Cooperative Learning-Based PAI Learning Strategy to Improve Students' Social Competence

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Abstract

Islamic Religious Education (IRE) is not only aimed at providing religious knowledge but also plays a vital role in developing students' social competence, including mutual respect, cooperation, responsibility, and empathy. In this context, active and student-centered learning strategies are needed to support character building. One of the effective strategies is cooperative learning, which emphasizes collaboration through group-based tasks where students are encouraged to interact, share ideas, and help each other in achieving common goals. This learning model promotes meaningful social interaction, allowing students to improve communication skills, build positive relationships, and develop a sense of belonging. The purpose of this article is to explore how cooperative learning strategies can be applied within IRE classrooms and how they contribute to enhancing students' social competence. Using a qualitative approach through literature review, the findings show that cooperative learning creates an inclusive and democratic classroom atmosphere that supports the holistic development of students, particularly in the affective and social domains. Therefore, cooperative learning can be considered an effective approach to improve both learning outcomes and students' social behavior.

Keywords: Learning Strategy Pai; Cooperative Learning; Active Participation; Social Skills; Student Collaborative

INTRODUCTION

Islamic Religious Education (PAI)plays a crucial role in the formation of character and social skills of students. In the midst of globalization with rapid technological developments and cultural shifts, religious education is required to not only emphasize the knowledge aspect alone, but also encourage the development of social skills. One approach that can be applied to achieve this goal is collaborative learning. This approach allows students to work in groups, exchange information, and build understanding together. In the context of Islamic Religious Education, cooperation between students can foster an attitude of tolerance, mutual respect, and the ability to work together in various religious activities. Therefore, this paper aims to develop a collaborative learning model in Islamic Religious Education to strengthen students' social competence.(Widodo, 2006)

Collaborative learning methods have proven effective in improving students' social skills. The interactions that occur in groups provide space for them to discuss, share understanding, and solve problems together. In the context of Islamic Religious Education learning, this form of cooperation not only helps in understanding the material, but also instills social values such as mutual cooperation, tolerance, and mutual respect. In addition, this approach also encourages students to develop skills such as leadership, listening to other people's opinions, and resolving differences positively. However, the challenge that arises in its implementation is how to create an inclusive learning atmosphere and provide equal opportunities for all students to be actively involved in groups. Therefore, the role of teachers is needed to facilitate and direct the course of collaboration so that it runs effectively.(Syah & Latif, 2024)

Implementation of cooperative learning in Islamic Religious Education (PAI)has the potential to encourage the development of students' critical thinking skills. In this approach, students are trained to analyze, assess, and solve problems through a process of shared understanding in groups. For example, in the discussion of fiqh muamalah material, students can discuss to examine contemporary transaction practices from an Islamic perspective. This activity not only enriches their theoretical understanding, but also equips them with the ability to convey arguments logically and in a structured manner. The cooperative learning model in Islamic Religious Education not only aims at academic achievement but also the formation of student character based on Islamic values. This model better reflects the integration of ethics education with scientific knowledge through cooperation, deliberation, and respect. Therefore, this model requires the commitment of all stakeholders to continue to support and optimize its implementation.(Neliwati et al., 2023)

Today, the world of education faces the challenge of equipping students with skills that are in line with the dynamics of the ever-changing world of work. One important competency that needs to be developed is the ability to collaborate, which allows students to work synergistically in teams, appreciate differences, and

establish positive interpersonal relationships. The cooperative learning approach has proven to be an effective method in developing students' collaborative skills. Through this method, students participate in small groups to achieve learning goals that have been set together. They are trained to work collaboratively, exchange ideas, listen to the perspectives of group members, and reach consensus. This process encourages students to build good communication, provide mutual support, and appreciate the contributions of each team member.(Fijriah et al., 2024)

In this context, the study of the implementation of cooperative learning strategies as an effort to improve students' ability to work together becomes very important. Through the active involvement of students in the learning process based on group work, it is hoped that they can hone collaborative skills that are essential to face the challenges of the world of work in the future. In addition, this study is also expected to be able to provide a positive contribution to improving the quality of education, especially through the development of more innovative and effective learning approaches.(Arisanti, 2015)

Research purposes

This study aims to explore in depth the application of cooperative learning strategies in the context of Islamic Religious Education (PAI) learning and how these strategies can contribute significantly to developing students' collaboration skills. This study also aims to analyze the effectiveness of cooperative learning in improving students' ability to collaborate, respect others' opinions, and build good communication in the learning environment. In addition, this study seeks to contribute to the development of innovative, participatory, and relevant learning approaches to the demands of today's work world, as well as encouraging improvements in the overall quality of education through more active and enjoyable learning strategies.

