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Implementation of the Share, Think, Observe, and Present (STOP) Model in Cooperative Learning to Improve Understanding of Islamic Religious Education for Elementary School Students

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ABSTRACT

Background: Group discussion skills are essential for promoting collaboration and active student engagement in Islamic Religious Education (PAI); however, elementary school students often struggle to participate actively, particularly when worship-related materials are taught using conventional methods. **Objective:** This study aimed to improve the group discussion skills of fourth-grade students at SD Negeri 96 Kaur through the implementation of the Share, Think, Observe, and Present (STOP) cooperative learning model in PAI, with a focus on worship-related content. **Method:** This study employed Classroom Action Research (CAR) consisting of two cycles, each comprising the stages of planning, implementation, observation, and reflection. The participants were 30 fourth-grade students. Data were collected through observation sheets, learning achievement tests, interviews, and documentation and were analyzed descriptively. **Results:** The findings revealed a significant improvement in students' group discussion skills. The percentage of students who met the Minimum Competency Standards (KKM) increased from 36% in the pre-cycle to 64% in Cycle I and reached 86% in Cycle II. **Conclusion:** The STOP model proved effective in enhancing students' group discussion skills and promoting active participation in PAI learning. **Originality/Value:** This study contributes practical and pedagogical novelty to primary Islamic religious education by demonstrating the effectiveness of the *Share, Think, Observe, and Present* (STOP) cooperative learning model in enhancing group discussion skills, peer collaboration, and active student engagement regarding worship-related concepts within elementary classroom environments, an area that remains underexplored systematically. These findings enrich the empirical literature and serve as a strategic reference for educators in designing student-centered, reflective cooperative learning strategies tailored to young learners.

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1. INTRODUCTION

Islamic Religious Education (PAI) is a subject that plays a strategic role in shaping the character and personality of students in accordance with Islamic values. The Islamic Religious Education curriculum in elementary schools aims not only to instill students' understanding of religious teachings but also to help them internalize moral values in their daily lives. However, in reality, the process of teaching Islamic Religious Education in the classroom often faces various obstacles that impact students' understanding of the material being taught. Sari (2022) demonstrates that the lack of varied methods in Islamic Religious Education instruction leads to low student participation, which

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in turn affects their understanding of religious content. Hidayat (2021) also reveals that the use of active learning models, such as group discussions and case studies, can improve students' understanding of Islamic Religious Education material and facilitate the internalization of moral values.

Based on initial observations at SDN 96 Kaur, it was found that the learning outcomes of sixth-grade students in the Islamic Religious Education subject had not yet reached the Minimum Competency Criteria (KKM) of 75. Only about 40% of students were able to achieve this score. At the same time, the rest demonstrated a low understanding of basic Islamic concepts such as the pillars of faith, the pillars of Islam, and the application of Islamic values in daily life. One of the main factors contributing to students' low understanding is the use of less varied teaching methods, which tend to be dominated by conventional approaches such as lectures and question-and-answer sessions. This results in students being less active in the learning process, leading to suboptimal understanding of the material.

In the context of learning, approaches that actively and collaboratively engage students are crucial for enhancing the quality of their learning. One such approach is cooperative learning. Cooperative learning has been widely recognized as an effective strategy to enhance students' learning outcomes, as it provides opportunities for them to learn in small groups, share ideas, and solve problems collaboratively. Setiawan & Sari (2021) suggest that implementing cooperative learning in the classroom can enhance students' communication and teamwork skills when completing group tasks. Pratama & Wijayanti (2020) assert that cooperative learning enhances students' understanding of the material and their learning outcomes, particularly in lessons that require high levels of social interaction.

