



Article

The Impact of Cooperative Learning on Students' Achievement in Islamic Education

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Abstract: The study aimed to provide an Islamic foundation for the cooperative learning teaching method, by analyzing and understanding the philosophical and theoretical foundations of cooperative learning, as well as highlighting the intellectual foundations of the cooperative learning strategy in Islamic education. The study reached several conclusions, including: cooperative learning is considered a positive method that has proven its efficiency and superiority over traditional teaching methods. The study also confirmed that cooperative learning is a method of Islamic education.

Keywords: Cooperative Learning, Learning Strategy, Islamic Education

1. Introduction

Education is not merely a learning process; it is an inherent human characteristic, essential to human survival and integrated development. Through it, values are manifested and morals are instilled in the human psyche, at its spiritual, mental, psychological, physical, and social levels. This enables individuals to become useful members of their society, capable of assuming public and private responsibilities. The world's interest, led by the United Nations, has been driven by the urgent need for an educational system based on solid scientific foundations that encompasses all components of the educational process. This interest is expanding with the qualitative leaps the world is witnessing in the fields of industry, agriculture, trade, education, and technology.

In light of this accelerating reality, the need for religion has become an integral part of the educational process. It is the path to achieving a balance between material and spiritual aspects, and to refining both the spirit and the mind. One cannot truly experience the meaning of life unless one follows the path of faith and adheres to the laws of God Almighty. Today, schools have transformed into comprehensive institutions that not only impart knowledge, but also contribute to building a well-rounded personality and preparing virtuous, aware citizens. Many of these institutions adopt modern methods that place the learner at the center of the educational process, relying on cooperative learning. Students work in organized groups to achieve common educational goals, cooperating together to achieve the common good and advance each individual's level toward the desired educational goal. This type of teaching is appropriate for academic subjects, but it can be applied at all levels of education, provided that schools have the financial and human resources, sufficient resources, and appropriate classrooms to facilitate its success. Most important is a well-equipped teacher who is effective in the educational process according to established standards and principles.

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Islam has established a comprehensive and balanced approach to education and provided humanity with a complete system detailed in the Holy Quran and the Sunnah. If a person follows it with a sound mind and sincere intention, he or she will be worthy of representing God on earth. Humans follow and apply this system in such a way that they require discipline in order to grow. From an early age, within the family and society in which they live, this system encompasses the spirit, mind, and all senses. Islamic education is primarily concerned with preparing and developing the human mind by promoting sound thinking and an understanding of the universe, its role in human life, and its relationship with the world around them. It also focuses on how to benefit from this simple universe and how to live in this mortal world. All of this is connected to a person's purpose in life, as education becomes a process of integrated personal development, in which all these aspects are coordinated and influenced in a consistent manner. Thus, their perceptions and actions are in harmony with their goals, enhancing their full awareness and making them an active member of society. (Al-Nahlawi, Abdul Rahman 2007)

Educational policy, through all its programs and outcomes, aims to achieve the educational goal of preparing a strong future generation capable of meeting the demands of comprehensive development. Hence, it becomes impossible to achieve this goal without our educational system being imbued with religious and ethical educational principles derived from true Islam. Among the most prominent of these principles is collaborative cooperation, which occupies a special place in organizational processes. The media also plays a fundamental role in shaping community members, being responsible for educating them and contributing to achieving desired goals. This study focuses on research related to the learning process, including the role of the teacher in the teaching and learning processes integrated into cooperative learning strategies.

While this concept is not new to educators and teachers, it is sometimes referred to as using learning as one type of their diverse educational activities. This is where the problem arises: they need to rely on two or more members of a group of students to perform a task, namely, to create a structure that leads to cooperative learning. Organizing student work groups so that all group members meet in the learning process according to specific roles, and each member of the teaching group receives the materials. (Al-Hila, Muhammad Mahmoud 2003) Hence, this study aims to reveal the extent to which cooperative learning has been successful in improving learning and mastery of Islamic education.