RESEARCH METHODS

This study applies the library research method, which is a research approach carried out through tracing, collecting, and analyzing various written sources that are relevant to the topic of Cooperative Learning Strategy. Data sources used include scientific journals, reference books, academic articles, and previous research results that discuss the concept, implementation, and effectiveness of cooperative learning strategies in the context of education. This approach aims to build a comprehensive and in-depth theoretical foundation on cooperative learning strategies, by referring to various findings and perspectives from experts who have conducted previous research. The focus of the analysis in this study is to identify the roles played by teachers in developing students' potential, especially those who are included in the category of children with special needs, through the application of cooperative learning strategies.

DISCUSSION RESULTS

The learning model is basically a series of learning processes that are designed systematically, from the beginning to the end, and are specially designed by the teacher. This model functions as a framework or structure where various learning strategies, methods, and techniques are applied. To ensure that students can learn optimally, teachers need to create a learning environment that supports and is able to maximize students' potential to develop. This conducive environment is an important factor in supporting the teaching and learning process. During the learning process, there is interaction between students, teachers, and teaching materials in an organized system. Learning itself can be defined as a system or educational process that is designed, implemented, and evaluated systematically, so that students can achieve learning goals effectively and efficiently.

The term cooperative refers to the concept of working together to achieve a common goal. This word comes from the English term Cooperative Learning. In the English-Indonesian Dictionary, cooperative is defined as teamwork, while learning means the process of acquiring knowledge or instruction. Therefore,

cooperative learning can be understood as a form of learning that emphasizes cooperation between students. The main objective of this learning model is to improve academic achievement while developing students' social skills through various forms of interaction with peers. In practice, students often work in groups to help each other complete complex tasks. Therefore, the existence of peer groups and social interaction are important elements in the application of cooperative learning. Likewise, in Islamic teachings, there are verses in the Qur'an that encourage humans to cooperate, the word of Allah SWT:

وَتَعَاوَنُواْ عَلَى ٱلْبِرِّ وَٱلتَّقْوَىٰ ۖ وَلَا تَعَاوَنُواْ عَلَى ٱلْإِثْمِ وَٱلْعُدْوَٰنِ ۚ وَٱتَّقُواْ ٱللَّهَ ۖ إِنَّ ٱللَّهَ شَدِيدُ ٱلْعِقَابِ

Meaning: "Help you in goodness and piety, and do not help in sin and hostility" (QS. Al-Maidah: 2).

The application of cooperative learning methods in learning aims to strengthen the academic understanding of each group member. The goal is for students to achieve more optimal learning outcomes than if they study individually. To ensure the success of learning and foster a sense of personal responsibility, each student is given individual responsibility to complete their part of the task and understand the targets and materials that must be mastered. In the context of Islamic Religious Education (PAI) learning, the cooperative learning method is applied through structured small group work, where students help each other in the learning process. The main goal is to develop students' cognitive, affective, and psychomotor abilities in understanding the material and solving problems together in order to achieve the predetermined learning indicators.(Ali, 2021)

Through the implementation of cooperative learning, it is expected that students will be able to improve their learning outcomes while building positive social interactions with others. This approach changes the learning paradigm from the traditional lecturer-centered model to student-centered learning. This change not only improves students' mastery of knowledge and skills, but also fosters a sense of responsibility, strengthens understanding of the material, builds empathy, and encourages collaboration between students. Thus, quality-based learning is not just

a concept, but is realized as a real effort towards improving the quality of education in a sustainable manner.

The purpose of Islamic Religious Education is not merely to transfer knowledge and skills, but is more directed at efforts to awaken religious intuition and spiritual readiness of students in achieving transcendental experiences. This education aims to awaken the potential of human nature that has been embedded naturally (fitrah insaniyah), so that students can develop into individuals who are religious and practice Islamic teachings in their entirety (perfect Muslims). Unlike general education which focuses more on cognitive aspects and practical skills that are relevant to the needs of the world of work, Islamic Religious Education also emphasizes the development of spiritual dimensions and character formation. Therefore, interactions in the process of religious education are not only cognitive-psychomotor, but also touch on the affective and spiritual aspects of humans in depth.(badrotil khasanah, 2023)

Cooperative Learning Steps

1. The teacher first conveys the learning objectives that must be achieved and the teacher provides an apperception in the form of motivating students to have passion, enthusiasm and interest in following the lesson.

2. Learning in the form of students being divided into groups consisting of 4/5 students, in dividing the groups what needs to be considered is heterogeneity which needs to be prioritized.

