



Classroom Action Research: Enhancing Quranic Learning Motivation through Cooperative Learning

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Abstract

Low learning motivation remains a challenge in Quranic learning at the elementary school level. This study aims to analyze the effectiveness of the *Cooperative Learning* model in enhancing students' motivation to learn the Quran. The study employed a Classroom Action Research approach conducted in two cycles, encompassing planning, action, observation, and reflection stages. Data were collected through classroom observations, documentation, and students' learning motivation assessment sheets, and were analyzed using descriptive quantitative techniques. The findings revealed that the implementation of *Cooperative Learning* significantly improved students' learning motivation. The percentage of students in the excellent category increased by 19.35%, while those in the good category increased by 16.11%. Conversely, the percentage of students in the poor category decreased by 44.50% from the first cycle to the second cycle. These results indicate that collaborative learning activities foster a more active, engaging, and supportive learning environment, thereby increasing students' motivation in Quranic learning. The study concludes that *Cooperative Learning* is an effective instructional strategy for improving students' motivation and participation in Quranic learning at the elementary school level.

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INTRODUCTION

Quran instruction in elementary school plays a strategic role in developing students' religious literacy, understanding of Islamic values, and character (Kusmaryono et al., 2024). The success of learning is determined not only by mastery of the material but also by the level of students' motivation to learn. Motivation to learn is an internal factor that drives students to actively engage in learning activities, maintain their attention, and strive to achieve expected learning outcomes. Students with high learning motivation tend to demonstrate better participation, perseverance in learning, and more optimal academic achievement compared to students with low learning motivation. Conversely, low learning motivation is often characterized by a lack of attention to learning, minimal

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involvement in classroom activities, and low enthusiasm for completing learning tasks.

In practice, teaching the Quran in elementary schools still faces various challenges (Badri & Malik, 2024). The diversity of students' backgrounds, abilities, and characteristics requires teachers to select instructional strategies that can accommodate different learning needs (Amalia et al., 2023). However, the learning process is still often dominated by conventional, teacher-centered approaches, causing students to tend to become passive recipients of information. This situation has the potential to lead to boredom, diminish interest in learning, and hinder student engagement during the learning process. Therefore, a learning model is needed that can create an active, collaborative, and enjoyable learning environment to enhance students' motivation to learn.

One model considered relevant is Cooperative Learning. According to (Polat et al., 2021), Cooperative Learning is a learning approach that places students in small groups to work together toward shared learning goals through the principles of positive interdependence, individual accountability, promotive interaction, social skills, and group evaluation. Meanwhile, Slavin explains that cooperative learning allows students to learn through structured social interaction, thereby improving academic achievement, social relationships, and learning motivation.

Various previous studies have demonstrated the effectiveness of cooperative learning in improving the quality of learning. A study by Salamah, (2018) found that the implementation of cooperative learning significantly increased the learning motivation of elementary school students compared to conventional instruction. A meta-analysis conducted by Rukmini, (2020) also showed that the Cooperative Learning model has a positive effect on student learning motivation at various educational levels. Similar findings were reported by Saripudin, (2015), who stated that Cooperative Learning contributes significantly to improving learning motivation and academic achievement among elementary school students. Furthermore, research by Zanah & Annaningtyas, (2024) indicates that the Jigsaw cooperative learning approach can improve students' comprehension and applied skills. Rahmi et al., (2025) study also demonstrated that the Jigsaw cooperative learning model can increase student engagement and learning outcomes. These findings indicate that collaboration-based learning provides students with greater opportunities to construct knowledge through interaction and active participation.

Other studies also confirm that Cooperative Learning can enhance student engagement, a sense of responsibility for learning, communication skills, and social relationships among students. Khaliq, (2019) note that students who learn in a cooperative environment tend to have higher motivation, greater self-confidence, and better problem-solving skills compared to those in individualistic learning settings. Similarly, Slavin emphasizes that structured cooperation in small groups not only improves learning outcomes but also fosters positive social attitudes and an appreciation for diversity.

Although various studies have demonstrated the effectiveness of Cooperative Learning, most research still focuses on improving learning outcomes, speaking skills, general academic abilities, and learning motivation in specific subjects. Research specifically examining the application of Cooperative Learning to enhance learning motivation in Quranic education among elementary school students remains relatively limited (Nik Abdullah et al., 2021). Furthermore, there are still few studies that use the Classroom Action Research approach to identify

gradual changes in students' learning motivation through continuous action cycles within the context of Quranic education.

Based on a review of the literature, there is a gap between theory and practice in Quran instruction in elementary schools. Theoretically, cooperative learning has been proven effective in enhancing students' motivation and engagement in learning. However, in practice, Quran instruction is still often conducted using an approach that lacks student participation, resulting in suboptimal student motivation. Furthermore, research on the application of Cooperative Learning in Quran instruction for elementary school students using the Classroom Action Research approach remains limited compared to research on other general subjects.

