



Cooperative Learning Through Online Media to Improving Islamic Religious Education Learning Outcomes of Students at Junior High School

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Abstract:

This study aims to provide an analysis of the picture and picture cooperative learning model through online media in improving student learning outcomes of Islamic religious education. The method used is a qualitative approach with data collection techniques in the form of interviews, observation, and documentation. While the data validity testing techniques, namely credibility, transferability, dependability, confirmability, and triangulation. The results of this study, it can be seen that the picture and picture cooperative learning model through online media is a form of teacher control in monitoring students' understanding of the material provided on WhatsApp. In addition, in the zoom meeting there is a feature that can record the learning process, so that teachers and students can look back on the learning videos in the future. The supporting and inhibiting factors of the learning evaluation have a positive impact on student learning outcomes both cognitively affective and psychomotor.

Keywords:

Cooperative Learning, Picture, Online Media, Islamic Education.



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INTRODUCTION

Education is a process of forming human attitudes that are active and full of development. Changes in the direction of improving education at every level must continue to be made to anticipate future interests. Therefore, development or change in education is something that must happen and is in line with cultural changes in life (Saidah, 2016). Education that can support development in the future is education that can develop students' abilities, and can change students' behavior and attitudes so that stakeholders can face and overcome their life problems. Education must touch the awareness of the potential and abilities of students. Education is very important for all humans, so humans are both subjects and objects in education. In the realm of education, there are several sections that support the achievement of an education, namely teachers and students. The functions and objectives of Indonesian education are contained in Law no. 20 of 2003 (Sidiknas, article 3) which reads: "National education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life which aims to developing the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible country.

To achieve and realize the educational goals above, a good strategy is needed, and optimal and planned efforts in various ways, both in terms of output and input in the learning process in education. This system aims to be able to carry out an educational process that is carried out in a directed and planned manner in achieving its goals. Therefore, we need an education system that can point us in the right direction. Learning is not about "what is learned", but about "how to make students experience the learning process", namely organizing material, how to deliver lessons and how to manage learning. Cooperative learning is a group learning model that has certain steps and rules for the learning process. The basic principle of cooperative learning is that students form small groups who teach each other in their group in completing group assignments that have been given by the teacher. In cooperative learning, students who understand will teach students who do not understand with sincerity, then students who are usually passive with cooperative learning are expected to be encouraged to participate actively in their groups.

Cooperative learning is a strategy that focuses on team learning so that students help each other in understanding a learning material. The main purpose of cooperative learning is to increase students' awareness that they need to learn to think, solve problems, develop ideas and apply their skills and knowledge (Slavin, 2013). So, the cooperative learning model here is a learning model that prioritizes group work, and requires students to take an active role in group discussions regardless of race, strengths and weaknesses of these students. Cooperative learning can make students enthusiastic in learning and they can achieve the desired learning goals. This type of learning model can support the increased competence of students to solve various problems encountered during group discussions, and students can help each other in overcoming the problems students face, besides that it can foster a high mutual caring attitude towards their group mates and also students will ask each other questions from their group mates without shame because they are used to interacting with each other.

Learning with models This type of picture and picture cooperative emphasizes the situation in the learning system, namely "student active learning", using pictures that aim to achieve satisfying learning outcomes. According to Levie in Azhar Arsyad, as for his theory about learning through image stimulation can create better learning outcomes in remembering, recognizing, and understanding the learning that has been given. The use of learning media also plays an important role in encouraging the effectiveness of a fun learning process so that it can increase students' understanding with the presentation of the material in an interesting way (Arsyad, 2012). Picture and picture cooperative learning model makes the teacher a facilitator who can help students who experience learning difficulties both technically and materially and prioritizes active student participation, both individually and in groups. Teachers are also encouraged to set external regulations in the learning process that can involve students actively. Therefore, the teacher's attention to students is greater. To optimize the process and learning outcomes, we must rely on the results of the identification of factors that cause failure and factors that support success. Based on the identification results, then we look for alternatives, and choose which ones can be implemented based on various factors such as teacher preparation, student preparation, facilities and infrastructure, etc. Optimizing the process and learning outcomes means making various efforts to improve the learning process so that the learning process can run effectively and learning outcomes can be

achieved optimally. The learning process can be said to be effective if students are active both emotionally, socially and intellectually, participate in learning activities, are critical, enthusiastic, dare to express opinions, and are cooperative. Likewise, optimal learning outcomes can be seen in students' learning abilities, ability to do assignments, and a good understanding of the lesson.

