

# The Effectiveness of Cooperative Learning in Enhancing Students' Learning Interest in Islamic Religious Education: Evidence from Junior High School in Cirebon, Indonesia

Dhara Pramesthi Ramadhanty<sup>1</sup>, Umihani<sup>2</sup>, Ali Maksum<sup>3</sup>, Hasbullah<sup>4</sup>, Imas Mastoah<sup>5</sup>

<sup>1,2</sup>Universitas Islam Negeri Siber Syekh Nurjati Cirebon, Indonesia

<sup>3,4,5</sup>Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

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## ABSTRACT

This study aims to test the effectiveness of the Cooperative Learning model in increasing students' interest in Islamic Religious Education in grade 7 of State Junior High School 14 Cirebon. The background of this study is the low interest in learning due to the dominance of monotonous conventional learning methods. The research method uses a quantitative approach with a pre-experimental one-shot case Study type design. The research sample of 35 students was selected through a simple random sampling technique. Data collection techniques include observation, Likert scale questionnaires, and documentation. The validity and reliability of the instrument were tested using the SPSS application. Data analysis was conducted using the Pearson Product-Moment correlation test, the coefficient of determination ( $R^2$ ), and the  $t$ -test. The study results indicate a powerful relationship between the application of the Cooperative Learning model and students' interest in learning, with a correlation value of 0.864 and an influence contribution of 74.6%. This study provides practical implications for teachers in increasing student participation and learning motivation through a collaborative and enjoyable learning approach.

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## Corresponding Author:

Dhara Pramesthi Ramadhanty

Universitas Islam Negeri Siber Syekh Nurjati, Jl. Perjuangan By Pass Sunyaragi, Kota Cirebon, Jawa Barat, Indonesia

Email: [dharaapr07@gmail.com](mailto:dharaapr07@gmail.com)

## 1. INTRODUCTION

Education is the main instrument in shaping students' character and skills amidst the dynamics of modern development (Nurdin, 2020; Meraksa et al., 2022; Almazroui, 2023; Wiguna et al., 2023; Hasan et al., 2024; Hanafiah et al., 2024). Islamic Religious Education strategically guides students to understand, internalize, and practice Islamic values in their daily lives (Abrori & Ikhwan, 2024; Salamuddin et al., 2025). However, the challenge faced in the learning process of Islamic Religious Education, especially at the junior high school level, is the low interest of students in learning (Wahyuni & Bhattacharya, 2021; Pulungan, 2022; Sulasih et al., 202). This phenomenon is often characterized by low active participation in discussions, a lack of enthusiasm for the subject matter, and the dominance of conventional, one-way, and boring learning models.

Learning interest is key to achieving learning success (Usova, 2002; Schiefele, 2012; Schiefele et al., 2014; Seli, 2019). Learning interest, or learning motivation, is crucial in education and the learning process. According to Şanal (2021), learning motivation encompasses various elements such as energy, effort, desire, interest, goals, satisfaction, and continuity. Thus, motivation can encourage students to engage in the learning process actively. Students with a strong interest in learning are more likely to understand the

material, engage in class activities, and demonstrate improved learning outcomes (Bahiyah & Juhji, 2023). Therefore, teachers must create a learning environment that conveys material and stimulates student interest and motivation.

One learning model proven effective in fostering learning interest is Cooperative Learning (Felder & Brent, 2007; Han, 2015; García & Cazaluade, 2022; Siregar et al., 2024). This model emphasizes small-group collaboration among students to achieve shared learning goals. Johnson and Johnson (2009) stated that Cooperative Learning improves cognitive learning outcomes and develops social skills such as communication, empathy, and responsibility. Previous studies have shown that Cooperative Learning can increase student motivation and participation in various learning contexts (Herrmann, 2013; Rodriguez-Largacha et al., 2015; Fernandez-Rio et al., 2017). However, research on its application in the context of Islamic Religious Education learning in junior high schools, particularly in the Cirebon area, is still limited.

Based on initial observations in seventh-grade students at State Junior High School 14 Cirebon, it was found that most students exhibited a passive attitude in Islamic Religious Education (PAI) learning. Teachers still predominantly used lecture methods that discourage active student interaction. Furthermore, student interest in Islamic Religious Education (ISE) lessons was relatively low, as evidenced by a lack of questions, minimal discussion engagement, and frequent boredom in class. This situation requires alternative learning strategies to facilitate active, enjoyable, and meaningful learning.

