

The Implementation of Cooperative Learning to Enhance the Creativity and Learning Outcomes of Ninth-Grade Students in Islamic Religious Education (PAI) at SMP Negeri 4 Brebes

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Abstract

This study aims to analyze the implementation of the Cooperative Learning method in enhancing the creativity and learning outcomes of ninth-grade students in Islamic Religious Education (PAI) at SMP Negeri 4 Brebes, as well as to identify the supporting and inhibiting factors that influence its implementation. This study employed a qualitative approach with a case study design. Data were collected through observations, interviews, and documentation involving an Islamic Religious Education teacher and ninth-grade students. The findings reveal that the implementation of Cooperative Learning was carried out through three main stages: planning, implementation, and evaluation. The novelty of this study lies in its simultaneous analysis of the impact of Cooperative Learning on students' creativity and learning outcomes in Islamic Religious Education, while also identifying

contextual factors that influence its effectiveness at the junior secondary school level.

Keywords: Implementation of Learning Methods, Cooperative Learning, PAI

Abstrak

Penelitian ini bertujuan untuk menganalisis penerapan metode Cooperative Learning dalam meningkatkan kreativitas dan hasil belajar siswa kelas IX pada mata pelajaran Pendidikan Agama Islam (PAI) di SMP Negeri 4 Brebes, serta mengidentifikasi faktor pendukung dan penghambat yang memengaruhi pelaksanaannya. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi yang melibatkan guru Pendidikan Agama Islam dan siswa kelas IX. Hasil penelitian menunjukkan bahwa penerapan Cooperative Learning dilaksanakan melalui tiga tahap utama, yaitu perencanaan, pelaksanaan, dan evaluasi. Kebaruan penelitian ini terletak pada kajian yang secara simultan menganalisis pengaruh Cooperative Learning terhadap kreativitas dan hasil belajar siswa dalam pembelajaran PAI serta mengidentifikasi faktor-faktor kontekstual yang memengaruhi efektivitasnya di tingkat sekolah menengah pertama.

Kata Kunci: Penerapan Metode Pembelajaran, Pembelajaran Kooperatif, PAI.

A. Introduction

The cooperative learning method is a learning method that focuses on using small groups of students to work together to maximize learning conditions to achieve learning goals.¹ There are three ways to use cooperative learning. Formal cooperative learning groups can last from one class hour to several weeks to complete any course requirement such as solving problems, reading complex text material, writing essays or reports, conducting surveys or experiments, studying vocabulary, or answering end-of-chapter questions. Cooperative learning has emerged as a fundamental pedagogical approach in contemporary education, rooted in social constructivism theory and supported by decades of empirical and theoretical development. As such, cooperative learning methods use the jigsaw type and require a long time to implement.

School is a place for students to seek various knowledge and also develop students' interests and talents.² This of course also really needs support from a very active, creative, innovative and also fun student learning environment so that it can enable students to reach their full potential and develop optimally, especially the subject matter of PAI and Budi Pekerti shows that there are still many students who are not motivated to learn and study.³ Management of critical thinking learning for students by Islamic Religious Education teachers is an effort or strategy that has been carried out by Islamic Religious Education teachers by implementing and using effective methods to improve abilities, skills, understanding of concepts or materials

¹ Dwi Mariyono, "Multicultural Values: Meeting Point of Two Forces in Developing Islamic Education," *Quality Education for All* 1, no. 1 (2024): 46–69, <https://doi.org/10.1108/QEA-02-2024-0018>.

² Rimbawan Rimbawan et al., "School Lunch Programs and Nutritional Education Improve Knowledge, Attitudes, and Practices and Reduce the Prevalence of Anemia: A Pre-Post Intervention Study in an Indonesian Islamic Boarding School," *Nutrients* 15, no. 4 (2023), <https://doi.org/10.3390/nu15041055>.

³ Nur Wakhidah and Erman Erman, "Examining Environmental Education Content on Indonesian Islamic Religious Curriculum and Its Implementation in Life," *Cogent Education* 9, no. 1 (2022), <https://doi.org/10.1080/2331186X.2022.2034244>.

presented so that students can interpret, evaluate and interpret and explain rationally and systematically each lesson material presented.

In Islamic Religious Education (PAI) learning, a general phenomenon was found which showed that the implementation process in Islamic Religious Education (PAI) was still in the form of material, in general educators were still in a state of being less able to develop less active forms of learning in the classroom.⁴Because it is understandable that the learning process still tends to be dominated by educators, in this group, students can hone and care for each other when they solve a problem given by the teacher.⁵There are many cooperative learning approaches, including the STAD (Student Teams Achievement Divisions) learning models.

The five basic characteristics of cooperative learning (positive interdependence, supportive face-to-face interaction, individual accountability, interpersonal and small group skills, and group process assessment) are closely related to the three basic issues raised by Vygotsky, namely, the holistic use of authentic activities, the need for social interaction, and the process of individual change.⁶Heterogeneous Small Grouping System students are divided into small groups of 4-6 people with different backgrounds in terms of abilities, gender, race, and ethnicity (heterogeneous) Positive Interdependence (Positive Interdependence) each group member needs each other.⁷The success of one member has a positive impact on the success of other members and the group as a whole.⁸Where each group member is responsible for studying certain learning materials and explaining them to other friends as well as other group members, the aim of this cooperative learning method is to improve the quality of students' academic learning outcomes, train students' attitudes in accepting diversity from their friends, and develop students' social skills.