Sukmadinata said that learning is the most important thing in the educational process, and has several core components, namely teachers, students, and subject matter or learning resources. These three components must mutually support each other in order to achieve the goals to be achieved together. The interaction of the three core components must also be accompanied by facilities and infrastructure such as media, methods, and management of the learning environment, and fun, comfortable and calm learning is formed and the planned learning objectives can be achieved, because most individual development takes place through learning activities. (Gunawan, 2014). Islamic Religious Education in schools/madrasas aims to instill and increase faith by providing knowledge, understanding, practice, and appreciation of students regarding the Islamic religion which continues to develop in terms of faith, piety, nation and state and aims to be able to continue to higher levels of education. higher (Majid, 2012). So, in order for Islamic religious education to reach its goals, it is necessary to have fun and interesting learning in accordance with the learning taught by Islam, namely group study. This agreed with Slameto, who said that "In the whole of education in schools teaching and learning activities are the main activities, the success or failure of achieving educational goals depends a lot on how the teaching and learning process is experienced by students". In these teaching and learning activities, the implementation of education cannot be achieved properly if it is not planned properly either, because the general purpose of education is to act as a guide whose level of achievement can be measured by changes in the attitude, personality and behavior of students (Munir, 2012).

From the explanation above, it can be understood that in order to achieve a good learning goal, a planned and designed learning process is needed by looking at all the components that are able to support and design the arrangement so that students are able to play an active role in the learning process. Cooperative learning is structured in an effort to increase student involvement, give students experience in leadership attitudes and group decision making, and provide opportunities for students to interact and learn together with different backgrounds. Cooperative learning has the following characteristics: (1) Students work together with each group in completing the learning material that has been distributed by the teacher . (2) Groups are formed from students who have high, medium and low abilities (heterogeneous). (3) Whenever possible, group members come from different races, cultures, ethnicities, and genders. (4) Awards are given to groups, not individuals (Ibrahim & dkk, 2012). Cooperative learning reflects the view that humans learn from their experiences and active participation in small groups helps students learn social skills, while at the same time developing democratic attitudes and logical thinking skills. Cooperative learning helps students interact with each other with their peers in discussions.

Picture and Picture type cooperative is a learning model by using images that are paired/ arranged into a different arrangement interesting. These pictures are important factors in a learning process. The learning model using models/ images as media on the learning process. Therefore,

before the learning process begins, the teacher has provided models/ images that will be shared either in the form of images as well as graphic form (Sari, 2015). This learning has active, innovative, creative and fun functions. These pictures are an important factor in the learning process, with the media images that have been prepared by the teacher, student interest increases. Therefore, before the learning process, the teacher has prepared pictures that are displayed in the form of cards/pictures or in the form of stories in large format. In applying the picture and picture learning model, students are required to be responsible for everything that is done in their group. In addition, students are also required to equalize their opinions regarding the images to be presented, so that each group has the same goal. It should be remembered that in this learning model students are required to be able to share tasks and responsibilities among their group mates fairly according to their respective abilities and to be able to evaluate all group members by choosing their spokesperson or leader and this can be an alternative (Huda, 2019).

METHOD

The type of research used is a type of qualitative research that uses a descriptive research design, aiming to obtain information about the current situation, by looking at the relationship between the existing variables. In describing the subject to be studied, there are efforts to describe namely analysis, recording, and interpreting the conditions that are happening (Mardalis, 2012). The research subjects used the *Snowball sampling approach*, namely a sampling technique through data sources, which at first were few in number, gradually became large. Broadly speaking, in analyzing data there are three steps that must exist namely, preparation, tabulation and application of data according to the research approach. In qualitative research the data analysis techniques used are clear, namely directed at answering the formulation or testing the hypotheses that have been formulated in the proposal. In order to determine the validity (*trustworthiness*) of the data, inspection techniques are needed. As for the level of trustworthiness *in* the research, a data checking technique was carried out, including Credibility, Dependability, Transferability, Confirmability, and Triangulation.

RESULT AND DISCUSSION

In this data presentation , the author will describe the data obtained from the results of interviews, observations and documentation at State Junior High School 21 Jambi City .

