



Implementation of Cooperative Learning Strategies with Discovery Learning in Islamic Education

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Abstract

The problem identified in this study is the low learning outcomes of sixth-grade students in Islamic Religious Education, specifically in the subject of prayer and its implementation. One of the causes is the lack of variety in the teaching strategies used by teachers, which results in students becoming less enthusiastic, bored, and unmotivated to actively participate in learning, leading to low learning outcomes. Therefore, there is a need for new innovations in the form of applying the latest learning strategies to improve student learning outcomes. This study aims to measure the effectiveness of Islamic Religious Education learning and contribute to the development of Islamic Religious Education teachers' competence in formulating learning strategies and models in the application of learning media. This study used a quantitative experimental method in the form of a one-group pre-test-post-test only, which compares the test results before treatment (pre-test) with the test results after treatment (post-test). The population of this study was all students in elementary school, totaling 84 students, and the sample was grade VI, consisting of one class with 17 students. The data collection method in this study was in the form of pre-test and post-test results conducted in the experimental class. Furthermore, data analysis used normality tests and paired sample t-tests with the help of IBM statistics. Research results Based on the results of the research and discussion in elementary schools, there was an increase in the learning outcomes of Islamic Religious Education in Character Building after applying a combination of cooperative learning strategies, namely the student team achievement division type and the discovery learning type.

INTRODUCTION

Education in Indonesia has deep historical roots, beginning in the pre-colonial era, influenced by colonialism and syncretism, and finally leading to the modern education (Idris, 2024; Kezya Meylani Fernanda Putri et al., 2024; Niswah et al., 2025; Regina Yustisia & Nining Syamsi Komariah, 2025).

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schools, prayer rooms, and art studios. However, with the emergence of Dutch colonialism, the education system underwent significant changes, and more modern schools were established. This created social disparities in access to education, where education was more accessible to certain groups (Jannah & Aisyah, 2021; Natasya Nurul Lathifa et al., 2024).

Islamic Religious Education plays an important role in the Indonesian education system. Islamic Religious Education is one of the important subjects for elementary school students, especially for Muslim students (Asdlori, 2023; Khadafie, 2023; Marita Sari, 2019; Muaz et al., 2023; Yusri et al., 2023). Islamic Religious Education teaches academic aspects of religion and builds students' character and moral values. However, Islamic Religious Education teaching in schools is often less than optimal due to the lack of variety in the learning strategies used by teachers. This lack of variety in learning strategies causes students to quickly become bored and tired of learning (Juliawan, 2021; Ma'rufah, 2020). Learning strategies are methods or teaching techniques used by educators to manage the learning process so that the desired learning objectives are achieved. According to Frelberg & Driscoll, learning strategies can be used to achieve various objectives in delivering subject matter at various levels, for different students, in different contexts. Learning strategies can also be interpreted as patterns of learning activities that are selected and used by teachers contextually, in accordance with student characteristics, school conditions, the surrounding environment, and specific learning objectives that have been formulated.

Learning strategies not only cover how to deliver subject matter, but also include organizing student learning activities, interactions between teachers and students, and interactions between students themselves. The purpose of learning strategies is to improve students' understanding, skills, and attitudes in mastering subject matter and to facilitate the development of critical, creative, and collaborative thinking skills (Abidin et al., 2024; Khoerunnisa & Aqwal, 2020; Lestari & Kurnia, 2023). The selection of appropriate learning strategies depends heavily on student creativity, subject matter, and learning objectives. Educators must understand students' learning styles and needs and adapt learning strategies to specific learning contexts. By using effective and relevant learning strategies, the learning process can become more engaging, meaningful, and efficient for students, enabling them to achieve the best learning outcomes.

There are various learning strategies used in education, one of which is the cooperative learning strategy (Arum, 2020; Wati & Anggraini, 2019). Cooperative learning is a learning approach that emphasizes cooperation between students to achieve common learning goals. In cooperative strategies, students work together in small groups to solve problems, complete tasks, or understand specific subject matter. Among the popular cooperative strategies are Student Team Achievement Division and Discovery Learning, as well as Think-Pair-Share, Round Robin, and others.