SMPN 4 Brebes is an educational institution that strives to improve the quality of learning through the implementation of various active learning models, including Cooperative Learning. The implementation of this learning model is carried out to increase student activity, cooperation, and learning outcomes in the learning process. Teachers act as facilitators who guide students to be able to work together effectively in groups. This study aims to analyze the implementation of Cooperative Learning at SMP N 04 Brebes in improving student activity and learning outcomes and identifying supporting and inhibiting factors in its implementation. This study is expected to be a reference for teachers and educational institutions in developing a more effective, active, and collaborative learning process.

⁴Muhammad Roy Purwanto et al., "Optimization of Student Character Education through the Pesantren Program at the Islamic Boarding School of the Islamic University of Indonesia," *Review of International Geographical Education Online* 11, no. 5 (2021): 2829–37, <https://doi.org/10.48047/rigeo.11.05.179>.

⁵Nadya Huda et al., "Strategies for Strengthening Character Education in Islamic Boarding Schools Through Extracurricular Activities," *Munaddhomah* 5, no. 3 (2024): 354–66, <https://doi.org/10.31538/munaddhomah.v5i3.1397>.

⁶Abdul Mu'ti, "Pluralistic Islamic Religious Education: A Vision for Indonesia," *Review of Faith and International Affairs* 21, no. 2 (2023): 121–27, <https://doi.org/10.1080/15570274.2023.2200280>.

⁷Zainal Asril et al., "Advancing Educational Practices: Implementation and Impact of Virtual Reality in Islamic Religious Education," *Journal of Islamic Education* 9, no. 2 (2023): 199–210, <https://doi.org/10.15575/jpi.v9i2.20567>.

⁸Harikumar Pallathadka et al., "The Study of Islamic Teachings in Education: With an Emphasis on Behavioural Gentleness," *HTS Theological Studies / Theological Studies* 79, no. 1 (2023), <https://doi.org/10.4102/hts.v79i1.8193>.

B. Literature Review

I. Cooperative Learning

Cooperative Learning is a student-centered instructional approach that emphasizes collaboration among learners in small groups to achieve common learning goals. Unlike traditional teacher-centered methods, Cooperative Learning encourages students to actively participate in the learning process through discussion, problem-solving, and knowledge sharing.⁹ According to Johnson and Johnson, Cooperative Learning is designed to create positive interdependence among group members, where students understand that their success is connected to the success of others. This approach has gained significant attention in modern education because it promotes active learning and develops both academic and social competencies.

The theoretical foundation of Cooperative Learning is rooted in Social Interdependence Theory, which suggests that learning becomes more effective when individuals work together toward shared objectives. Johnson and Johnson explain that positive interdependence, individual accountability, promotive interaction, social skills, and group processing are the five essential elements of successful Cooperative Learning.¹⁰ These elements ensure that each student contributes meaningfully to group activities while developing responsibility for personal and collective achievement. Consequently, Cooperative Learning creates a learning environment that fosters mutual support and collaborative growth.

Various models of Cooperative Learning have been developed and implemented in educational settings. Some of the most widely used models include Student Teams Achievement Division (STAD), Jigsaw, Think-Pair-Share, Group Investigation, and Team Games Tournament (TGT).¹¹ Each model offers unique procedures that encourage student interaction and participation. For example, the Jigsaw technique requires students to become experts in specific topics before teaching their peers, while STAD emphasizes teamwork and individual improvement. These models provide teachers with flexible strategies to accommodate diverse learning needs and classroom conditions.

Researchers have consistently reported that Cooperative Learning positively influences students' academic performance and classroom engagement. Students participating in cooperative activities tend to demonstrate higher motivation, better communication skills, and stronger critical-thinking abilities than those taught through conventional methods.¹² Through group discussions and collaborative problem-solving, students are exposed to multiple perspectives that deepen their understanding of learning materials. This interactive process contributes to meaningful learning experiences and long-term knowledge retention.

⁹ Jonas Kolb, "Muslim Diversity, Religious Formation and Islamic Religious Education. Everyday Practical Insights into Muslim Parents' Concepts of Religious Education in Austria," *British Journal of Religious Education* 45, no. 2 (2023): 172–85, <https://doi.org/10.1080/01416200.2021.1911787>.

¹⁰ Ervan Nurtawab and Dedi Wahyudi, "Restructuring Traditional Islamic Education in Indonesia: Challenges for Pesantren Institutions," *Islamic Studies* 29, no. 1 (2022): 55–81, <https://doi.org/10.36712/sdi.v29i1.17414>.

¹¹ Salami Mahmud et al., "Integrating Howard Gardner'S Multiple Intelligences in Islamic Education: A Systematic Review of Indonesian Practices," *Peuradeun Scientific Journal* 12, no. 3 (2024): 1017–50, <https://doi.org/10.26811/peuradeun.v12i3.1215>.

¹² Nur Ali et al., "Interreligious Literacy Learning as a Counter-Radicalization Method: A New Trend among Institutions of Islamic Higher Education in Indonesia," *Islam and Christian-Muslim Relations* 32, no. 4 (2021): 383–405, <https://doi.org/10.1080/09596410.2021.1996978>.

