



## IMPLEMENTATION OF COOPERATIVE LEARNING METHOD IN IMPROVING LEARNING MOTIVATION IN MUTHOLAAH SUBJECTS CLASS VIIIB MTs UMMUL QURO AL-ISLAMI BOGOR

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### ABSTRACT

This study examines the implementation of the Cooperative Learning Method to improve students' learning motivation in the Mutholaah subject. The background is the low learning motivation and students' dependence on memorizing textbook texts. The aim is to evaluate the effectiveness of the Cooperative Learning Method in improving the learning motivation of class VIII B Putri students at MTs Ummul Quro Al-Islami Bogor. The methodology used is Classroom Action Research (CAR) with four stages: planning, implementation, observation, and reflection. The subjects of the study involved 37 class VIII B Putri students. Data were collected through questionnaires and analyzed using percentage calculations. The results showed an increase in students' learning motivation. In the first cycle, 30 students (81%) achieved very good criteria, 6 students (16%) good criteria, and 1 student (3%) poor criteria. The second cycle showed a significant increase with all 37 students (100%) achieving very good criteria. The conclusion is that the implementation of the Cooperative Learning Method has proven effective in improving students' learning motivation in the Mutholaah subject, with an increase in performance from the first cycle to the second cycle. Keywords: Cooperative Learning Method, learning motivation, Mutholaah

### INTRODUCTION

The teaching and learning process is a fundamental aspect in the implementation of education in the school environment. The effectiveness of this process is the main indicator of the success of teachers and educational institutions in carrying out their functions. Conversely, failure to create a good teaching and learning process reflects the inability of teachers and schools to achieve educational goals. Therefore, a competent educator will always focus his attention on improving the quality and effectiveness of learning activities, especially those that take place in the classroom (Nuri Ramadhan, Khairunnisa, 2021).

The success of the learning process is not a spontaneous result, but requires planned efforts from the teacher. Teachers play an important role in creating a supportive learning environment, one of which is through the application of various methods and the use of appropriate learning media. To avoid teacher dominance in the classroom, it is important for an educator to have extensive knowledge of various teaching strategies. With this comprehensive understanding, teachers can choose and implement the methods that best suit students' needs and learning objectives.

This approach not only increases the effectiveness of learning, but also encourages active student participation, creating a more interactive and student-centered learning atmosphere. This in turn can improve students' understanding and absorption of the

material being taught. There are many methods that can be used by teachers to improve the effectiveness of student learning, some of the methods that can be used are the grammar-translation method, natural method, direct method, reading method, audiolingual method, active learning method, cooperative learning method and group learning method.

Of the many methods available, researchers want to examine how to implement learning using the Cooperative Learning Method. The Cooperative Learning Method is an educational approach that involves collaboration between two or more individuals to achieve a goal or complete a specific task. In the context of education, Cooperative Learning refers to a system in which students collaborate in small groups to study subject matter together. The main purpose of this method is to facilitate the achievement of predetermined learning objectives through cooperation and interaction between students. (Muliadi. 2022). With this Cooperative Learning Method, students will be motivated to learn, especially in the Mutholaah subject.

Mutholaah is a subject that presents various inspiring narratives, rich in positive values. Some of the learning materials are sourced from the Hadith of the Prophet, making it full of Islamic wisdom. The characteristics of this subject require an in-depth learning approach, requiring analytical skills and comprehensive understanding from students.

The content of Mutholaah is not only aimed at enriching knowledge, but also at forming character and moral values. The learning process involves not only literal mastery of the text, but also the ability to explore the implied meaning, relate it to the context of everyday life, and apply the moral messages contained therein.

Therefore, teaching Mutholaah requires the right strategy to ensure that students can capture the essence of each story and take meaningful lessons from it (Putra Kapuas, 2023). Therefore, students need very strong motivation to be able to understand the material well. In the Cooperative Learning Method, students complete tasks by working together and helping each other understand difficult concepts and vocabulary.

In order for students to be motivated in the Cooperative Learning Method, teachers must pay attention to several factors including individual intelligence and familiarity within the group. If there are group members who have different levels of understanding, then the superior students tend to work on more difficult tasks and the weaker students feel less involved in learning, other factors such as the dominance of certain group members in decision making, disagreements in learning approaches, and lack of communication between group members.

