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Research Article

Analysis of Cooperative Learning Models on Islamic Education Learning Outcomes of Junior High School Students

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Implementation of Clinical Supervision by the Head of Madrasah in Improving Teacher Performance at MTs Badrussalam Kademangan Pagelaran Malang (Qualitative Descriptive Study at MTs Badrussalam Indonesia)

Abstract. Improving the quality of education is a major focus in many countries, including Indonesia. One of the key elements in achieving this goal is through effective learning processes in schools. Among the various learning strategies available, the cooperative learning model has attracted the attention of many educators, especially at the junior high school level. This model emphasizes cooperation among students to achieve a common learning goal. This article aims to analyze the effect of cooperative learning model on learning outcomes of junior high school students. Literature review analysis by analyzing various relevant research sources, such as scientific journals, scientific articles, and research reports. The results of the analysis show that the cooperative learning model has a positive influence on the learning outcomes of junior high school students. This is evidenced by several findings, namely: increased learning scores, increased learning motivation, increased cooperation skills, increased critical and creative thinking skills, increased self-confidence and independence, increased socialization and communication skills. Further analysis needs to be conducted to explore different types of cooperative learning models that are effective for different subjects and for diverse student groups.

Keywords: Cooperative learning; junior high school; learning outcomes

Abstrak. Meningkatkan kualitas pendidikan merupakan fokus utama di banyak negara, termasuk Indonesia. Salah satu elemen kunci untuk mencapai tujuan ini adalah melalui proses pembelajaran yang efektif di sekolah. Di antara berbagai strategi pembelajaran yang ada, model pembelajaran kooperatif telah menarik perhatian banyak pendidik, terutama di tingkat sekolah menengah pertama. Model ini menekankan pada kerja sama di antara siswa untuk mencapai tujuan pembelajaran bersama. Artikel ini bertujuan untuk menganalisis pengaruh model pembelajaran kooperatif terhadap hasil belajar siswa SMP. Analisis tinjauan literatur dengan menganalisis berbagai sumber penelitian yang relevan, seperti jurnal ilmiah, artikel ilmiah, dan laporan penelitian. Hasil analisis menunjukkan bahwa model pembelajaran kooperatif memiliki pengaruh positif terhadap hasil belajar siswa SMP. Hal ini dibuktikan dengan beberapa temuan, yaitu: peningkatan nilai belajar, peningkatan motivasi belajar, peningkatan kemampuan kerjasama, peningkatan kemampuan berpikir kritis dan kreatif, peningkatan rasa percaya diri dan kemandirian, peningkatan kemampuan bersosialisasi dan berkomunikasi. Analisis lebih lanjut perlu dilakukan untuk mengeksplorasi berbagai jenis model pembelajaran kooperatif yang efektif untuk mata pelajaran yang berbeda dan untuk kelompok siswa yang beragam.

Kata Kunci: Pembelajaran Kooperatif; Sekolah Menengah Pertama; Hasil Pembelajaran

INTRODUCTION

Cooperative learning is one of the strategies in learning that is widely applied in junior high schools to improve student learning outcomes (Utami, 2015; Qohhar & Pazriansyah, 2019). The cooperative learning model has evolved over centuries, with various philosophies, theories and practices contributing to its development (Handayani, 2022; Anurogo & Napitupulu, 2023). Today, it is recognized as an effective approach to improving learning outcomes, developing social skills, and preparing students for a complex and collaborative world (Kristiawan, 2019; Saputra et al., 2023). The roots of the cooperative learning model can be traced back in time,

with various philosophies and practices contributing to its development. Here are some important points in the history of the birth of the cooperative learning model:

Ancient Greece (5th century BC) (Sondarika, 2021; Kusmawati et al., 2023). Socrates and his Dialogue Method: Socrates used the dialog method to encourage discussion and critical thinking among his students (Robi, 2014; Cahyani, 2019; Anisa et al., 2024). This signaled the beginning of collaborative and interactive learning. Middle Ages. Monastic Education: Christian monasteries used cooperative learning methods in teaching religion and science. Monks learn together, discuss texts and help each other understand the material (Jati, 2018; Agustina, 2022; Dwiarmaja, 2023).

The Age of Enlightenment (17th and 18th centuries). John Locke and Jean-Jacques Rousseau: These philosophers emphasized the importance of child-centered education and learning through social interaction (Anjini et al., 2022). Their ideas paved the way for more collaborative learning models. 19th and Early 20th Century. Robert Owen and the New Lanark School: Owen established a school in his factory that combined education with cooperation (Ajija et al., 2018; Hidayati, 2022). This school became an early model of cooperative learning in an industrial setting (Restiani, 2019). John Dewey and his Laboratory School: Dewey implemented a philosophy of "progressive education" that emphasized learning through experience and social interaction (Tobi et al., 2021). His laboratory schools exemplify effective cooperative learning practices.