Research Problems

The study's problems can be summarized as follows: The teaching methods used in teaching Islamic education have some shortcomings and deficiencies, and only teach information and insights that are not understood, not discussed, or are inconsistent with the teaching methods. This makes them unsuitable as a subject for Islamic education. Therefore, the researcher believes that such methods are not suitable for teaching Islamic education subjects because they hinder the achievement of educational competencies that focus on individual creativity. It is also important to study the new teaching methods currently being developed, not to mention the use of cooperative learning.

2. Materials and Methods

This study aims to identify efforts to use cooperative learning to improve curricula in this field.

Literature Review

Operational definition is:

A comprehensive educational system based on Islamic values and teachings, focusing on the proper development of the human mind and its institutions in accordance with the Islamic religion. This enhances the integration of the individual's personality and achieves the desired balance, enabling them to become an effective member of society. As

for academic achievement, Arkas defines it as what students acquire after the learning process, and it is measured by the relationship students achieve with their academic performance. Al-Hanafi defined it as educational attainment or acquisition in a given subject, i.e., the level of graduation in school or university studies, which is determined by the ability to achieve standardized assessments, educational grades, or both (Al-Hanafi, Abdul Moneim 1994).

As defined by Webster (Al-Taie, Faleh Abdul Hassan 2014), "to the qualitative end," this amount is determined by the specific educational effort. The operational definition is the amount achieved by third-grade students if the Islamic education subject is not subject to educational failure using cooperative learning strategies expressed in the teaching tools developed by the researchers.

The operational definition of the primary track is the first educational stage, followed by the general and secondary education stages, and finally the higher education stage.

Previous Studies:

A number of researchers have conducted the following studies on how cooperative learning strategies contribute to student engagement in this subject. The following is an introduction to some of these pure studies, from local networks to the oldest. Al-Taie (2014) conducted this study to determine the effectiveness of cooperative learning strategies in teaching first-grade students, including the principles of chemistry. This was an innovative study that included 50 first- and second-grade secondary school students at Al-Rayah Intermediate School, who were divided into two groups. Through collaboration between the two research groups, the relationship between aspirational age (in months) and academic achievement in science subjects at the educational stage was studied. The first experimental group, consisting of (25) students, was then given a cooperative teaching strategy. The second group studied clearly and naturally. A test consisting of (30) multiple-choice items was prepared for the group, and its validity and reliability were verified and applied to both study groups. There was no difference in the average performance of students in the two study groups, in favor of the experimental group, which is considered beneficial for strategic collaborative learning. (Al-Ghamdi, Majid Salem 2011)

Al-Ghamdi (2011) conducted a study aimed at identifying educational interactions in developing life skills in the Hadith curriculum for third-grade female students in Riyadh. The first three lessons are a list of essential life skills and a list of educational activities used in modern curricula, particularly the life skills scale. The subsequent collaborative lessons are a fascinating study for 30 students. Some studies have shown differences in attracting new students to experimental groups in several social life skills. (Al-Ghamdi, Majid Salem 2011)

Nassar (2010) contributed to this study, which aimed to identify the difficulties of applied cooperative learning at the basic level (1-3) in Jordan from their perspective. The study included male and female students in educational training in the Fourth Amman District in Jordan. A questionnaire was developed, targeting a number of teachers (3,294). The results of the study demonstrated the existence of difficulties in implementing educational cooperation in schools. The first cycle of basic education in public schools is considered one of the most popular cycles in terms of type, and for moderate reasons, the difficulty zone is close to the first contributing students who have the highest arithmetic average, followed by the educational difficulties that follow. Recent progress is difficult because there are statistically significant differences attributable to the influence of supervisory bodies in all areas, and there are differences attributable to gender influences, as well as to the methods of identifying differences between public schools. There were also administrative issues. In all areas, differences appeared in the arts and management areas, and differences attributable to the influence of educational level did not appear in all areas. The index for detecting difficult areas in the arts and management areas showed

differences between early educational levels, with general and real differences extending to all intermediate educational levels (Nassar, Munther Mahmoud 2010).

Al-Rubaie (2002) conducted a research aimed at determining the extent to which cooperative learning was used in fifth-grade students' performance in chemistry and scientific reasoning. The cooperative learning study was conducted with a group of 60 students. Thirty students represented the experimental group, which studied using the cooperative learning method, and another thirty students represented the control group, which successfully understood the method. The students in the experimental group, who truly understood cooperative learning, achieved better grades than the students in the control group. It was a perfect example. (Al-Rubaie, Ahlam Ali 2002)

Reed and Johnson (1993) conducted a study examining cooperation in cooperative learning in a seventh-grade psychology course. The results of the study showed that statistically significant differences in performance were observed among participants who studied using cooperative learning methods.