According to Ustadzah Zefani Ifanka, S.Pd. Mutholaah subject teacher in Class VIII B Putri, Cooperative Learning Method is very good to be applied in Mutholaah subject because this method involves all students to participate and reduces student boredom in the learning process. The method currently used by Ustadzah Zefani is the lecture method by giving students the task of finding vocabulary that they do not know yet, after that Ustadzah Zefani explains the contents of Muthola'ah that will be studied, after being explained then students are asked to memorize the Muthola'ah material that has been studied.

The effectiveness of the Cooperative Learning Method in increasing student learning motivation has been validated by various previous studies. One example is a study conducted by Sunardi. The study revealed a positive correlation between the

implementation of the Cooperative Learning Method by teachers and the increase in learning motivation of grade VIII students, especially in the subject of Islamic Religious Education. This finding shows that the better and more consistent the teacher is in implementing the Cooperative Learning Method, the higher the level of motivation and active participation of students in the learning process. (Sunardi, 2011).

This is also supported by other studies conducted by Muhammad Nur (2020) and Kiki Agus Kurniawan (2019) on other subjects which show that the Cooperative Learning Method can help increase student motivation and engagement in learning and improve their social skills. However, it is still unknown whether the same results can be found in the Mutholaah subject or not.

Therefore, further research is needed to prove and identify factors that influence the effectiveness of the Cooperative Learning Method in improving students' learning motivation in the Mutholaah subject, as well as finding the right solution to overcome these challenges. Through this research, it is expected to help improve our understanding of ways to improve students' learning motivation in the Mutholaah subject, which in turn can help improve students' overall academic performance.

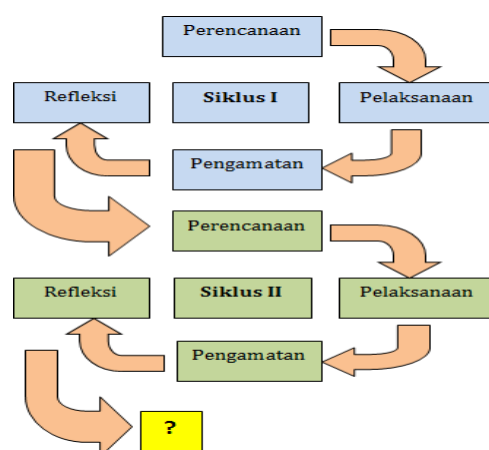
Based on this background, this study aims to determine: (1) Implementation of the Cooperative Learning Method in the Mutholaah subject. (2) Student learning motivation in the Mutholaah subject by implementing the Cooperative Learning Method. (3) The effect of implementing the Cooperative Learning Method in the Mutholaah subject on student learning motivation.

## RESEARCH METHODS

The methodology that will be applied in this study is Classroom Action Research (CAR). CAR is a form of investigation that aims to analyze the cause-and-effect relationship of an educational intervention. This study not only explains the final results, but also describes in detail the entire process that occurs, from the beginning of the implementation of the intervention to the resulting impact.

The structure of PTK can be likened to a series of experiments that are carried out repeatedly or continuously, although this is not always the case in practice. Flexibility is a characteristic of PTK, where an educator has the freedom to modify the learning method if the desired results have not been achieved or if problems are found in the approach being applied.

Thus, PTK provides space for teachers to continuously evaluate and improve their learning practices, with the ultimate goal of improving the quality of education (Suharsimi Arikunto, Suhardjono and Supardi, 2017). This study uses a research model in Kemmis and Mc Taggart, which has several cycles and each cycle consists of planning, implementation, observation and reflection.



**SEQ Image Image \\* ARABIC 1. Cycle**

Based on the researcher's observations, the subjects of this study included all students of class VIII B at MTs Ummul Quro Al-Islami, with a total of 37 students. In this context, the researcher used a saturated or census sampling method, in which all members of the population were included as research samples. This approach was applied considering the relatively small population size and limited to one specific class. By involving all 37 students of class

VIII B Putri as a sample, this study aims to obtain a comprehensive and representative picture of the phenomenon being studied.