The novelty of this study lies in the application of the Cooperative Learning model in the context of Quran instruction in elementary schools using the Classroom Action Research approach, which was carried out through several cycles of action. This study not only measures learning outcomes but specifically analyzes changes in students' learning motivation as a result of implementing Cooperative Learning in Quran instruction, thereby providing a new perspective on the effectiveness of this model in elementary religious education.

The results of this study are expected to enrich the development of cooperative learning theory, particularly in the context of Islamic education and Quranic instruction. In practical terms, the study's findings can serve as a reference for teachers in selecting instructional strategies that can enhance student motivation, participation, and engagement. Furthermore, this study contributes to schools and education policymakers in developing a more active, collaborative, and student-centered approach to Quranic instruction, thereby supporting improvements in the quality of religious education in elementary schools.

METHODS

Methods and Types

This study aims to analyze the effectiveness of implementing the Cooperative Learning model in enhancing elementary school students' motivation to learn the Quran. The Cooperative Learning model was chosen because it emphasizes cooperation among students in small groups, positive social interaction, individual responsibility, and active participation in achieving learning objectives (Supriatna et al., 2021). According to Johnson and Johnson, cooperative learning enables students to work together to maximize the achievement of shared learning goals, while Slavin asserts that cooperative learning can enhance students' motivation, engagement, and academic achievement through structured social interaction (Engkizar et al., 2026; Johnson, 2007; Kaema & Ulwi, 2025; Slavin, 2005).

This study employs a qualitative approach using Classroom Action Research. Classroom Action Research is a reflective research method conducted to improve the quality of learning through actions that are systematically planned, implemented, observed, and reflected upon. The research design is based on the Kemmis and McTaggart model, which consists of four stages: planning, acting, observing, and reflecting, carried out over two cycles (Lestari et al., 2025).

Data Sources

The subjects of this study were 31 sixth-grade elementary school students. The data sources for this study consisted of primary and secondary data. Primary

data were obtained from the students through observations, questionnaires, and interviews conducted during the learning process. Meanwhile, secondary data were obtained from various documents supporting the research, such as the curriculum, syllabus, Lesson Plans, attendance records, assessment books, and documentation of learning activities. The use of various data sources aimed to obtain comprehensive information regarding changes in students' learning motivation following the implementation of the Cooperative Learning model (Engkizar et al., 2018; Miles, 2015a; Okenova et al., 2025; Wahyuni et al., 2025).

Instruments

The research instruments consist of instructional instruments and data collection instruments. The instructional instruments include the syllabus, Lesson Plans, and instructional materials developed based on the Cooperative Learning syntax. The data collection instruments consist of a student learning motivation observation sheet, a learning motivation questionnaire in the form of a Likert scale, semi-structured interview guidelines, and a documentation sheet. The use of these various instruments allows the researcher to obtain data that is more accurate, in-depth, and aligned with the research objectives (Creswell, 2014).

Data Collection Techniques

Research data were collected using four techniques: observation, questionnaires, interviews, and documentation. Observation was used to assess students' attention, engagement, participation, and enthusiasm during the learning process. Questionnaires were used to measure students' levels of learning motivation using a Likert scale consisting of positive and negative statements. Semi-structured interviews were conducted with teachers and several students to obtain information regarding their responses to the implementation of the Cooperative Learning model, their learning experiences, and the obstacles encountered during the learning process. Additionally, documentation was used to supplement the data from observations, questionnaires, and interviews through various relevant learning records and documents (Engkizar et al., 2025; Jaafar et al., 2025).

Data Analysis Tools

The data analysis tool used in this study is the interactive analysis model developed by Miles and Huberman. This model consists of three main components: data reduction, data display, and conclusion drawing and verification. These three components occur interactively and continuously throughout the research process, thereby enabling an in-depth and systematic analysis of the data (Miles, 2015b).

Data Analysis Techniques

Data analysis was conducted using qualitative descriptive and quantitative descriptive methods. Data from observations, interviews, and documentation were analyzed using qualitative descriptive methods to describe changes in students' behavior and learning motivation during the implementation of the intervention. Meanwhile, data obtained from questionnaires were analyzed using quantitative descriptive methods, specifically percentages, to determine students' levels of learning motivation in each cycle. The analysis involved comparing the results obtained in each cycle, thereby allowing for a more comprehensive assessment of the effectiveness of implementing the Cooperative Learning model. This technique aligns with the characteristics of Classroom Action Research, which is oriented toward the continuous improvement of teaching practices (Lestari et al., 2025).