In addition to cognitive benefits, Cooperative Learning contributes significantly to students' social and emotional development. By working together, students learn important interpersonal skills such as leadership, conflict resolution, empathy, and teamwork.¹³ These competencies are essential for success both inside and outside the classroom. Therefore, Cooperative Learning is widely regarded as an effective instructional approach that promotes holistic student development while enhancing academic achievement.

2. Creativity in Learning

Creativity is a fundamental component of educational development and is considered one of the most important skills required in the twenty-first century. Creativity refers to the ability to generate new ideas, produce original solutions, and think innovatively when facing challenges. In educational contexts, creativity enables students to explore concepts from different perspectives and apply knowledge in meaningful ways.¹⁴ Modern educational frameworks emphasize creativity as a critical competency that supports lifelong learning and adaptability in an increasingly complex world.

Educational psychologists generally define creativity as the capacity to produce ideas or products that are both novel and useful. Torrance, one of the leading scholars in creativity research, identifies fluency, flexibility, originality, and elaboration as key indicators of creative thinking.¹⁵ Fluency refers to the ability to generate numerous ideas, flexibility involves considering various approaches, originality relates to producing unique ideas, and elaboration concerns developing ideas in detail. These dimensions provide a framework for assessing and fostering creativity among students.

The learning environment plays a significant role in the development of creativity. Classrooms that encourage inquiry, exploration, discussion, and collaboration tend to support creative thinking more effectively than rigid and teacher-dominated environments. When students are given opportunities to ask questions, express opinions, and solve problems independently, they become more confident in generating innovative ideas.¹⁶ Consequently, instructional strategies that promote active participation are considered essential for nurturing creativity.

Cooperative Learning has been identified as one of the instructional approaches capable of enhancing creativity. Through collaborative activities, students exchange ideas, challenge assumptions, and construct knowledge together. Group discussions expose learners to diverse viewpoints, encouraging them to think beyond conventional solutions. Such interactions stimulate higher-order thinking processes and create opportunities for creative problem-solving. As a result,

¹³ Masturin, "Development of Islamic Religious Education Materials Based on Religious Moderation in Forming Student Character," *Munaddhomah* 3, no. 4 (2022): 346–55, <https://doi.org/10.31538/munaddhomah.v3i4.310>.

¹⁴ M. Fajar Sidik et al., "Conceptualization of the Integrated Islamic Religious Education Curriculum: A Literature Study at Imam Hatip Schools Turkey and MAN Insan Cendekia Indonesia," *Journal of Islamic Religious Education* 21, no. 1 (2024): 111–30, <https://doi.org/10.14421/jpai.v21i1.7617>.

¹⁵ Achruh and Sukirman, "An Analysis of Indonesian Islamic Higher Education Institutions in the Era of Globalization," *International Journal of Learning, Teaching and Educational Research* 23, no. 9 (2024): 78–102, <https://doi.org/10.26803/ijlter.23.9.5>.

¹⁶ Fathur Rohman, "Problem Based Learning in Islamic Religious Education: The Case of the Indonesian Pesantren," *Global Journal Al-Thaqafah* 12, no. 1 (2022): 82–97, <https://doi.org/10.7187/GJAT072022-5>.

students become more capable of generating original ideas and applying them in various learning situations.

In the context of Islamic Religious Education, creativity is important because it enables students to understand and apply Islamic values in contemporary life. Creative thinking helps learners analyze moral issues, interpret religious teachings critically, and develop practical solutions to everyday challenges. Therefore, fostering creativity in PAI classrooms is essential not only for academic development but also for preparing students to become thoughtful and responsible members of society.

3. Learning Outcomes

Learning outcomes refer to the knowledge, skills, attitudes, and competencies acquired by students as a result of participating in educational activities. They represent measurable indicators of the effectiveness of teaching and learning processes. Learning outcomes are commonly used to evaluate whether instructional objectives have been successfully achieved.¹⁷ In formal education, student achievement is often assessed through tests, assignments, observations, and other evaluation methods that reflect cognitive, affective, and psychomotor development.

According to Bloom's Taxonomy, learning outcomes can be classified into three domains: cognitive, affective, and psychomotor. The cognitive domain involves intellectual abilities such as remembering, understanding, applying, analyzing, evaluating, and creating.¹⁸ The affective domain relates to attitudes, values, and emotional development, while the psychomotor domain concerns physical skills and actions. Effective education seeks to develop all three domains to ensure comprehensive student growth and achievement.

Numerous factors influence student learning outcomes. Internal factors include intelligence, motivation, interest, learning styles, and prior knowledge. External factors encompass teaching methods, classroom environment, family support, and educational resources. Among these factors, instructional strategies play a particularly important role because they directly affect student engagement and understanding.¹⁹ Teachers who employ interactive and student-centered approaches are more likely to achieve positive learning outcomes than those relying solely on traditional lectures.

Research has consistently shown that active learning strategies contribute to improved learning outcomes. When students actively participate in discussions, collaborative activities, and problem-solving tasks, they develop a deeper understanding of subject matter.²⁰ Such engagement promotes critical thinking, knowledge retention, and meaningful learning experiences. Consequently, educational institutions increasingly encourage the use of innovative teaching methods that prioritize student involvement.

