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Implementing the Cooperative Learning Model with LCD Projector Media to Improve Elementary School Students' Learning Outcomes

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ABSTRACT

Background: In the current era of educational technology, integrating interactive media with effective learning models is essential to enhance student engagement and performance, particularly in primary education. **Objective:** The purpose of this study was to determine the improvement of elementary school students' learning outcomes using the Cooperative Learning model using LCD Projector Media. **Methods:** This research used the Classroom Action Research method. The sample of this study was grade V students, with a total of 15 students. Data collection using observation, interviews, tests, and documentation. Analysis using qualitative analysis and quantitative analysis. **Results:** There is an increase in student learning outcomes using a cooperative learning model assisted by LCD projector media in Islamic religious education subjects at SDN 58 Bengkulu Selatan. This improvement can be seen from the pre cycle data, cycles I and II; each cycle has increased. **Conclusion:** The combination of the cooperative learning model and LCD projector media is an effective strategy for improving the learning outcomes of elementary school students. **Originality/Value:** This study offers empirical and instructional novelty in the field of elementary Islamic religious pedagogy and educational technology by revealing progressive student learning improvements regarding Surah Al Maun topics through the integration of a cooperative learning model and LCD projector media within a primary school setting that has remained insufficiently explored. These findings enrich empirical evidence and contribute as a strategic benchmark in implementing active instructional strategies and developing teacher training programs to optimize visual multimedia utilization in primary education.

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1. INTRODUCTION

Learning is an effort to facilitate students in gaining knowledge, involving selecting, determining, and developping methods to achieve the desired teaching outcomes (Khoiruddin & Kustiani, 2020). The methods determination and development of these methods are based on the existing teaching conditions (Dolong, 2016), making this activity the core of lesson planning. The learning process comprises a series of activities carried out by teachers for students, both within and outside the school environment (Sanjaya, 2019). Ensuring the learning process runs effectively requires appropriate steps, such as creating a conducive teaching and learning environment (Wahid et al., 2018). Teachers, as educators, must ensure that the learning process results in meaningful changes for students, particularly in cognitive, affective, and psychomotor aspects (Meilani et al., 2021). Based on this perspective, the learning process is fundamentally aimed at helping students learn effectively. Learning is defined as the process of con-

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structing understanding from information and experiences. This construction of meaning can be done individually by students or collaboratively with others (Santoso & Subagyo, 2017).

Experts state that Islamic Religious Education is an effort to guide and nurture students so they can comprehensively understand Islamic teachings (Elihami & Syahid, 2018), internalize its objectives, and ultimately practice and embrace Islam as a way of life. According to Muhaimin, the essence of learning in Islamic Religious Education is to enable students to learn, feel the need to learn, be motivated to learn, willingly engage in learning, and maintain an ongoing interest in studying Islam. This includes understanding the correct way of practicing religion and exploring Islam as a body of knowledge (Surohim, 2021). Islamic Religious Education also aims to actualize the curriculum in a way that addresses students' comprehensive needs, leading to changes in their cognitive, affective, and psychomotor behaviors (Kholidah, 2015).

Based on these views, Islamic Religious Education is a planned activity designed to create a learning environment that helps students develop their potential, particularly knowledge and behavioral transformation, toward a better direction as guided by Qur'anbQur'anQur'an and Sunnah. This education is intended to enable students to interact harmoniously with society and their Creator. Upon completing their education, students are expected to understand, internalize, and practice Islamic teachings as a guide and way of life to achieve happiness in this world and the hereafter. Quality education is essential for national progress. Education should not only serve "as an arrangement of "change" for the younger generation who will inherit the nation but also function "as a production of prod "action" to drive tangible transformations (Safitri et al., 2022). Quality education is achieved through effective learning processes supported by adequate facilities, conducive environments, and appropriate learning models and approaches (Suardi, 2018). However, in Indonesia, several educational challenges persist, particularly issues related to the quality of teachers and educational staff, which remain significant obstacles to improving the quality and accessibility of education..

