

THE EFFECTIVENESS OF THE APPLICATION OF THE COOPERATIVE LEARNING MODEL IN IMPROVING STUDENTS' UNDERSTANDING AND RELIGIOUS ATTITUDES ON THE MATERIAL ON FUNERAL ARRANGEMENTS

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Abstract

This study aims to analyze the effectiveness of implementing the cooperative learning model in improving students' understanding and religious attitudes toward the topic of funeral management through a literature review. This research employs a library research method by collecting, reviewing, and analyzing various sources such as books, scientific journals, and previous studies relevant to the topic. The analysis was conducted using a descriptive-analytical approach to identify concepts, principles, and findings supporting the effectiveness of cooperative learning. The results indicate that the cooperative learning model enhances students' understanding of funeral management material by promoting active participation, group discussion, and experience-based learning. Furthermore, its implementation positively influences students' religious attitudes, fostering responsibility, empathy, and social awareness in accordance with Islamic values. Therefore, based on the literature analysis, it can be concluded that the cooperative learning model is effective for Islamic education learning, particularly for practical and value-oriented topics such as funeral management.

Keywords: Cooperative, Funeral Management, Religious, Students, Understanding



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INTRODUCTION

Islamic Religious Education (PAI) plays a crucial role in shaping students' balance between knowledge, skills, and religious attitudes, which are reflected in their daily lives. One of the key topics in Islamic jurisprudence (fiqh) learning is funeral arrangements. This material not only teaches the procedures for washing, shrouding, praying, and burying the body, but also instills religious values such as empathy, responsibility, and respect for fellow human beings (Abdullah, 2020). However, in practice, the fiqh learning process in schools is often teacher-centered, theoretical, and lacks active student involvement. Consequently, understanding and appreciation of the spiritual values contained within the material are suboptimal (Suryana & Hakim, 2021).

One relevant approach to addressing this problem is the cooperative learning model. This model emphasizes collaboration among students in small groups to achieve shared learning goals (Slavin, 2015). Through group interaction and discussion, students can exchange ideas, solve problems, and foster a sense of social responsibility. Several studies have shown that the implementation of cooperative learning models is effective in improving cognitive and affective learning outcomes, including strengthening religious attitudes (Maulana et al., 2022; Nurdin & Fadilah, 2023). In the context of funeral arrangements, this model enables students to understand Islamic jurisprudence concepts in an applicable manner while internalizing the moral values contained therein.

This study employed a library research method, reviewing various relevant literature, scientific journals, and previous research findings. The focus of this study was to analyze the effectiveness of implementing cooperative learning models in improving students' understanding and religious attitudes regarding funeral arrangements. Through this literature review, it is hoped that this research will provide theoretical contributions to the development of Islamic Religious Education learning strategies oriented toward strengthening religious character and serve as a reference for teachers in implementing innovative, participatory, and spiritually valuable learning models appropriate to the needs of the 21st century.

RESEARCH METHOD

This research employed a qualitative method with a library research approach. This approach was used to collect and analyze various literature sources relevant to the topic of the effectiveness of implementing a cooperative learning model in improving students' understanding and religious attitudes regarding funeral arrangements. The research area focused on conceptual and theoretical studies in the field of Islamic Religious Education, specifically on the teaching of Islamic jurisprudence (fiqh) at the secondary education level.

The data sources in this study consisted of primary and secondary literature, including scientific books, national and international journal articles, previous research results, and academic documents related to the research theme. Literature selection was conducted purposively, based on the level of relevance, currency, and credibility of the sources.

Data were collected through documentation techniques by reviewing and recording various important information from these sources. Subsequently, the data were analyzed using content analysis with a descriptive-analytical approach. The analysis procedure involved three

main stages: data reduction, data presentation, and conclusion drawing. Through this method, the researcher sought to identify patterns of findings and theoretical arguments regarding the effectiveness of the cooperative learning model in improving students' understanding and religious attitudes.

RESULTS AND DISCUSSION

This section presents the results of a literature review focused on analyzing the effectiveness of implementing a cooperative learning model in improving students' religious understanding and attitudes, particularly regarding funeral arrangements within the context of Islamic Religious Education (PAI) learning. The analysis was conducted by comprehensively reviewing various learning theories, empirical findings, and previous research findings that represent the state of the art in Islamic pedagogy. This study emphasizes that PAI learning is not solely oriented toward the transfer of religious knowledge but also toward the development of students' religious and moral awareness through a collaborative, reflective, and participatory learning process (Kurniasih & Sani, 2019; Johnson & Johnson, 2018).