A. Planning *Picture and Picture* Type Cooperative Learning Model (PAP) through *Online Media* in Improving PAI Learning Outcomes in Public Junior High Schools 21 Jambi City

The spread of the Covid-19 pandemic has presented its own challenges for educational institutions in Indonesia. The consequence of this pandemic is that the education sector in schools and higher education stops the face-to-face learning process. Therefore, the learning process is carried out online or online which can be carried out from each student's home (Daryanto & Suryanto, 2022). Knowledge and learning are an integral part. The essence of learning is to gain knowledge, to get it needs to be done in various ways. One of them is by utilizing the technology that has developed at this time. Learning by using the zoom meeting application can be a solution to

educational problems in the era of the Covid-19 pandemic, even though there are a number of obstacles in its application. Online learning using zoom meetings is a new breakthrough in the field of education, because it can minimize differences in teaching methods and delivery of subject matter, resulting in a more qualified quality of education.

Table 1. Educational Adaptation and Innovation During the Covid-19 Pandemic

Key Aspect	Core Description	Main Purpose / Expected Outcome	Educational Implications
1. Impact of Covid-19 on Education	The pandemic forced schools and universities to suspend face-to-face learning and shift to online learning using digital platforms (e.g., Zoom).	Ensure continuity of education during lockdowns and maintain access to learning.	Accelerated the digital transformation of education and highlighted the need for technological literacy.
2. Use of Zoom as a Learning Platform	Zoom meetings became an alternative to classroom learning, reducing disparities in teaching methods and content delivery.	To sustain effective learning despite physical separation.	Promotes virtual classroom interaction, though challenges remain in engagement and accessibility.
3. PAP Cooperative Learning Model (Picture and Picture)	A cooperative learning model that emphasizes group collaboration through visual materials, applied via Zoom.	Foster active, enjoyable, and cooperative learning experiences.	Increases student motivation, peer interaction, and teamwork despite online settings.
4. Role of Teacher Creativity and Competence	Teachers are expected to be creative, tech-savvy, and adaptive in preparing and managing online classes.	To design diverse, engaging, and interactive learning experiences.	Requires pedagogical innovation, multimedia integration, and strong classroom management skills in virtual contexts.
5. Islamic Perspective (Qur'an, Surah Al-'Alaq:4)	The word <i>al-qalam</i> symbolizes tools of knowledge, interpreted broadly as writing instruments and modern technology.	Emphasizes the divine encouragement for using technology in education.	Integrates religious philosophy with modern educational technology, strengthening spiritual and intellectual balance.
6. Redefinition of Teacher's Role	Educators act not only as knowledge transmitters, but also as managers, directors, facilitators, and planners of learning.	To develop students' cognitive, affective, and psychomotor potential holistically.	Highlights the multi-dimensional role of teachers in shaping future-ready learners.
7. Technological Advancement and Mindset Change	Technology reshapes human behavior, work habits, and educational practices.	To adapt learning systems to modern digital contexts.	Encourages innovation in pedagogy, resource creation, and continuous teacher development.
8. Online Group Learning Practice	Students collaborate through digital communication (e.g., WhatsApp) or small in-person meetings under health protocols.	Maintain peer support and cooperative learning despite distance.	Builds flexibility and digital communication skills among students.
9. Shift from Lecture to Interactive Methods	Traditional lecture-based methods made students passive; the PAP model promotes active participation and motivation.	Improve student engagement and learning outcomes in Islamic education.	Reflects a pedagogical shift toward student-centered and technology-enhanced learning.
10. Zoom Features Supporting Classroom Control	Tools like mute, camera, record, and host functions help teachers manage virtual classes effectively.	Facilitate discipline and interaction in online classrooms.	Enhances teacher authority and organization in distance learning environments.

In addition, this type of PAP cooperative learning model can assist teachers in creating active and fun learning. With the PAP type cooperative learning model through the zoom meeting media, students will not experience boredom. Students can also interact with other friends even though they don't meet face to face at school. The learning model that is carried out online also requires teacher creativity and skills in utilizing today's technology that has been prepared to support the learning process in an active and interesting way. Students are also expected to be able to access the application network used in learning through the zoom meeting. In practice, in distance learning the teacher must be able to conceptualize the presentation of material that is diverse and interesting so that participants do not feel bored. As explained in the Al-Qur'an surah Al-Alaq verse 4 as follows: "who teaches (man) with a pen" (QS. Al-Alaq / 96: 4).