A preliminary study based on observations in Grade V during the Islamic Religious Education subject at SD Negeri 58 Bengkulu Selatan revealed certain issues or phenomena. Specific students' learning outcomes were suboptimal, with many not meeting the subject's Minimum Competency Criteria (KKM) set. This problem stems from the teacher's use of conventional teaching methods, which lack innovation and tend to make lessons monotonous, resulting in students feeling bored, less interested, and unengaged in the learning analysstudents'dents' grades support these observations'dents' grades in Grade V at SDN 58 Bengkulu Selatan, where the average student performance was below the KKM, with a classical average of 67%. Improvements are needed in the learning process for Grade V at SDN 58 Bengkulu Selatan to address this situation. These improvements involve implementing a Cooperative Learning model supported by LCD projectors to enhance the effectiveness and engagement of the teaching and learning process.

Cooperative learning engages students in group-based learning, making Islamic Religious Education (PAI) less intimidating and challenging while motivating students to learn (Wahyuningsih, 2020). According to Rusman, cooperative learning involves activities where students learn and work collaboratively in small groups of four to six members with a heterogeneous structure (Wulandari & Kunci, 2022). Meanwhile, the LCD projector is an electronic learning medium teachers can utilize during teaching and learning (Muthoharoh, 2019). This tool aids teachers in delivering lessons more effectively and helps students grasp the material more easily (Dewantara et al., 2021). Additionally, using an LCD projector allows teachers to enhance their teaching techniques, potentially yielding better learning outcomes (Tegeh et al., 2019). Considering the critical role of the teaching teacher's contribution, fostering a positive attitude and behavior toward learning is essential to developing a genuine interest in education. Teaching aids such as the LCD projector can be an effective alternative to achieve this goal. With its implementation, students' learning outcomes are hoped to improve as the learning process becomes more engaging and less monotonous (Hakim & Windayana, 2016).

The significance of this study lies in its contribution to improving the effectiveness and quality of Islamic Religious Education learning at the elementary school level through the integration of cooperative learning and LCD projector media. The combination of an active, student-centered learning model with visual learning media is expected to create a more engaging, interactive, and conducive classroom environment, thereby reducing students' boredom and increasing their participation in the learning process. From a practical perspective, the study provides teachers with an alternative instructional strategy for addressing low learning outcomes and overcoming the limitations of conventional teaching methods. The findings may also serve as a reference for schools in encouraging the innovative use of available instructional technology to support classroom learning. More broadly, this study contributes empirical evidence on the potential of integrating cooperative learning with technology-supported instruction to improve students' learning outcomes in Islamic Religious Education, particularly in elementary school contexts.

This study aimed to determine how effective the Cooperative Learning Model through LCD Projector Media is in improving the Learning Outcomes of Elementary School Students. This research focuses on applying a cooperative learning model supported by LCD projector technology as a visual aid in improving the learning outcomes of elementary school students. As such, this research provides insight into how a combination of active learning methods and technology can create a more effective, engaging, and interactive learning process for students.

2. METHOD

2.1. Research Design

This study employs a Classroom Action Research (CAR) method. CAR is a research approach conducted by teachers through iterative cycles of actions (activities) implemented in real classroom settings with specific learning groups to improve the quality of learning and enhance student learning outcomes at school (Utomo et al., 2024). The study is motivated by the observation that students' academic performance has not yet reached its optimal potential, as indicated by relatively low average scores in this class. The CAR was conducted in 2023 over 4 instructional hours per session across three sessions and implemented over three cycles. If the expected outcomes are not achieved in the first cycle, subsequent cycles (Cycle II and Cycle III) will follow.

CAR aims to improve the quality of teaching practices in the classroom (Rahman, 2018). The findings are documented to reflect the actual conditions observed by the teacher in their effort to enhance learning quality using teaching methods, strategies, or models tailored to classroom needs (Lopes & Cunha, 2017). The action research process in this study involves three cycles.