Based on initial observations conducted by researchers at elementary schools, it was found that teachers of Islamic religious education had implemented and applied several learning strategies in their teaching. The application of these diverse learning strategies was intended to prevent elementary school students from becoming bored and frustrated if teachers used only one learning model. Thus, the Discovery Learning model could be combined with other models.

Through the implementation of these strategies and Discovery Learning, it is hoped that elementary school students will be able to easily understand the lessons and will not get bored too quickly with the various learning models used by teachers in teaching (Ritongga et al., 2023). This is because with this model and Discovery Learning, students can learn in a relaxed manner and can also exchange the

knowledge they have gained with other members, as this learning model allows students to interact in small groups prepared by the teacher.

In Islamic Religious Education classes, there are efforts to improve learning effectiveness by applying cooperative learning methods such as Student Team Achievement Division and Discovery Learning, assisted by PowerPoint media in the explanations. By using PowerPoint media, teachers can present information in various ways, including text, images, audio, and video, which clarify the concepts being taught. Therefore, it is hoped that the use of PowerPoint media in combination with the Student Team Achievement Division and Discovery Learning cooperative learning approaches will increase student understanding and engagement in learning. (Aryanti et al., 2022; Engkizar et al., 2022; Febriani et al., 2022).

In the Student Team Achievement Division cooperative learning strategy, students work together in groups to achieve common learning objectives. In this strategy, students work together to understand the subject matter, help each other, and achieve success together. On the other hand, the Discovery Learning strategy divides students into small groups, each of which is responsible for learning certain parts of the subject matter, then exchanging knowledge and information with other group members (Engkizar et al., 2021; Zulmuqim, 2017).

Based on the above description, it can be concluded that the problems that arise in this study are: Students quickly become bored with the Islamic Education learning process and Students are less active in Islamic Education learning. And subject teachers do not vary the strategies used in teaching and learning. Given this situation, the researcher attempted to formulate a research question titled “Implementation of Cooperative Learning Strategies with Discovery Learning in Islamic Religious Education.”

METHODS

This study uses a qualitative descriptive method with field research, which is a form of research that aims to reveal the existing conditions in the field related to the aspects of the problem being studied based on data, by presenting, analyzing, and interpreting it (Engkizar, Muslim, et al., 2025; Faddhia et al., 2025; Khairunisa et al., 2025; Wulandari et al., 2024). This study uses an experimental quantitative research methodology. The experimental research method can be defined as a method used to determine how one treatment affects another in a controlled situation (Engkizar, Jaafar, Alias, et al., 2025; Febriani et al., 2023; Istiqamah et al., 2024; Mutathahirin et al., 2022; Oktavia et al., 2024). This study uses a semi-experimental or quasi-experimental research design that aims to evaluate the relationship between two variables. The quasi-experimental design in this study is in the form of a one-group pretest-posttest design. Arikunto states that a one-group pretest-posttest design is a research activity that gives a preliminary test (pretest) before treatment is given, and after treatment is given, a final test (posttest) is given (Baroud, 2024; Engkizar, Jaafar, Masuwd, et al., 2025; Hilmi et al., 2024; Htay et al., 2025; K. A. M. Jannah et al., 2017; Mustafa et al., 2025; Okenova et al., 2025; Sabrina et al., 2022; Ummah et al., 2025). In this study, the experimental research method was used to examine the application of the student team achievement division type of cooperative learning strategy combined with the Discovery Learning type assisted by PowerPoint media in fifth grade.