Cooperative Learning

Improving the teaching and learning process, in terms of curricula and teaching methods, can improve student learning and help them solve the problems they face. Keeping pace with rapid technological developments that impact curricula in general, and Islamic education curricula and teaching methods in particular, and using educational theory to inform the teaching and learning of Islamic education, are fundamental foundations upon which children's lifelong learning is based. They learn everything that is beneficial to their lives. (Rashid, Subhi Taha 1986)

The advanced Islamic education curriculum is characterized by its orientation toward Islamic structures and authentic traditions, as well as the influence of modern theories on curricula, which has prompted a rethinking of the organization and teaching of religious knowledge. Accordingly, the teaching of Islamic education at all educational levels must be characterized by simplicity and flexibility. This movement is embodied in reducing reliance on traditional teaching methods, with a focus on the use of modern theories that promote effective teaching and learning methods. (Al-Sayed, Atef 2018)

Vygotsky's theory is considered an important theory in the field of education and learning, emphasizing the role of culture and society in students' cognitive development, emphasizing that the primary factor in mental growth is culture, which shapes the social interactions that occur. We also believe that sociolinguistic factors are the most important factors in cognitive development, and that knowledge is a collective construct that suits each individual and is consistent with their internal structure. Through social interactions, learners acquire knowledge about linguistic communication and the use of writing. The theory also emphasizes the roles of teachers, parents, and peers. The teacher's role as a social worker is to guide students, participate in their progress, organize classroom work, and work in small groups. It emphasizes that the goal of this program is to provide opportunities for collaboration and encourage activities that contribute to achieving results and productivity. This idea is linked to the recognition of learning as development, and teaching helps students achieve performance levels within their zone of proximal development. The zone of proximal development is the area where a student is unable to complete a task or assignment on their own, but gradually becomes able to complete the task on their own with the help of the teacher, peers, or parents. In other words, this is the area where teaching is useful and serves a purpose, because this is the area where real learning occurs (Kojak, Hosni Kawthar 1997).

Cooperative Learning and Islamic Education

Cooperative learning is a modern educational method that has proven effective and beneficial for students in understanding academic programs and acquiring useful personal skills necessary for personal, professional, and social life. 1. Preparing a new generation

that is aware, understanding, and able to benefit from academic curricula and learn relevant life skills will create a cultured and informed society. The principle of cooperative learning is not new; it has existed since the beginning of Islam and then spread to the Western world. The importance of this research is clear. (Al-Ajmi, Abdullah Muhammad 2020)

Islamic law, derived from the Qur'an and Sunnah, encourages knowledge and learning through positive, modern educational methods, focusing on important issues in daily life, such as handicrafts. Islamic law trains people in the manufacture of modern weapons and aims to achieve balanced development of the human personality by cultivating the human mind, intellect, rational soul, emotions, and physical senses. It adopts the principles of the Surah and cooperation as a methodology. The means to achieve this are its educational objectives according to the criteria it deems appropriate for the human personality through many emotions. Anyone who contemplates Islamic thought and the writings of Islamic educational scholars will realize that this thought encompasses many foundations, principles, and rules of educational thought that can be considered a product of the modern era. Perhaps the primary factor in the ambiguity surrounding the foundations and principles of educational thought established by earlier scholars is that these educational foundations and principles were not united in a specific law, but rather were spread throughout the Islamic heritage. This is a natural state of affairs that is consistent with the nature of science in previous eras. This is because the boundaries between scientific specializations were not clear. (Al-Arsan, Samer Rafeh Majed 2017)

The Philosophical Foundations of the Cooperative Learning Strategy

Cooperative learning strategies impact teaching effectiveness through the selection of strategies that align with the objectives of the subject being taught to students. Strategies refer to the available learning method options adopted to achieve a specific goal. Instructional design begins with a sound understanding of the curriculum, which serves as a guide for implementing learning activities. A good curriculum will not ensure student achievement unless it is supported by appropriate instructional strategies to achieve the learning objectives in accordance with what is being taught to students. (Nassar, Munther Mahmoud 2010) This approach requires a practical explanation of the design of instruction to suit the student's state of harmony. Teaching methods and techniques based on student interaction and activities accelerate the transfer of knowledge during learning. However, traditional, boring teaching methods lead to ineffective and ineffective learning.