Through a Cooperative Learning approach, this research seeks to address existing research gaps and practical needs in the field. This research contributes to the growing literature on the effectiveness of collaborative learning models in ISE and provides concrete solutions that ISE teachers can implement to increase student learning interest. Within the local context, State Junior High School 14 Cirebon is a representative case study, illustrating the challenges and opportunities of implementing this learning model in a public school environment. Therefore, this study aims to analyze the extent to which the Cooperative Learning model influences the learning interest of seventh-grade students at State Junior High School 14 Cirebon.

## **2. RESEARCH METHOD**

The research method is a systematic framework that explains the scientific approach used to achieve the research objectives. This study employed a quantitative approach with a pre-experimental One-Shot Case Study design. This method was chosen based on the goal of measurably and objectively testing the effectiveness of implementing the Cooperative Learning model on student learning interest in Islamic Religious Education.

### **2.1. Research Approaches**

A quantitative approach was chosen because this study focuses on measuring the relationship between variables, namely, between the implementation of the Cooperative Learning model and student learning interest. Sugiyono (2014) states that a quantitative approach aims to test previously formulated hypotheses using numerical data that can be analyzed statistically. The research design used was a one-shot case Study, a pre-experimental design model that only uses one experimental group without a control group. Research subjects were given treatment in applying the Cooperative Learning model, and then measurements were taken of student learning interest after the treatment was given. This design is suitable for situations where the research aims to be exploratory or for the initial development of implementing new methods in the classroom.

### **2.2. Location**

The research was conducted at State Junior High School 14 Cirebon, located on Jalan Pangeran Cakrabuana, Cirebon City. This location was chosen based on practical and relevant considerations, as the researchers had previously conducted observations and teaching practices at the school, thus understanding student characteristics and the learning system implemented. The research was conducted from September to October 2024 for one learning cycle.

### **2. 3. Population and Sample**

The population in this study was all seventh-grade students at State Junior High School 14 Cirebon who were taking Islamic Religious Education. The sample was drawn using simple random sampling, randomly selecting samples from a homogeneous population. The sample consisted of 35 students from grade 7-C, determined based on availability and schedule suitability.

### **2. 4. Data collection technique**

Data was collected using three main techniques: (1) Observation to directly observe the learning process and student participation in group activities. (2) Questionnaire (Likert Scale): To measure student learning interest, the questionnaire was compiled based on the following indicators: feelings of enjoyment of

the lesson, attention, active involvement, and student enthusiasm. (3) Documentation: Used to complete descriptive data such as student attendance lists, syllabuses, lesson plans, and group assignment results.

## 2.5. Research Instruments

The main instrument in this study was a learning interest questionnaire consisting of 20 positive and negative statements arranged based on learning interest indicators. The scale used was a Likert scale with five response categories: strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1). Before being used, the instrument was tested for validity using the Pearson Product-Moment correlation formula, and its reliability was tested using the Cronbach's Alpha formula using SPSS software. The test results showed that all questionnaire items were valid (calculated  $r$  value  $>$   $r$  table) and reliable (alpha value  $>$  0.70), so it was suitable for use in research.

## 2.6. Data Analysis Techniques

The data obtained from the questionnaire were analyzed using several statistical techniques: (1) Pearson Product Moment Correlation Test to measure the level of relationship between the learning model and students' learning interest; (2) Determination Coefficient ( $R^2$ ) to determine the contribution of the influence of the two variables; and (3) T-test to test the significance of the influence of the learning model on students' learning interest.

## 3. RESULT AND DISCUSSION

### 3.1. Result

This study aims to determine the effectiveness of the Cooperative Learning model in increasing students' interest in Islamic Religious Education at State Junior High School 14 Cirebon. Data were obtained from a questionnaire on students' interest in learning after implementing the Cooperative Learning model on 35 seventh-grade students. The following are the results of the data analysis presented in tabular form to provide a comprehensive and measurable picture.

#### 3.1.1. Descriptive Statistics

The initial stage of the analysis involved calculating descriptive statistics to understand the distribution of student learning interest scores after the treatment. These statistics provide information on the data's general trend, the scores' distribution, and the respondents' homogeneity..

Table 1. Descriptive Statistics of Students' Learning Interest Scores After Cooperative Learning Implementation

Statistic	Value
Number of Respondents (N)	35
Minimum Score	69
Maximum Score	96
Mean (M)	82.60
Standard Deviation (SD)	6.30

Table 1 shows that students demonstrated a high level of interest in learning, with an average score of 82.6. The score ranged from 69 to 96, and the standard deviation 6.3 indicated a relatively homogeneous data distribution.