2.2. Research Subject

This CAR study was conducted at SDN Negeri 58 Bengkulu Selatan in 2023. The research sample consisted of 15 students from Class VA, comprising four male students and 11 female students.

2.3. Data Instruments and Data Collection

Data collection techniques in this study included observation, interviews, tests, and documentation. Observation was used to collect data on student activities during the teaching and learning process, focusing on implementing the cooperative learning model. Interviews were conducted by asking questions orally and requiring verbal responses, including interviews with two fourth-grade students. Tests were administered to measure student learning outcomes related to their understanding of Al-Ma'un-Ma'un, involving pre-tests and post-tests. Documentation was used to gather supporting data from school records. The instruments used in cooperative learning activities included the Teaching Activity Plan (ATP), teaching modules, student activity sheets, Chromebooks, and pre-test and post-test sheets.

2.4. Data Analysis

The data analysis in this study combined qualitative and quantitative approaches. Qualitative analysis focused on the implementation of the cooperative learning model, observing patterns and trends in classroom behavior and interactions. Quantitative analysis was used to assess cognitive test results obtained from final tests, which were analyzed descriptively to evaluate achievement of the Minimum Competency Criteria (KKM). Observational data were also analyzed descriptively to evaluate classroom learning conditions. Performance indicators can be successful if they meet the criteria. Student learning outcomes can achieve a score of 70 and above or 70% absorption. The percentage of student activity reaches 80%, and at least 85% of aspects of teaching and learning activities are carried out, obtaining observation scores in the good and excellent categories.

2.5. Research Procedure

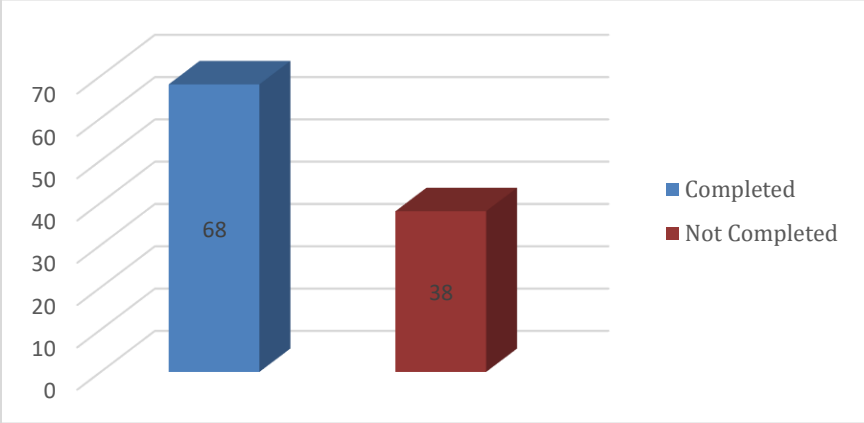
This classroom action research procedure consists of three stages, namely: (1) the planning stage, at which stage the researcher prepares an action plan that explains the lesson plan to be used; (2) the action stage, namely the implementation of the learning that has been prepared based on the scenario that has been made; (3) the observation stage, namely the researcher makes observations when the action is running; (4) the reflection stage, namely the researcher conducts a reflection to thoroughly review the actions that have been taken, based on the data that has been collected, then an evaluation is carried out to improve the next action.