Mid-20th Century. Kurt Lewin and the Theory of Group Dynamics: Lewin studied the effects of group dynamics on learning and developed various cooperative learning techniques (Susetyo, 2021; Islami, 2023). Maxwell Goodwin and Elliot Aronson: They developed the "Jigsaw" and "Team-Games-Tournament" cooperative learning models that emphasize positive interdependence and individual accountability (Nuriana, 2020). Late 20th and Early 21st Century. David Johnson and Roger Johnson: The Johnson brothers pioneered the research and development of comprehensive cooperative learning models, including "Cooperative Learning Structures" and "Seven Principles of Cooperative Learning". Spencer Kagan and his Cooperative Structures: Kagan developed a range of easy-to-implement and effective cooperative structures to enhance collaborative learning in the classroom (Chumaidi, 2018; Halimah, 2024).

Cooperative learning research and practice is constantly evolving. Educators and researchers continue to develop new models and strategies to harness the power of cooperative learning in improving learning outcomes and developing 21st century skills for students. Learning is a complex process and requires active student engagement (Suryana & Iskandar, 2022; Rambung et al., 2023). The latest learning model that has received a lot of response is cooperative learning. The cooperative learning model is one of the learning strategies that can help students achieve learning objectives optimally (Yulia et al., 2020; Ali, 2021). This learning model emphasizes cooperation between students to achieve common learning goals. The cooperative learning model is a form of learning that uses an approach through small groups of students to work together and maximize learning conditions in achieving learning goals (Harefa et al., 2022).

Previous studies have shown that cooperative learning models have a positive influence on student learning outcomes. This is evidenced by the increase in learning scores of students taught using cooperative learning models compared to students taught with traditional learning models.

DISCUSSION AND ANALYSIS

This research uses the literature review method with the aim of analyzing the effect of cooperative learning models on junior high school students' learning outcomes comprehensively and deeply. This method was chosen because it allows researchers to review and synthesize findings from various relevant research sources, resulting in stronger and more generalizable conclusions. Data collection is sourced from primary data used in this study are scientific journals, scientific articles, and research reports relevant to the topic of the article. The databases used for literature searches are Google Scholar, Scimago, EBSCOhost, and ProQuest. The literature sources were published within the last 10 years (2014-2024). The literature sources focused on empirical research that examined the effect of cooperative learning models on junior high school students' learning outcomes. The literature sources were written in Indonesian or English. Data analysis techniques, data obtained from literature sources were analyzed qualitatively using content analysis techniques. The content analysis technique is carried out in several steps, namely:

- i) Reading and understanding the content of literature sources thoroughly (Patiung, 2016; Tahmidaten & Krismanto, 2020; Sari et al., 2021).
- ii) Identifying themes and categories that appear in literature sources (Subagiya, 2023).
- iii) Categorizing data based on themes and categories that have been identified (Faza & Indriani, 2021).
- iv) Analyzing data and interpreting its meaning (Hafiyusholeh, 2015; Heriyanto, 2018).

This research presents an encouraging finding, namely that the implementation of cooperative learning models in Junior High School is proven to produce a significant positive impact on student learning outcomes. This is evidenced by a series of key findings that are interrelated and reinforce each other, which will be described in more depth in the following sections:

Significant Improvement in Learning Score

One of the most prominent key findings is the increase in learning scores of students taught with the cooperative learning model. Compared to students who follow traditional learning, students who learn with cooperative models perform better in tests and assessments. This shows that the cooperative model is able to create a more effective and conducive learning environment (Ramafrizal & Julia, 2018).

The collaborative and interactive learning atmosphere in the cooperative model allows students to: i) Improve focus and concentration: Working together in small groups encourages students to focus on each other and be actively involved in the learning process. ii) Improve understanding of the material: Discussion and

exchange of ideas among students help them understand the subject matter more deeply from various points of view. iii) Improve information retention: More active and participatory learning activities in the cooperative model help students to more easily remember and apply the information they have learned (Rojabi, 2020).