Small-group teaching can be used depending on the content objectives, student situation, and available resources. For teachers to get the most out of the educational process, they must develop themselves to maintain high levels of student learning in an appropriate manner. Teachers are expected to possess creative and innovative skills in implementing the process. Choosing strategies that are appropriate for teaching, objectives, materials, and students, and depending on the teacher's ability to design the learning strategy, produces the resulting effects for achieving learning objectives effectively. (Al-Sakhawi, Shams al-Din Muhammad ibn Abd al-Rahman 1985)

In addition to the teaching strategies provided by teachers, students' interests become a key factor in achieving learning objectives. In this regard, interest can be linked to motivation, which drives us to do our best and feel interested in people, things, actions, or experiences that motivate our activity. Driven by this interest, students strive to master the things that interest them. This benefit can be provided through activities and participation, which represent one of the most important active learning strategies, and cooperative learning. There are two ways in which student interest can be stimulated: through attention and rewards. Implementing appropriate learning strategies will help achieve learning objectives and lead to improved student intelligence and problem-solving skills. (Al-Deeb Muhammad Mustafa 2006)

Emergence of Cooperative Learning:

Recently, calls for the use of cooperative learning strategies have become increasingly popular in the educational community due to their positive impact on student learning. Cooperative learning is an effective teaching method introduced by the modern educational movement. It has demonstrated remarkable success in enhancing students' academic achievement and in developing many social, psychological, and ethical skills necessary to achieve academic achievement.

Some believe that the true origins of cooperative learning date back to Roman philosophers, but if we look closely at the concept of cooperative learning, we can see that its roots lie in Islam, which distinguishes itself from Western theories. I have presented it fully, because Islam emphasizes the importance of cooperation, participation, and interaction among people in all aspects of life to achieve the common good for all. Among the Qur'anic verses that call for cooperation among people are the words of God Almighty: "And cooperate in righteousness and piety, but do not cooperate in sin and aggression," and the words of God Almighty: "And their affairs are decided by consultation among themselves." It has been proven from the Prophet, may God bless him and grant him peace, in the hadith of Anas ibn Malik, may God be pleased with him, that he said: "None of you truly believes until he loves for his brother what he loves for himself" (Nouri, Saeed Ghoneim 2018).

The modern concept of cooperative learning is a response to criticisms of mass education (i.e., teaching large numbers of students), the difficulty of individual learning (i.e., providing instruction for each individual in a classroom), and the need to provide small groups of students. Learning on a large scale within the classroom arose as a result of an attempt to raise the performance level of all students by forming heterogeneous groups (Atshan, Ali Salem, and Abd Ali Rifaat 2020).

Cooperative learning evolved as a learning strategy influenced by the ideas of John Dewey (Murad, Amara 2018) (1916). Dewey believed that the classroom should serve as a mirror reflecting the broader community and a laboratory for studying everyday life. In Dewey's view, teachers needed to create a social order in the classroom or educational environment characterized by democratic procedures and scientific processes, encouraging students to work together to reflect on important daily social issues and to think in small groups. He believed it was essential to stimulate students' interest in problem-solving and learning through their daily interactions with one another.

It is also worth noting that Herbert Thelen (1960) developed more precise procedures to help students work in groups. Research should serve as a laboratory, research lab, or mini-democracy aimed at investigating social issues and providing insights and concepts for new developments in the field of cooperative learning.