The use of this census method allows researchers to analyze data from the entire population without the need to generalize, so that it can produce more accurate and in-depth findings related to the implementation of learning methods and their impact on learning motivation in the context of the class.

The variables of this study are divided into two, namely action variables and outcome variables. The action variable is the Implementation of the Cooperative Learning Method in the Mutholaah Subject and the outcome variable is Increasing Learning Motivation in the Mutholaah Subject of Class VIIIB Girls MTs Ummul Quro Al-Islami Bogor.

This classroom action research will be conducted in the even semester, academic year 2023/2024. Conducted from January to March 2024. The research location is at MTs Ummul Quro Al-Islami Bogor.

Data collection techniques used observation, interviews, documentation, and questionnaires. Observations were carried out by observers, namely usth. Zefani, who is a teacher of the mutholaah subject and also the homeroom teacher of class VIII B Putri students. The aspects observed in this study include students' motivational responses to teachers and the implementation situation of cooperative learning. Interviews were conducted by researchers to obtain more in-depth information about the methods used by the mutholaah subject teachers and also to determine the condition of students during class learning. Documentation is used by researchers as evidence that researchers actually conducted their research on samples research. The last is a questionnaire containing statements that will be distributed to students to measure student learning motivation after learning with the method that the researcher has provided. Data were analyzed using

qualitative and quantitative descriptive analysis techniques.

### **Cycle I Action Process**

The implementation of cycle I in an effort to improve student learning motivation consists of four main stages: planning, implementation, observation, and reflection. The planning stage includes several key steps: (1) Taking care of permits from the authorities at the school, including the principal and homeroom teacher of class VIIIB Putri Madrasah Tsanawiyah Ummul Quro Al-Islami. (2) Conducting an in-depth analysis of core competencies, basic competencies, indicators, and learning objectives. The results of this analysis are then integrated into the Learning Implementation Plan (RPP). (3) Identifying problems faced by students as a basis for designing solutions, including the selection of effective methods, models, media, and evaluation tools. (4) Compiling a detailed RPP as a guide in implementing learning. (5) Preparing relevant teaching materials and learning media, and designing research instruments to be used. This series of steps is designed to ensure optimal readiness before implementing actions in an effort to improve student learning motivation. The Implementation Stage includes: (1) Entering the classroom and putting books on the table. (2) Greeting and asking how the students are. (3) Preparing students to learn. (4) Opening the lesson. (5) Delivering the learning objectives. (6) Presenting initial information about the material. (7) Explaining the Cooperative Learning Method while the learning is taking place. (8) Students are divided into 5 groups, with each group consisting of 7-8 members. This division aims to facilitate collaborative learning and interaction between students. (9) The teacher takes on the role of a learning facilitator. In this capacity, the teacher is ready to provide assistance and explanations when students ask questions related to the learning material being studied. (10) Providing direction to representatives of each group to present the material that has been studied in front of the class. (11) At the end of the learning session, the teacher conducts an evaluation. The purpose of this evaluation is to measure the level of student understanding of the material that has been delivered during the learning process. (12) Providing reinforcement and understanding to students regarding the material that has been given. (13) Providing motivation and advice and closing the lesson. Observations include: observing the researcher's activities while replacing the teaching teacher and observing students' responses to what the teacher explains. Reflection includes: Analyzing things that are lacking from cycle I and formulating new plans that will be used in cycle II.

### **Cycle II Action Process**

The implementation of cycle II in this study still applies the stages of the Cooperative Learning Method as carried out in cycle I. However, based on the results of observations and reflections from cycle I, several adjustments and improvements were made to address the identified shortcomings. One of the innovations applied in cycle II is the use of a drama model as a method for students to present the material they have learned.