Data Validity

Data validity was ensured through source triangulation and method triangulation. Source triangulation was conducted by comparing data obtained from students, teachers, and instructional documents. Method triangulation, meanwhile, is carried out by comparing the results of observations, interviews, questionnaires, and documentation. According to Miles and Huberman, triangulation is an effective strategy for enhancing the credibility and validity of research findings because it allows for the verification of data through various sources and data collection methods (Miles, 2015c).

RESULT AND DISCUSSION

Results of Student Activity Observations in Cycle I

Instruction in Cycle I was conducted by applying the Cooperative Learning model to the Quran curriculum. During the learning process, the researcher observed student activities and engagement using a prepared observation sheet. The observation results showed that most students demonstrated good participation in the learning process. Students appeared more active in group discussions, asking questions, offering responses, and collaborating with group members to complete tasks assigned by the teacher.

Based on the observation results, out of the 31 students who participated in the learning activities, 27 students (87.10%) achieved the “proficient” category, while 4 students (12.90%) remained in the “not proficient” category. These findings indicate that the implementation of the Cooperative Learning model is beginning to have a positive impact on students’ engagement and motivation to learn. However, there are still some students who have not participated optimally in group activities or class discussions, so they will require further attention and guidance in the next cycle.

In general, the results of Cycle I observations indicate that the implementation of the Cooperative Learning model was able to create a more active and collaborative learning environment. Although the indicators of classroom success have begun to be met, the results of the reflection show the need for improvement in the areas of group management, motivation, and guidance for students who remain passive so that their motivation to learn the Quran can increase more optimally in Cycle II.

Table 1. Percentage Results of the Cooperative Learning Instrument Cycle 1

Category	Frequency	Percentage
Very Good	5	16,13%
Good	11	35,5%
Poor	15	57,4%
Very Poor	0	-
Total	31	100%

Based on the results of measuring students’ learning motivation using the Cooperative Learning instrument in Cycle I, a varied distribution of categories was obtained. Of the 31 students who were the subjects of the study, 5 students (16.13%) fell into the “very good” category, 11 students (35.5%) fell into the “good” category, and 15 students (48.39%) fell into the “not good” category. Meanwhile, no students were found in the “very poor” category. These results indicate that some students have shown a positive response to the implementation of the Cooperative Learning model; however, the majority of students still require guidance and

motivation reinforcement to participate more actively in Quranic studies.

The data in Graph 1 show that the “not good” category still dominates compared to the other categories. This situation indicates that the implementation of the Cooperative Learning model in Cycle I has not yet yielded optimal results in improving the learning motivation of all students. Nevertheless, the emergence of the “good” and “very good” categories with fairly large percentages suggests that the implemented learning model is beginning to have a positive impact on student engagement in the learning process.

The findings from Cycle I served as the basis for reflection and improvement in the subsequent cycle, particularly in enhancing group collaboration, the intensity of teacher guidance, motivation, and the management of learning activities so that every student would have an equal opportunity to participate actively. Thus, it is hoped that in Cycle II, there will be an increase in the number of students in the “good” and “very good” categories and a decrease in the number of students in the “poor” category.

Percentage Analysis of the Cooperative Learning Instrument for Cycle 1

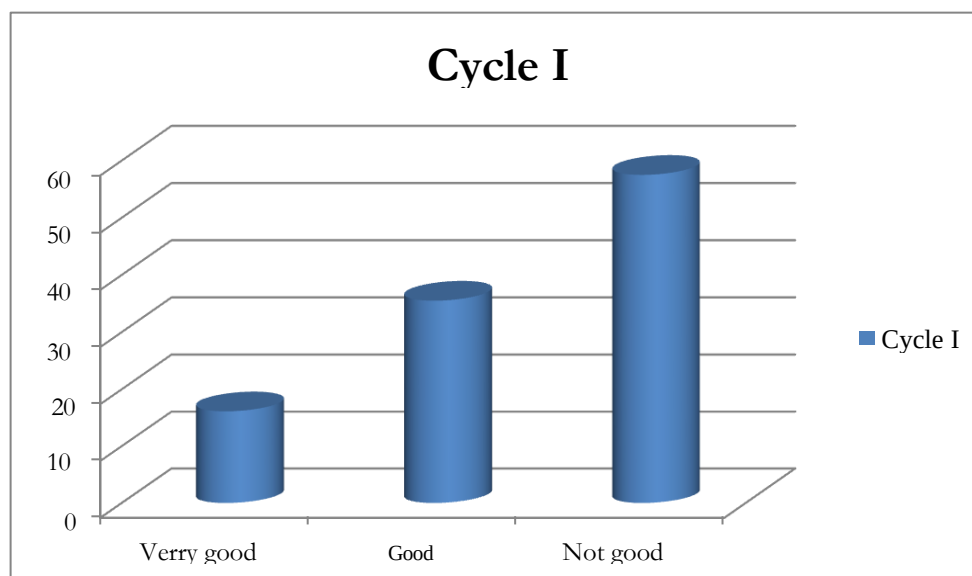


Fig 1. Student Learning Outcomes for Cycle I

Based on the test results administered at the end of Cycle I, it was found that student learning outcomes showed improvement, although they had not yet optimally met the mastery criteria. Of the 31 students who took the test, 20 students (64.52%) had achieved mastery, while 11 students (35.48%) had not yet met the established mastery criteria. The class average score obtained in Cycle I was 70.65.