The word *al-qalam* in the verse above "contains a sign which means to cut off the end of something. M. Quraish Shihab explained that the word "al-qalam" in a narrow sense means a certain pen. In general, that is any writing instrument including sophisticated technology." Understanding in the narrow sense is understanding as a pen used by angels to write good and bad destiny as well as all events and creatures that are recorded in the mahfud law. Tafsir al-misbah argues that

understanding al-qalam in general is more appropriate, and this is in line with the command to read which is the first revelation (Shihab, 2011).

Contextually, the verse above can be interpreted that the importance of developing technology in the world of education and the application of learning processes needs to be carried out based on technology. "The word qalam implies a tool used for the learning process." Educators are people who are responsible for the development of students by trying to develop all the potential of students, be it affective, cognitive, or psychomotor potential. In its development, the paradigm of educators is not only as people who are able to provide and transfer knowledge (transfer the knowledge). But educators are also responsible for management (manager of learning), direction (director of learning), facilitators and planning (the planner of future society). Therefore, it is expected that the teacher has the ability to manage and implement learning well and be able to find all solutions to the problems faced quickly and precisely (Majid, 2012).

Technological developments can change the mindset, way of working and way of human life. Education is inseparable from technological developments. These facts provide identification of advances in technology. And during the Covid-19 pandemic this was not an obstacle for teachers in creating and innovating online learning. Teachers also continue to prepare teaching materials such as syllabus, lesson plans, and books and worksheets. The Picture and Picture cooperative learning model is the simplest cooperative learning model, where students will form small study groups according to the abilities of individual students, each group will be given a theme regarding the learning material to be studied in the form of pictures, or students can also create their own. group material. The main idea of this type of PAP cooperative learning model is to motivate students to support and help each other in mastering the skills taught by the teacher. If students want their groups to get good scores and awards, then they must help their group mates to do their best.

Students are required to work together with their respective groups after the teacher delivers the subject matter, they are welcome to discuss, help each other if anyone doesn't understand or if someone misunderstands. It's just that during the Covid-19 pandemic, students discussed not in class, but were welcome to choose other alternatives such as discussing outside school via WhatsApp, or gathering in one place/house with their group of friends, with the condition that they still had to comply with the health protocol.

Before the Covid-19 pandemic, teachers usually carried out teaching and learning activities using the lecture method, and the teacher dominated the class, so that students became passive during the learning process. In fact, many students are not concentrating on participating in learning activities, many of them are sleepy, joking, doing activities that have nothing to do with learning activities. This also results in low student motivation and learning outcomes of Islamic religious education. Planning a PAP type cooperative learning model through online zoom meeting media is also very helpful for teachers and students in modifying a learning model in applications that can be accessed easily, and in these applications, there are mute, video camera, record, and host features. So, with this zoom meeting it can make it easier for teachers to control students in the teaching and learning process even though they are obstructed by distance.

B. Implementation of the Picture and Picture Cooperative Learning Model through Online Media in Improving Students' PAI Learning Outcomes at SMP Negeri 21 Jambi City

The implementation of the cooperative learning model is structured in an effort to increase student involvement, give students experience in leadership attitudes and group decision making, and provide opportunities for students to interact and learn together with different backgrounds. Cooperative learning has the following characteristics or characteristics: (1) Students work together with their respective groups in completing the learning material that has been distributed by the teacher. (2) Groups are formed from students who have high, medium and low abilities (heterogeneous). (3) Whenever possible, group members come from different races, cultures, ethnicities, and genders. And (4) Awards are given to groups not individuals. Cooperative learning reflects the view that humans learn from their experiences and active participation in small groups helps students learn social skills, while at the same time developing democratic attitudes and logical thinking skills. Cooperative learning helps students interact with each other with their peers in discussions. In applying the picture and picture learning model, students are required to be responsible for everything that is done in their group. In addition, students are also required to equalize their opinions regarding the images to be presented, so that each group has the same goal. It should be remembered that in this learning model students are required to be able to share tasks and responsibilities among their group mates fairly according to their respective abilities and to be able to evaluate all group members by selecting their spokesperson or leader and this can be an alternative.