To analyze the data obtained from observations and student questionnaires, the researcher used the descriptive percentage statistical method. The data analysis process involved three main steps: (1) Calculation of the total score: The scores obtained by each research subject were added up. This total score is an accumulation of the scores obtained

by the subject on each item. Questions or statements in the questionnaire. (2) Determining the ideal value: The researcher determines the standard or ideal value for the student learning motivation questionnaire score. This value will be used as a reference in interpreting the results of the data analysis. (3) Calculating the percentage of the results of the student learning motivation questionnaire using the following formula:

$$P = \frac{\text{skor yang diperoleh}}{\text{jumlah frekuensi atau banyaknya individu}} \times 100\%$$

The motivation criteria are when the average value of the student questionnaire reaches the very good criteria. Below is a table of Student Motivation result criteria:

**Table 1. Student Motivation Result Criteria**

Mark %	Criteria
76% – 100%	Very good
51% – 75%	Good
26% – 50%	Not good
0% – 25%	Very less

## RESULTS AND DISCUSSION

### *Cooperative Learning Method*

*Cooperative Learning Method* rooted in the term "Cooperative", which means collaboration. This concept refers to the process in which individuals work together, support each other, and interact as a whole in a group or team. In the context of education, this approach emphasizes students who learn and complete tasks together, with each group member contributing and supporting to achieve common goals. This method emphasizes the values of cooperation, mutual assistance, and solidarity in the learning process, creating a collaborative and mutually supportive learning environment (Isjoni, 2019).

*Cooperative Learning Method* is an educational approach that applies a group-based learning system. In this model, students are organized into small units consisting of 4 to 6 members. These groups work collaboratively, creating an interactive and mutually supportive learning environment.

The main purpose of this method is to increase students' enthusiasm and motivation to learn. By working in small groups, students are encouraged to actively participate, share knowledge, and help each other in the learning process. This interaction not only facilitates understanding of the material, but also stimulates the spirit of learning and increases student involvement in learning activities. This approach transforms the dynamics of the traditional classroom into a more dynamic and participatory learning environment, where each student has an active role in their own learning process and that of their peers.

Vygotsky's theory states that optimal learning occurs when children operate in what is called the zone of proximal development. This concept describes the gap between two levels of ability: (1) Actual developmental level: This refers to the child's ability to solve problems independently, without external assistance. (2) Potential developmental level:

This refers to the child's ability to solve problems when guided by a more expert person, such as an adult or more capable peers.

The zone of proximal development is the area between these two levels, where the most effective learning occurs. The Cooperative Learning Method can be seen as a means of facilitating a child's potential development. Through peer interaction and appropriate guidance, this method allows children to reach levels of understanding and skills that they may not have been able to achieve independently. Thus, the Cooperative Learning Method can be an effective tool to bridge the gap between children's actual and potential abilities, in line with Vygotsky's development theory (Isjoni, 2019).

### **Cooperative Learning Objectives**

*Cooperative Learning Method* has the potential to improve the quality of student learning and develop their social skills. This method not only focuses on improving academic understanding, but also instills values such as helping each other and empathizing in social interactions. The fundamental goal of implementing the Cooperative Learning Method is to create a collaborative learning environment. In this setting, students are encouraged to: (1) Learn together in small groups. (2) Develop an attitude of mutual respect for different opinions. (3) Provide opportunities for each group member to contribute. (4) Express their ideas and thoughts in a group context. Through this process, students not only improve their understanding of the subject matter, but also develop communication, teamwork, and tolerance skills that are important for their social life (Isjoni, 2019)

### **Cooperative Learning Models**

Various cooperative learning models that have been developed are: (1) STAD (Student Team-Achievement Division): Developed by Slavin (1978). The teacher delivers the material, then students form groups of 5-6 people to discuss and fill out worksheets. Students take individual quizzes, and group scores are determined from the results of previous individual scores. The group with the highest score is announced. (2) TGT (Teams Games Tournament): Developed by DE Vries and Slavin (1978). Similar to STAD, but students do not get individual quizzes. Instead, they compete with other equal teams to get scores for their team, (3) Learning Together: Developed by Johnson & Johnson (1975). Students work in small groups to solve problems. The teacher encourages positive interaction between students. Assessment is based on individual and group performance, without competition between groups, (4) Group Investigation: Developed by Sharon and Sharon (1976). Student groups are given specific projects to assess information, organize, and present it. Suitable for high-level learning, (5) Team-assisted Individualized Learning: Developed by Slavin (1982) specifically for mathematics. Students learn and work on assignments individually in heterogeneous groups, checking and helping each other. Group assessment is based on the number and accuracy of assignments completed, (6) CIRC (Cooperative Integrated Reading and Composition): Developed by Stevens, Madden, Slavin, and Farnish (1987). Designed to accommodate various levels of student ability with homogeneous and heterogeneous groupings, (7) Jigsaw: Developed by Aronson (1978). Students are divided into groups of 4-5 people and choose an expert topic. The expert group discusses, then returns to the original group to share knowledge. Students take

individual quizzes and group scores are published (Arief Budiman, 2020).