These results indicate that the implementation of the Cooperative Learning model is beginning to have a positive impact on students' understanding of the Quran. Students who have achieved mastery generally demonstrated active participation in group discussions, were able to collaborate with group members, and were more confident in expressing their opinions during the learning process. However, there are still a number of students who struggle to understand the material and have therefore not yet achieved the expected level of mastery.

Overall, the test results from Cycle I indicate that the use of the Cooperative Learning model has been able to improve student learning outcomes, but its effectiveness still needs to be optimized. The learning achievement rate of 64.52% shows that the class's success target has not yet been fully achieved. Therefore,

improvements are needed in Cycle II through enhanced teacher guidance, strengthened group collaboration, and more intensive learning motivation so that the number of students who achieve mastery can increase and the class's average learning outcomes can improve. Following this narrative, a summary table is presented as follows:

Table 2. Percentage of Learning Mastery in Cycle I (Percentage of learning outcomes in Cycle 1)

Category	Frequency	Percentage
Complete (Met the Mastery Criteria)	20	64.5%
Incomplete (Did Not Meet the Mastery Criteria)	11	35.5%
Total	31	100%

Reflection on Cycle I

Based on the results of observations and tests in Cycle I, it was found that students' motivation and engagement in Quranic studies had not yet reached optimal levels. Although the implementation of the Cooperative Learning model has encouraged some students to be more active in the learning process, there are still a number of students who do not participate sufficiently in group activities and have not yet demonstrated a high level of motivation to learn. In addition, the overall achievement of learning outcomes has not yet met the expected targets, so improvements are needed in the next cycle.

Reflections revealed several weaknesses during the implementation of interventions in Cycle I. First, the teacher delivered the material at a relatively fast pace, causing some students to have difficulty understanding the Quran learning material. Second, the motivation the teacher provided to students was not yet optimal, so not all students were actively engaged in learning. Third, some students were still not accustomed to learning through the Cooperative Learning model, so group collaboration was not yet functioning at its full potential.

In addition to these weaknesses, the implementation of Cycle I also revealed a number of strengths. The application of the Cooperative Learning model has provided students with greater opportunities to actively participate in the learning process. Teachers are no longer the sole source of learning but act as facilitators who guide students in discovering and building their own understanding. Furthermore, interactions among students have begun to develop effectively through discussions and group work, resulting in a more active and collaborative learning environment.

Based on these reflections, several improvements are planned for Cycle II. The teacher will explain the material in greater detail and more systematically so that students can understand the lessons more easily. The teacher will also increase the provision of motivation and reinforcement to students to encourage more active participation in learning. Furthermore, before the lesson begins, the teacher will review the procedures and stages of the Cooperative Learning model so that students better understand their roles and tasks in group activities.

Implementation of Cycle II

Cycle II was implemented after all the findings from Cycle I had been analyzed and used as the basis for improving instruction. The Islamic Religious Education lesson on the Quran was conducted on Saturday, January 15, 2025, continuing to apply the Cooperative Learning model. In general, the learning stages in Cycle II were carried out through planning, implementation, observation, and

reflection, as in the previous cycle.

During the observation stage, the researcher and observers again monitored the students' activities, motivation, and engagement throughout the learning process. The focus of the observations was on changes in students' learning behaviors following various improvements based on the reflections from Cycle I. All findings that emerged during the learning process were systematically recorded to determine the success rate of the interventions implemented and to identify changes in students' learning motivation following the application of the Cooperative Learning model, which had been refined in Cycle II.

Results of Student Activity Observations in Cycle II

Instruction in Cycle II was conducted by applying the Cooperative Learning model based on improvements formulated during the reflection phase of Cycle I. Throughout the learning process, the observer monitored student activities using a prepared observation sheet. The focus of the observation was on student participation in group activities, interactions with peers, active questioning and answering, and engagement in completing learning tasks.

Based on the observation results from Cycle II, the majority of students demonstrated an increase in learning activity compared to the previous cycle. Students appeared more active in participating in group discussions, were more confident in expressing their opinions, and were able to collaborate with group members to complete the assigned tasks. In addition, students also began to become accustomed to the steps of the Cooperative Learning process, resulting in a more conducive and focused learning environment.