The data from the author's research regarding the implementation of the PAP type cooperative learning model through zoom meeting media in improving PAI learning outcomes for class VII students at SMP Negeri 21 Jambi are as follows: (1) Before starting the lesson the teacher will distribute the material to be studied in the group WhatsApp, students who don't have gadgets are advised to come directly to school, and these students will have a zoom meeting with the teacher at school. (2) Apart from distributing material in the WhatsApp group, the teacher also distributes student discussion groups randomly according to the abilities of these students as fairly as possible. (3) Before starting learning through the zoom meeting students will be notified to immediately enter the zoom meeting application and the teacher will attend to students who enter on time after the first 5 minutes. (4) The teacher opens with greetings and prays to start learning, and checks the presence of students as a disciplinary attitude. (6) After that, the teacher will review and explain some of the material which will be discussed together by the groups of each student that has been distributed previously. (7) Each group will take turns presenting the results of the discussion in the form of a picture or arrangement of pictures that have been arranged in a zoom meeting. (8) After the group that appears has finished presenting the results of their discussion, the other groups that are not currently appearing must ask questions to the group that appears, and each who asks will get an individual additional point. (9) Presentation time is only divided into 7 minutes per group. If there are groups that have not had time to appear, then learning will be continued at the next meeting. (10) After all groups have performed, the teacher will give several additional quizzes to test students' understanding and enthusiasm for learning. (11) The teacher carries out reflection and assessment activities which are carried out by means of the teacher analyzing and evaluating and giving

reinforcement to student discussion answers. And (12) Student learning outcomes will be collected starting from the value of each group's presentation, individual scores, and student assignment scores.

Obstacles in the implementation of learning using the cooperative learning model through this zoom meeting are the signals for each gadget that often disappear, the enthusiasm for student learning and the economic situation of each student. The solution used by the teacher to overcome these obstacles is to provide student learning motivation, be more patient and creative and innovative in providing learning. The zoom meeting application is highly supported by all schools and school principals also make a policy regarding training on the use of zoom meetings and the development of interesting learning during the Covid-19 pandemic, through this training it is hoped that teachers can carry out learning well and the learning objectives can be achieved optimally. Regarding the implementation of learning through the zoom meeting approach, as explained in the Al-Qur'an surah Al-Qalam verses 1-4 as follows: "Nun. By the pen and what they wrote, by the grace of your Lord you (Prophet Muhammad) are not mad. Truly for you is a reward that does not break up. Indeed, you are truly virtuous with great character" (QS. Al-Qalam/68: 1-4) The word Qalam in the verse above in the interpretation of al-misbah can accommodate all the meanings related to everything as a storage and recording device. In this regard, qalam can include photographic equipment, in the form of a camera, recording device, in the form of a tape recorder, data storage device in the form of a computer, micro film, and video compact disc (VCD) (Shihab, 2011).

From some of the interpretations above, it can be understood that the learning process must be planned and implemented as well as possible. The implementation of the learning process must utilize and empower technology in every process of teaching and learning activities that will be carried out. Learning at SMP Negeri 21 Tanjung, Jambi City has used the zoom meeting application as a medium for delivering material as a form of control from the teacher in monitoring student understanding of the material that has been shared in the WhatsApp group. In addition, there are features that can record the learning process for a long duration, so that teachers and students can look back at the learning videos in the future, with the aim of making it easier for students to understand the material. Learning Islamic Religious Education by using zoom meetings in practice students are given a zoom meeting link to be able to enter into it, and it is equipped with various features that students can access easily.

C. Supporting and Inhibiting Factors of the Picture and Picture Cooperative Learning Model through Online Media in Improving Student Islamic Education Learning Outcomes.

After implementing the PAP type cooperative learning model through the zoom meeting application, student Islamic education learning outcomes have increased. The data obtained from the PAP type cooperative learning model research through zoom meeting media in improving student Islamic education learning outcomes at SMP Negeri 21 Jambi City, are as follows: Completeness of Learning Outcomes Through the results of this study it shows that the application of the PAP type cooperative learning model through the zoom meeting approach has positive implications in improving student learning outcomes. This can be seen from the increasingly solid understanding of

students towards the material presented by the teacher. As with the results of problem identification, it was found that the learning outcomes of PAI subjects for class VII students were previously said to be still low or had not yet reached the Minimum Completeness Criteria (KKM). It is known from the number of 142 students who have completed learning only 77 students and 65 students who have not completed. After the teacher used the PAP type of cooperative learning model, student learning completeness increased to 139 out of a total of 142 students, meaning that only 3 students had incomplete grades. For students who have not completed it, the teacher will provide remedial in the form of a summary assignment of the results of student discussions, and the assignment will be collected via the teacher's whatsapp or you can come directly to school.