#### 3.1.2. Correlation Between Cooperative Learning and Interest in Learning

Pearson product-moment correlation analysis was used to determine the relationship strength between the independent variable (Cooperative Learning) and the dependent variable (student learning interest). This correlation measures the direction and strength of the linear relationship between two variables.

Table 2. Pearson Correlation between Cooperative Learning Implementation and Students' Learning Interest

Variable	r (Pearson)	p-value (2-tailed)	Interpretation
Cooperative Learning $\times$ Learning Interest	0.864	0.000	Strong and significant

A correlation value of 0.864 indicates a powerful and positive relationship between using the Cooperative Learning model and student learning interest. Significance ( $p = 0.000$ ) indicates this relationship is statistically significant.

### 3.1.3. Coefficient of Determination ( $R^2$ )

Once the relationship has been identified, the next step is to measure the contribution of the independent variables in explaining the variability of the dependent variable. It is done using the coefficient of determination ( $R^2$ ).

Table 3. Coefficient of Determination ( $R^2$ )

r (Correlation Coefficient)	$R^2$ (Explained Variance)
0.864	0.746

The implementation of the cooperative learning model can explain as much as 74.6% of the variation in student learning interest. It represents a significant contribution, while other external factors influence the remainder.

### 3.1.4. t-Test

To ensure that the difference in average learning interest scores after implementing Cooperative Learning was not due to chance, a t-test was conducted on the collected data.

Table 4. T-test for the Effect of Cooperative Learning on Learning Interest

t-value	df	p-value	t-table ( $\alpha = 0.05$ )	Decision
10.706	33	0.000	$\pm 2.034$	Reject $H_0$

The calculated t-value of 10.706 far exceeds the t-table of 2.034. With a p-value of  $0.000 < 0.05$ , Cooperative Learning has a significant influence on increasing student learning interest. The results of this study confirm that implementing the Cooperative Learning model significantly increases student interest in learning. These results align with the findings of Johnson and Johnson (2009) that Cooperative Learning can create positive interactions among students, increase their sense of responsibility for learning, and create a more democratic learning environment. Through group work, students actively express ideas, exchange opinions, and complete assignments collaboratively. This active participation creates a sense of ownership in the learning process, an internal factor in increasing interest in learning. Discussions, group presentations, and peer reflection in this model encourage students to become active participants in the knowledge construction process, not merely passive listeners.

Islamic Religious Education has traditionally been perceived as theoretical and monotonous, leading to students' emotional and intellectual disengagement. The Cooperative Learning model successfully addresses this challenge through its student-centered and collaborative learning approach. It aligns with the opinion of Purnomo et al. (2025), who stated that interactive learning models are essential for creating a meaningful and engaging learning environment. Furthermore, Nuruddin and Purba (2024) stated that cooperative learning using interactive media in Islamic Religious Education (ISE) can increase student interest in learning, deepen understanding of the material, and enhance discussion activities and curiosity, overcoming boredom with conventional methods. Meanwhile, at State Junior High School 14 Cirebon, the implementation of Cooperative Learning demonstrated a change in student attitudes from passive to active and enthusiastic in participating in Islamic Religious Education lessons.

The high correlation value (0.864) and the significant contribution (74.6%) indicate that the successful implementation of this learning model was not a coincidence, but rather the result of appropriate strategies to address students' learning needs. It also reinforces previous findings by Fernández-Espínola et al. (2020), which stated that participatory and social learning methods effectively foster students' intrinsic motivation. Furthermore, Liu and Lipowski (2021) found that cooperative learning interventions significantly increased students' intrinsic motivation, although not in Islamic Religious Education lessons.

The results of this study have important implications for Islamic Religious Education teachers in secondary schools. The Cooperative Learning model can be a more relevant and effective alternative teaching strategy in the 21st-century learning era, which demands creativity, collaboration, and critical thinking. Teachers act as transmitters of information and facilitators, creating a conducive, collaborative learning environment for all students.

## 4. CONCLUSION

The cooperative learning model has a significant and powerful influence on increasing student learning interest, contributing to 74.6%. Theoretically, this finding strengthens the concept that collaborative learning can encourage intrinsic motivation and active student engagement, while guiding teachers to

implement more interactive and student-centered learning strategies. The implication is that cooperative learning can be an alternative in religious learning to create a more enjoyable and participatory classroom atmosphere. However, this study has limitations in its pre-experimental design without a control group, so the results must be generalized carefully. Therefore, it is recommended that future research use a more robust experimental design and apply this model to various subjects and other levels of education to test the consistency of its effectiveness.

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