

Pedagogical Compatibility Between Active Learning Approaches and Islamic Educational Values: A Conceptual Review

R Mhd Kadri ^{*1}, Fuji Arifzapni ², Ravvi Yuhendri Saputra ³, Arwansyah Kirin ⁴

^{1,3} STAI-Pengembangan Ilmu Al-Qur'an, Sumatera Barat, Indonesia

² UIN Imam Bonjol Padang, Indonesia

⁴ Universiti Tun Hussein Onn, Malaysia

Article Info

Article history:

Received May 10, 2026

Revised: May 29, 2026

Accepted: June 28, 2026

Published: June 30, 2026

Keywords:

Active Learning

Collaborative Learning

Islamic Education

Corresponding Author:

Name: R Mhd Kadri

Email:

rajamuhammadkadri96@gmail.com

ABSTRACT

This study aims to examine the concepts, characteristics, advantages, and relevance of implementing active learning, cooperative learning, and collaborative learning from the perspective of Islamic education. It focuses on analyzing the compatibility between group-based active learning approaches and Islamic values such as consultation (shura), mutual assistance, responsibility, and brotherhood. This research employs a library research method with a qualitative descriptive approach. Data were collected from scientific journal articles, academic books, and normative Islamic sources, including the Qur'an, Hadith, and classical and contemporary scholars' works. Data were analyzed using content analysis by examining and synthesizing key ideas from the sources. The findings indicate that cooperative and collaborative learning enhance student engagement, develop social skills, and shape character. These approaches are consistent with Islamic educational principles emphasizing togetherness, justice, and collective responsibility. Thus, group-based active learning is pedagogically, morally, and spiritually relevant in Islamic education.

ABSTRAK

Penelitian ini bertujuan untuk mengkaji konsep, karakteristik, kelebihan, dan relevansi penerapan *active learning*, *cooperative learning*, dan *collaborative learning* dalam perspektif pendidikan Islam. Fokus penelitian ini adalah menganalisis kesesuaian antara pendekatan pembelajaran aktif berbasis kelompok dengan nilai-nilai Islam seperti musyawarah (*syura*), tolong-menolong, tanggung jawab, dan ukhuwah. Penelitian ini menggunakan metode *library research* dengan pendekatan deskriptif kualitatif. Data dikumpulkan dari artikel jurnal ilmiah, buku-buku akademik, serta sumber-sumber normatif Islam, meliputi Al-Qur'an, hadis, serta karya para ulama klasik dan kontemporer. Data dianalisis menggunakan teknik analisis isi (*content analysis*) melalui penelaahan dan sintesis gagasan-gagasan pokok dari berbagai sumber. Hasil penelitian menunjukkan bahwa *cooperative learning* dan *collaborative learning* mampu meningkatkan keterlibatan peserta didik, mengembangkan keterampilan sosial, serta membentuk karakter. Pendekatan-pendekatan tersebut sejalan dengan prinsip-prinsip pendidikan Islam yang menekankan kebersamaan, keadilan, dan tanggung jawab kolektif. Dengan demikian, pembelajaran aktif berbasis kelompok memiliki relevansi pedagogis, moral, dan spiritual dalam pendidikan Islam.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



1. INTRODUCTION

Education plays a fundamental role in shaping human character, developing intellectual capacity, and preparing individuals to participate effectively in social and professional life. In the twenty-first century, educational systems are increasingly expected to produce learners who possess critical thinking, communication, collaboration, and creativity skills. These competencies are essential because contemporary society and the global workforce require individuals who are capable of solving complex problems, working with others, and adapting to rapid changes. Consequently, learning approaches that actively engage students and encourage meaningful interaction have become increasingly important in modern educational practice (Supratman et al., 2025).

One of the approaches that has gained significant attention in recent years is group-based learning, particularly Cooperative Learning and Collaborative Learning. Both approaches emphasize student interaction and collective participation in the learning process. Cooperative learning generally involves structured activities in which learners work in small groups with clearly defined roles and responsibilities. Meanwhile, collaborative learning provides greater flexibility and encourages students to negotiate meaning, share authority, and jointly construct knowledge through dialogue and collective inquiry (Halimah et al., 2025). The increasing interest in these approaches reflects the changing paradigm of education from teacher-centered instruction toward student-centered and participatory learning.

The urgency of examining these learning approaches arises from current educational realities. Many educational institutions continue to rely heavily on conventional lecture methods that limit student participation and reduce opportunities for interaction and critical discussion. As a result, students often demonstrate limited communication skills, weak teamwork abilities, and insufficient problem-solving competencies. These conditions indicate the need for learning strategies that not only improve academic achievement but also foster social and emotional development. Cooperative and collaborative learning are considered effective alternatives because they provide opportunities for students to actively participate, exchange ideas, and develop interpersonal skills through meaningful engagement with peers (Chulystiscyah et al., 2025).