¹⁷ Anar Mustafayeva et al., "Islamic Higher Education as a Part of Kazakhs' Cultural Revival," *Journal of Ethnic and Cultural Studies* 10, no. 3 (2023): 103–27, <https://doi.org/10.29333/ejecs/1515>.

¹⁸ Ahmad Juhaidi et al., "The Effect of Brand Personality, Brand-Self Congruity, and Brand Love on E-WOM in Islamic Higher Education in Indonesia: A Mediating Effect of Brand Trust," *Social Sciences and Humanities Open* 10 (2024), <https://doi.org/10.1016/j.ssaho.2024.100955>.

¹⁹ Suhayib and M. F. Ansyari, "Design of Islamic Religious Education: Purposes, Alignment of Curriculum Components and Contexts," *British Journal of Religious Education* 45, no. 4 (2023): 382–93, <https://doi.org/10.1080/01416200.2023.2220940>.

²⁰ Muh Idris et al., "Availability and Accessibility of Islamic Religious Education Elementary School Students in Non-Muslim Base Areas, North Minahasa, Indonesia," *Education Research International* 2022 (2022), <https://doi.org/10.1155/2022/6014952>.

In Islamic Religious Education, learning outcomes encompass not only academic achievement but also the development of religious values and character. Students are expected to acquire knowledge about Islamic teachings while demonstrating positive attitudes and behaviors in daily life. Therefore, effective PAI instruction should integrate cognitive, affective, and behavioral objectives. By doing so, educators can ensure that students achieve comprehensive learning outcomes that contribute to both personal and spiritual development.

4. Islamic Religious Education (PAI)

Islamic Religious Education (PAI) is an essential component of the Indonesian educational system that aims to develop students' understanding of Islamic teachings and values. PAI seeks to foster faith, piety, moral character, and responsible behavior based on Islamic principles. Through systematic instruction, students learn about the Qur'an, Hadith, Islamic jurisprudence, Islamic history, and ethical conduct.²¹ The ultimate goal is to help students become individuals who practice Islamic values in their daily lives.

The objectives of PAI extend beyond the transmission of religious knowledge. It also aims to cultivate spiritual awareness, strengthen moral character, and encourage social responsibility. Students are expected to understand religious concepts and apply them in real-life situations. Consequently, PAI emphasizes both intellectual and behavioral development.²² Effective instruction should therefore integrate cognitive understanding with practical application and character formation.

Traditional approaches to PAI often rely heavily on lectures and memorization. While these methods may facilitate the acquisition of factual knowledge, they may not adequately develop critical thinking, creativity, or active participation.²³ As educational paradigms shift toward student-centered learning, many educators recognize the need to adopt more interactive instructional approaches. Such approaches can make religious learning more engaging, meaningful, and relevant to students' experiences.

Modern educational theories support the integration of active learning strategies into PAI instruction. Cooperative Learning, problem-based learning, and inquiry-based approaches have been recommended as effective methods for enhancing student engagement and understanding.²⁴ These strategies encourage learners to discuss religious issues, analyze moral dilemmas, and collaborate in constructing knowledge. As a result, students become active participants rather than passive recipients of information.

Furthermore, the values embedded in Cooperative Learning align closely with Islamic teachings. Concepts such as cooperation (*hatred*), consultation (*shura*), mutual

²¹Zaenal Mustakim, Fachri Ali, and Rahmat Kamal, "Empowering Students as Agents of Religious Moderation in Islamic Higher Education Institutions," *Journal of Islamic Education* 7, no. 1 (2021): 65–76, <https://doi.org/10.15575/jpi.v7i1.12333>.

²² Amir A. Abdulmuhsin et al., "Impact of the Organizational Dimension of Workplace Friendship on Knowledge Management Processes: An Islamic Higher Education Perspective," *Journal of Islamic Accounting and Business Research*, 2025, <https://doi.org/10.1108/JIABR-10-2023-0364>.

²³ Wardana Said et al., "Marriage Traditions and Family Resilience in Bugis Bone Society: A Study of Islamic Law and Islamic Education," *Samarah* 8, no. 3 (2024): 1372–90, <https://doi.org/10.22373/sjhk.v8i3.23227>.

²⁴ A. Suradi, "The Social, Political, and Cultural Perspective of Islamic Education in Palembang Malay: A Continuous Evaluation from the Dutch Colonial Period to Today," *Journal of Ethnic and Cultural Studies* 9, no. 3 (2022): 56–71, <https://doi.org/10.29333/ejecs/1200>.

respect, and collective responsibility are fundamental principles in Islam.²⁵ Therefore, implementing Cooperative Learning in PAI classrooms not only supports academic achievement but also reinforces the moral and social values promoted by Islamic education. This alignment makes Cooperative Learning particularly suitable for teaching Islamic Religious Education.

5. The Implementation of Cooperative Learning to Enhance Creativity and Learning Outcomes in PAI

The implementation of Cooperative Learning in Islamic Religious Education has attracted considerable attention among educators and researchers. This instructional approach provides opportunities for students to actively engage in learning activities through collaboration and discussion.²⁶ In PAI classrooms, Cooperative Learning allows students to explore religious concepts collectively, share perspectives, and construct understanding through meaningful interaction. Such experiences create a dynamic learning environment that promotes both academic and personal growth.