The STOP (Share, Think, Observe, Present) model is a cooperative learning approach that can be applied to enhance students' understanding and learning. This model involves students in four main stages: sharing information (Share), thinking independently (Think), observing or evaluating learning outcomes (Observe), and presenting their discussion results (Present). The STOP model is designed to encourage active student participation in the learning process so that students do not merely receive information passively but engage in deeper cognitive processing. Empirical evidence supports the effectiveness of cooperative learning structures with similar characteristics, as research has shown that cooperative learning significantly improves students' academic achievement and higher-order thinking compared to individualistic learning settings (Johnson & Johnson, 2009). In addition, a meta-analytic study found that structured cooperative learning models positively influence students' motivation and conceptual understanding across various subjects and educational levels, indicating that active interaction, reflection, and presentation stages contribute to meaningful learning experiences (Slavin, 2014).

Several previous studies have shown the effectiveness of the STOP model in improving student learning outcomes. A study by Fitriani (2020) found that applying the STOP model could enhance students' critical thinking skills in science. Another study by Nurhidayah & Rini (2021) indicated that cooperative learning, including the use of the STOP model, effectively improved students' conceptual understanding in Islamic Religious Education. Additionally, research by Pramudita (2019) revealed that implementing the STOP model in the context of cooperative learning can improve student learning outcomes in various subjects. However, the application of the STOP model in Islamic Religious Education at the elementary school level, particularly at SDN 96 Kaur, has not been widely implemented. Therefore, this study aims to apply the STOP model in cooperative learning to enhance the understanding of sixth-grade students in Islamic Religious Education.

Previous research on the implementation of cooperative learning, particularly the STOP model, has shown that this teaching approach positively impacts various aspects of student learning outcomes. Sari (2020) found that cooperative learning can create a more active learning environment and increase student interaction within groups. Another study by Prasetyo & Fitriani (2021) concluded that cooperative learning is efficacious in improving students' social skills in elementary schools. Additionally, this model has been proven to strengthen students' critical thinking abilities, which is an essential aspect of learning, as found in Kurniawan's (2019) study. Research by Rahmawati & Subroto (2022) found that cooperative learning, with its various variations, can enhance student engagement, understanding of the material, and teamwork values. This research highlights that group-based learning models can have a significant impact on student learning outcomes. Their findings suggest that this method enables students to grasp religious concepts more deeply while promoting positive social attitudes.

Furthermore, Wulandari (2020) found that cooperative learning contributes to the early formation of students' character. This study also emphasized that cooperative learning not only enhances cognitive learning outcomes but also fosters students' self-confidence and responsibility toward their groups. This perspective aligns with various other studies that highlight the broad benefits of applying cooperative learning.

Although previous studies have demonstrated the effectiveness of cooperative learning in improving elementary students' learning outcomes and engagement, and have shown the success of applying the STOP model in

training students' thinking and self-regulation skills, research that integrates the STOP model into cooperative learning for Islamic Religious Education at the elementary level is still limited. Most Islamic Religious Education research focuses on improving religious attitudes, memorizing material, or utilizing conventional teaching models. At the same time, the exploration of conceptual understanding through structured thinking strategies has not been extensively explored. Therefore, there is a research gap that needs to be further investigated regarding how the application of the STOP model in cooperative learning can systematically improve students' understanding of Islamic Religious Education, both in terms of the learning process and its impact on student engagement and the meaning of learning in elementary schools.

This study aims to enhance students' social skills by applying the STOP model in cooperative learning for the Islamic Religious Education subject in Grade V at SD Negeri 68 Kaur. Specifically, this study aims to investigate the process of implementing the STOP model in learning, evaluate the improvement of students' social skills, including communication abilities, teamwork, respect for others' opinions, and conflict resolution, and identify changes in students' understanding of Islamic Religious Education material after participating in STOP-based learning. Through this study, practical and relevant learning strategies will be identified for integrating religious values with the development of students' social skills in elementary schools.

