



Implementation of The Cooperative Learning Model in Islamic Cultural History Lessons at Madrasah Aliyah Roudlotul Khuffadz

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Abstract:

This study aims to analyze the implementation of the Cooperative Learning model in Islamic Cultural History (SKI) learning at Madrasah Aliyah Roudlotul Khuffadz and to identify the opportunities and obstacles encountered during its implementation. This research employed a qualitative case study approach. Data were collected through observations, interviews, and documentation involving the principal, one SKI teacher, and 17 students. Data were analyzed using the Miles and Huberman model, including data reduction, data display, and conclusion drawing. To ensure data validity, source triangulation and method triangulation were applied by comparing information obtained from different participants and data collection techniques. The findings reveal that the implementation of Cooperative Learning has successfully increased students' participation, understanding of learning materials, and social interaction during classroom activities. Students were more actively involved in discussions, presentations, and collaborative problem-solving. The model also provided opportunities to strengthen cooperation, communication skills, responsibility, and mutual respect among students. However, several obstacles were identified, including differences in students' academic abilities, unequal participation within groups, limited instructional time, and classroom management challenges. In the madrasah context, these obstacles were further influenced by the integration of academic and religious activities that reduced the time available for group discussions. In conclusion, Cooperative Learning is effective in enhancing student engagement and collaborative learning in SKI classes. Its successful implementation requires effective classroom management, appropriate group organization, and continuous teacher supervision. These findings contribute to the development of more effective cooperative learning practices in madrasah education.

INTRODUCTION

Education is a crucial process in shaping the character, knowledge, and understanding of students, particularly at the Madrasah Aliyah (MA) level, which emphasizes not only academic aspects but also Islamic values. One subject that

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plays a strategic role in shaping Islamic insight and character is Islamic Cultural History (SKI). Through SKI learning, students are expected to understand the journey of Islamic history, learn lessons from important events, and emulate Islamic figures in their daily lives.(Djuanda, 2024).

However, in practice, SKI learning is often dominated by teacher-centered lecture methods. This results in students tending to be passive, less actively involved in the learning process, and less able to develop critical thinking and collaboration skills. As a result, student learning outcomes are suboptimal, both in cognitive, affective, and psychomotor aspects. (Djuanda, 2024).

One of the issues that frequently arises in the world of education is the suboptimal implementation of the learning process in schools. This situation demands continuous improvement and enhancement of the quality of education. In this regard, teachers play a crucial role in transforming teaching practices, namely shifting from traditional learning models to more innovative approaches.

Along with the development of the modern educational paradigm that emphasizes active learning (student-centered learning), learning models are needed that can increase participation and interaction among students. One relevant method is the Cooperative Learning model, which emphasizes collaboration in small, heterogeneous groups to achieve common goals. Through this model, students not only learn to understand the material but also learn to communicate, discuss, respect opinions, and take responsibility for their group. (Hafid & Syukkur, 2025).

Madrasah play a vital role in developing human resources, enabling them to become knowledgeable, skilled, and morally upright individuals. Madrasah enhance knowledge, skills, and morals through general and religious education.(Satir, 2020). Madrasah Aliyah (MA) Roudlotul Khuffadz is a formal educational institution under the auspices of an Islamic boarding school. Initial findings in the 11th grade at MA Roudlotul Khuffadz indicate low student engagement in the learning process. Learning activities have been conventional, with students simply listening to and writing down teacher explanations, resulting in a lack of interest in the material presented.

This phenomenon was identified through the behavior of students who tended to be passive, such as chatting in class, resting their heads on the desk, and even falling asleep during the learning process. This condition was reinforced by the statement of the SKI subject teacher in the interview session that: "Many students tend to be passive during the learning process, either because the learning model is less interesting, or the classroom atmosphere is less supportive. (Pebrian, Wawancara 2026).

Based on interviews with SKI teachers at MA Roudlotul Khuffadz, the implementation of the Cooperative Learning model in SKI instruction is crucial because the narrative and contextual nature of historical material allows for collaborative discussion, analysis, and reflection. With strategies such as group discussions, presentations, and exchange of opinions, students are expected to be more active, understand the material more easily, and significantly improve learning outcomes.