The observation results showed that of the 31 students who participated in the learning process, 27 students (87.10%) were classified as having mastered the material, while 4 students (12.90%) were still classified as not having mastered it. These findings indicate that the implementation of the Cooperative Learning model was able to maintain a high level of student engagement throughout the learning process. The learning activities demonstrated by the students indicate that group-based cooperative learning can encourage students to be more active, responsible, and engaged in Quranic learning activities.

In general, the observation results from Cycle II show that the learning process was more effective than in the previous cycle. Improvements made in the delivery of material, the provision of motivation, and students' understanding of the Cooperative Learning procedures had a positive impact on student learning activities. Thus, the Cooperative Learning model was able to create a more interactive, collaborative, and student-centered learning environment, thereby supporting increased motivation to learn the Quran.

Percentage Results of the Cooperative Learning Assessment in Cycle II

Based on the results of the Cooperative Learning assessment in Cycle II, there was an improvement in the quality of students' learning activities and motivation compared to the initial stage of instruction. Most students demonstrated greater engagement in group activities, were able to collaborate with peers, and were more active in participating in the learning process. This improvement was evident in the increase in the number of students in the "good" and "very good" categories and the decrease in the number of students in the "poor" category.

These results indicate that the instructional improvements implemented in Cycle II successfully helped students adapt to the Cooperative Learning model. Students have gained a better understanding of their roles and responsibilities within

the group, leading to more effective interactions among group members. This, in turn, has resulted in increased student motivation and engagement throughout the learning process.

Overall, the findings from Cycle II confirm that the Cooperative Learning model can be an effective learning strategy for enhancing student activity, engagement, and motivation in Quranic studies. These results also indicate that the improvements made based on reflections from Cycle I have brought about positive changes in the quality of classroom instruction.

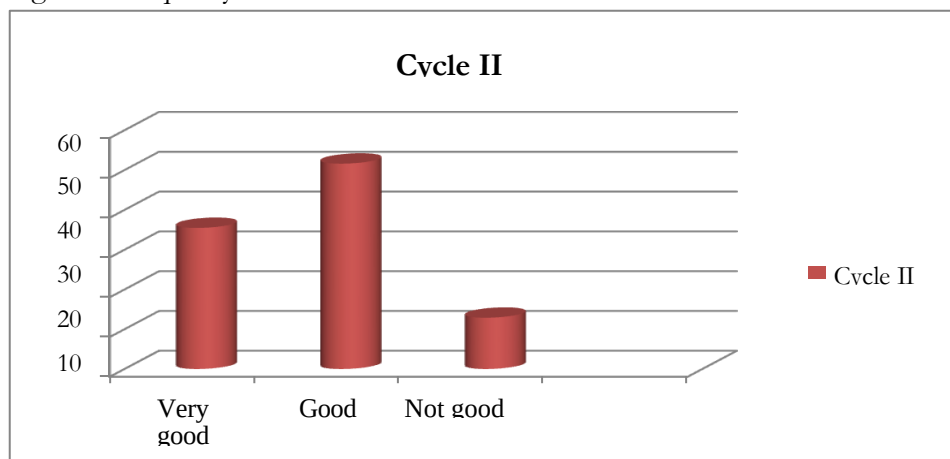


Fig 2. Percentage Results of the Cooperative Learning Instrument for Cycle 2

Student Learning Outcomes for Cycle II

To determine the effectiveness of implementing the Cooperative Learning model in Quran instruction, a learning assessment was administered to all students at the end of Cycle II. The test results showed an improvement compared to the previous cycle. Most students were able to understand the learning material well and demonstrated more satisfactory learning outcomes.

Based on the Cycle II test results, out of the 31 students who participated in the instruction, 28 students (90.48%) achieved mastery, while 3 students (9.52%) had not yet achieved mastery. These results indicate that the majority of students were able to meet the established learning indicators after participating in instruction using the Cooperative Learning model.

This improvement in learning outcomes is closely linked to the improvements made in Cycle II, such as providing more systematic explanations of the material, increasing motivation to learn, and optimizing group collaboration during the learning process. Students appeared more active in discussions, helped one another understand the material, and were more confident in expressing their opinions. These conditions had a positive impact on students' understanding of the Quran learning material.

Overall, the learning achievement rate in Cycle II reached 90.48%, indicating that the research's success criteria were met. This percentage represents a significant increase compared to Cycle I, which achieved only 64.52%. Thus, the implementation of the Cooperative Learning model proved effective in improving students' learning outcomes in Quranic studies.

Percentage of Learning Outcomes in Cycle II

Based on Table 8, student learning outcomes in Cycle II were predominantly in the "proficient" category. Of the 31 students, 28 (90.48%) met the learning

proficiency criteria, while only 3 students (9.52%) did not meet them. These data indicate that the majority of students understood the material taught through the application of the Cooperative Learning model.