From a social perspective, the demands of globalization and digital transformation have significantly changed the competencies required in society. Modern workplaces increasingly prioritize teamwork, adaptability, creativity, and the ability to collaborate across diverse cultural and professional settings. Educational institutions are therefore expected to prepare students who are capable of working effectively in groups and responding to complex social challenges. In the context of Islamic education, these competencies are also closely related to Islamic values such as mutual assistance (*ta'awun*), consultation (*shura*), and collective responsibility, which emphasize cooperation and harmonious social relationships. Therefore, the implementation of cooperative and collaborative learning is not only pedagogically relevant but also aligned with the moral and spiritual values promoted in Islamic education (Mariesa, 2025).

Several previous studies have demonstrated the positive impact of cooperative and collaborative learning on students' academic performance and social development. Previous research has shown that cooperative learning contributes to increased learning motivation, improved communication skills, and stronger social interactions among students. Other studies have also revealed that collaborative learning encourages critical thinking, knowledge construction, and active participation in solving problems collectively. However, existing studies generally focus on the effectiveness of each method separately and provide limited discussion regarding their conceptual differences, practical challenges, and relevance

within the Indonesian educational context, particularly when viewed from the perspective of Islamic educational values (Setyorini & Izzaty, 2016). This indicates the existence of a research gap that requires further exploration.

Based on these conditions, this study seeks to provide a comprehensive understanding of Cooperative Learning and Collaborative Learning by examining their concepts, characteristics, similarities, differences, advantages, and challenges in educational practice. In addition, this study aims to analyze the relevance of both approaches in contemporary Indonesian education and their potential contribution to the development of students who are academically competent, socially responsible, and morally grounded in Islamic values. Through this analysis, the study is expected to contribute to the development of innovative and value-based learning strategies that respond effectively to the demands of twenty-first-century education.

2. METHOD

This study employs a qualitative approach using a library research design. Library research was chosen because this study aims to analyze in depth the concepts, characteristics, advantages, and relevance of active learning, cooperative learning, and collaborative learning from the perspective of Islamic education based on credible scholarly sources (Subagiya, 2023). The focus of this study is not on measuring field data, but rather on examining, interpreting, and synthesizing the ideas of experts, the results of previous studies, as well as normative Islamic sources such as the Qur'an, Hadith, and the works of classical and contemporary scholars that are relevant to the theme of collaborative and cooperative learning.

The data sources in this study consist of primary and secondary sources. Primary sources include reputable national and international scientific journal articles published within the last ten years, academic books on active learning, cooperative learning, and collaborative learning, as well as literature discussing Islamic education and learning methodologies. Secondary sources comprise supporting reference books, seminar proceedings, and relevant educational policy documents. Data were collected through a systematic search of scientific databases such as Google Scholar, DOAJ, Garuda, and other national and international journal portals using relevant keywords, such as active learning, cooperative learning, collaborative learning, and Islamic education (Nurrisa, 2025).

Data analysis was conducted using the content analysis method by identifying, categorizing, comparing, and synthesizing the main ideas from the collected literature. The analysis process involved data reduction, data display, and conceptual and argumentative conclusion drawing. To ensure data validity and trustworthiness, this study applied source triangulation by comparing various experts' opinions, findings of previous studies, and normative Islamic perspectives. Thus, this study is expected to produce a comprehensive, systematic, and in-depth understanding of the concepts and implementation of active learning, cooperative learning, and collaborative learning from the perspective of Islamic education (Abdurrahman, 2024).

3. RESULTS AND DISCUSSION

3.1 Principles of Cooperative Learning and Collaborative Learning

1. Definition of Cooperative Learning and Collaborative Learning

Cooperative Learning is a learning approach that emphasizes the importance of cooperation among students through small and heterogeneous groups to achieve shared learning objectives. This approach is based on the principle that learning becomes more

meaningful when students interact, assist one another, and share responsibilities in understanding the learning material. In Cooperative Learning, the teacher has a significant role in designing the learning process by determining group composition, assigning specific tasks, and organizing learning activities systematically. Each student is expected to contribute actively because the success of the group depends on the participation and responsibility of all its members. Therefore, assessment is generally conducted both individually and collectively to ensure that students not only master the subject matter personally but also support the learning achievement of their peers (Dirgayasa, 2022).