Previous research has shown that the implementation of the Cooperative Learning model has a significant impact on improving the quality of learning, particularly in encouraging student engagement and cooperation in the subject of

Islamic Cultural History (ISCR). The teacher's role as a facilitator and interaction among students in study groups are also important factors in supporting successful learning. (Bharun, 2023). In addition, several types of Cooperative Learning such as Jigsaw have been proven to contribute to improving student learning outcomes. (Sari, et al, 2025). Although previous research has demonstrated the effectiveness of the Cooperative Learning model in improving the quality and outcomes of SKI learning, studies that comprehensively discuss its implementation process are still limited. Most studies focus on the model's influence on learning outcomes or the use of specific types, while aspects of opportunities and barriers to its implementation in the classroom have not been widely studied. This situation indicates a research gap that requires further examination to obtain a more in-depth picture of the implementation of Cooperative Learning in SKI learning.

Based on this, this study aims to examine the implementation of the Cooperative Learning model in the SKI subject at Madrasah Aliyah Roudlotul Khuffadz, focusing on the implementation process and the opportunities and obstacles that arise. This research is expected to provide a more comprehensive understanding of the implementation of this learning model in a real-world school setting.

RESEARCH METHOD

This research uses a qualitative approach with a case study design to gain a deep understanding of the implementation of the cooperative learning model in the Islamic Cultural History (ISCD) subject at Madrasah Roudlotul Khuffadz. This approach was chosen because it is able to thoroughly explore the implementation of the cooperative learning model and identify various opportunities and obstacles that arise in the learning process, including interactions between teachers and students in group work, so that phenomena can be understood contextually and naturally. (Soelistianto et al., 2024).

This research was conducted at Madrasah Aliyah Roudlotul Khuffadz, Sorong Regency, based on initial observations that indicated the application of the cooperative learning model in teaching Islamic Cultural History (SKI). In this study, the researcher acted as the primary instrument, directly involved in the data collection process in the field. The subjects in this study consisted of the madrasah principal, one Islamic Cultural History (ISHC) teacher, and 17 students. The madrasah principal and ISHC teacher were selected as key informants because they play a crucial role in the planning, implementation, and evaluation of learning at the madrasah. Meanwhile, 17 students were selected as research subjects because they are directly involved in the ISHC learning process, which implements a cooperative learning model. The selection of research subjects was purposive, based on the consideration that they possess relevant experience, knowledge, and involvement relevant to the research focus. By involving the madrasah principal, ISHC teachers, and students, this study aims to obtain comprehensive data on the implementation of the cooperative learning model in ISHC teaching, including various factors that support and hinder its implementation.

Data collection in this study was conducted through observation, interviews, and documentation. Observations were used to directly observe the

implementation of the cooperative learning model in Islamic Cultural History (SKI) instruction, including interactions between teachers and students in group activities. Interviews were conducted to obtain in-depth information from the madrasah principal, SKI teachers, and students regarding implementation, opportunities, and obstacles in learning. Meanwhile, documentation was used to supplement the data in the form of learning tools, activity notes, and other documents relevant to the research. (Soelistianto et al., 2024).

The data analysis in this study employed the Miles and Huberman model, which encompasses data reduction, data presentation, and conclusion drawing. During the data reduction stage, interview, observation, and documentation data were selected and coded based on the research focus, including lesson planning, implementation of the cooperative learning model, teacher roles, student participation, and opportunities and obstacles encountered. Related codes were then grouped into themes to facilitate data interpretation. The data was then presented narratively and analyzed to reach conclusions aligned with the research objectives.

Data validity was ensured through source and method triangulation, comparing data obtained from the principal, SKI teachers, and students, as well as from interviews, observations, and documentation. Therefore, this study is expected to provide a comprehensive overview of the implementation of the cooperative learning model in teaching Islamic Cultural History (SKI) at the Roudlotul Khuffadz Madrasah in Sorong Regency.. (Qomaruddin & Sa'diyah, 2024).

RESULTS AND DISCUSSION

Implementation of the Cooperative Learning Model in Class XI MA Roudlotul Khuffadz

The results of this study indicate a strong alignment between field practice and the theoretical concept of cooperative learning. The implementation of the cooperative learning model in grade XI of Madrasah Roudlotul Khuffadz in the SKI subject, which was assessed to have run quite well, essentially reflects the nature of cooperative learning itself, namely a learning process that emphasizes cooperation between students in achieving common goals.

As explained in the research concept by Rusyaid (2021), cooperative learning is not only oriented towards individual success, but also towards the ability of students to help each other, especially friends who have abilities below standard. (Rusyaid & Salim, 2021). This is in line with the findings of interviews with madrasah principals who emphasized that active and collaborative learning models are able to increase activeness and shape the social character of students.

