



The Implementation of Collaborative Learning in Aqidah Akhlaq Learning at Pesantren Tahfizhil Qur'an Lebay Yasin

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Abstract

This study used a descriptive qualitative field research method. Data were collected through observation, interviews with teachers and school leaders, and documentation. The results show that Collaborative Learning was implemented through structured planning, including identifying student needs, selecting learning materials, and setting learning objectives. The learning process was carried out in three stages: introduction, main activities, and closing. Students worked in groups, discussed tasks, and presented their results, while the teacher acted as a facilitator.

Evaluation covered cognitive, affective, and psychomotor aspects, focusing on both learning outcomes and the learning process. The findings indicate that this model improves student participation, confidence, social skills, and understanding of Aqidah Akhlaq values. Supporting factors include student enthusiasm, contextual materials, and school support, while challenges include unequal participation, limited time, and differences in student ability.

This study shows that Collaborative Learning is an effective and meaningful approach for improving Aqidah Akhlaq learning in pesantren settings.

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INTRODUCTION

In the era of globalization, the challenges of moral and character education have become increasingly complex. Students are not only exposed to the rapid flow of information but also to shifting social values that may erode moral integrity and personal character. In this context, strengthening the teaching of *Aqidah Akhlaq* is essential to ensure that students develop a solid foundation of faith and are able to embody moral values in their social lives.

However, the teaching and learning process of *Aqidah Akhlaq* often encounters various challenges in practice. First, students tend to be passive during classroom activities. Limited engagement prevents them from developing critical, creative, and analytical thinking skills. Second, students' social skills are not optimally developed. This is particularly problematic in Islamic boarding school environments, where students are expected to live communally, collaborate, and support one another. Nevertheless, *Aqidah Akhlaq* instruction has not been fully oriented toward fostering collaboration and healthy communication.

Third, the internalization of moral values remains insufficient. Many students understand *Aqidah Akhlaq* at a theoretical level, but these values are not consistently reflected in their daily behavior. For instance, some students still demonstrate a lack of discipline, insufficient respect for peers, or inconsistency in practicing Islamic manners (*adab*). Fourth, students' learning motivation tends to be low. As the instructional approach is often perceived as monotonous and less contextual, some students lack strong motivation to understand and apply the teachings of *Aqidah Akhlaq*.

To address the aforementioned challenges, an instructional approach is needed that actively engages students and enhances their participation and motivation. One relevant approach is the Collaborative Learning model, which emphasizes cooperation among students in small groups to complete tasks, solve problems, and discuss learning materials. Through group interaction, students can exchange ideas, construct shared understanding, and develop mutual respect and teamwork skills. This approach aligns with the principles of moral education in Islam, which emphasize positive social interaction, mutual assistance, and the development of *ukhuwah* (brotherhood) (Anita Lie, 2007).

Instructional models serve as structured frameworks that guide the planning and implementation of teaching and learning processes. As noted by Nana Hendracita (2021), instructional models encompass specific patterns that function as references for organizing effective learning activities. In this regard, the application of Collaborative Learning in *Aqidah Akhlaq* instruction is particularly significant due to its pedagogical advantages.

First, it enhances students' participation by actively involving them in discussions and group activities. Second, it fosters essential social skills, including communication, leadership, and tolerance. Third, it enables students to connect moral values with real-life practices, thereby facilitating deeper internalization of

akhlaq. Fourth, it reduces learning boredom by creating a more interactive and engaging classroom environment (Isjoni, 2010).

From an analytical perspective, these advantages indicate that Collaborative Learning is not only a strategy for improving academic engagement but also a pedagogical approach that supports the holistic development of students' cognitive, social, and moral competencies. Therefore, its implementation in *Aqidah Akhlaq* learning holds strong potential to address the limitations of conventional teaching methods and to promote more meaningful and value-oriented learning experiences.

Akhlaq is defined as a state of the soul that drives an individual to perform actions spontaneously, without prior deliberate thought (Humaidi Tatapangarsa, 1984). In the context of education, learning is understood as a process of interaction between students, teachers, and learning resources within a particular learning environment. This process may occur across various contexts, times, and settings, including within the subject of *Aqidah Akhlaq* (M. Hidayat Ginanjar, 2017).

Pesantren Tahfizhil Qur'an Lebay Yasin in Jambi is an Islamic educational institution that emphasizes both Qur'anic memorization and the moral development of its students. As a *tahfizh* boarding school, students are expected not only to master Qur'anic recitation but also to embody its values in their daily lives. Therefore, the implementation of Collaborative Learning in *Aqidah Akhlaq* instruction becomes particularly relevant, as it supports the institution's vision of nurturing students with *akhlaqul karimah* (noble character).

Based on the issues outlined above, this study aims to comprehensively examine the planning, implementation, and evaluation of the Collaborative Learning model in *Aqidah Akhlaq* instruction for Grade VIII students at Pesantren Tahfizhil Qur'an Lebay Yasin. In addition, the study seeks to identify the supporting and inhibiting factors influencing the implementation of this model, in order to provide a clearer understanding of its effectiveness and the challenges encountered during the learning process.