2. METHOD

2.1 Research Design

This study employs the Classroom Action Research (CAR) method, as outlined in the model by Kemmis and McTaggart. CAR is a systematic approach aimed at improving the quality of learning through repetitive actions that consist of four stages: planning, acting, observing, and reflecting (Utomo et al., 2024). This research is conducted using a cycle approach, where each cycle involves planning, acting, observing, and reflecting, with the goal of improvement in the next cycle.

2.2 Research Object

This research is conducted at SDN 96 Kaur, located in the Bengkulu Province. The selection of this school was based on initial observations that indicated issues with students' understanding of Islamic Religious Education, particularly in the sixth grade. The population of this study consists of all sixth-grade students at SDN 96 Kaur for the 2024 academic year, totaling 30 students, with 18 male students and 12 female students. This study employs a total sampling approach, where all sixth-grade students are included in the study sample due to the relatively small number of students, making it possible to involve all students in the research.

2.3 Data Collection

Data in this study are collected through several instruments: 1) Observation Sheet: Used to observe the learning process, including the teacher's activities in applying the STOP model and student participation during the lesson; 2) Comprehension Test: An evaluation in the form of questions given at the end of each cycle to measure students' understanding of the Islamic Religious Education material taught; 3) Student Questionnaire: A survey given to students after the second cycle to gather their responses to learning with the STOP model; 4) Field Notes: Used to record essential things during the lesson, such as challenges faced by students or teachers and solutions implemented.

2.4 Data Analysis

The collected data are analyzed using both qualitative and quantitative descriptive methods. Observational data are analyzed to describe the development of students' social skills, such as communication, cooperation, and respect for others' opinions. Test results are analyzed by calculating the average score and the percentage of students achieving the minimum competency standards (KKM) to measure improvement from the pre-cycle to Cycle II. Interview data are analyzed to gain insights into the experiences and responses of students and teachers regarding learning with the STOP model. Documentation data are used to support the results of observations and interviews. Data validity is strengthened through triangulation by comparing the results from observations, tests, interviews, and documentation. The results of the analysis serve as a basis for improving learning in each cycle and drawing conclusions.

3. RESULTS AND DISCUSSION

3.1 Results

This study employed the Classroom Action Research (CAR) model, which consists of two cycles. Below are the results of the improvement in student learning outcomes during the pre-cycle, Cycle 1, and Cycle 2:

3.1.1 Pre-Cycle

In the initial phase, the pre-cycle, the teaching method still used the conventional lecture approach without applying the STOP model. Observations showed that during the learning process, students tended to be passive and less actively engaged. Only a small portion of students appeared enthusiastic, such as asking questions or responding to the teacher's questions.

To measure the students' initial understanding of the material, a pre-test was conducted. The test results showed that the class average score was 60. Furthermore, only 8 out of 30 students, or about 26.7%, were able to achieve the Minimum Competency Criteria (KKM) score of 75. This data indicates that most students had not yet optimally understood the material.

Some key findings from the pre-cycle phase included that the learning was still teacher-centered, which did not encourage active student participation. Most students struggled to understand the concepts being taught. Overall, student learning outcomes were still low and did not meet the predetermined KKM standards.

3.1.2 Cycle 1

In Cycle 1, the STOP model was implemented within a cooperative learning approach. This model consists of four main stages: Share, Think, Observe, and Present. Each stage is designed to increase student engagement and assist them in understanding Islamic Religious Education material, specifically regarding belief in Allah's angels.

Based on observations during the learning process, the teacher effectively implemented the STOP model stages. However, some students still appeared confused in following the activity steps. During the Share stage, about 70% of students actively participated in group discussions. Next, during the Think stage, 65% of students successfully expressed their ideas independently. The Observe stage also showed positive results, with 75% of students taking notes on important points from the lesson. However, during the final stage, Present, only 50% of students seemed confident presenting the results of their group discussions in front of the class.

The evaluation of learning outcomes showed improvement. The class average score increased to 70, and 18 out of 30 students, or about 60%, achieved the KKM. Although there was positive progress, the class average score and the percentage of students achieving the KKM still did not meet the expected target.