Teacher's Ability in Managing Learning, based on data analysis, in the teaching and learning process using the PAP type cooperative learning model through zoom meetings students can actively express their knowledge and opinions on the learning material being discussed. This illustrates that the teacher's ability to manage learning is good, so that the positive impact on student learning outcomes is quite significant. This can also be seen from the results of student learning which has increased. Teachers are also lighter in carrying out learning and delivering material to students. The teacher does not dominate the class, but students are more active in carrying out learning activities. In addition, during the lesson the teacher has carried out the steps of teaching and learning activities in accordance with a predetermined plan by combining PAP and conceptual cooperative learning models through zoom meeting media. The verses of the Qur'an regarding the evaluation of learning processes and outcomes are as follows: "Do people think that they will be left alone (by) saying, "We have believed," while they will not be tested? Indeed, we have truly tested those before them. Allah certainly knows the truthful and surely knows the liars" (QS. Al-Ankabut: 2-3). "O you who believe, fear Allah and let everyone pay attention to what he has done for tomorrow (hereafter). Fear Allah. Verily, Allah is All-Aware of what you do" (QS. Al-Hashr: 18).

Quraish Shihab explained that the command to pay attention to what has been done for tomorrow in this verse is understood as an order to evaluate the deeds that have been done. It is like a handyman who has finished his work. He is required to pay attention to it again in order to perfect it if it is good, or fix it if there are still deficiencies, so that when the time comes for inspection, there are no more deficiencies and the item appears perfect (Shihab, 2011). Affectively, it can train students' social discipline attitudes. Discipline shows order and obedience to various rules and regulations given by the teacher. Student discipline can be seen from collecting assignments in a timely manner and fulfilling all the rules that have been made by the teacher as well as student participation in the learning process of Islamic Religious Education. Psychometrically, students can creatively practice their skills or abilities in receiving learning experiences through the pap type cooperative learning model by using the zoom meeting application. Through this simple learning model, it is hoped that it will be useful for the development of their creativity and knowledge. Evaluation is something that is very important to find out how far the progress that students have achieved, so that as an educator can know what to do and what method should be given to these students.

The results of the author's analysis provide an illustration that maximum student learning

outcomes are certainly inseparable from the teacher's success in providing solutions to some of the obstacles that arise in the process of implementing learning. Gregory in his research stated that the level of quality of student learning outcomes was influenced by internal (internal) and external (external) factors such as talent, teaching methods, evaluation tools, student interests, learning conditions, and teachers. The application of the PAP type cooperative learning model through online media in learning Islamic Religious Education has a high influence on the level of enthusiasm of students in participating in learning. It is suspected that this is because students have new methods of understanding concepts in learning. The purpose of implementing the PAP type cooperative learning model through online media is that students are expected to be able to be involved in rapid changes for the better, and to be able to expand their knowledge easily.

Based on the results of interviews with students, it can be seen that the implementation of the PAP type cooperative learning model through online media in learning Islamic Religious Education seems interesting and fun. So that the writer can give a conclusion that the use of the PAP type cooperative learning model through online in learning Islamic Religious Education can improve student learning outcomes cognitively, as evidenced by the majority of student scores having reached KKM (Minimum Completeness Criteria). In addition, the level of enthusiasm of students is quite high in learning the PAP type cooperative learning model through this online media. The author concludes that this learning model is very effective for use during a pandemic through online media. With the PAP type cooperative learning model, students can be active and independent in PAI lessons and can stimulate students' mindsets to be creative about the material provided and can easily solve problems with their group mates. However, this learning model can only be used in certain materials according to the creativity of the teacher in teaching and there are bound to be obstacles in its implementation, such as unstable internet networks and uneven technological facilities among students. Therefore, the teacher must be good at getting around a lesson.

CONCLUSION

Cooperative learning model type picture and picture through online media in Improving PAI learning outcomes for class VII students at SMP Negeri 21 Kota Jambi cognitively has a positive impact on student learning outcomes where the majority of student scores have reached KKM (Minimum Completeness Criteria). Affectively, it can train students' discipline. Discipline is orderly and obedient to various rules and regulations as well as timeliness in collecting assignments, besides that, student participation in the learning process of Islamic Religious Education. Psychomotorically, students can creatively practice their skills or abilities in receiving learning experiences through the pap type cooperative learning model by using the zoom meeting application. Obstacles in the implementation of learning using cooperative learning models through online media are the signals of each gadget often disappearing, student enthusiasm for learning and the economic situation of each student. The solution used by the teacher to overcome these obstacles is to provide student learning motivation, be more patient and creative and innovative in providing learning. Through this simple learning model it is hoped that it will be useful for the development of their creativity and knowledge.

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