One of the most important thinkers who indirectly supported the idea of cooperative learning was psychologist Jean Piaget, who influenced the structure of curricula and the educational ladder. Piaget's theory asserts that learning and individual development arise from peer collaboration. It asserts that children discover meaning and develop their individuality based on their similarities and differences with others. We do this. Students act as both senders and receivers of instructions and information during group interactions. This differs from the viewpoint of other scholars (such as Vygotsky), who had a theory about the influence of society on mental development and who promoted a different type of cooperative learning. He advocated for the role of society in acquiring scientific knowledge. He believed that learning occurs best under the supervision and cooperation of more experienced individuals. He believed that education should provide students with opportunities to interact with more experienced individuals. He advocated for an emphasis on giving. His theory emphasized the fact that students should be placed in situations where they can cooperate with more competent individuals (Roger and Holbeck, Edith Johnson 2008). Cooperative learning, as understood by Dewey, Thelen, and Piaget, moved beyond a concern for improving academic learning to a concern for

cooperative work and collaborative processes as an integral part of human activity from which democratic societies arise. The logical way to achieve this is to organize classroom learning activities so that they model the desired outcomes. Contemporary educational trends increasingly emphasize the social nature of learning and support the use of cooperative learning.

Concept of Cooperative Learning

Cooperative learning refers to the positive relationships that develop when bonds are built between students to achieve a common collective goal, and it is one of the most prominent definitions of this type of learning. Cooperative learning has been defined as the educational use of small groups, enabling students to work together to maximize their own learning and that of others (Aboud, Mustafa Ahmed 2016).

One of the meanings of cooperative learning is that it is used to improve academic achievement and address problems related to learning and teaching. This strategy has received significant attention as an effective means of improving student learning and academic performance across the curriculum. Cooperative learning has been successfully applied to improve academic performance in areas such as collaborative writing, technological learning problem-solving, and enhancing reading skills. In addition, cooperative learning contributes to promoting socialization and positive interactions among students, which contributes to increased levels of cooperation among them (Nouri, Saeed Ghoneim 2018). The cooperative learning strategy is a plan designed by the teacher in which students are divided into small groups of different grades, with one student designated as the group leader. Group members share in understanding concepts, generalizations, and teaching skills and receive direct support from each other. The teacher's role in this structure is limited to general supervision of specific groups, conducting short tests, providing feedback to all groups as needed, and providing group rather than individual reinforcement. (Al-Khafaf, Iman Abbas 2013)

There are many definitions of cooperative learning, but this type of learning allows for two-way learning between students, with students exchanging the roles of transmitter and receiver, making the educational value more profound and impactful for some than for others. All definitions agree that cooperative learning depends on providing a suitable environment for it. Referring to the previous definitions, we find a consensus that cooperative learning is a shared activity among students, with the teacher playing a pivotal role in providing an environment conducive to active interaction between students and encouraging their effective participation. Hence, it becomes clear that organizing the collaborative process is the key to achieving this goal.

Cooperative Learning Theories

Cooperative learning theory focuses on the learner, not the teacher, making the learner the core of the educational process. Active learning strategies focus on addressing the learners' needs, lives, and requirements, making learning real for them. This is achieved through interaction between the learner and their environment, and education is tailored to the learner's abilities and preparation. Education encompasses all the environments surrounding the learner: school, home, clubs, and neighborhoods. This is probably one of the most well-known theories in the field of cooperative learning. (Abu Sharekh Shaher 2008)

Cognitive Theory: This is the theoretical basis for active learning, an educational approach of which Paulo Freire is one of the most prominent proponents. His educational philosophy is based on the idea that education becomes more effective and efficient when it is grounded in the student's worldview and knowledge of their social and surrounding environment. This knowledge is the foundation for a student's true learning. Vygotsky's theory, on the other hand, emphasizes that the information presented to students must be novel, exceeding their existing knowledge, stimulating their thinking, and broadening their horizons.

Constructivist Theory: This is based on the fact that each person creates and stores their own knowledge within themselves, either through their previous experiences, from society, or from themselves. This can only be achieved through active learning. Active learning methods develop mental abilities and intellectual processes.