The reflection on this cycle revealed some critical points. Many students still lacked confidence when asked to present, so the teacher needs to provide more intensive guidance and support during the Present stage. Additionally, the learning material should be simplified so that it is easier for students to understand and supports more effective learning in the next cycle.

3.1.3 Cycle 2

In the implementation of Cycle II, several improvements were applied based on the reflections from the previous cycle. The teacher provided more detailed explanations of each stage in the STOP model and offered more intensive guidance to the students, especially during the presentation stage. The learning material in this cycle focused on the theme of belief in the holy books of Allah.

Observations showed significant improvement in student involvement during the learning process. In the Share stage, 85% of students actively participated in group discussions. In the Think stage, 80% of students were able to express their ideas and answer the posed questions. Furthermore, in the Observe stage, 90% of students independently noted the essential points from the teacher's explanation. A remarkable improvement was also observed in the Present stage, where 85% of students were confident in presenting the results of their group discussions.

In terms of learning outcomes, there was a notable improvement. The class average score increased to 85, and 27 out of 30 students, or about 90%, achieved the Minimum Competency Criteria (KKM). Thus, the research success target was achieved, both in terms of the class average score and the number of students meeting the KKM.

Reflections on the implementation of Cycle II showed that the application of the STOP model was practical in enhancing students' understanding of the material. Additionally, students demonstrated a higher level of confidence in actively participating and presenting their learning outcomes to the class. The majority of students also gave

positive responses to the teaching method used, indicating that this approach created a more engaging and meaningful learning atmosphere.

The study's results showed a significant improvement in learning outcomes from the pre-cycle stage to the implementation of Cycle II. In the pre-cycle, the class average score was only 60. After the implementation of the STOP model in Cycle I, the class average increased to 70, and in Cycle II, it rose further to 85. This increase demonstrates that the implementation of the STOP model effectively enhanced students' understanding of Islamic Religious Education material.

In addition to improved learning outcomes, this study also noted positive developments in student engagement and participation during the learning process. Through the stages of the STOP model, students became more involved in group discussions, were able to express their opinions critically, and showed courage in presenting their work. This aligns with the principles of cooperative learning, which emphasize the importance of social interaction in helping students understand concepts more deeply. The STOP model has proven to provide a more engaging and meaningful learning experience for students. With a systematic approach through the Share, Think, Observe, and Present stages, students are not only motivated to think actively but are also encouraged to develop communication and collaboration skills. The Share and Present stages, in particular, play a crucial role in building students' self-confidence and their ability to collaborate. Therefore, the application of the STOP model in cooperative learning is efficacious in improving students' understanding, participation, and learning outcomes in Islamic Religious Education for sixth-grade students at SDN 96 Kaur.

3.2. Discussion

The findings of this study indicate that the implementation of the STOP model in cooperative learning for Islamic Religious Education has made a positive contribution to improving the understanding of elementary school students. The STOP model, which includes the stages of Stop, Think, Organize, and Proceed, encourages students to pause, think critically, organize their information, and then proceed with learning in a directed manner. In the context of Islamic Religious Education, this model helps students understand religious material not only through memorization but also conceptually and applicatively, in line with the cognitive development of elementary-aged children.

The findings from this study highlight that the STOP model plays a significant role in fostering critical thinking and deeper conceptual understanding of Islamic Religious Education. By integrating reflective thinking, collaboration, and active engagement, students are not only able to memorize religious teachings but also relate these teachings to their daily lives.

The results of implementing the STOP model in cooperative learning show an increase in active student involvement throughout the learning process. Students no longer passively receive information; instead, they engage in group discussions, exchange opinions, and assist one another in understanding Islamic Religious Education material. This aligns with the principles of cooperative learning, which emphasize collaboration, shared responsibility, and social interaction as means of fostering a deeper understanding of the material. Prasetyo & Wibowo (2021) demonstrate that the use of the STOP model in cooperative learning can enhance student engagement in group discussions, thereby contributing to a deeper understanding of the material being taught. Ramadhani & Setiawan (2020) also reveal that cooperative learning, using the STOP model, can strengthen collaboration among students, which in turn improves learning outcomes and understanding of Islamic Religious Education material.