RESULT AND DISCUSSION

Research on the application of a combination of cooperative learning strategies, namely student team achievement division and discovery learning, in Islamic Religious Education to increase students' enthusiasm and motivation in learning Islamic Religious Education in the odd semester of the 2023/2025 academic

year with a sample size of 119 students in grade VI as the experimental class (Muh. & Syamsul, 2024). This research is classified as experimental research. The research data consisted of a pre-test before the treatment and a post-test after the treatment, which was administered using a combination of cooperative learning strategies, namely student team achievement division and discovery learning, on the learning outcomes of Islamic Religious Education in elementary school with material on prayer and its implementation.

Based on the tests administered before and after treatment, there was a significant difference. In the experimental class before and after treatment, the pre-test results obtained an average score of 55.2, and the post-test results obtained an average score of 92.1. The Shapiro-Wilk normality test results for the experimental class showed a pre-test sig value of $0.095 > 0.05$, indicating that the pre-test data was normally distributed. Meanwhile, the post-test sig result was $0.240 > 0.05$, which means that the post-test data was normally distributed. This is in line with the on “The Effect of the Student Teams Achievement Division and Jigsaw Cooperative Models on the Achievement and Learning Motivation of Junior High School Students”. Based on the research that has been conducted, it shows that the results of the calculation of the difference in the mean with $dk = 44$ and $\alpha = 5\%$, which means that there is a difference in the average learning achievement of students in the Jigsaw learning class and the Student Team Achievement Division learning class. Thus, it can be concluded that there is a difference in learning achievement between students taught with the Discovery Learning Cooperative Learning Model and students taught with the Student Team Achievement Division Cooperative Learning Model in Statistics material.

The next step is to test the hypothesis using a paired sample t-test to see whether there is a difference in the average learning outcomes of the experimental class before and after the treatment. The t-test results obtained a sig. (2-tailed) value of 0.001, meaning that $\text{sig } 0.001 < \text{sig } 0.05$. Based on this, H_0 is rejected and H_a is accepted. Therefore, it can be concluded that there is a significant difference between the application of conventional learning strategies and the application of a combination of student team achievement division and discovery learning strategies.

The application of a combination of cooperative learning strategies, namely student team achievement division and discovery learning, in Islamic education subjects aims to increase student engagement in learning so that active student participation can create an interesting learning atmosphere (Budi Munawar Khutomi et al., 2024). Similarly, the study by Ni'mah et al. on “Implementation of Stad and Discovery Learning Type Cooperative Learning Models in Science Learning at Lower Class Islamic Elementary School” explains that the Stad and jigsaw methods help students build social and cooperative skills through the formation of heterogeneous and supportive learning teams. In this method, students learn through presentations from their team members and provide each other with feedback, resulting in information sharing and active student involvement in the learning process.

The application of a combination of cooperative learning strategies, namely student team achievement division and discovery learning, on the learning outcomes of Islamic Religious Education for junior high school students shows a significant difference in improving student learning outcomes. Initially, students quickly became bored and did not actively participate in learning, and their Islamic Religious Education learning outcomes were low due to the lack of variety in the learning strategies used by teachers in teaching because in each lesson, teachers only used the lecture method. However, after applying a combination of cooperative learning strategies, namely student team achievement division and discovery learning, in Islamic Religious Education, students became enthusiastic and actively participated in the learning process, thereby improving the quality and outcomes of student learning.

Student test results show a significant improvement after the implementation of a combination of student team achievement division and discovery learning cooperative learning strategies in Islamic Education compared to student test results before the implementation of a combination of student team achievement division and jigsaw cooperative learning strategies in Islamic Education. The implementation of a combination of student team achievement division and discovery learning cooperative learning strategies in Islamic Education has also succeeded in improving cooperation and social interaction among students. Students learned to work together in groups, share information, and help each other in completing tasks. This not only improved learning outcomes but also students' social skills. This increase in social interaction also helped build students' confidence and communication skills.