The high mastery rate in Cycle II indicates that the Cooperative Learning model is capable of creating a more active, collaborative, and enjoyable learning environment, thereby boosting students' motivation and understanding of the Quran material. Therefore, the results obtained in Cycle II show that the implemented interventions have successfully achieved the research objectives, and there is no need to conduct a subsequent cycle.

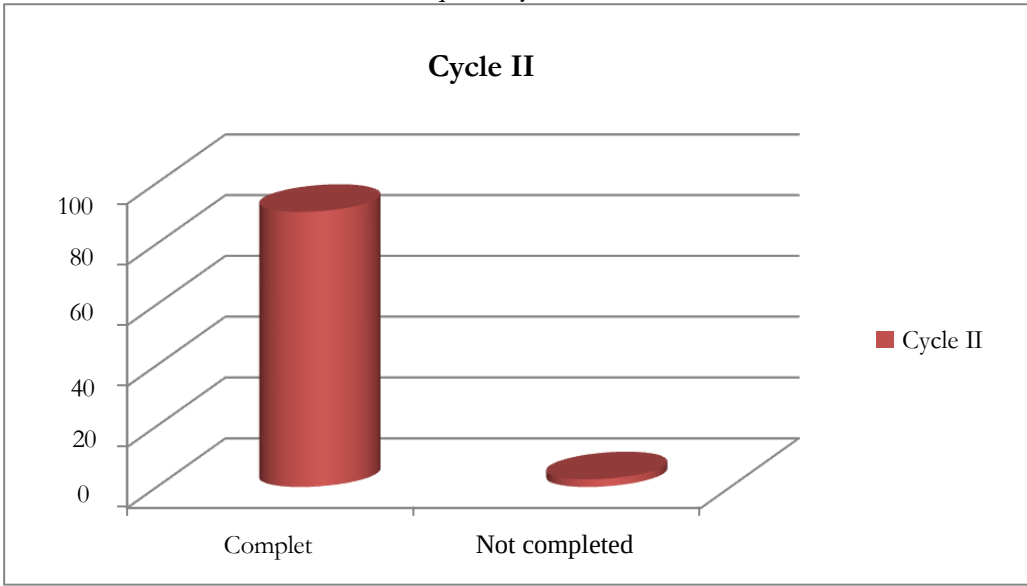


Fig 3. Percentage of Learning Outcomes in Cycle 2

The results of learning observations and evaluations indicate that the implementation of the Cooperative Learning model successfully increased student motivation and learning outcomes gradually from Cycle I to Cycle II. This improvement is evident in students' increased active participation in learning, greater interaction among students within groups, and a rise in the number of students who achieved learning mastery. These findings indicate that cooperative learning can foster more optimal student engagement in the process of learning the Quran. Therefore, the Cooperative Learning model can be viewed as an effective alternative learning strategy for improving motivation and learning outcomes among elementary school students. A comparison of student learning activities and learning outcomes between Cycle I and Cycle II is presented in the following table.

Table 3. Comparison of Cycle 1 and Cycle 2 Results from the Cooperative Learning Instrument

Category	Cycle 1 Percentage	Cycle 2 Percentage	Increase/Decrease
Very Good	16.13%	35.48%	19,35%
Good	35.50%	51.61%	16,11%
Poor	57.40%	12.90%	44.50%
Very Poor	-	-	
	100%	100%	

Graph of Student Activity During Cycle I and Cycle II of Instruction

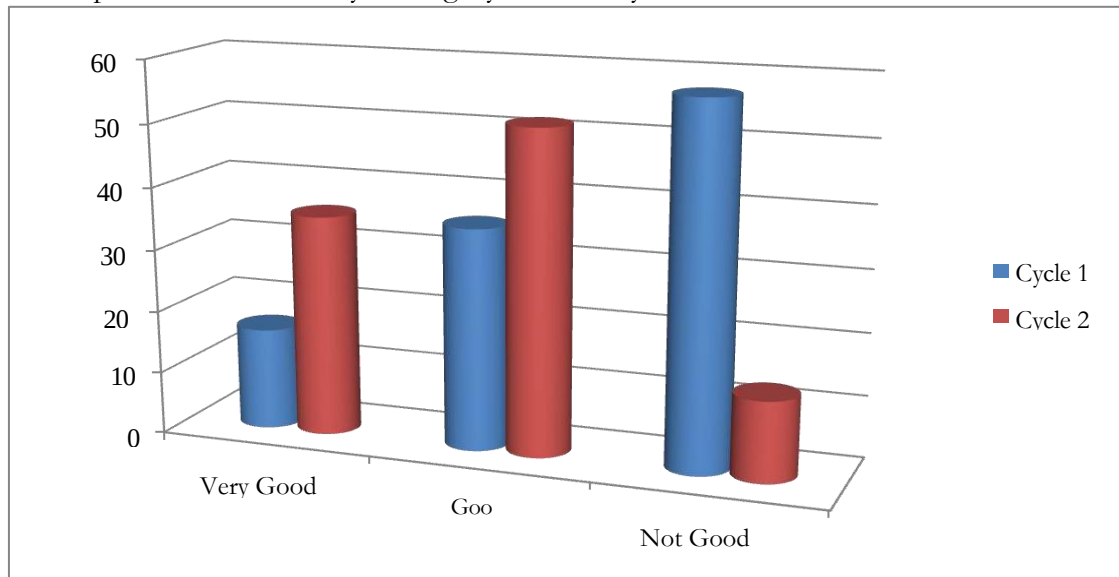


Fig 4. Comparison of results from cycles 1 and 2 of the cooperative learning instrument