Increased Motivation and Spirit of Learning

The cooperative learning model not only has an impact on learning outcomes, but also on students' motivation and enthusiasm for learning. The collaborative and interactive learning atmosphere in the cooperative model is proven to be able to arouse students' interest and enthusiasm for learning. Some factors that contribute to the increase of learning motivation in the cooperative model are: i) A sense of shared responsibility: Each group member has the responsibility to complete a common task, thus encouraging them to be more motivated and actively involved. ii) Mutual support and encouragement: The positive and supportive learning atmosphere in cooperative groups helps students to feel more confident and motivated to achieve common learning goals. iii) Fun and varied learning process: Cooperative models often use a variety of interesting and varied learning methods and activities, making the learning process more enjoyable and less boring (Handayani, 2017).

Developing Strong Cooperative Skills

One of the main objectives of the cooperative learning model is to foster students' ability to work together effectively. Through various group activities and projects, students are trained to: i) Help and support each other: They learn to help each other in completing tasks, share information and ideas, and offer help to group members who are having difficulties. ii) Communicate effectively: They learn to communicate clearly, listen carefully, and respect the opinions of others. iii) Resolve conflicts peacefully: They learn to resolve differences of opinion and conflicts within the group peacefully and constructively (Suropati, 2019).

These strong cooperation skills are essential for students to: i) Succeed in the world of work: In the world of work, collaboration and teamwork are key to achieving success. ii) Build positive relationships: Good teamwork skills enable students to build positive relationships with others in the future. iii) Increase self-confidence and independence: Working together successfully in a group can increase students' confidence and independence in dealing with various situations.

Improving Critical and Creative Thinking Skills

The cooperative learning model encourages students to think critically and creatively in completing tasks and solving problems. They are encouraged to: i) Exchange ideas and viewpoints: Discussion and brainstorming in groups allow students to look at problems from different points of view and come up with creative and innovative ideas. ii) Analyze information: They learn to analyze information critically and objectively to find the best solution. iii) Dare to try and take risks: The supportive learning atmosphere in the cooperative model encourages students to dare to try new ideas and take risks in the learning process.

The development of these critical and creative thinking skills is essential for students to: i) Adapt to change: In an era full of rapid changes, critical and creative thinking skills are essential to help students adapt and face various challenges. ii) Become independent learners: These skills enable students to learn independently and continue to develop their knowledge in the future. iii) Contribute to society: Critical and creative thinking is key to finding innovative solutions to various problems in society.

Building Confidence and Independence

Learning in groups in the cooperative model provides opportunities for students to strengthen each other and build self-confidence. They learn to: i) Present their ideas and opinions boldly: The supportive learning atmosphere in the cooperative model encourages students to dare to express their opinions and not be afraid to be wrong. ii) Take responsibility for their role in the group: Each group member has different roles and responsibilities, thus helping them develop a sense of responsibility and independence. iii) Appreciate differences and learn from others: Working together with students from different backgrounds and abilities helps them to better appreciate differences and learn from others.

The development of this sense of confidence and independence is essential for students to: i) Facing challenges: Confidence and independence help students to be more courageous in facing various challenges and obstacles in life. ii) Making their own decisions: These skills enable them to make their own decisions more wisely and responsibly. iii) Achieve their goals and aspirations: Self-confidence and self-reliance are key to success in achieving goals and aspirations.

Improving Socialization and Communication Skills

The cooperative learning model provides space for students to interact and communicate with their peers effectively. They learn to: i) Listen carefully to each other: They learn to respect other people's opinions and listen carefully to what others have to say. ii) Understand other people's points of view: Working together with students from different backgrounds helps them to better understand others' points of view. iii) Express their ideas and opinions clearly: The supportive learning atmosphere in the cooperative model encourages them to express their ideas and opinions in a clear and structured manner.

The development of these socializing and communication skills is essential for students to: i) Build positive relationships: These skills enable them to establish positive relationships with others in the future. ii) Work together in teams: In the world of work, good socialization and communication skills are essential for effective teamwork. iii) Be an effective leader: These skills can help them to become effective leaders who are able to inspire and motivate others.

CONCLUSION

Overall, this article provides strong evidence that the cooperative learning model has a significant positive influence on junior high school students' learning outcomes. This model not only improves learning scores, but also fosters various

important skills for students, such as learning motivation, ability to work together, critical and creative thinking, self-confidence, and socialization and communication skills. Thus, the cooperative learning model can be an effective strategy to improve the quality of education in junior secondary schools and help students achieve their best potential. The findings of this study have some important implications for educators, schools and other stakeholders in education: Educators need to be trained and supported to effectively implement cooperative learning models in the classroom, Schools need to provide adequate resources and infrastructure to support the implementation of cooperative learning models. The government needs to provide policies and regulations that encourage the implementation of cooperative learning models in schools. With the proper and consistent implementation of cooperative learning models, it is expected to improve the quality of education in Junior High School and help students to achieve success in their learning and life in the future.

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