3. The teacher explains what material is being delivered and the goals to be achieved, then explains what activities students need to do in the learning process and explains how to do them.

4. The existence of a teamwork process. Namely, students in groups work together, and teachers need to prepare various worksheets as guidelines and instructions for students to work in their groups so that they work compactly, master

the work and most importantly each member makes a full contribution. In this case, teachers need to provide guidance, motivation and observe the work of students.

5. The teacher evaluates the results of the students' group work.

6. Teachers need to provide rewards or appreciation for students' success in completing their work.

Advantages of Cooperative Learning Strategy

1. Can increase confidence and improve students' ability to think individually and obtain various information from many sources.

2. Can develop the ability to express various ideas and concepts using verbal words and can compare them with other people's ideas or concepts.

3. Helping students to know their own weaknesses so that they will develop an attitude of mutual acceptance of diversity and an attitude of respect for others.

4. Can help students to have a responsible attitude in the learning space.

5. And is able to improve students' learning achievements while also improving social skills, maintaining personal dignity, establishing positive interactions with others, and increasing discipline.

6. Can improve students' learning abilities from abstract to concrete.

7. In learning where students interact by obtaining various new information and are required to think and behave as an effort to adapt to what is being faced in the lesson.

8. Train students to accept and complete responsibilities together among group members.

Weaknesses of Cooperative Learning Strategies

1. Learning in groups tends to actively involve students who have high abilities, so they tend to direct or give orders to those who have lower abilities.

2. This cooperative strategy tends to require different place rules and teaching styles.

3. The success of student learning depends on the ability of students to lead group work or work individually. (Afi Parnawi, Bagus Wahyudi Ramadhan

4. It takes a long time to make students aware of group learning, therefore it must be done continuously and repeatedly.(Andriyani, 2019)

The success of a person is not only obtained by the individual himself but more on the togetherness in a group. Therefore, the purpose of cooperative learning is to improve academic learning outcomes. Cooperative learning aims to improve student achievement, make it easier to complete tasks, and help students understand various difficult concepts, to be able to accept differences between individuals. Students are required to have an attitude of accepting cultural diversity, race, ethnicity, social class, development of social skills. Learning that teaches collaborative learning between students will provide students with experience in having social skills so that they can interact with a wider environment.

Cooperative learning is a broader concept that encompasses all types of group work that is more teacher-led or teacher-directed. Cooperative learning is generally considered to be more teacher-directed, where the teacher sets tasks and questions and provides materials and information designed to help students solve the problem in question. The teacher usually sets some form of test at the end of the assignment.

Cooperative learning is a learning model that uses73etero small grouping/team, namely between four to six people who have different backgrounds in terms of ability, gender, race or ethnicity (73eterogeny). The assessment system is carried out on groups. Each group will receive an award if the group is able to show the required achievements. Thus, each member of the group will have a positive dependence. This kind of dependence will then give rise to individual responsibility for the group and interpersonal skills of each member of the group. Each individual will help each other, they will have motivation for the success of

the group, so that each individual will have the same opportunity to contribute to the success of the group.(Saepuddin, 2024)

Islamic Religious Learning Patterns Through Cooperative Learning Models

1. Democratic learning pattern is a learning process that prioritizes the interests of students or learning that is adjusted to the needs of students with serious control. Of course, with a learning model like this, it can be supported by a cooperative learning model to improve the quality of learning that is interconnected or interacts with various parties, such as students interacting with their peers in increasing their abilities realistically.

2. Learning that contains authority as an absolute standard provision that is always followed or implemented by every student. This kind of learning process will be able to keep students away from various bad attitudes, such as making children shy, quiet, introverted, uncreative, uninitiated, and often violate norms and regulations in life in the school, home and social environments.

3. Permissive or soft learning patterns. In this learning, it is learning by giving freedom to students to do something on what is learned without strict supervision, then giving awards or rewards to the results they get right or wrong, without any chatter, scolding, and so on.(S & I, 2023)

CONCLUSION

Islamic Religious Education (PAI) has a significant contribution in shaping the character of students, not only in terms of understanding religious concepts, but also in terms of their ability to apply Islamic values in everyday life. Through the implementation of active and contextual learning strategies, such as project-based learning, students are encouraged to be directly involved in building their understanding through real experiences. This encourages the creation of learning that is not only cognitive, but also touches on the affective and psychomotor aspects of students. This kind of educational process is in line with the goals of national education as stated in Law No. 20 of 2003, namely to develop the potential of students to become people who are faithful, pious, and have noble character.

Therefore, collaboration between teachers, parents, and the community is needed to create an educational environment that supports the formation of Islamic character as a whole.

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