Ultimately, the findings of this study are expected to contribute to the improvement of *Aqidah Akhlaq* learning practices, particularly in Islamic boarding school contexts, by offering insights into more effective and contextually relevant pedagogical approaches.

METHODOLOGY

This study employed a qualitative field research design to explore the implementation of the Collaborative Learning model in *Aqidah Akhlaq* instruction. Field research enables the investigation of phenomena within their natural settings, allowing researchers to obtain primary data that accurately reflect real-life conditions at the research site (Dedy Mulyana, 2004).

Data were collected through three main techniques: observation, interviews, and documentation. First, observation was conducted as a systematic process of examining and recording students' and teachers' behaviors and interactions within the natural classroom setting. This approach allows for continuous monitoring of learning activities and the physical environment in which they occur, thereby generating comprehensive and authentic data (Hasyim Hasanah, 2016).

Second, in-depth interviews were carried out as a form of interpersonal communication between the researcher and participants. This method involves direct interaction without intermediaries, enabling the exchange of information and ideas through structured and semi-structured questioning. Interviews were conducted to gain deeper insights into participants' experiences, perceptions, and interpretations related to the implementation of Collaborative Learning (Nova Ariyanti, 2022).

Third, documentation techniques were used to support data collection by reviewing written materials such as school records, meeting summaries, policy documents, and other relevant archives. In addition, visual documentation in the form of photographs and videos was utilized to strengthen the validity of the findings (Ita Suryani et al., 2018).

The study was conducted at Pesantren Tahfizhil Qur'an Lebay Yasin, located in Titian Teras Village, Batang Masumai District, Merangin Regency, Indonesia. This site was selected due to its focus on Qur'anic memorization and moral education, making it a relevant context for examining the implementation of Collaborative Learning in *Aqidah Akhlaq* instruction.

RESULTS AND DISCUSSION

General Findings

The general findings of this study indicate that Pesantren Tahfizhil Qur'an Lebay Yasin is a Qur'an memorization-based Islamic boarding school established in 2009, which has experienced significant growth in terms of student enrollment, teaching staff, and educational facilities. Initially accommodating only a small number of students, the institution has expanded to serve hundreds, even exceeding a thousand students, supported by a sufficient number of educators and adequate infrastructure.

The pesantren is characterized as a *salafiyah* institution with a primary focus on Qur'anic memorization (*tahfiz*), guided by a vision to produce *hafiz* and *hafizah* who are intellectually capable, pious, and possess noble character. Its educational objectives extend beyond memorization, encompassing the development of knowledge, practical skills, social attitudes, and character formation, enabling students to actively contribute to society.

Furthermore, the educational system within the pesantren is well-structured, as evidenced by the presence of a defined curriculum, clearly articulated learning objectives, and various student development programs implemented through both academic and extracurricular activities. Students' achievements are also notable, with accomplishments at regional, national, and international levels, particularly in Qur'anic memorization competitions.

Overall, these general findings demonstrate that Pesantren Tahfizhil Qur'an Lebay Yasin is a developing educational institution with relatively effective management practices, supported by a clear vision and mission, adequate facilities, and a strong commitment to producing high-achieving students.

1. Planning of Collaborative Learning

The planning of the Collaborative Learning model in *Aqidah Akhlaq* instruction for Grade VIII students was carried out in a systematic and structured manner, taking into account various essential aspects of the learning process.

Teachers began by identifying students' needs, including their level of participation, prior knowledge, self-confidence, and diverse learning styles. This initial identification served as a fundamental basis for designing instruction that aligns with the actual classroom conditions.

Subsequently, teachers conducted an analysis of the learning materials and instructional objectives. The selected materials were primarily conceptual and applicable in nature, particularly those related to moral values in daily life. This approach enabled students to engage in discussions, share experiences, and construct knowledge collaboratively. The learning objectives were formulated comprehensively, encompassing cognitive, affective, and social skill domains, ensuring that instruction was not solely focused on content mastery but also on character and attitude development.

Based on this analysis, the Collaborative Learning model was selected as the primary instructional approach, implemented through group discussions supported by instructional media such as student worksheets (*Lembar Kerja Siswa / LKS*), which were specifically designed to facilitate interaction and cooperation among students. The final stage of the planning process involved the preparation of a structured and well-developed lesson plan (*Rencana Pelaksanaan Pembelajaran / RPP*), which functioned as a guideline for instructional implementation.

Therefore, the planning process was not merely administrative in nature but reflected teachers' professional efforts to design effective, contextual, and student-centered learning experiences.

2. Implementation of the Collaborative Learning Model

The implementation of the Collaborative Learning model in *Aqidah Akhlaq* instruction for Grade VIII students was carried out through three main stages: the preliminary activity, the core activity, and the closing activity, all of which were conducted in an integrated and continuous manner.

In the preliminary stage, the teacher began the lesson with greetings and prayer as part of fostering religious values, followed by attendance checking to ensure students' readiness for learning. The teacher then provided motivation by relating the learning material to students' daily lives, making the lesson more meaningful and relevant. In addition, the teacher clearly communicated the learning objectives and conducted an apperception activity to connect students' prior knowledge with the new material, thereby preparing them cognitively and mentally for the learning process.