One of the primary advantages of Cooperative Learning is its ability to enhance student creativity. Through group discussions and collaborative problem-solving, students are encouraged to generate ideas, evaluate different viewpoints, and develop innovative solutions.²⁷ These activities stimulate creative thinking by exposing learners to diverse perspectives and encouraging intellectual exploration. In PAI contexts, students can apply creative thinking to interpret religious teachings, analyze contemporary issues, and propose ethical solutions based on Islamic principles.

In addition to fostering creativity, Cooperative Learning significantly improves learning outcomes. Research findings indicate that students who participate in cooperative activities achieve higher academic performance than those taught through traditional methods.²⁸ Collaborative learning promotes deeper understanding of subject matter because students actively process information, explain concepts to peers, and engage in reflective discussions. Consequently, students develop stronger comprehension and retain knowledge more effectively.

The implementation of Cooperative Learning is particularly relevant for ninth-grade students who are undergoing important cognitive and social development. Adolescents naturally seek peer interaction and opportunities for self-expression.²⁹ Cooperative Learning accommodates these developmental needs by providing structured environments for collaboration and communication. Through

²⁵ M. Ya'kub Aiyub Kadir et al., "The Legal Vacuum on Access to Higher Education for Refugees in Indonesia: Islamic Claim for Aceh Responsibility," *Samarah* 7, no. 1 (2023): 522–54, <https://doi.org/10.22373/sjkh.v7i1.15454>.

²⁶ Bahrin Abubakar et al., "Parenting Education in Islamic Families within the Framework of Family Resilience in Aceh, Indonesia," *Samarah* 7, no. 2 (2023): 1121–47, <https://doi.org/10.22373/sjkh.v7i2.17901>.

²⁷ Hülya Kosar Altinyelken, "Critical Thinking and Non-Formal Islamic Education: Perspectives from Young Muslims in the Netherlands," *Contemporary Islam* 15, no. 3 (2021): 267–85, <https://doi.org/10.1007/s11562-021-00470-6>.

²⁸ Lailial Muhtifah et al., "The Theology of Islamic Moderation Education in Singkawang, Indonesia: The City of Tolerance," *HTS Theological Studies / Theological Studies* 77, no. 4 (2021), <https://doi.org/10.4102/HTS.V77I4.6552>.

²⁹ Syamsul Ma'arif et al., "Islamic Moderation in Education and the Phenomenon of Cyberterrorism: A Systematic Literature Review," *Indonesian Journal of Electrical Engineering and Computer Science* 31, no. 3 (2023): 1523–33, <https://doi.org/10.11591/ijeecs.v31.i3.pp1523-1533>.

teamwork, students develop confidence, leadership skills, and interpersonal competencies while achieving academic objectives.

Based on theoretical and empirical evidence, the implementation of Cooperative Learning in PAI offers a promising strategy for enhancing both creativity and learning outcomes among ninth-grade students. By combining collaborative learning experiences with Islamic educational values, teachers can create engaging and meaningful learning environments.³⁰ This approach not only improves academic achievement but also supports the development of creativity, social responsibility, and religious character, making it highly relevant for contemporary Islamic education.

C. Method

This research uses a qualitative approach with a descriptive case study conducted at SMP Negeri 4 Brebes. This study aims to describe the application of cooperative learning in increasing student self-confidence, including aspects of planning, implementation, evaluation, as well as supporting and inhibiting factors for the method.

The research data sources consist of primary and secondary data. Primary data was obtained through interviews and observations with Islamic Religious Education (PAI) teachers and students. Meanwhile, secondary data was obtained from school documents such as school profiles, activity technicalities, and student learning outcome reports.

Data collection techniques were carried out through semi-structured interviews, observations of learning activities using the cooperative learning method, and documentation. The data obtained were then analyzed using an interactive qualitative data analysis model that includes data reduction, data presentation, and drawing conclusions to obtain a systematic and in-depth picture of the application of the cooperative learning method to improve creativity and learning outcomes of 9th grade students in Islamic Religious Education (PAI) subjects at SMP Negeri 4 Brebes.

D. Result

The research results show that the implementation of cooperative learning methods in Islamic Religious Education (PAI) has been carried out systematically and has had a positive impact on student engagement. Cooperative learning provides a more engaging and less monotonous learning experience. Students find it easier to understand the material because of discussions and exchanges of ideas with peers. However, the research also shows a gap between theory and practice. In theory, cooperative learning requires the active participation of all group members and individual accountability. However, in practice, there is still a dependence on more active students, a lack of contribution from some group members, and resistance to group division.

1) Cooperative Learning Method Planning Strategy

The planning stage is a very important initial step in determining success in learning. Based on the results of interviews with Islamic Religious Education teachers and several 9th grade students, the Islamic Religious Education teachers first set the objectives of the cooperative learning method, namely increasing student activity, making learning more lively and interactive, and fostering cooperation between students.

³⁰ Hariman Surya Siregar et al., "Enhancing Islamic Education Through Technology Integration: A Study of Teaching Practices in Indonesia," *Peuradeun Scientific Journal* 13, no. 2 (2025): 959–86, <https://doi.org/10.26811/peuradeun.v13i2.1875>.