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1. Description of Cycle I Data

The recapitulation of the completeness of student learning outcomes in cycle I is described in the graph below:

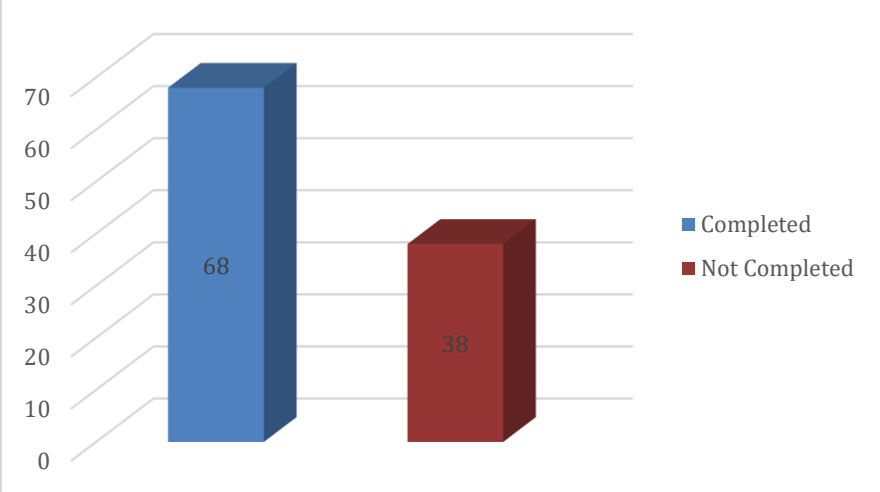


Graph 1. Development of student learning completeness

From the table and graph above, it can be seen that 53% of students get scores above the KKM, while students who have scores below the KKM reach a percentage of 47%, with the results of the class average score of 65. This is because students do not fully understand the material for reading Surah al-maun and understand the reading laws in Surah al-maun in Islamic Religious Education lessons even though they have previously been taught. Furthermore, the teacher interviewed two students.

3.1.2. Description of Cycle II Data

The recapitulation of the completeness of student learning outcomes in cycle II is described in the graph below:

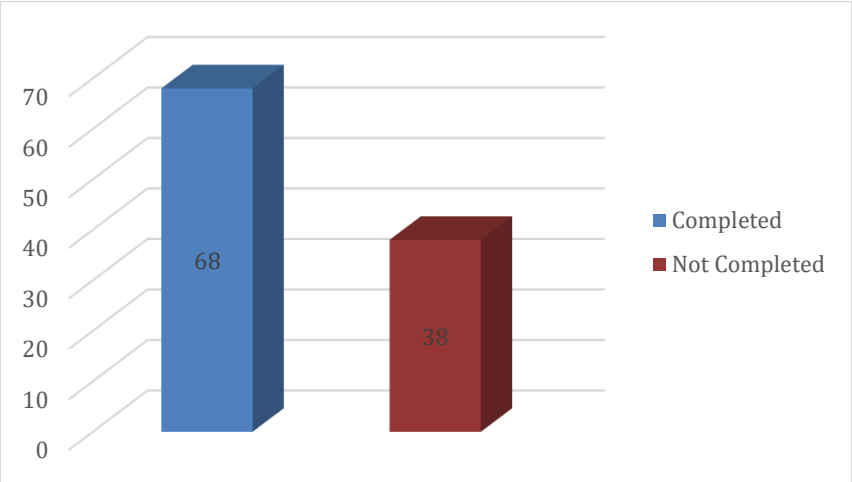


Graph 2. Development of student learning completeness

From the table and graph above, it can be seen that 73% of students get scores above the KKM, while students who have scores below the KKM reach a percentage of 27%. This is because students have not fully understood the material on understanding the main messages in surat al-maun in Islamic Religious Education lessons even though it was previously taught. Furthermore, the teacher interviewed two students to determine their understanding of the learning material. In this cycle, there was a significant increase of 20%.