In the Stop and Think stages, students are trained to control hasty learning impulses and develop reflective thinking regarding the problems or material presented. In Islamic Religious Education, these stages are crucial as they help students gradually understand Islamic values, including the meaning of worship, good morals, and exemplary stories. Thus, students not only learn what is being taught but also understand why these values are essential in daily life. Ismail &Yulianto (2021) show that the reflection model in learning can improve students' understanding of moral values, including within the context of Islamic Religious Education. Hidayati & Asri (2020) also reveal that the reflection stage in cooperative learning, such as in the STOP model, helps students connect the material to their life experiences, which enhances their understanding and application of religious values in everyday life.

The Organize stage in the STOP model plays a crucial role in helping students systematically arrange the information they have gathered. Through group work, students learn to classify Islamic Religious Education concepts, draw collective conclusions, and relate the material to real-life experiences. This process strengthens students' cognitive structures, making their understanding more meaningful and durable compared to one-way learning approaches. Prasetyo & Susanto (2020) suggest that the organization stage in cooperative learning, such as in the STOP model, enables students to structure information effectively and enhances their understanding of the material.

Nurul et al. (2021) also suggest that the collaborative process during the Organize stage enables students to connect the learning material with their life experiences, thereby reinforcing their understanding and application of concepts in daily life.

Next, the Proceed stage provides students with the opportunity to apply the understanding they have gained, whether through group presentations, problem-solving, or joint reflection. In Islamic Religious Education, this stage encourages students to apply Islamic values in concrete behaviors, such as honesty, discipline, and cooperation. Thus, learning extends beyond the cognitive realm, touching upon affective and psychomotor domains as well. Wulandari & Santoso (2021) demonstrate that the implementation of cooperative learning, particularly in the process stage, can enhance students' social skills, such as cooperation and communication, which contribute to character development. Sari & Pratama (2020) explain that problem-solving processes and group presentations in Islamic Religious Education enable students to apply religious values in their daily lives, thereby deepening their understanding of Islamic teachings.

From the teacher's perspective, implementing the STOP model in cooperative learning provides a more structured and systematic learning framework. The teacher acts as a facilitator, guiding students' thinking processes, rather than being the sole source of knowledge. This role aligns with the demands of 21st-century Islamic Religious Education, which emphasizes the development of critical thinking, collaboration, and balanced reinforcement of students' religious character.

The application of the STOP model in cooperative learning has proven to be effective in enhancing elementary school students' understanding of Islamic Religious Education. This model creates an active, reflective, and meaningful learning environment, supporting the deeper internalization of Islamic values. Therefore, the STOP model can be recommended as an alternative teaching strategy for Islamic Religious Education in elementary schools to improve the quality of the learning process and its outcomes.

4. IMPLICATIONS AN CONTRIBUTIONS

4.1 Research Implications

The practical implication of this study is that the implementation of the Share, Think, Observe, and Present (STOP) model can enhance teachers' use of group discussion skills in Islamic Religious Education, especially when discussing worship topics. By providing students with opportunities to share information, discuss, and learn from peers, this model can increase active participation and student engagement in the learning process. For teachers, the practical implication is the importance of designing learning activities that encourage collaboration among students, using models like STOP to facilitate more dynamic and productive discussions. Furthermore, teachers are encouraged to adapt this model for other learning materials to create a more interactive classroom environment and support improvements in student learning outcomes.