### **Strengths and Weaknesses of the Cooperative Learning Method**

Advantages of the Cooperative Learning Method: (1) Focuses on student activity, prioritizes student-centered learning. (2) Creates a positive learning environment through cooperation, reduces feelings of inferiority in students who are slow learners, and increases self-confidence. (3) Provides opportunities to practice language skills through direct interaction between students.

Disadvantages of the Cooperative Learning Method: (1) Tends to be dominated by more capable students, who often take leadership roles in the group. (2) Potentially causes disappointment in students due to the lack of direct interaction with the teacher, which may differ from their expectations. (3) The effectiveness of this method is highly dependent on the students' ability to lead groups or work independently. This method offers opportunities for more dynamic and interactive learning, but also has challenges in its implementation that need to be overcome to maximize its benefits (Lukman Taufik Akasahtia, 2021)

### **Motivation to learn**

Learning motivation plays a crucial role in determining the effectiveness of the learning process. A student's learning success is greatly influenced by this internal drive. Students who have high learning motivation tend to show greater dedication and sincerity in their learning activities.

According to Hamzah, learning motivation can be defined as internal and external stimuli that encourage students to change their learning behavior. This motivation can be identified through several key indicators: (1) A strong desire to achieve success. (2) There is encouragement and need in the learning process. (3) Having clear aspirations and visions for the future. (4) There is appreciation in the context of learning. (5) The availability of a supportive learning environment.

These indicators describe various aspects that contribute to students' learning motivation, ranging from internal factors such as personal desires to external factors such as learning environment conditions. Understanding the components of learning motivation can help educators design more effective learning strategies and encourage active student participation (Hamzah B. Uno, 2021).

The concept of learning motivation has been defined by several experts. Asnawati Matondang describes learning motivation as a collection of psychological strengths within students that trigger learning activities to achieve certain goals (Asnawati Matondang, 2018). Meanwhile, Sardiman expands this definition by emphasizing that learning motivation not only drives learning activities, but also maintains learning continuity and provides clear direction for these activities. This allows students to achieve the desired learning goals (Sardiman, 2014)

By considering these various perspectives, it can be synthesized that learning motivation is a combination of all psychological driving forces within a student. This force functions to: generate the drive to learn, maintain learning activities, direct the learning process and facilitate the achievement of learning goals.

Thus, learning motivation acts as an internal catalyst that drives, directs, and

maintains students' learning behavior to achieve desired results. Types of Learning Motivation. Motivation can be categorized from various perspectives. Researchers classify it into two main types: (1) Intrinsic Motivation: This is a drive that comes from within the individual. Elements included in this category include personal value systems, aspirations, interests, ideals, and various other internal aspects that are inherent in a person. (2) Extrinsic Motivation: This type of motivation comes from outside the individual. Factors that can influence it include the condition of the learning environment (both class and school), the reward system, and the possibility of negative consequences or punishment. All of these are external elements that can affect a person's level of motivation. Both types of motivation play an important role in shaping students' learning behavior and performance, although they come from different directions (Mohamad Syarif Sumantri, 2015).

### **The Role of Motivation in Learning and Teaching**

The following are the roles of motivation in learning and teaching: (1) Determining learning reinforcement, (2) Clarifying learning objectives, (3) Determining learning strengths (Hamzah B. Uno, 2021).

### **The Most Pure**

The Mutholaah subject holds an important position in the curriculum of various Islamic boarding schools in Indonesia. Its presence is very prominent, especially in modern Islamic boarding schools that implement the Kulliyatul Mualimin Al-Islamiyyah (KMI) or Tarbiyatul Mu'allimin Al-Islamiyyah (TMI) education system. This education system is an adaptation of the model developed by the Pondok Modern Darussalam Gontor, a well-known Islamic educational institution in Indonesia. Thus, Mutholaah is not just an ordinary subject, but an integral component of the effort to modernize Islamic boarding school education inspired by the innovation of Islamic education in Gontor.