Elements of the Cooperative Learning Strategy

Dividing students into groups and seating them at the same table will not lead to cooperation unless the basic elements of cooperative learning are present. The most important elements of cooperative learning are: (Bamba, Adam et al. 2017)

Positive Interdependence: Each student in the group must feel that they need the cooperation of the other students in the group to achieve success. Achieving this success also requires a combined effort from all group members. To achieve this, goals must be set for the group as a whole and other group members must be allowed to leverage the potential of each student in the group to achieve the desired goal. (Jaber Abdul Hamid Jaber 1999)

Direct and Encouraging Interaction: The teacher is responsible for ensuring continuous interaction among all group members and maintaining good relationships among them so that the group can continue to work and remain united and cohesive. This is what we do. Each student in the group is responsible for supporting other team members by sharing information, experiences, and tools. (Al-Khafaf, Iman Abbas 2013)

Individual Accountability and Personal Responsibilities: Individual accountability and personal responsibility require that each student in the group be assigned a specific task and be responsible for completing the assigned work without relying on others. The roles and responsibilities of each member must be clearly defined, and individual tasks coordinated to achieve the overall group goal. Each student is expected to be committed to completing the assigned task. This approach enhances the group's ability to achieve excellence and reach its desired goals. (Al-Deeb, Muhammad Mustafa 2006)

Social and Interpersonal Skills: For cooperative learning to succeed, each student in the learning group must possess several skills, including communication and dialogue skills, self-confidence, decision-making, conflict management, teamwork, and leadership skills. Utilizing these skills is essential for the success of cooperative learning groups.

Processing Group Work: The teacher monitors the behavior of group members, corrects any necessary behaviors, ensures that students acquire the social skills required during cooperative learning practices, and understands feedback. You have to check it out. (Ali B.Z. 2017)

Types of Cooperative Learning Strategies

Formal Cooperative Learning Groups: These groups may operate for a single class period to several weeks, with each member ensuring that the rest of the group is completing the required learning tasks. It is worth noting that this method can be applied to any curriculum, making it flexible and adaptable to various disciplines and subjects.

Informal Cooperative Learning Groups: last from a few minutes to an hour and are used to achieve vicarious learning based on the factors of suspense, creativity, and capturing students' attention during a particular lecture or video clip. This helps improve the student's learning.

Cooperative Learning Groups: These groups operate for an extended period of time, with diverse members participating. Each member works to strengthen the others in the group. The group receives the necessary support and encouragement from each other for at least a year, allowing students to achieve their goal. Our goal is to help students achieve academic success by acquiring the commitment skills necessary to build long-term, lasting relationships. Ninth: The Difference Between Group Teaching and Cooperative Learning

Studies indicate that cooperative learning has become an effective solution to the challenges facing group teaching. The main difference between the two is that cooperative learning focuses on interdependence among students, with each group member being directly responsible for the success of the others. In this model, group members' abilities vary, allowing each individual to lead in their field, enhancing collaboration and contributing to the development of all.

In traditional group teaching, students are not required to take responsibility for their peers' learning. The focus remains on a homogeneous group of individuals, and leadership roles are not distributed among students. Instead, one person is appointed by the teachers to be in charge of the class, and they bear the brunt of the responsibility. (Khairil M.M. 2015)

The teacher's role in the cooperative learning method:

The teacher's role in the cooperative learning process is not to receive information, but to monitor the group, help when necessary, provide feedback, monitor correct answers, and correct mistakes, making it a more effective learning experience than traditional learning. The teacher presents the scientific material in appropriate models and a clear style, explains the scientific material, then assigns tasks, in addition to implementing cooperative learning before, during, and after the lesson. I have several tasks.

They can be summarized, as mentioned, as follows:

- Selecting the lesson topic, setting objectives, and organizing classes.
- Making the necessary decisions regarding placing students in groups before starting the lesson.
- Explaining the required activity and how to implement it.
- Determining the number of students in groups.
- Encouraging individuals and groups to cooperate and interact.
- Evaluating students' performance and discussing the results with them. (Das W.H. Halik A. Zulfianah Naim M. 2018).

Steps for Implementing Cooperative Learning Strategies

- Communicating Goals and Motivating Students. Teachers need to communicate learning goals, communicate the core competencies to be achieved, and motivate students to participate in learning.
- Providing Information. In this step, teachers must master this cooperative learning method well, providing information about the educational material and communicating educational materials and questions to students based on the core competencies to be achieved.
- Organizing Students into Groups. In this stage, the teacher needs to organize students into learning groups by forming small groups to initiate effective learning. Therefore, teachers must be able to assign students to groups containing diverse students.
- This educational process involves leading the study group by motivating and facilitating the work of the students in the study group. This skill is essential to support successful learning using this cooperative learning method.
- Ask the groups to present their results. The groups are asked to present their results, and each group gives a presentation to share the results of the group discussion so that the teacher can align their perceptions of the material discussed or address it educationally based on the collective data.

