding 89.88%, and cooperation 80% in the good to very good category. Students look more enthusiastic about participating in learning, actively asking and answering questions, and are able to work well together in groups.

Teacher interviews conducted during cycle II revealed that students' learning activities were positively affected by the implementation of the cooperative learning technique. According to the instructor, class was noticeably more engaged and participatory than before. Through group discussions, students seem to have greater self-assurance in voicing their viewpoints, have an easier time grasping the content, and have improved cooperative abilities. The teacher also said that providing motivation and awards can increase students' enthusiasm for learning during the learning process.

.2. Student Learning Outcomes by Applying the Cooperative Learning Method in the Subject of Islamic Cultural History Class VIII at Ma'arif NU Purbalingga Junior High School

Classroom action study is conducted in two cycles to apply the cooperative learning technique to the learning of Islamic Cultural History. The phases of preparation, execution, evaluation, and review make up each cycle. During the pre-cycle stage, pupils were not actively involved in their own learning since the focus was still on the instructor. The class as a whole is too distracted to pay attention in class, has trouble contributing to class discussions, and struggles to complete group projects. Therefore, researchers apply cooperative learning methods to improve students' learning activities.

The implementation of the cooperative learning method is carried out by dividing students into several small groups consisting of 2–3 people. After the instructor gives the class some readings and discussions to work on, the students break into groups to report their findings to the whole class. The other groups were then given the chance to respond to questions and share their thoughts on the other groups' presentations. Teachers encourage student engagement in the learning process by providing reinforcement, encouragement, and incentives.

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The results of interviews with SKI subject teachers after the implementation of the first cycle showed that the cooperative learning method began to provide positive changes to students' learning activities. The teacher said that students looked more daring to ask questions and began to actively discuss than before the action was taken. According to the teacher, the classroom atmosphere in the first cycle was more lively because students began to be involved in group learning activities. However, there are still some students who lack focus during learning and are not able to cooperate optimally with their group members. The teacher also revealed that some students are still embarrassed and hesitant to express their opinions in front of the class, so continuous guidance and motivation are needed.

Along with the interview findings, learning process observations revealed that the majority of students started paying attention to the instructor's explanation and were active participants in the group discussion. Students seem to be more active than before the implementation of the cooperative learning method. However, at the time of the presentation, there were still some students who lacked confidence, only relied on certain group friends, and did not dare to respond to other group presentations.

Based on the results of the reflection of the first cycle, improvements were made in the second cycle by improving class management, guiding group discussions more intensively, providing clearer direction to each group, and providing motivation and appreciation to students. Teachers are also more active in supervising the course of the discussion and encourage all group members to be involved in learning activities.

The results of observations in cycle II showed a significant increase. Teacher activity increased to 85.41% with the good category. Teachers are able to manage the classroom more effectively and guide students in the process of group discussions and presentations. Student activities in the attention aspect increased to 78.57%, participation 88.69%, understanding 89.88%, and cooperation 80% in the good to very good category. Students seem to be more enthusiastic about participating in learning, actively asking and answering questions, and are able to work well together in groups.

Students' learning activities were positively affected by the implementation of the cooperative learning technique, according to data from interviews with instructors in cycle II. The classroom environment reportedly became much more dynamic and participatory, according to the instructor. Students seem to have greater self-assurance when speaking out, have an easier time grasping concepts during class discussions, and have improved abilities in working together. According to the educator, kids' interest in studying was able to be piqued by offering incentives and prizes.

The results of observations in cycle II also showed that students were able to work well together in groups, actively ask questions, and dare to respond to the results of other group presentations. Most of the students were seen to be focused on following learning and were able to complete assignments on time. Interaction between teachers and students as well as between students also takes place better so that the learning atmosphere becomes more conducive and fun.

DISCUSSION

1. Application of the Cooperative Learning Method in Increasing Learning Activities in the Subject of Islamic Cultural History Class VIII at Ma'arif NU Purbalingga Junior High School

The research found that eighth graders at Ma'arif NU Purbalingga Junior High School who took Islamic Cultural History (SKI) as a topic were more engaged in their learning when the cooperative learning technique was used. Students engage in this strategy via learning activities such as group discussions, collaboration, presenting discussion outcomes, and question and answer sessions. Students will not only absorb the content passively but will actively participate in its learning via the implementation of this technique, which seeks to provide a more active and student-centered learning environment. (Mardina Wati et al., 2024).

Based on the results of observation of teacher and student activities, the application of the cooperative learning method has increased in each cycle. Teacher activity in the first cycle obtained an average of 66.67% with the sufficient category, then increased in the second cycle to 85.41% with the good category. This increase shows that teachers are increasingly able to manage classes, guide group discussions, and create a conducive learning atmosphere.

One of the indicators that has increased is the ability of teachers to optimize discussions and guide students during the learning process (Lodo et al., 2025).

Students' learning activities have also increased significantly. In the first cycle, the average learning activity of students reached 66.19%, while in the second cycle it increased to 77.93%. Thus there was an increase of 11.74%. Students' learning activities are assessed based on several indicators, namely attention, participation, understanding, and cooperation. Students began to actively ask questions, answer questions, express opinions, and work together in completing group assignments. This shows that the cooperative learning method is able to increase student involvement during the learning process.