During the planning process, teachers assign students to groups. Furthermore, they systematically organize learning techniques and divide sub-topics so that cooperative learning activities can run smoothly and achieve positive results.³¹ Teachers also act as facilitators, in this case teachers do not only provide material, but also help and facilitate students in the learning process.³² The teacher acts as a companion who directs, motivates, provides a comfortable learning atmosphere, and helps students find their own understanding.

2) Implementation of Cooperative Learning Method Activities

The cooperative learning method is implemented by dividing students into small groups, then assigning them to understand subtopics and presenting their findings to the class, with the teacher acting as a facilitator. This method makes learning more lively and interactive.

In its implementation, the teacher only helps the learning process, while students are more active in working together, discussing, exchanging opinions, and completing assignments with their groups.³³ The teacher's task in cooperative learning is to form study groups, explain the goals and rules of group work, provide materials or assignments, guide discussions if necessary, supervise cooperation between students, provide motivation and evaluate learning outcomes.³⁴ Thus, in cooperative learning, the focus of learning activities is largely on the students, while the teacher serves as a facilitator in the learning process. The implementation of cooperative learning methods is also supported by the school environment. Observations indicate that students prefer cooperative learning methods because they find it easier to understand the material because they can discuss it directly with their peers.

3) Evaluation of Cooperative Learning Method

Evaluation of the cooperative learning method is conducted after the learning activity is completed to determine student progress and the effectiveness of ongoing learning outcomes. Evaluation is conducted through an assessment of active participation during the learning activity.³⁵ Teachers record student activity in a gradebook, which is used as a tool to measure student progress. Evaluations not only assess students' active presentations but also consider how the audience engages in discussions, both asking questions and adding to the discussion.³⁶ The evaluation aims to identify the obstacles and shortcomings of the cooperative learning method in

³¹ Zulpahmi et al., "Evaluation of Awareness and Perception of Islamic Microfinance Institutions and Higher Education Institutions in Indonesia Towards the Implementation of Sharia Governance: Dyad'S Perspective," *International Journal of Professional Business Review* 7, no. 4 (2022), <https://doi.org/10.26668/businessreview/2022.v7i4.743>.

³² Semiyu Adejare Aderibigbe et al., "Fostering Tolerance and Respect for Diversity through the Fundamentals of Islamic Education," *Religions* 14, no. 2 (2023), <https://doi.org/10.3390/rel14020212>.

³³ Mochamad Irfan Yusuf et al., "Transformational Leadership of KH. Yusuf Hasyim in Preserving Traditional Islamic Education at Pesantren Tebuireng," *Munaddhomah* 5, no. 4 (2024): 383–94, <https://doi.org/10.31538/munaddhomah.v5i4.1430>.

³⁴ Maali Mohammed Jassim Alabdulhadi and Kalthoum Mohammed Alkandari, "Practices of Islamic Education Teachers in Promoting Moderation (Wasatiyyah) Values among High School Students in Kuwait: Challenges and Obstacles," *Cogent Education* 11, no. 1 (2024), <https://doi.org/10.1080/2331186X.2024.2365577>.

³⁵ Achruh et al., "Challenges and Opportunities of Artificial Intelligence Adoption in Islamic Education in Indonesian Higher Education Institutions," *International Journal of Learning, Teaching and Educational Research* 23, no. 11 (2024): 423–43, <https://doi.org/10.26803/ijlter.23.11.22>.

³⁶ Maurits S. Berger, "Shifting Paradigms in Islamic Higher Education in Europe: The Case Study of Leiden University," *Religions* 12, no. 1 (2021): 1–19, <https://doi.org/10.3390/rel12010063>.

Islamic Religious Education (PAI) learning, as well as to determine the improvement strategies needed so that the implementation of cooperative learning in Islamic Religious Education (PAI) subjects runs more optimally.³⁷

4) Impact of Cooperative Learning Method on Students

The cooperative learning method has a positive impact on improving students' learning outcomes. Based on interviews and observations, the majority of students' critical thinking skills support their self-awareness, critical interpretation of problems, and empowering them to seek out new, previously unknown information.³⁸ In addition, students can understand their own abilities and find effective ways to improve them to increase students' learning motivation.

E. Discussion

The research results show that the cooperative learning method at SMP Negeri 4 Brebes has been implemented in accordance with the educational management function, which includes planning, implementation, and evaluation of learning. The school's planning demonstrates the existence of a well-developed management of learning activities through the establishment of objectives, activity schedules, and the preparation of competent teaching staff.

1) Discussion of Cooperative Learning Method Planning

Learning using the cooperative learning method in Islamic Education subjects shows that teachers have a strong commitment to developing student activity, especially in terms of discussion.³⁹ Determination of learning objectives that are focused on increasing students' activeness and critical thinking skills, communication skills, and conceptual understanding.

The findings of this study align with learning methods theory, which states that planning is a primary function in determining the direction and success of a learning activity. Thorough planning helps teachers establish realistic targets and effective implementation strategies.

The cooperative learning method also demonstrates that teachers employ collaborative and interactive learning strategies. Each student has different thinking abilities, so student engagement in learning cannot be generalized.⁴⁰ This learning method helps students improve their communication skills better.