3.1.3. Description of Cycle III Data

The recapitulation of the completeness of student learning outcomes in cycle III is described in the graph below:

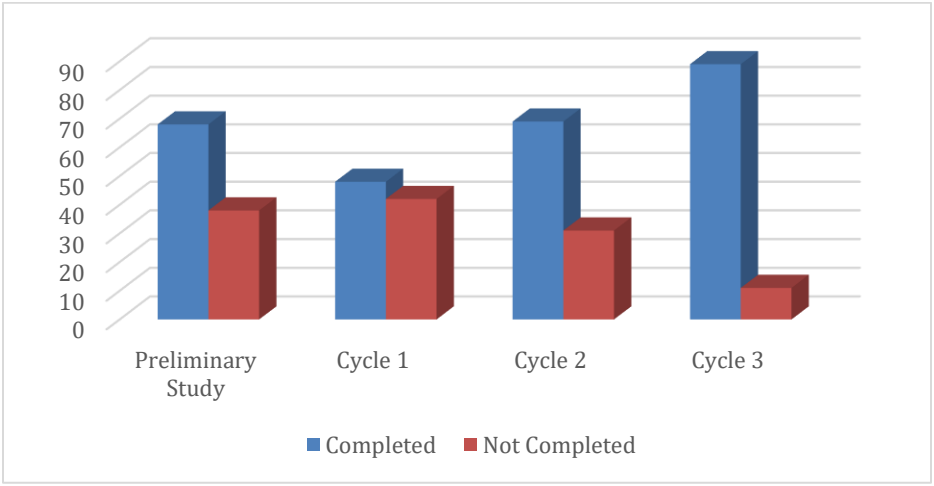


Graph 3. The development of student learning completeness

From the table and graph above, it can be seen that 93% of students get scores above the KKM, while students who have scores below the KKM reach a percentage of 7%, with the results of the class average value below the KKM, which is 88. In this cycle, there was a significant increase of 20%.

3.1.4. Description of Data Comparison of Student Learning Outcomes

Recapitulation Comparison of student learning outcomes is described in the graph below:



Graph 4. Comparison of Learning Outcomes

3.2 Discussion

At this stage, the research made observations about implementing Religious Education learning in class V SDN 58 Bengkulu Selatan on the material of loving orphans (Q.S al-Maun). The teacher conducts learning using conventional methods, and there is no innovation in teaching. Namely, the teacher explains the subject matter using the lecture method and memorizes Q.S al-maun 13. The strategy carried out by the teacher is quite effective, but students are less interested and participatory, so the learning process is boring. As a result, students cannot thoroughly understand the subject matter. After making observations, the researcher continued by interviewing one of the students; the conclusion obtained from the results of the interview was that students felt bored because, during learning, students only listened to explanations from the teacher; there were no variations in learning, such as watching learning videos and seeing pictures related to learning. Before applying the Cooperative learning method assisted by LCD Projector media, class V students of SDN 58 Bengkulu Selatan still had many students whose learning outcomes had not reached the minimum completeness criteria (KKM) set for learning Islamic Religious Education.

The results of the Pre-test conducted by research with Islamic Religious Education subject teachers found that out of 15 students, almost 67% of students could not understand Q.S Al-Maun properly and correctly.

In the implementation of cycle I, the action activities consisted of (1) the planning stage. Learning in Cycle I consists of 1 meeting with a duration of 4 x 35 minutes each meeting. Previously, the researcher, who acted as an Islamic Religious Education subject teacher, first prepared a teaching module on the material of loving orphans (Q.S al-Maun); at the first meeting, the teacher would discuss reading the letter al-maun and understanding the law of reading him in the letter al-maun, at the second meeting the teacher explained the main messages in the letter al-maun, made PowerPoint slides (PPT), made LKPD, and prepared observation sheets for each meeting. And make an evaluation tool in the form of formative assessment questions on Google Forms for each student; (2) Activity and implementation stages. Researchers implemented the learning process at SDN 58 Bengkulu Selatan using the plan compiled in the teaching module. As a first step, the teacher gave a pre-test sheet to measure how quickly' understood the material of reading the letter Al-Maun and understanding the reading law in the letter al-maun before the application of the Cooperative learning model assisted by LCD projector media (3) reflection stage. The learning that has been carried out has been carried out well, according to the teaching module that was planned previously. The application of this learning model runs according to the prepared scenario. Although there are obstacles, such as when children work on tasks in Google Forms that are shared on Google Classroom, some children always ask because of the difficulty of opening the application. Still, all of that can be overcome to make the learning atmosphere livelier. Students are very enthusiastic about applying the learning model provided, so they feel no rush to complete the tasks given by the teacher in the cookbook.