During the core activity, the Collaborative Learning model was implemented by organizing students into small, heterogeneous groups to encourage complementary interaction among group members. Each group was provided with a student worksheet (*Lembar Kerja Siswa / LKS*) containing tasks, problems, or case studies related to *Aqidah Akhlaq* material. Students actively engaged in discussions, exchanged ideas, and collaborated to complete the assigned tasks, while the teacher acted as a facilitator by guiding, directing, and monitoring the discussion process.

After the discussion phase, each group presented their work to the class, and other groups were given opportunities to provide feedback, ask questions, or offer suggestions. This process fostered an interactive, communicative, and democratic learning environment.

In the closing stage, the teacher invited students to reflect on the learning experience, both in terms of content understanding and group collaboration. The teacher reinforced key concepts and emphasized moral values that could be applied in daily life. The lesson concluded with a summary, follow-up assignments, and a closing prayer.

Overall, the implementation of the Collaborative Learning model created an active, participatory, and meaningful learning atmosphere, contributing significantly to the improvement of students' understanding and social skills.

3. Evaluation of the Collaborative Learning Model

Evaluation in the implementation of the Collaborative Learning model in *Aqidah Akhlaq* instruction for Grade VIII students was conducted comprehensively and oriented toward students' holistic development. Assessment was not limited to final learning outcomes but also encompassed the learning process experienced by students throughout the instructional activities.

Teachers applied formative assessment by observing students' performance during group discussions, including their level of participation, ability to collaborate, respect for peers, and responsibility in completing assigned tasks. In addition, cognitive evaluation was carried out through questioning, written assignments, and group presentations to measure students' understanding of the learning material.

The affective domain was also given significant attention, particularly in assessing students' attitudes such as honesty, tolerance, and discipline throughout the learning process. From the students' perspective, this evaluation approach provided more meaningful and motivating learning experiences, as they felt appreciated not only for their final results but also for their active participation and learning efforts.

Thus, the evaluation process within the Collaborative Learning model contributes to the holistic development of students, encompassing cognitive, affective, and social skill domains. However, the implementation of summative assessment remains less optimal and requires further improvement in order to provide a more comprehensive picture of students' overall learning achievement.

4. Supporting and Inhibiting Factors of the Collaborative Learning Model

The implementation of the Collaborative Learning model in *Aqidah Akhlaq* instruction for Grade VIII students is influenced by various interrelated supporting and inhibiting factors.

Supporting factors include students' high enthusiasm for participating in group-based learning activities, which contributes to a more dynamic and interactive classroom environment. In addition, the contextual nature of *Aqidah Akhlaq* content—closely related to students' daily lives—plays a crucial role in facilitating collaborative learning, as such material is more accessible for discussion and shared understanding. Institutional support also represents a significant enabling factor, particularly in providing teachers with the autonomy to select and develop innovative instructional strategies.

However, several inhibiting factors affect the effectiveness of this model. One major challenge is the uneven distribution of student participation, where some students tend to be highly active while others remain passive. Students' collaborative skills also require further development, as not all learners are equally

capable of communicating and working effectively within groups. Time constraints frequently limit the depth and quality of group discussions, while large class sizes make it difficult for teachers to monitor and manage group activities optimally.

Additional challenges include differences in students' abilities, limited availability of instructional media, and low self-confidence among some students in expressing their ideas. Furthermore, some teachers have not yet fully mastered the effective implementation of the Collaborative Learning model.

Despite these challenges, overall findings indicate that the model has a positive impact on enhancing students' participation, collaboration, and understanding in *Aqidah Akhlaq* learning.

CONCLUSION

This study concludes that the implementation of the Collaborative Learning model in *Aqidah Akhlaq* instruction for Grade VIII students at Pesantren Tahfizhil Qur'an Lebay Yasin has been carried out through well-structured and systematic planning. The planning process involved identifying students' needs, analyzing instructional materials and learning objectives, and selecting appropriate models, methods, and media, thereby ensuring that the learning process aligns with students' characteristics and proceeds effectively.

The implementation of the learning process was conducted systematically through three stages—preliminary, core, and closing activities—in which students were actively engaged in group work, discussions, and collaborative problem-solving. The teacher assumed the role of a facilitator, guiding and directing the learning process, which contributed to enhancing students' participation, self-confidence, and social skills.

Evaluation was conducted comprehensively, covering cognitive, affective, and psychomotor domains, and focused not only on final outcomes but also on the learning process, including collaboration and individual contributions. However, the implementation of summative assessment still requires improvement to provide a more comprehensive evaluation of overall learning achievement.

Furthermore, the successful implementation of this model was supported by several factors, including students' learning enthusiasm, the contextual nature of the instructional content, and institutional support. Nevertheless, several challenges were identified, such as differences in students' abilities, uneven participation in group activities, limited instructional time, and insufficient supporting media.

Therefore, further efforts are needed to optimize the implementation of Collaborative Learning through improved classroom management, enhanced instructional resources, and continuous professional development for teachers, in order to achieve more effective and meaningful *Aqidah Akhlaq* learning outcomes.

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