- Providing Conclusion: The teacher draws conclusions about the learning outcomes achieved through the cooperative learning method, but conclusions can also be drawn jointly by the teacher and students.
- Conducting Evaluation: Teachers will conduct a learning evaluation as a follow-up activity after implementing the cooperative learning method. This activity can take the form of assignments such as writing a report, answering questions, or completing additional exercises.
- Giving Grading: Teachers should identify students with exceptional abilities from all current learning groups.

Through the previous steps, the teacher conveys information orally, students work together in groups to process the information, and the teacher evaluates the students to determine the group's progress. The goal of implementing the cooperative learning strategy is to achieve three main objectives for effective and impactful cooperative work.

- The first objective: Cooperative learning aims to increase student participation in important academic tasks (academic achievement).
- The second objective: Tolerance and broad acceptance among people of different races, cultures, social classes, and abilities.
- The third objective: is to teach students the skills of cooperation and collaboration (developing social skills) according to the requirements of cooperative work to perform the skills.

Benefits of cooperative learning strategies

The educational benefits of cooperative learning, as mentioned, include the following:

- Better student retention and achievement.
- Improving the relationship between teacher and student.
- Enhancing students' creativity and problem-solving skills.
- Sharing different viewpoints and utilizing higher-order thinking methods.
- Increasing motivation to learn while improving communication skills among different groups.
- Improving students' personal and social skills and enhancing their self-confidence.
- Developing cooperation skills, improving language skills, self-expression, accepting other viewpoints, and reducing enthusiasm for personal opinions according to the studied requirements for smooth work.

Therefore, adopting a cooperative learning approach requires students to engage in the planning and organizing processes within the classroom, contributing to a comfortable and enjoyable learning environment. It also requires respecting the privacy of others by providing safe spaces for expressing personal experiences, thus fostering a spirit of participation and positive interaction. This approach has numerous benefits, most notably improving the relationship between student and teacher and enriching the entire educational process. It also enhances a sense of belonging to the group and instills values of tolerance, both in classroom interactions and in daily social interactions.

Obstacles to Implementing the Targeted Cooperative Learning Strategy:

- There is a lack of cooperative learning because teachers need to prepare lessons well, which takes a long time.
- Cooperative learning requires appropriate conditions and costs.
- Topics are usually long and do not fit within the agreed-upon discussion time, leading students to take the lead and making learners passive.

From the above, it is clear that cooperative learning strategies are among the most important factors affecting the quality of education, enhancing students' abilities, increasing their intelligence and understanding, and even creating a positive relationship between students and parents.

Characteristics of Cooperative Learning

The most important characteristics of cooperative learning, as summarized below, are:

- Setting common goals for the group and distributing tasks among group members. Making each group member rely on themselves and others in the group to achieve their goals. We can all be successful, but not just one of us.
- Competition in cooperative learning occurs between groups.
- Developing self-confidence, taking responsibility, leadership skills, developing communication and teamwork skills, and the desire to cooperate. (Nurhasanah S.S. & Sobandi, A. 2016)

The most prominent applications of the cooperative learning strategy in contemporary education.

Cooperative learning strategies have many applications that can be activated in contemporary education. These applications are the keys to achieving distinguished educational quality, relying on distinctive methods that contribute to conveying information and improving awareness. Among the most prominent of these applications are:

- Praising the learner who demonstrates the best learning method. Praising the learner is important in cooperative learning because it motivates them to exert greater effort and encourages others to benefit from their performance, follow their example, and compete with them in various fields of knowledge. This learner has performed in the best manner, and thus deserves praise and commendation, serving as a role model. This increases everyone's interaction in learning and cooperation, and their understanding of the correct and appropriate method of learning. The teacher can encourage their students to emulate their method to become more effective learners. (Johnson D. 2002)

- Praising outstanding students offers two benefits to the cooperative learning approach:

Can ordinary students be transformed into talents by giving them examples of the traits of superior individuals, motivating them to reshape their personalities?