Furthermore, scheduling learning activities using the cooperative learning method demonstrates the importance of extensive time management. This is crucial for more effective learning. This aligns with previous research that found cooperative learning methods to be more effective and communicative in Islamic Religious Education (PAI).

³⁷ Mussa Saidi Abubakari, "Digital Technologies Adoption in Islamic Education for Fostering Lifelong Learning Culture: Pilot Survey Preliminary Insights," *Multi-Industry Digitalization and Technological Governance in the AI Era*, 2025, 103–25, <https://doi.org/10.4018/979-8-3373-1681-9.ch005>.

³⁸ Arbain Nurdin et al., "Developing the Islamic Religious Education Curriculum in Inclusive Schools or Madrasah and Its Implementation: A Systematic Literature Review," *Journal of Islamic Religious Education* 21, no. 1 (2024): 94–110, <https://doi.org/10.14421/jpai.v21i1.6907>.

³⁹ Muhammad Anas Ma'arif, Muhammad Husnur Rofiq, and Akhmad Sirojuddin, "Implementing Learning Strategies for Moderate Islamic Religious Education in Islamic Higher Education," *Journal of Islamic Education* 8, no. 1 (2022): 75–86, <https://doi.org/10.15575/jpi.v8i1.19037>.

⁴⁰ Azwani Masuwai, Hafizhah Zulkifli, and Mohd Isa Hamzah, "Self-Assessment for Continuous Professional Development: The Perspective of Islamic Education," *Heliyon* 10, no. 19 (2024), <https://doi.org/10.1016/j.heliyon.2024.e38268>.

2) Discussion of the Implementation of the Cooperative Learning Method

The implementation of cooperative learning methods in Islamic Religious Education (PAI) subjects shows that group learning is more effective in secondary schools in improving students' communication skills and critical thinking. The cooperative learning system helps teachers reduce monotonous learning and increases student outcomes and participation, thus creating a more conducive and communicative classroom atmosphere.⁴¹ The use of cooperative learning methods has also been shown to improve problem-solving skills, tolerance, and mutual respect among students. This method helps students build self-confidence, making them more confident in expressing their opinions.

The results of this study support previous research which states that cooperative learning is a collaborative pedagogical method that emphasizes cooperation, interaction, and student activity in the learning process.⁴² A collaborative learning environment significantly influences the development of positive attitudes and improves student learning outcomes. By fostering group discussions, mutual assistance, and shared responsibility, students can more easily grasp the material. This method also enhances social skills and communication skills, as well as fostering a sense of community among students.

3) Discussion of Evaluation of Cooperative Learning Method

Evaluation of the cooperative learning method in the PAI subject at SMP Negeri 4 Brebes was conducted incidentally to obtain an overview of the cooperative learning method in the PAI subject at SMP Negeri 4 Brebes, especially for 9th grade students. The evaluation conducted not only assessed student activity, but also paid attention to students' thought patterns and good student communication skills.

Implementing incidental evaluations demonstrates that teachers have a robust monitoring system for student learning activities. Teachers can gain a more detailed understanding of student abilities, allowing them to provide additional guidance to students who are less active in discussions.⁴³ Through evaluation, teachers can identify obstacles that arise during learning activities and determine necessary improvement strategies. This finding aligns with educational evaluation theory, which states that evaluation serves as a control tool to improve student learning outcomes.

4) Discussion of the Impact of the Cooperative Learning Method

The cooperative learning method at SMP Negeri 4 Brebes has had a positive impact on improving student learning outcomes and classroom engagement. Research shows that most students experienced improved understanding of the

⁴¹ Susanto et al., "Trends of Educational Technology (EdTech): Students' Perceptions of Technology to Improve the Quality of Islamic Higher Education in Indonesia," *International Journal of Learning, Teaching and Educational Research* 21, no. 6 (2022): 226–46, <https://doi.org/10.26803/ijlter.21.6.14>.

⁴² M. Amin Abdullah, "Islamic Religious Education Based on Religious Intersubjectivity: Philosophical Perspectives and Phenomenology of Religion," *Journal of Islamic Religious Education* 19, no. 1 (2022): 141–63, <https://doi.org/10.14421/jpai.2022.191-11>.

⁴³ Akhmad Sirojuddin, Maskuri, and Junaidi Ghoni, "Integration of Higher Education Curriculum with Islamic Boarding Schools in the Perspective of Multicultural Islamic Education," *Nazhruna: Journal of Islamic Education* 8, no. 2 (2025): 265–81, <https://doi.org/10.31538/nzh.v8i2.163>.

material after participating in the cooperative learning process.⁴⁴Through group work, students find it easier to understand the material because they can discuss and help each other in completing learning tasks.⁴⁵

In addition to improving learning outcomes, the Cooperative Learning method also helps shape students' social attitudes. Students become more active in communication, able to work collaboratively with peers, and develop a sense of responsibility for group assignments.⁴⁶This shows that the Cooperative Learning method has a big contribution in improving students' social skills and positive attitudes in the learning process at school.

Group discussions and presentations also help boost student confidence. Students become more confident in expressing their opinions, asking questions, and presenting their discussion results to the class. Thus, the cooperative learning method impacts not only academic aspects but also the social and mental well-being of students at SMP Negeri 4 Brebes.