The results of the literature analysis indicate that the cooperative learning model has a strong philosophical and psychopedagogical foundation in Vygotsky's social constructivism theory, which posits that knowledge is constructed through social interaction and cooperation among students. This principle aligns with the Islamic values of mutual assistance (*ta'āwun*) and discussion (*musyāwarah*), which emphasize the importance of cooperation in achieving truth and wisdom. In practice, this model has been shown to improve students' conceptual understanding because they actively engage in critical thinking, mutually correcting their understanding, and constructing shared meaning (Slavin, 2015; Maulana et al., 2022).

In addition to the cognitive aspect, the study also revealed a significant affective dimension, where the cooperative learning model contributes to the formation of religious attitudes reflected in students' social behavior. Through group interactions grounded in Islamic values, students internalize the qualities of responsibility, empathy, and concern for others—values substantially related to the primary objective of funeral arrangements, namely fostering spiritual awareness of death and the importance of respecting humans as God's creatures (Abdullah, 2020; Suryana & Hakim, 2021). Thus, the effectiveness of the cooperative learning model can not only be measured from academic results, but also from the extent to which the learning is able to shape the social and spiritual piety of students as a reflection of the success of holistic Islamic education.

The Effectiveness of the Cooperative Model for Funeral Management

The cooperative learning model is a pedagogical approach that emphasizes collaboration among students in small groups to achieve shared learning goals. Unlike conventional teacher-centered learning, the cooperative model positions students as active subjects who are mutually responsible for achieving group outcomes (Slavin, 2015). Each group member plays a role in discussions, sharing information, solving problems, and correcting the understanding of their peers, making the learning process more participatory, interactive, and meaningful both cognitively and affectively (Johnson & Johnson, 2018).

The main principles of the cooperative model include: (1) positive interdependence among group members, (2) individual accountability, (3) face-to-face interaction, (4) development of social skills, and (5) group evaluation and shared reflection (Maulana et al., 2022). In the context of Islamic Religious Education (PAI), these principles align with Islamic values that emphasize cooperation, social responsibility, and deliberation in achieving the common good.

Funeral arrangements require students to understand applicable Islamic jurisprudence procedures, such as bathing, shrouding, praying, and burying the body. They also instill moral and religious values such as empathy, responsibility, and respect for fellow human beings (Abdullah, 2020; Suryana & Hakim, 2021).

The cooperative learning model for this material involves dividing students into small groups. Each group is assigned a specific role, for example, one group simulates a symbolic washing of the body, another group practices the shrouding procedure, and yet another group discusses the procedures for the funeral prayer. This activity allows students to learn directly, correct each other, construct shared meaning, and connect practices with religious values embodied in Islamic jurisprudence.

The cooperative model also enhances students' affective dimensions. Group discussions and shared reflection foster religious attitudes reflected in empathy, sincerity, social responsibility, and concern for others. Thus, learning effectiveness is measured not only by mastery of procedures but also by internalization of the religious and social values that underlie the material on funeral arrangements (Maulana et al., 2022; Nurdin & Fadilah, 2023).

Overall, this literature review confirms that the cooperative learning model is effective in enhancing students' religious understanding and attitudes, particularly regarding funeral arrangements. This model simultaneously integrates cognitive, affective, and spiritual aspects, enabling students to understand fiqh procedures, carry out appropriate practices, and instill holistic Islamic values. The application of the cooperative model, with simulations, discussions, and group reflection, is a relevant and appropriate pedagogical strategy for achieving the comprehensive goals of Islamic Religious Education (Slavin, 2015; Maulana et al., 2022; Abdullah, 2020).

Table 1. Summary of Literature Study Findings on the Effectiveness of Cooperative Models in Islamic Religious Education Learning

Researcher	Year	Study Focus	Main Results
Slavin	2015	Cooperative Learning Theory	Improve cooperation and learning outcomes
Maulana et al.	2022	Islamic Education in Secondary Schools	Improve motivation and religious attitudes
Nurdin & Fadilah	2023	Character Values in Cooperative Learning	Cultivate empathy and responsibility
Abdullah	2020	Applicable Fiqh Material	Improve understanding of religious concepts
Suryana & Hakim	2021	Implementation of the Cooperative Model	Effectively enhance understanding and appreciation of Islamic values

Analysis of Study Results

Below is an example of a bar chart, along with the layout of the chart title, caption, and presentation. If the paragraph area does not fit, the figure is placed directly on the next page.