The success of implementing a combination of student team achievement division and jigsaw cooperative learning strategies in Islamic Religious Education can be attributed to several factors. First, this learning strategy uses cooperative learning that combines two types, namely student team achievement division and discovery learning. Second, students sit in groups during learning so that they can work together and actively participate in the learning process. Third, after the group learning activity, students who get the highest scores will be given rewards either individually or as a group according to the quiz results. With this, students in the group will compete and work together to get good results. Although the application of a combination of student team achievement division and discovery learning cooperative learning strategies in Islamic Religious Education subjects shows better results than conventional learning, there are also several challenges that need to be overcome.

Some of the challenges that teachers will face are that some students will find it difficult to understand the lesson and will also find it difficult to adapt and participate actively in their groups. In addition, teachers need to ensure that all students are actively involved and that no one is left behind in the learning process. There are also challenges in terms of classroom management, especially in managing time and ensuring that all groups can complete the tournament within the specified time. Teachers need to have a good strategy for managing group dynamics and ensuring that every student has an equal opportunity to participate.

The application of a combination of student team achievement division and discovery learning cooperative learning strategies in Islamic Religious Education has proven to be more effective, with evidence of improved test results among students before and after the treatment. This learning strategy is not only better and improves student motivation and learning outcomes, but also develops cooperation and social interaction skills, and allows students to participate actively in learning. Teachers need to be trained and equipped to implement a combination of cooperative learning strategies, namely student team achievement division and discovery learning, in Islamic Religious Education subjects so that they can be relatively effective in the learning process.

The application of a combination of cooperative learning strategies, namely student team achievement division and discovery learning, in Islamic Religious Education subjects has proven to be more effective and has resulted in an increase in test scores before and after the treatment. This learning strategy is not only more effective and improves student motivation and learning outcomes, but also develops cooperation and social interaction skills, and enables students to participate actively in learning. Teachers need to be trained and equipped to implement a combination of cooperative learning strategies, namely student team achievement division and discovery learning, in Islamic Religious Education subjects to be relatively effective. According to (Khalistyawati & Muhyadi, 2018), the cooperative learning models of Student Team Achievement Division and Discovery Learning can be used in the

integrative thematic learning process to improve students' cooperation, critical thinking skills, and cognitive learning outcomes. In this learning process, teachers should always guide and motivate students to be actively involved in learning activities in groups seriously, and teachers should manage the discussion as well as possible so that it fits the allocated time. Students participating in this learning process should work together in groups to master the learning material so that their cooperative character improves. In participating in this learning process, students should work on group assignments to study and master the material seriously so that their thinking skills improve.

The following are the pre-test results for the experimental class on the material of prayer and its implementation for experimental class students before treatment. The researchers present the table of pre-test results for experimental class students. The research pattern is a one-group pretest-posttest design:

Table. 1. Research design

O1	X	O2
<i>Pre-Test</i>	Perlakuan	<i>Post-Test</i>

Description: (i) O1: Pre-test (ii) X: Treatment, using the Stad cooperative learning strategy and Discovery Learning. (iii) O2: Post-test

In this design, tests were conducted twice: before the experimental treatment and after the experimental treatment. Pre-test is a term used to describe a test conducted before receiving treatment. The pre-test was given to the experimental class (O1). After the pre-test was completed, the author provided treatment that included student learning using the Stad cooperative learning strategy and the Discovery Learning strategy

(X). In the final stage, the author administered a post-test (O2). A post-test is a test conducted at the final stage after treatment. The population is the object or subject selected for research that has certain characteristics and from which conclusions are drawn. The population is not just the number and certain characteristics of the object or subject, but includes all the characteristics or properties possessed by the subject. The population of this study was all elementary school students.

A sample is a part that represents the population in terms of number and characteristics. The selection of samples from the population must be done carefully in order to ensure that the conclusions drawn can be applied to the entire population (Sugiyono, 2009: 118). The sample for this study consisted of fifth-grade students in elementary school.

An operational definition is a brief explanation of the terminology used in research. The following are several terms that require further understanding: Implementation refers to activities, actions, measures, or the existence of a system mechanism. Implementation is not merely an activity, but a planned and deliberate activity carried out to achieve the objectives of the activity.