Mutholaah lessons focus on studying inspirational stories that are rich in moral messages and wisdom. The main goal is to develop students' ability to tell stories using Arabic (storytelling) and improve their ability to analyze and learn from the stories. The teaching materials for the Mutholaah subject are taken from the book "Al-Qiroatur Rasyidah", compiled by Abdul Fattah Shobri Bek and Ali Umar Bek. In their teaching methodology, educators generally begin the session by explaining vocabulary that is considered complex. After students have achieved understanding and are able to memorize the vocabulary, the teacher continues by explaining the story content comprehensively. This approach aims to ensure a deep understanding of the material, starting from the word level to the overall context of the narrative.

It is important to note that Mutholaah learning does not stop at understanding the material. The students are also required to memorize the stories and present them to the ustadz. This is in line with one of the main objectives of Mutholaah lessons, namely improving Arabic speaking skills through the storytelling method (Putra Kapuas, 2023).

### **Implementation of Cooperative Learning Method in Mutholaah Subject**

The researcher applied the Cooperative Learning Method in the Mutholaah subject through classroom action research with two cycles. The first cycle took place on January 5

2024, while the second cycle was held on February 23, 2024. The implementation of this method follows the teacher activity guide that has been prepared, involving dividing students into 5 groups of 7-8 people with diverse compositions, including active, intelligent, quiet, and underachieving students.

In cycle I, each group was tasked with understanding the material and identifying new vocabulary. Next, group representatives presented their understanding in front of the class using their own language, while other members listened. Considering that some students were still less motivated in cycle I, the researcher adopted a drama model for cycle II. This time, all group members were involved in the presentation of the material through a drama performance, with each student playing a character according to the story in the material.

The implementation of the Cooperative Learning Method is in line with Vygotsky's theory of learning. This theory states that learning occurs at two levels: the actual development level, where students can solve problems independently, and the potential development level, where students are able to solve problems with teacher guidance or collaboration with more competent peers.

### **Student Learning Motivation in Mutholaah Subjects by implementing Cooperative Learning Method**

During cycle I, there was an increase in student activeness in asking questions, although not directly to the teacher. Interaction between students became closer because of the need to complement each other in the group. However, there were still some students who paid less attention to the presentation, some even joked behind the class.

In cycle II, there was a significant change. Students showed enthusiasm and joy when watching their friends' drama presentations. They also began to actively provide corrections to incorrect vocabulary usage. Students who were previously passive began to be motivated to participate more actively in learning.

This phenomenon is in accordance with the concept of learning motivation put forward by Asnawati Matondang. According to her, learning motivation is a psychic power within students that drives learning activities to achieve certain goals. This is reflected in cycle II, where students are encouraged to perform drama better than other groups. They also show solid cooperation in understanding and playing their respective roles well.

### **The Influence of Implementing the Cooperative Learning Method in Mutholaah Subjects on Learning Motivation**

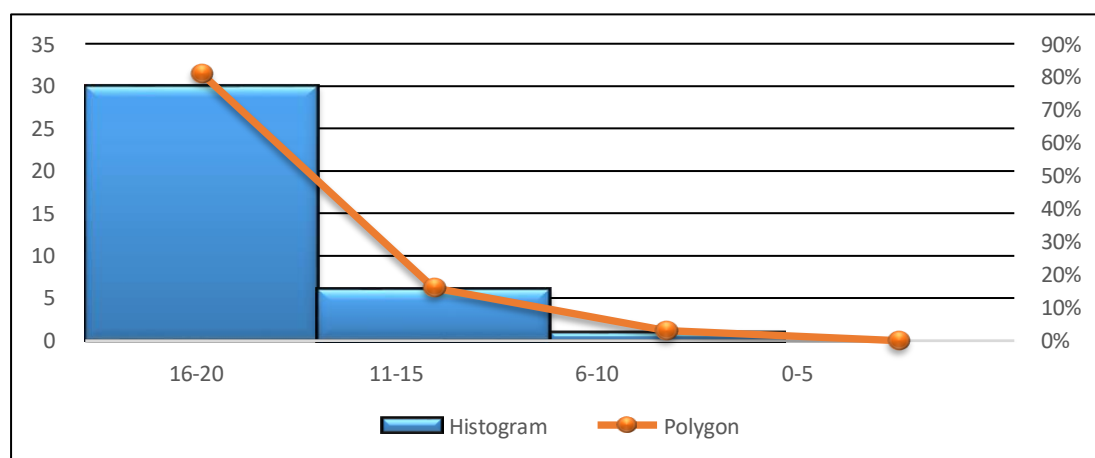
The implementation of the Cooperative Learning Method was carried out in two cycles. Cycle I was carried out on January 5, 2024. The researcher carried out learning in accordance with the previously made RPP, after carrying out teaching and learning activities for two meetings, the researcher distributed questionnaires to students to calculate learning motivation after the researcher used the Cooperative Learning Method. The results of the questionnaire are as follows:

**Table 2. Frequency Distribution of Student Learning Motivation in Cycle I**

Category	Interval	Frequency	Presentation
Very good	16-20	30	81%

Good	11-15	6	16%
Not good	6-10	1	3%
Very less	0-5	0	0%
total		37 = N	100% = $\sum P$

The results of the student learning motivation questionnaire in cycle I showed the following distribution: Very good category: 30 students achieved a total score of 16-20, equivalent to 76-100% of the maximum score. Good category: 6 students obtained a total score of 11-15, ranging from 51-75% of the maximum score. Poor category: 1 student received a total score of 6-10, in the range of 26-50% of the maximum score. If viewed in diagram form, it is described as follows:



## SEQ Image Image \\* ARABIC 2. Diagram of student motivation questionnaire results

After the implementation of cycle I of classroom action research, the researcher conducted a reflection. The observer noted that on average, students were less enthusiastic in participating in the Cooperative Learning Method. Some students seemed hesitant to express their opinions and paid less attention to their friends' presentations. The lack of student seriousness in learning is thought to be because they are not yet accustomed to this method.

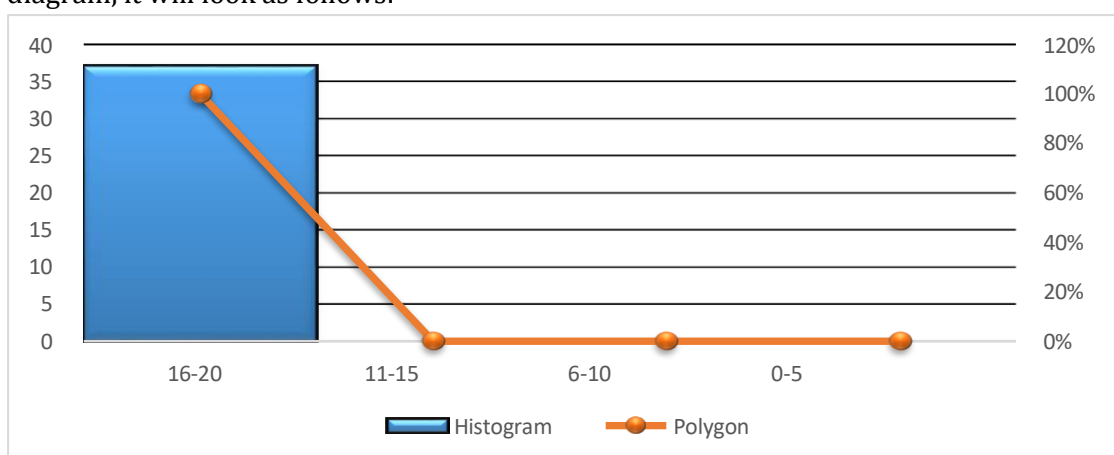
After reflecting on the first cycle of classroom action research, on February 23, 2024, the researcher conducted the second cycle of classroom action research. The difference that occurred in this second cycle was that the researcher directed group members to present the results of their understanding using a drama model, so not only representatives came forward to present the material but all members took part in presenting the material using the drama model..