Interviews with SKI teachers revealed that the implementation of the cooperative learning model was designed through learning tools such as Lesson Plans (RPPs). Within these RPPs, teachers employed several methods, including interactive lectures, group discussions, and group presentations. Classroom observations revealed that students were more active in discussions, exchanging opinions, and confident in presenting their group work to the class. This demonstrates that the cooperative learning model is capable of creating a more lively learning environment than conventional lecture methods. (Pebrian, Wawancara 2026)

From the student perspective, interview results showed that most students

found it easier to understand SKI material when studying in groups. They reported being able to help each other, especially those who were having difficulty understanding the material. Furthermore, group learning also made the classroom atmosphere more enjoyable and less boring. However, some students also reported challenges such as group members being less active or relying solely on other students. (British et al., Wawancara 2026)

The findings of this study align with previous research, which found that cooperative learning models can improve learning outcomes and student engagement. Recent research shows that implementing cooperative learning significantly improves learning outcomes compared to conventional learning. (Valencerina & Israel, 2025). In addition, this model has also been proven to improve students' conceptual understanding, learning motivation, and social skills through discussion activities and group work. (Nevia, 2025).

This is also supported by Robert E. Slavin, who stated that cooperative learning is effective in improving students' academic achievement and social skills due to the interaction and shared responsibility within the group. Furthermore, Johnson & Johnson emphasized that the success of cooperative learning is influenced by positive interdependence, face-to-face interaction, and individual responsibility within the group. (Hafid & Syukkur, 2025).

Based on the results of interviews, observations, and analysis of learning documents, the implementation of the cooperative learning model in class XI MA Roudlotul Khuffadz has fulfilled several basic principles of cooperative learning, such as group work and active interaction between students. However, several obstacles were still found, including limited learning time, differences in student abilities, and unequal participation within groups. In the madrasah context, these obstacles are influenced by the busy academic and religious activities that students must participate in, so that the time available for group discussion activities is more limited compared to public schools. In addition, the diverse academic and religious backgrounds of students also affect their level of activity in cooperative learning. Therefore, more optimal classroom management is needed so that all students can participate actively and learning objectives can be achieved optimally.

Opportunities and Obstacles in Implementing The Cooperative Learning Model in Learning Islamic Cultural History (SKI) in class XI of Madrasah Roudlotul Khuffadz

Opportunities and obstacles in implementing the cooperative learning model in Islamic Cultural History (SKI) learning in class XI of Madrasah Aliyah Roudlotul Khuffadz show quite complex dynamics between potential success and challenges in the field.

Based on interviews with the madrasah principal, the primary opportunity for implementing this model lies in its ability to shape students' social character, such as cooperation, responsibility, and mutual respect. This aligns with the madrasah's vision, which emphasizes not only academic aspects but also the development of students' morals and social attitudes (Suwarti, Wawancara 2026)

Interviews with SKI teachers and classroom observations revealed that the cooperative learning model offers significant opportunities to increase student engagement. Students become more engaged in the learning process, actively

engage in discussions, and express their opinions. Furthermore, group learning helps students understand the complex material in SKI, as they can exchange information and assist students who are having difficulties (Pebrian, Wawancara 2026)

However, despite these opportunities, this study identified several obstacles. Interviews with SKI teachers revealed that one of the main obstacles was the differences in ability among students within a group, which sometimes led to unequal participation. Some students actively dominated, while others tended to be passive and dependent on their peers. Furthermore, limited learning time was also a barrier, as group discussions took longer than lectures. (Pebrian, Wawancara 2026)

Interviews with students also confirmed these obstacles. Several students revealed that group work was not always effective, especially when some members contributed less. Furthermore, less conducive classroom conditions during discussions could disrupt concentration. From observations, researchers also found that teachers' classroom management still needed improvement to ensure all students could participate equally in group activities (British et al., Wawancara 2026)

Thus, it can be concluded that the implementation of the cooperative learning model at MA Roudlotul Khuffadz offers significant potential for improving student engagement, understanding, and social skills. However, its success depends heavily on the teacher's ability to manage the class, divide students appropriately into groups, and overcome various obstacles that arise during the learning process. Therefore, a more optimal strategy is needed to maximize existing opportunities and minimize obstacles.