Learning strategy is defined as a pattern of learning activities chosen by teachers based on student characteristics, school conditions, the surrounding environment, and specific learning objectives that have been formulated. Meanwhile, cooperative learning is a learning approach in which students work together in small groups to achieve common learning objectives. In the context of cooperative learning, cooperation between students is considered a key element in the learning process, where each group member has an active role in understanding the material, solving problems, or completing tasks.

Student team achievement division is a type of cooperative learning strategy developed by Robert Slavin in the 1980s. This approach aims to improve students'

academic performance through cooperation in small groups Discovery Learning is a description of the learning process stages that are adapted to the learning material, and PowerPoint is one of the interactive media that can be used to display and explain information in several interesting slides (Unik Hanifah Salsabila et al., 2021) The seven subjects of Islamic Religious Education are abbreviated as Pendidikan Agama Islam. These subjects are an integral part of the curriculum in many countries with Muslim-majority populations, including Indonesia. The objective of the 10 Islamic Religious Education subjects is to provide students with a comprehensive understanding of Islamic teachings, values, and principles, as well as to develop attitudes and behaviors in accordance with Islamic teachings.

Table 2. Free test scores for the experimental class

Subject	Pre-test results
S02	50
S03	20
S04	20
S05	40
S06	70
S07	100
S08	50
S09	70
S10	70
S11	80
S12	70
S13	20
S14	50
S15	20
S16	60
S17	80
amount	940
Average	55,2

The table above shows the students' test results on the subject of prayer and its provisions in the Islamic Religious Education subject on prayer and its implementation in the Experiment class before receiving the treatment. Most of the students' test results were low. The summary of the students' learning outcomes can be seen in the following frequency distribution table.

Table 3. Frequency Distribution of Freetest Scores for the Experimental Class

NO	Interval	Category	Pre-test results	
			Frequency	Presentation
1.	90-100	Very high	1	5.88%
2	80-89	Tall	2	11.76%
3.	65-78	Currently	5	29.41%
4.	55-64	Low	1	5.88%
5.	0-54	Very Low	8	47.06%
			17	100%

Based on the table above, it can be seen that the pre-test results for the material on prayer and its provisions in the subject of Islamic Religious Education for grade IV, which obtained a very low criterion, were obtained by 8 students with a percentage of 47.06%, a low criterion was obtained by 1 student with a percentage of 5.88%, moderate criteria were obtained by 5 students with a percentage of 29.41%, high criteria were obtained by 2 students with a percentage of 11.76%, and very high criteria were obtained by 1 student with a percentage of 5.88%. This shows that the test results on the material of prayer and its provisions in the subject of Islamic Religious Education for students experienced a very low decline.

CONCLUSION

Based on the results of research and discussions in elementary schools that conducted trials or experiments on the application of a combination of cooperative learning strategies, namely student team achievement division and jigsaw, on the learning outcomes of Islamic Religious Education in elementary schools. It can be concluded that before implementing a combination of student team achievement division and jigsaw cooperative learning strategies on Islamic Education learning outcomes in elementary schools, the motivation, enthusiasm, and learning outcomes of seventh-grade students were still relatively low. The average pre-test score was 51.4, and the average post-test score was 71.4. The t-test results obtained a sig. (2 tailed) value of 0.001, meaning that $\text{sig } 0.00 < \text{sig } 0.05$. Based on this, H_0 was rejected and H_a was accepted. Therefore, it was concluded that there was an increase in the learning outcomes of Islamic Religious Education in Character Building after implementing a combination of the student team achievement division and discovery learning types of cooperative learning strategies. This study can be used as a basis and reference for future researchers to study this issue in different contexts and issues to deepen research on the effectiveness of Islamic education learning by formulating models, strategies, techniques, and learning tactics in accordance with Islamic education learning developed through modern forms in line with technological developments and the times.

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