In the implementation of cycle II, the action activities consist of (1) the planning stage. At this stage, the researcher conducts two lessons with a meeting duration of 4 x 35 minutes on the material of understanding the main message in surat al maun as the preparations made include making teaching modules, Arabic written Verse Cards and Latin verse pieces, preparing learning videos, making LKPD and preparing teacher and student observation sheets for each meeting. And making evaluation tools in the form of formative assessment questions that students will do independently; (2) activity and implementation stages. Researchers implemented the learning process at SDN 58 Bengkulu Selatan, following the plan compiled in the Teaching Module. As a first step, the teacher gave an initial test to understand the material and the main messages in Surah Al-Maun before applying the cooperative learning model assisted by LCD project ctor media; (3) reflection stage. The learning that has been carried out has been carried out well, according to the teaching module that was planned previously. The application of the learning model with the help of LCD Projector media runs according to the prepared scenario. Students began to be enthusiastic about the learning model provided, and they began to be motivated to do the tasks given by the teacher.

In the implementation of cycle III, the action activities consisted of (1) the planning stage. At this stage, the researcher conducts three lessons with a meeting duration of 4 x 35 minutes on the material of writing surat al-maun in the Jambord application, while the preparations made include making teaching modules, making teaching materials, preparing learning videos, preparing Chromebooks making LKPD and preparing teacher and student observation sheets for each meeting; (2) activity and implementation stages. Researchers implemented the learning process at SDN 58 Bengkulu Selatan, following the plan compiled in the Teaching Module. As a first step, the teacher explained a tutorial on how to use the jam board application, and the teacher modeled how to write surat al maun in the jam board application; (3) reflection stage. The learning that has been carried out has been carried out well, according to the teaching module that was planned previously. The application of the learning model with the help of LCD Projector media runs according to the prepared scenario. Students are enthusiastic about the learning model provided and motivated to do the tasks given by the teacher.

Based on the results of the pre-test carried out before the application of the cooperative learning model, it can be seen that 33% of students have scores above the KKM. In contrast, for students below the KKM, the percentage reaches 67%, based on the class average value below KKM.

The post-test results after applying the cooperative learning model assisted by LCD Projector media in cycle one showed that 53% of students had reached the KKM score of 70, but the class average was still 65, and 47% of students had scores below KKM. In applying the Cooperative learning method assisted by LCD Projector in learning Islamic Religious Education Budi Pekerti material on loving orphans (Q.S Al-Maun) in class V, researchers encountered several obstacles, including: 1) the learning time is quite short so that students feel less satisfied when exchanging information with their friends. 2) when the teacher distributed tasks in Google Classroom, many students could not open tasks in Google Classroom.

In cycle 2, these obstacles began to decrease because students had begun to know how the cooperative learning model worked, so the implementation became interesting, and students also became enthusiastic. In cycle 3, there

were no obstacles because students already knew how the cooperative learning model worked, so the implementation became interesting. Students also became enthusiastic because, in this cycle, the researcher gave deep motivation to students.

The results revealed that applying the Cooperative Learning model in Islamic religious education with the material of Loving Orphans (Q.S al-Maun) in class V at SDN 58 Bengkulu Selatan began with a pre-test and ended with a protest. In applying this model, the teacher uses LCD Projector media through videos to read, understand, and write Q.S al-maun. Students exchange information about the information they have obtained on the learning video provided by the teacher. Using the cooperative learning model, students look happy, active, and participatory in learning.

4. IMPLICATIONS AND CONTRIBUTION

4.1 Research Implications

Theoretically, these findings reinforce social constructivist learning theory by demonstrating that combining LCD projector visual media with cooperative learning facilitates the comprehension of abstract religious concepts through dual sensory stimulation. Practically, this study encourages educators to shift from conventional teaching toward functioning as interactive facilitators skilled in managing group dynamics and digital resources. Additionally, it provides guidance for policymakers to prioritize basic educational technology infrastructure and media training across primary schools.