The data in the graph show a positive change in student learning activities following the implementation of the Cooperative Learning model. The percentage of students in the “very good” category increased by 19.35%, while the “good” category increased by 16.11%. At the same time, the “not good” category experienced a significant decrease of 44.50%. These results indicate that group-based cooperative learning is capable of increasing students’ engagement, enthusiasm, and participation in the learning process. This improvement also demonstrates that the Cooperative Learning model contributes positively to strengthening students’ motivation to learn the Quran.

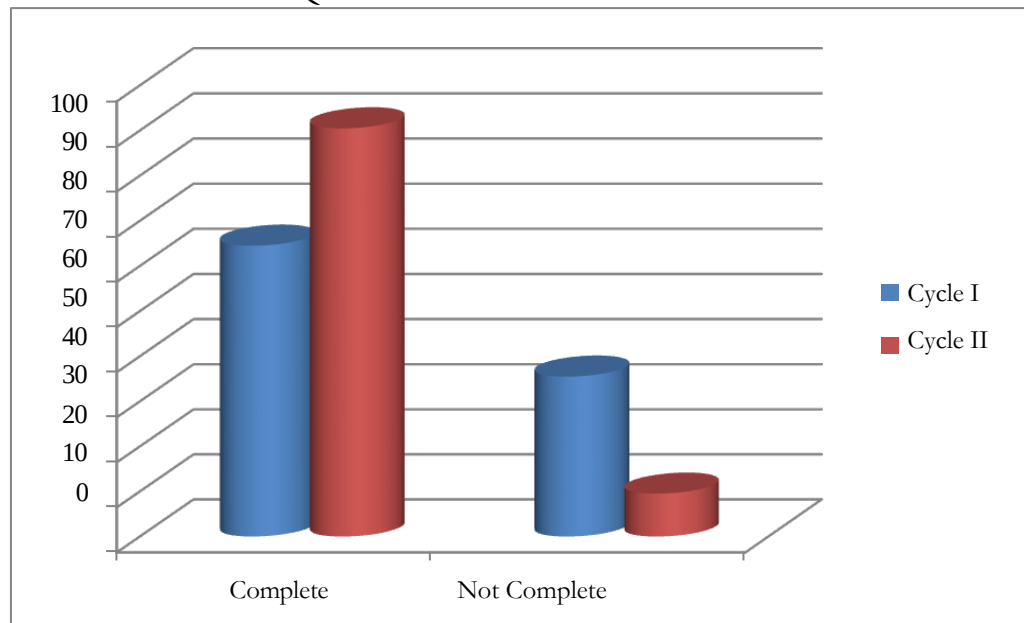


Fig 5. Comparison of Learning Outcomes Between Cycles 1 and 2

The data in the graph show a significant improvement in student learning outcomes between Cycle I and Cycle II. The percentage of students who met the learning standards increased by 25.98%, from 64.52% in Cycle I to 90.48% in Cycle

II. At the same time, the percentage of students who did not achieve mastery decreased by 25.98%, from 35.48% to 9.52%. This improvement indicates that the implementation of the Cooperative Learning model was able to create a more effective learning process, increase student engagement in learning activities, and foster a better understanding of the Quran. These findings show that cooperative learning not only increases learning motivation but also contributes significantly to improved student learning outcomes.

The results of the study indicate that the implementation of the Cooperative Learning model is effective in enhancing students' motivation to learn the Quran. This improvement is evident in the increase in the percentage of students in the "very good" and "good" categories, as well as the decrease in the percentage of students in the "poor" category. These findings support the theory of cooperative learning proposed by Johnson and Johnson, which states that cooperative learning fosters positive interdependence, promotive interaction, individual accountability, social skills, and group evaluation all of which can enhance student engagement in the learning process. Through group collaboration, students gain broader opportunities to exchange ideas, engage in discussions, and help one another understand the material, thereby creating a more active and enjoyable learning environment.