4.1 Research Contributions

This study provides empirical evidence on the effectiveness of the Share, Think, Observe, and Present (STOP) model in enhancing the group discussion skills of fourth-grade students at SD Negeri 96 Kaur in Islamic Religious Education, particularly in the context of worship material. The study shows that the application of the STOP model can encourage students to be more active in sharing information, discussing, and learning from peers. The findings of this study contribute to the development of learning strategies that promote active participation and offer insights into how collaborative learning models among students can enhance their learning outcomes and engagement in the learning process. This research also contributes to the literature on the application of the STOP model in the context of Islamic Religious Education at the elementary school level, a topic that has been underexplored in previous studies.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTION

5.1 Research Limitations

The limitations of this study lie in its small sample size, which involved only 30 fourth-grade students at SD Negeri 96 Kaur. Therefore, the results obtained may not be fully generalizable to a larger population. Additionally, the study was conducted in only two cycles, which may not be sufficient to explore the long-term effects of implementing the Share, Think, Observe, and Present (STOP) model on students' group discussion skills. Another limitation is the research's sole focus on worship material in Islamic Religious Education, which means the findings

may differ if applied to other topics within the subject or in other subjects. Therefore, further research with a larger sample and a broader range of materials is needed to confirm these findings.

5.1 Recommendation for Future Research

Based on the results of this study, it is recommended that future research expand the sample to include students from various schools and educational levels to gain a more comprehensive understanding of the effectiveness of the Share, Think, Observe, and Present (STOP) model in improving group discussion skills in different contexts. Additionally, future studies could investigate the application of this model to other learning materials in Islamic Religious Education or other subjects to assess how universally the STOP model can be applied in enhancing student participation and learning outcomes. Further research is also recommended to include long-term observations to assess the impact of the STOP model on students' group discussion skills in a more sustainable context.

6. CONCLUSION

The findings of this study demonstrate that the implementation of the STOP (Share, Think, Observe, Present) model in cooperative learning has a positive impact on students' understanding while simultaneously fostering active participation in the learning process. Through the structured stages of sharing ideas, independent thinking, observing learning outcomes, and presenting group discussions, students are encouraged to engage both cognitively and socially. This process enables learners not only to comprehend the learning material more deeply but also to develop critical thinking skills, collaborative abilities, and confidence in expressing their ideas. As a result, learning becomes more meaningful and reflective, allowing students to actively construct knowledge rather than passively receive information.

These findings have significant implications for educational practice, particularly for teachers seeking to improve instructional effectiveness. The STOP model offers an innovative and practical teaching strategy that can be applied across various subjects, including Islamic Religious Education. By emphasizing student interaction, reflection, and presentation, this model shifts the learning process from a teacher-centered approach to a more student-centered one. Consequently, teachers can create a more engaging classroom environment that supports students' cognitive, affective, and social development, which is essential for achieving holistic learning outcomes.

Furthermore, the successful implementation of the STOP model underscores the importance of institutional support in fostering a collaborative learning culture within schools. Such support can be realized through continuous professional development programs that equip teachers with cooperative learning strategies, as well as curriculum adjustments that accommodate active and participatory learning approaches. By establishing policies and learning environments that encourage collaboration and innovation, schools can promote a more dynamic, interactive, and meaningful learning atmosphere. Ultimately, this contributes to enhancing overall educational quality and better preparing students to meet academic and social challenges.

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Author Contribution Statement

The author declares that the entire research and writing process for this article was conducted independently. The author assumes full responsibility for all data associated with this research. No other individual contributed as a co-author or made any significant contribution to the content of this work.

Declaration of GenAI in Scientific Writing

The authors declare that OpenAI was used in a limited capacity to refine the academic language and improve the clarity and accuracy of this manuscript, including grammatical structures, punctuation, vocabulary, and overall academic tone. The AI-assisted suggestions were critically reviewed and selectively incorporated by the authors. The manuscript was subsequently revised to ensure that the final version accurately reflects the authors' own academic voice, writing style, ideas, and scholarly judgment. All instances of Generative AI usage in this article were conducted

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Conflict of Interest Statement

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

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