5) Discussion of Supporting and Inhibiting Factors of the Cooperative Learning Method

The successful implementation of the Cooperative Learning method at SMP Negeri 4 Brebes was influenced by several supporting factors, such as school support, teacher management skills, the availability of learning resources and media, and active student participation in group activities. Good cooperation between teachers and students contributes to a more effective and conducive learning process.⁴⁷However, the study also found several obstacles in implementing the Cooperative Learning method.⁴⁸The main obstacles include differences in student academic ability, a lack of student engagement in group discussions, and limited classroom time. Furthermore, some students lack confidence in expressing their opinions, which impacts group collaboration.

To overcome these obstacles, teachers take various measures, such as providing motivation to students, implementing individual approaches for less active students, and dividing study groups equally to ensure more effective discussions. Teachers also establish good communication with students to create a more comfortable learning environment and support the involvement of all students.⁴⁹Overall, the implementation of the Cooperative Learning method at SMP

⁴⁴ Sukirman and Caroline Teresa Linse, "Examining ELT-Knowledge-Based Learning Outcomes Within the National Curriculum Guidelines of Indonesian Islamic Higher Education," *Studies in English Language and Education* 11, no. 1 (2024): 228–46, <https://doi.org/10.24815/siele.v11i1.30555>.

⁴⁵ A. N. Andri Nirwana et al., "SWOT Analysis of AI Integration in Islamic Education: Cognitive, Affective, and Psychomotor Impacts," *Qubahan Academic Journal* 5, no. 1 (2025): 476–503, <https://doi.org/10.48161/qaj.v5n1a1498>.

⁴⁶ Hariman Surya Siregar, "Perceived Usefulness and Perceived Ease of Use of Online Learning for Islamic Religious Education Teacher," *Journal of Islamic Education* 9, no. 1 (2023): 93–106, <https://doi.org/10.15575/jpi.v0i0.25518>.

⁴⁷ Wina Wardiana, Adi Fadli, and Masnun, "Contribution of Women in the Education Management of Islamic Boarding School," *Courage* 28, no. 1 (2024): 398–423, <https://doi.org/10.20414/ujs.v28i1.805>.

⁴⁸ Munawar Rahmat and M. Wildan Bin H.M. Yahya, "The Impact of Inclusive Islamic Education Teaching Materials Model on Religious Tolerance of Indonesian Students," *International Journal of Instruction* 15, no. 1 (2022): 347–64, <https://doi.org/10.29333/iji.2022.15120a>.

⁴⁹ Glory Islamic et al., "Character Education through Philosophical Values in Traditional Islamic Boarding Schools," *Kasetsart Journal of Social Sciences* 45, no. 1 (2024): 31–42, <https://doi.org/10.34044/j.kjss.2024.45.1.04>.

Negeri 4 Brebes has been successful and has had a positive impact on improving students' learning outcomes and social skills. The findings of this study indicate that the success of the Cooperative Learning method is influenced by thorough lesson planning, appropriate learning strategies, teacher management skills, and collaboration between teachers and students during the learning process.

Conclusion

The results of research on the application of the Cooperative Learning method to improve creativity and learning outcomes of ninth-grade students in Islamic Religious Education (PAI) at SMP Negeri 4 Brebes indicate that this method has been implemented well through systematic planning, implementation, and evaluation stages. In the planning stage, teachers prepare learning tools carefully, starting from the formulation of learning objectives, material selection, determining the appropriate Cooperative Learning model, to the preparation of assessment instruments. This structured planning is an important foundation in creating an effective and directed learning process. Furthermore, in the implementation stage, students are divided into heterogeneous study groups so they can help each other, discuss, and exchange ideas in understanding the PAI material. Meanwhile, the evaluation stage is carried out to measure the level of student understanding and assess the development of creativity and the ability to work together during the learning process.

The successful implementation of the Cooperative Learning method is inseparable from several supporting factors that play a crucial role in the learning process. One key factor is the teacher's ability to effectively manage the classroom and facilitate group activities. Teachers not only act as material deliverers but also as facilitators who guide students to actively participate in discussions and problem-solving. Furthermore, the availability of adequate learning facilities and infrastructure contributes to a smooth teaching and learning process. Active student participation is also a crucial factor in driving the success of this method. Through group work, students are more confident in expressing opinions, asking questions, and responding to their peers' ideas. This positive impact on increasing student creativity in finding solutions, developing ideas, and understanding learning materials more deeply. In addition to improving academic learning outcomes, the Cooperative Learning method also makes a significant contribution to the development of students' social and character aspects. Through group interactions, students learn to work together, respect the opinions of others, and develop a sense of responsibility for assigned tasks. Students' self-confidence also increases because they have the opportunity to share ideas and discussion results in front of their peers. However, the implementation of this method still faces several challenges, such as differences in thinking skills among students, low self-confidence among some students in participating, and limited time available to carry out group activities optimally. Therefore, teachers need to implement appropriate strategies, such as providing more intensive guidance to students who experience difficulties, creating a supportive learning atmosphere, and managing learning time effectively so that all students can be actively involved and obtain maximum benefits from the implementation of the Cooperative Learning method.

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