- Contests and competition: The spirit of competition among learners raises the level of learning and better practice, as the Prophet (peace and blessings be upon him) encouraged his followers to compete.
- Gradual simplification: Because some information may be difficult to learn directly, a simplification approach must be used to convey the information and idea, benefiting the learning groups.
- Considering individual differences: Considering individual differences helps identify and meet the needs of each learner. This is achieved by using appropriate skills, presenting information in the most optimal and beneficial way for the group of learners, and preparing information well, including brevity and mastery without redundancy or digression. Reiterating information in various ways, and answering learners' questions in the same manner (Johnson D. 2002).
- Strengthening the role of ethics in the educational process by emphasizing the various Islamic principles of honesty, trustworthiness, and the desire to cooperate for good,

which contributes to achieving the best results in the educational process. These Islamic values are the core of leading Islamic figures in Muslim society.

- Cooperative learning should be built on foundations derived from the teachings of the Islamic religion, as mastery in the pursuit of knowledge is at the core of Islamic principles. Furthermore, striving for quality, continuous development, and the advancement of knowledge are values firmly rooted in Sharia. This connection not only enriches the cognitive aspect, but also nourishes the souls of learners, deepens their sense of Islamic brotherhood, and fosters mutual respect and appreciation for others. This educational approach also has an impact beyond the classroom, contributing to the development of mature personalities capable of interacting with daily life with balance and awareness. These individuals are thus formed who embody the features of human integration in various aspects of life.
- Continuously developing new strategies, studying the feasibility of existing methods, then discarding the least effective ones and utilizing other modern methods that are consistent with the principles of the Islamic curriculum and the learning methods of our forefathers, and using a variety of different means, in order to achieve the highest quality in cooperative learning.
- Among the most prominent strategies that can be activated in cooperative learning are: (multiple examples, linking different learning materials in an integrated manner, and constantly reminding students of sensory and moral incentives) (Johnson D. 2002).
- Holding competitions between different groups to instill a spirit of competition among learners and encourage them to learn more, consolidate information, and master their learning.
- Selecting the most skilled and distinguished students and instilling a spirit of competition among them, giving them special attention and care, so that they can be a source of excellence for their peers.
- Using modern teaching methods to ensure learners' comprehension of the lesson.
- Ensuring gradual progression of cooperative learning among members of a single group to ensure the quality and benefit of the lesson.
- Groups can be divided according to their educational levels in some lessons. The most prominent methods for division are: beginners group, intermediate group, advanced group.
- Repeating the educational project more than once, accommodating new students and announcing the excellence of others. Examples of this include: teaching Quran recitation, starting with an entire group to correct the recitation of an entire section. After the section is completed, those who have mastered the recitation can be tested and transferred to another group. The program can then be resumed with the rest of the group, with additional students added. (Jones L & Caston L. 2008)
- Engaging learners in a series of practical learning experiences, in the fields of languages, public speaking, poetry recitation, literary prose writing, and more.

Evaluating projects through different groups, with each group evaluating the project of the other group before the teacher evaluates the project.

3. Results and Discussion

- In Cooperative learning is a positive method that has proven its effectiveness and superiority over traditional teaching methods.
- The study also confirmed that cooperative learning is an Islamic education curriculum adopted since the Prophet's era.

- Islam preceded others in emphasizing cooperative learning in various forms and diverse methods to achieve spiritual purification and enjoyment of life.
- It also fosters morality, and with it, the best results of progress and prosperity are achieved.
- The study recommended highlighting the importance of cooperative learning in the Islamic religion.
- It emphasized the importance of linking cooperative learning strategies to Islamic thought to enable them to acquire an Islamic identity.
- It also encouraged the study of Islamic educational curricula across different Islamic eras.

4. Conclusion

Cooperative learning can be an important factor in improving student achievement in Islamic education. By stimulating interaction and cooperation among students, and encouraging dialogue and knowledge exchange, students' understanding can be enhanced and academic results achieved. Therefore, teachers should adopt this educational approach to teaching to promote a positive learning experience and achieve student academic success.

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