DISCUSSION

The discussion of the research findings regarding the implementation of the cooperative learning model in Grade XI at Madrasah Aliyah Roudlotul Khuffadz demonstrates a significant alignment between classroom practices and the theoretical foundations established in contemporary educational studies. Cooperative learning, as an instructional approach, emphasizes collaboration among students in achieving shared objectives, focusing not only on individual success but also on collective group achievement. The findings of this study reinforce the notion that learning processes involving active and collaborative interaction can enhance student engagement. This is evidenced by the increased student participation in group discussions, their confidence in expressing opinions, and their ability to present group work systematically. Furthermore, the presence of well-structured instructional tools, such as Lesson Plans (RPP), supports the effective implementation of this model. By integrating interactive lectures, group discussions, and presentations, teachers are able to create a more dynamic and engaging learning environment. This condition is consistent with the principles of cooperative learning, which highlight the importance of social interaction as a means of knowledge construction. Therefore, learning functions not only as a process of knowledge transmission but also as a medium for developing students' social skills, including cooperation, communication, and responsibility (Rusyaid & Salim, 2021; Slavin, 2015).

From the students' perspective, the implementation of cooperative learning

in Islamic Cultural History (SKI) subjects has a positive impact on both their understanding of the material and their overall learning experience. Interview results indicate that students find it easier to comprehend the material when learning in groups, as they can assist one another and exchange information. This interaction enables higher-achieving students to support those who encounter difficulties, thereby creating an inclusive and supportive learning environment. In addition, the classroom atmosphere becomes more enjoyable and less monotonous, which ultimately enhances students' learning motivation. These findings are consistent with previous studies indicating that cooperative learning can improve learning outcomes, motivation, and conceptual understanding through active group interaction (Valencerina & Israel, 2025; Nevia, 2025). However, the study also identifies several challenges in its implementation, particularly the unequal participation among group members. Some students tend to dominate discussions, while others remain passive and rely heavily on their peers. This condition suggests that, despite its considerable potential, the implementation of cooperative learning still requires optimal management to ensure equal student participation. Therefore, the role of the teacher as a facilitator is crucial in managing group dynamics and ensuring individual accountability within each learning activity (Johnson & Johnson, 2017; Hafid & Syukkur, 2025).

Furthermore, the analysis of opportunities and challenges in implementing cooperative learning reveals a complex dynamic between its potential benefits and the obstacles encountered in practice. In terms of opportunities, this model is highly relevant to the objectives of madrasah education, which emphasize not only **cognitive development but also the cultivation of students' social and moral character**. Cooperative learning has been proven to foster values such as cooperation, responsibility, and mutual respect, which are essential components of character-based education. Moreover, this model provides opportunities for students to become more actively involved in the learning process, thereby enhancing the quality of interaction between teachers and students, as well as among students themselves. Nevertheless, several challenges must be addressed, including limited instructional time, which can hinder the **effectiveness of group discussions, differences in students' abilities within groups, and the lack of equal participation**. Additionally, suboptimal classroom management remains a barrier to achieving effective learning outcomes. Therefore, more comprehensive strategies are required, such as forming heterogeneous groups, assigning clear roles within each group, and strengthening teacher monitoring throughout the learning process. By doing so, the implementation of cooperative learning can be optimized to maximize its potential in improving the quality of SKI learning in madrasah education (Slavin, 2015; Johnson & Johnson, 2017; Valencerina & Israel, 2025).

CONCLUSION

The conclusion of this study indicates that the implementation of the cooperative learning model in Islamic Cultural History (ISH) teaching in grade XI of Madrasah Roudlotul Khuffadz has been implemented quite well and has had a positive impact on the learning process. Through planning outlined in the lesson plans and implementation in the classroom, this model is able to encourage

student activeness, improve understanding of the material, and foster attitudes of cooperation and responsibility. Support from the madrasah and teacher involvement in managing the learning are important factors in the successful implementation of this model.

On the other hand, this study also identified opportunities and obstacles in implementing cooperative learning. These opportunities are evident in increased social interaction, active learning, and students' ability to understand the material through group discussions. However, there are also obstacles such as differences in student abilities, unequal participation within groups, limited learning time, and suboptimal classroom management. Therefore, the successful implementation of this model depends heavily on teachers' abilities to design learning, manage groups effectively, and create a conducive classroom atmosphere.

Based on these findings, this study recommends that teachers further improve strategies for group formation, time management, and supervision during discussions to ensure all students are actively involved. Furthermore, further research is expected to examine the application of cooperative learning with a variety of methods or in different contexts to obtain more comprehensive results and enrich the study of learning in madrasah.

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