In cycle II, there was a significant improvement. Students showed more courage in expressing their opinions and actively participating in the drama. They were able to understand the instructions well and perform their respective roles with high appreciation and confidence. Overall, cycle II was considered to have gone well, showing positive developments compared to the previous cycle, this can be seen based on the results of the questionnaire distribution below:

**Table 3. Frequency Distribution of Student Learning Motivation in Cycle II**

Category	Interval	Frequency	Presentation
Very good	16-20	37	100%
Good	11-15	0	0%
Not good	6-10	0	0%
Very less	0-5	0	0%
total		37 = N	100% = $\sum P$

From the data of the learning motivation questionnaire in cycle II, it can be seen that the high students, namely with a total of 16-20, amounted to 37 students with a percentage of 76-100% with very good criteria. If depicted with a histogram and polygon diagram, it will look as follows:



**SEQ Image Image \\* ARABIC 3. Student motivation questionnaire results diagram cycle**

Data analysis indicates positive developments in teacher performance. In the early stage (cycle I), the average teacher activity score reached 66%, which is included in the good category. Then, in the advanced stage (cycle II), there was a significant increase with an average score reaching 85%, placing teacher performance in the very good category. This increase reflects the increasing effectiveness in the implementation of the Cooperative Learning Method, especially with the use of the drama model. These data indicate that teachers have succeeded in optimizing their teaching approaches as the research progresses.

**Table 4. Results of teacher observation percentages in cycles I and II**

Cycle I			Cycle II		
Score	Presentation	Category	Score	Presentation	Category
32	66%	Good	41	85%	Very good

During the learning process, there was a significant increase in the level of student activity. This is evident from the increase in the average value of student activity between

the first and second cycles. In the early stages (cycle I), students achieved an average value of 68%, which is categorized as good. Then in the advanced stage (cycle II), there was an increase with an average value reaching 81%, placing student performance in the very good category. These data indicate positive developments in student participation and involvement during teaching and learning activities, showing the effectiveness of the learning methods applied.

**Table 5. Results of student observation percentages in cycles I and II**

Cycle I			Cycle II		
Score	Presentation	Category	Score	Presentation	Category
30	68%	Good	36	81%	Very good

Analysis of the research data revealed a significant positive relationship between the implementation of the Cooperative Learning Method and the increase in student learning motivation in the Mutholaah subject. The quality of the implementation of this method by teachers is directly proportional to its impact on student learning motivation. The more effective the teacher is in implementing the Cooperative Learning Method, the higher the learning motivation shown by students. This is due to the characteristics of the method that encourage active participation, both from teachers and students, in the learning process. This two-way interaction creates a dynamic learning environment and stimulates student motivation.

Recent studies support these findings. For instance, a study by Muawanah (2023) found significant positive relationships between the Cooperative Learning Method and both learning motivation and academic achievement among elementary school students. The study also highlighted that learning motivation serves as a crucial mediator in this relationship, partially explaining the observed positive influence on academic achievement. Similarly, research by Salamah et al. (2024) demonstrated that the application of cooperative learning positively impacted students' intrinsic and extrinsic motivation. Students became more actively involved in the learning process, experienced increased self-confidence, and showed better cooperation skills with their classmates. Furthermore, a study by Amalia et al. (2023) indicated that the cooperative learning model significantly contributes to students' motivation and engagement. Correlation test results showed a strong positive relationship between motivation and student engagement, with motivation contributing 46% to the increase in student engagement. These studies underscore the importance of implementing the Cooperative Learning Method to enhance student motivation and engagement, leading to improved learning outcomes.

## CONCLUSION

The implementation of the Cooperative Learning Method in the Mutholaah subject involves several stages, including group formation, discussion sessions, presentations, and the addition of drama elements in the second stage. There was a significant increase in student learning motivation between the first and second cycles. This is reflected in the increasing active participation and enthusiasm of students in the learning process.

The use of the Cooperative Learning Method shows a positive impact on students'

learning motivation. Concrete evidence can be seen from the increase in the percentage of students who achieved the very good category, namely from 81% in the initial cycle to 100% in the final cycle. Based on the research findings, it can be concluded that the implementation of the Cooperative Learning Method has proven effective in increasing the learning motivation of class VIII B students of MTs Ummul Quro Al-Islami, especially in the Mutholaah subject.

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