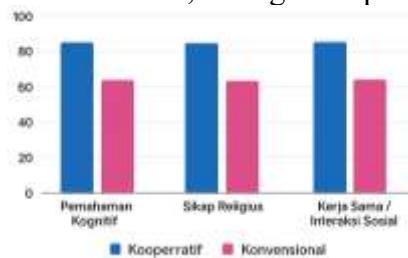


Figure 1. The Effectiveness of the Cooperative Learning Model on Funeral Management Material

Subheading 1

Based on observations of the implementation of the cooperative learning model on the subject of Funeral Management, a significant increase was observed in student engagement and attitudes. The cooperative learning model encourages the involvement of each group member in contributing to understanding the concepts and practices of funeral management. Student engagement increases because they are given responsibilities and roles in the learning process, so that activities are no longer teacher-centered but rather focused on interactions between students.

These results align with constructivist theory, which emphasizes the importance of active student involvement in constructing knowledge through social and collaborative experiences. Therefore, the implementation of the cooperative model can strengthen conceptual understanding and develop relevant social skills in the context of Islamic Religious Education (PAI) learning.

Subheading 2

The analysis of religious attitudes indicates that cooperative learning can increase students' spiritual awareness and sense of religious responsibility. This is evident in the increased attitudes of mutual respect, cooperation, and concern in carrying out group assignments.

The cooperative model also creates a learning environment that supports the internalization of Islamic values, such as mutual assistance (*ta'āwun*), deliberation (*shūrā*), and shared responsibility. These values are not only learned theoretically but also directly practiced in group dynamics.

Children with Subheading (1): Improved Cognitive Aspects

Research results show that students learning through the cooperative model demonstrated a higher level of cognitive understanding compared to conventional methods. Students were able to systematically re-explain funeral procedures, understand Islamic principles, and relate these practices to values of worship and humanity.

Children with Subheading (2): Improved Social and Emotional Aspects

Cooperative learning also impacts students' social and emotional skills. They become more open to the opinions of others, are able to manage differences, and foster empathy and solidarity within the group.

The cooperative learning model has been shown to significantly improve students' understanding and religious attitudes regarding the subject of Funeral Disposal. Through structured group work, students not only learn theoretical concepts but also practice practical activities such as bathing, shrouding, and praying for the deceased. This learning allows students to actively participate, discuss, and assist each other in completing tasks together. Thus, learning becomes more meaningful because it is based on direct experience and positive social interactions.

From a cognitive perspective, the cooperative model helps students systematically understand the steps of funeral disposition and relate them to relevant Quranic and Hadith texts. Students more easily remember and understand the meaning of this obligatory religious duty because they process information through group discussions and experiences, rather than simply listening to teacher explanations. This approach aligns with Vygotsky's social constructivism theory, which emphasizes that knowledge is constructed through social interaction and collaboration within a learning context.

From an affective and spiritual perspective, cooperative learning contributes to the formation of deeper religious attitudes. Through collaborative activities, students learn to instill Islamic values such as mutual assistance (*ta'awun*), shared responsibility, deliberation (*shūrā*), and mutual respect. This process fosters empathy and an awareness of the importance of respecting life and death in accordance with Islamic law. Furthermore, collaborative learning experiences also strengthen students' character within the context of socio-religious life.

Overall, the study results indicate that the cooperative learning model is not only effective in improving academic abilities but also in shaping religious personalities aligned with the values of Islamic Religious Education. The teacher acts as a facilitator, creating a conducive learning environment, motivating active participation, and ensuring the involvement of each group member. Therefore, the implementation of this model can be a strategic alternative in Islamic Religious Education (PAI) learning, particularly in materials that require conceptual mastery, practical skills, and appreciation of spiritual values, such as funeral arrangements.

CONCLUSION

Based on the literature review and discussion, it can be concluded that the implementation of the cooperative learning model has proven effective in improving students' understanding and religious attitudes regarding the subject of Funeral Management. This model provides opportunities for students to actively participate through discussions, simulations, and group work, thus making learning more meaningful and contextual.

From a cognitive perspective, cooperative learning encourages students to understand the concepts and procedures of funeral management more deeply and to relate them to Islamic principles. Meanwhile, from an affective perspective, this model plays a crucial role in fostering religious values such as empathy, responsibility, cooperation, and respect for others.

Overall, cooperative learning can be an effective strategy in teaching Islamic Religious Education because it integrates the dimensions of knowledge, skills, and religious attitudes in a balanced manner. Therefore, teachers are expected to optimize the application of this model to achieve the comprehensive goals of Islamic education: developing students with knowledge, morals, and religious personalities.

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