The results of this study are in line with constructivistic learning theory which emphasizes that knowledge is built through social interaction and direct learning experiences (Atirah, 2020) In addition, the results of this study also support Suprijono's opinion that cooperative learning can increase social interaction, cooperation, and student participation in learning. This research is also relevant to previous research that showed that the cooperative learning method is effective in increasing students' learning activities because learning is carried out collaboratively and provides opportunities for students to actively participate (Halawa et al., 2022).

Practically, the application of the cooperative learning method has a positive impact on the SKI learning process because students become more confident, actively discuss, and able to work well together in groups. Theoretically, this study strengthens that student-centered learning methods are more effective than conventional learning methods that focus only on teachers.

2. Student Learning Outcomes by Applying the Cooperative Learning Method in the Subject of Islamic Cultural History (SKI) Class VIII at Ma'arif NU Purbalingga Junior High School

At Ma'arif NU Purbalingga Junior High School, students enrolled in SKI class VIII were shown to have better learning outcomes when the cooperative learning technique was used. When comparing student results from the pre-cycle stage, cycle I, to cycle II, the increase in learning outcomes becomes apparent. Students' learning outcomes remained poor prior to the deployment of the cooperative learning technique, with an average score of 60% and a completion rate of just 28.57%. Minimum Completeness Criteria (KKM) scores were attained by just four out of fourteen pupils.

After applying the cooperative learning method in the first cycle, the learning outcomes of students increased with an average score of 73.21% and learning completeness of 50%. At this stage, there are 7 students who have achieved KKM scores. Although there has been an increase compared to the pre-cycle stage, the learning outcomes in the first cycle have not met the classical success indicators that have been set, namely at least 80% of students achieve scores above the KKM. Therefore, the research was continued in cycle II by improving the weaknesses found in the previous cycle.

Once again, students' learning results saw a notable improvement in cycle II. With a classical learning completion rate of 85.71%, pupils' average scores rose to 82.85%. Twelve out of fourteen pupils were able to get results higher than the KKM. From cycle I to cycle II, there was a 9.64% improvement in learning outcomes. These findings demonstrate that the use of cooperative learning strategies in SKI classes successfully improves students' comprehension of content pertaining to the Abbasid Dynasty.

According to learning theory, which asserts that students' comprehension may be enhanced via active and collaborative learning, this study's findings support this claim. (Samosir et al., 2025) This research is also in line with the results of previous research which shows that *cooperative learning* methods can improve learning outcomes, learning motivation, and social skills of students. Through group discussions and presentations, students are easier to understand the material because they exchange information and help each other in completing learning tasks (Sihombing et al., 2023).

The practical implications of this study show that the cooperative learning method can be used as an alternative effective learning method to improve student learning outcomes in SKI subjects. This method not only improves the understanding of the material, but also improves students' communication skills, cooperation, and participation in learning. Theoretically, this research strengthens the concept that student-centered learning is able to create a more effective and meaningful learning process.

However, this study still has several limitations, including the limited number of students and the relatively short research time so that the influence of the cooperative learning method cannot be observed in the long term. In addition, the factors of students' initial abilities and classroom conditions can also affect the results of the research. Therefore, further research is expected to involve a larger number of samples and a longer research time so that the research results will be more optimal and comprehensive.

CONCLUSION

Cooperative learning has been shown to enhance student engagement and achievement in Islamic Cultural History (grade VIII) at Ma'arif NU Purbalingga Junior High School, according to the research and discussions that have taken place. The capacity to work in groups, the bravery to ask questions and voice ideas, and the active engagement in class discussions are all signs that students are becoming more involved in their own education and contributing more to class activities. The fact that students' average learning activity increased from 66.19 percent in the first cycle to 79.95 percent in the second cycle is proof of this. Moreover, there has been an increase in the number of activities instructors engage in to manage learning, from 66.67% to 85.41%, resulting in a more effective, dynamic, and conducive learning environment.

Research has also shown that students' performance in SKI classes improves when teachers use the cooperative learning strategy. This is shown by the fact that students' average scores increased from 60% in the pre-cycle stage to 73.21% in the first cycle and 82.85% in the second cycle. From 28.57% before the cycle to 50% during the first cycle and 85.71% during the second cycle, students' learning completeness also rose. These outcomes demonstrate that students' comprehension of course contents is enhanced by the implementation of the cooperative learning approach, which also encourages them to work together and actively participate in their own education.

Although the study showed positive results, the study still has some limitations. The research was only conducted in one class with a limited number of students so the results of the study could not be generalized widely. In addition, the relatively short research time causes the influence of cooperative learning methods to not be observed in depth in the long term. The factors of students' initial abilities and classroom conditions are also one of the aspects that can affect the results of the research.

Based on these limitations, further research is expected to be carried out with a larger sample size, longer research time, and the application of cooperative learning methods in different subjects and levels of education. In addition, subsequent research can also develop other variations of *cooperative learning* models to determine the effectiveness of more innovative learning methods in improving students' activities, motivation, and learning outcomes.

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