4.2 Research Contributions

This study contributes an empirical instructional model that merges collaborative group work with visual technology in elementary Islamic religious education. It enriches pedagogical literature, which has often treated cooperative methods and multimedia tools separately, while offering elementary practitioners an actionable benchmark to overcome student boredom and substantially elevate academic performance.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTION

5.1 Research Limitations

This study is limited by its action research design involving only fifteen fifth grade students at SDN 58 Bengkulu Selatan, which prevents statistical generalization to wider populations. Furthermore, the instructional scope was restricted to Surah Al Maun topics, alongside initial challenges involving student adaptation to digital tools and limited discussion time.

5.2 Recommendation for Future Research

Future studies should adopt quasi experimental designs with larger sample sizes and control groups to evaluate comparative effectiveness across diverse schools. Upcoming research should also expand into broader religious education subjects, integrate gamified interactive platforms, and implement longitudinal assessments to measure long term effects on student moral character and social empathy.

6. CONCLUSION

Conducting learning by applying the Cooperative Learning model assisted by LCD Projector media in Islamic Religious Education subjects in class V SDN 58 Bengkulu Selatan in cycle 1, there was an increase in the completenechildren'sdren's learning outcomes from pre-cycle, cycle 1, cycle II, cycle III and the average student score also increased from pre-cycle, cycle 1. Cycle II and Cycle III. The obstacles in using this method are the need for extra preparation and handling in conditioning the class. It has a wealth of diversity in learning models, methods, and media, so teaching and learning activities can become more enjoyable for students. The cooperative learning model is one of the many methods used in teaching and can vary to various methods and approaches. A teacher can use this research as a reference when choosing a learning model based on the learning objectives. From cycles I, II, and III, researchers no longer found obstacles, so what was expected at the beginning, namely 85% percent completeness, was achieved, namely 93%. The study showed increased student learning outcomes using a cooperative learning model assisted by LCD projector media in Islamic religious education subjects at SDN 58 South Bengkulu. This increase can be seen from the pre-cycle data, cycles I and II; each cycle has increased.

This research proves that combining a cooperative learning model and LCD projector media is an effective strategy for improving the learning outcomes of primary school students. This model improves understanding of the material and encourages social interaction, learning motivation, and a more enjoyable learning experience. This method can be widely applied in primary schools as a more innovative and effective learning alternative than conventional methods.

This research shows that implementing a cooperative learning model with the help of LCD projector media has a positive impact on the learning outcomes of elementary school students. Using a cooperative learning model with LCD projector media is proven to improve the learning outcomes of elementary school students. Students become more active in learning and understand the material more easily. This method encourages students to interact more with each other, work together in groups, and share understanding and ideas, thus improving their social skills. Students are more interested in following the lessons because this method is more varied than conventional learning. The combination of cooperative learning with LCD projector technology can be an effective strategy for improving the quality of education in primary schools.

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Author Contribution Statement

The author declares that all authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Yayik Oknata: Conceptualization, Writing - Original Draft, Methodology, Formal analysis, Data Curation. Muhammad Hidayaturrahman: Conceptualization, Writing - Review & Editing.

Declaration of Generative AI (GenAI) Usage in Scientific Writing

The authors declare that ChatGPT-4o was utilized solely to paraphrase and improve the clarity of selected sentences within the manuscript, with the final text being carefully examined and edited by the authors to ensure scholarly accuracy. All instances of Generative AI usage in this article were conducted by the authors in accordance with the JIPPG GenAI Tool Usage Policy, with the authors assuming full responsibility for the originality, accuracy, and integrity of the work.

Conflict of Interest Statement

The Authors declares that the researcher has no potential conflict of interest in connection with this article's research, research, and/or publication.

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