The increase in learning motivation found in this study is consistent with the findings of (Makransky & Petersen, 2021), who concluded that the Cooperative Learning model has a positive effect on the learning motivation of elementary school students. That study showed that students who learn through the cooperative model have higher learning motivation than students who participate in conventional learning. Similar findings were also reported by Saputri et al., (2021) in a meta-analysis study showing that cooperative learning contributes to increased learning motivation at various educational levels. Thus, the increase in learning activity and motivation found in this study reinforces the empirical evidence that cooperative learning is an effective strategy for enhancing student engagement in the learning process.

In addition to boosting students' motivation to learn, the implementation of the Cooperative Learning model also led to improved student learning outcomes. The learning achievement rate increased from 64.52% in Cycle I to 90.48% in Cycle II, while the percentage of students who did not meet the learning standards decreased significantly. These results support the theory proposed by Slavin, (2005), which states that cooperative learning provides students with opportunities to build understanding through social interaction, group discussions, and mutual assistance in completing learning tasks. Such interactions allow students to receive direct feedback from their peers, making the concepts being studied easier to understand. Therefore, cooperative learning not only influences the affective aspect specifically, learning motivation but also the cognitive aspect, as evidenced by improved student learning outcomes.

The findings of this study are also consistent with Novalia et al., (2025) research, which found that cooperative learning has a positive effect on the learning motivation and academic achievement of elementary school students. Similarly, Rosita & Leonard, (2015) study showed that the Jigsaw method of cooperative learning can increase student engagement and learning outcomes. Theoretically, the increase in motivation and learning outcomes in this study can be explained through social constructivism, which views social interaction as the primary means of

constructing knowledge. When students actively discuss, exchange information, and collaborate in groups, they not only gain a better understanding of the Quranic material but also develop greater self-confidence, a sense of responsibility, and a heightened interest in learning. Thus, the Cooperative Learning model can be viewed as an effective instructional strategy for enhancing motivation and learning outcomes in Quranic studies among elementary school students.

Furthermore, the results of this study show that an increase in learning motivation goes hand in hand with an improvement in student learning outcomes. This suggests that motivation is a key factor influencing students' success in achieving learning objectives. Students with high learning motivation tend to participate more actively in class, are more willing to express their opinions, and demonstrate perseverance in completing assigned tasks. In the context of this study, group discussions, mutual assistance among group members, and shared responsibility fostered through Cooperative Learning were able to create meaningful learning experiences. These conditions encouraged students to engage more actively in learning, thereby leading to a deeper understanding of the Quranic material. This finding reinforces the results of [Agustina et al., \(2020\)](#) study, which states that learning motivation is one of the factors that bridges the positive influence of cooperative learning on students' academic achievement.

Based on a synthesis of theory and previous research findings, the effectiveness of cooperative learning lies not only in group work activities alone, but also in the creation of a collaborative, student-centered learning environment. Johnson and Johnson assert that the success of cooperative learning is determined by the presence of positive interdependence, individual accountability, promotive interaction, social skills, and group processing, while [Slavin, \(2005\)](#) emphasizes the importance of group goals and individual responsibility as drivers of learning success. A synthesis of these two perspectives indicates that the increased motivation and learning outcomes observed in this study result from the creation of meaningful learning interactions, in which students not only receive information from the teacher but also actively construct knowledge through discussion and collaboration with their peers. Therefore, the application of Cooperative Learning in Quran instruction not only contributes to improved academic achievement but also supports the development of communication skills, collaboration, responsibility, and social skills all of which are essential competencies in 21st-century learning.

CONCLUSION

The implementation of the Cooperative Learning model has proven effective in increasing elementary school students' motivation to learn the Quran. Learning conducted through group collaboration creates a more active, interactive, and student-centered learning environment. Through discussions, the exchange of information, and collaborative task completion, students demonstrate greater engagement in the learning process. These conditions have led to increased enthusiasm for learning, greater confidence in expressing opinions, improved collaboration skills, and a deeper understanding of the Quranic material among students. These findings indicate that the Cooperative Learning model provides a more meaningful and enjoyable learning experience, thereby encouraging students to actively participate in the learning process.

The novelty of this study lies in the application of the Cooperative Learning model in Quran instruction at the elementary school level through a Classroom

Action Research approach focused on enhancing students' motivation to learn. This study demonstrates that cooperative learning not only contributes to improved understanding of the material but also fosters social skills, communication, responsibility, and cooperation among students. The findings suggest that the Cooperative Learning model can serve as an alternative instructional strategy for Islamic Religious Education teachers to create a more participatory, collaborative, and student-centered learning environment. In addition to strengthening the development of cooperative learning theory in the context of Islamic education, the results of this study can also serve as a reference for schools in developing Quran teaching practices that support the development of 21st-century skills and the continuous improvement of learning quality.

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DECLARATIONS

Author contribution

Ferawati: data curation, writing-original draft preparation, **Roni Pasaleron & Azhar Jaafar:** analysis, conceptualization, methodology, **Mutathahirin & Nuha Sufina Binti Saidi:** visualization, and editing.

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