Meanwhile, Collaborative Learning is an approach that places students at the center of the learning process by encouraging them to work together in a more egalitarian and participatory manner. Knowledge is constructed collectively through discussion, the exchange of ideas, and mutual negotiation of meaning among group members. Unlike Cooperative Learning, Collaborative Learning provides greater autonomy for students to organize their own learning activities, determine strategies, and distribute responsibilities according to the needs and dynamics of the group. In this approach, the learning process emphasizes collective inquiry, critical reflection, and shared problem-solving experiences rather than merely focusing on the final product of learning. Consequently, the teacher acts primarily as a facilitator who creates a supportive environment and guides students in developing meaningful interactions and collaborative experiences (Muhammad Nurhayati, 2024).

The growing implementation of Cooperative Learning and Collaborative Learning reflects the changing paradigm of education in the twenty-first century, which increasingly values communication, teamwork, and problem-solving skills. Both approaches have been widely recognized as effective strategies for promoting active learning and developing students' social and emotional competencies. Nevertheless, the two approaches differ in terms of learning structure, authority distribution, and the role of the teacher (Sumarno & Peni, 2025). Cooperative Learning tends to be more structured and teacher-directed, whereas Collaborative Learning is characterized by flexibility and shared responsibility among learners. Despite these differences, both approaches are highly relevant to contemporary educational needs because they encourage students to become active participants in the learning process and prepare them to work effectively in increasingly interconnected and collaborative societies (Mukhtar, 2023).

2. Fundamental Principles and Differences between Cooperative Learning and Collaborative Learning

Although Cooperative Learning and Collaborative Learning differ in terms of their implementation and the degree of teacher involvement, both approaches are built upon several fundamental principles that encourage meaningful learning through social interaction. Both approaches emphasize positive interdependence, in which each group member realizes that the success of the group depends on the contribution of every individual. At the same time, students remain individually accountable for completing their assigned responsibilities and actively participating in the learning process. Effective communication and direct interaction among group members also become essential components because knowledge is constructed through discussion, the exchange of ideas, and mutual support. Furthermore, these approaches provide opportunities for students to

develop important social skills, such as empathy, tolerance, respect for different perspectives, and the ability to work cooperatively with others. In most cases, learning outcomes are also evaluated collectively to encourage shared responsibility and reflection on group performance (Cibro et al., 2025).

Despite these similarities, the application of these principles differs considerably between the two approaches. Cooperative Learning tends to employ a more structured learning design in which the teacher determines group composition, organizes learning activities, and clearly defines the responsibilities of each student. This structured environment helps students achieve specific learning objectives and ensures that all group members participate effectively. In contrast, Collaborative Learning provides greater flexibility and autonomy by allowing students to negotiate their roles, determine strategies, and manage the learning process collectively. The teacher's role shifts from being the primary organizer to becoming a facilitator who supports students in constructing knowledge and solving problems together (Mawardah et al., 2025).

These differences indicate that each approach has its own pedagogical strengths and can be applied according to different learning objectives and classroom contexts. Cooperative Learning is particularly suitable for structured learning activities that require clear guidance, such as mastering concepts, memorization tasks, and exercise-based activities. Meanwhile, Collaborative Learning is more appropriate for project-based learning, open-ended discussions, and the exploration of complex issues that require critical thinking, creativity, and collective inquiry. Therefore, both approaches should not be viewed as competing methods but rather as complementary strategies that can be integrated to meet the diverse demands of twenty-first-century education and to foster students' academic, social, and collaborative competencies (Nuraeni et al., 2025).

3.2 Strengths and Weaknesses of Cooperative Learning and Collaborative Learning

The Cooperative Learning and Collaborative Learning approaches each have their own strengths and weaknesses that need to be considered before being implemented in instructional practice. An understanding of the characteristics of both approaches will help educators choose the most appropriate method in accordance with learning objectives, students' characteristics, and classroom context.

1. Strengths and Weaknesses of Cooperative Learning

Cooperative Learning offers numerous advantages for the learning process, particularly because it provides a clear structure that encourages the active participation of all students. One of its major strengths is its ability to foster both individual and group responsibility. Since each member is assigned specific roles and tasks, students develop a sense of ownership and accountability for both their own learning and the success of the group. Furthermore, the approach contributes significantly to the development of social and communication skills. Through continuous interaction with peers, students learn how to express their ideas, listen to different perspectives, cooperate effectively, and resolve disagreements in a constructive manner. The structured nature of Cooperative Learning also facilitates classroom management because teachers can easily monitor group activities, provide guidance, and evaluate students' performance more systematically (Daiyah et al., 2024).

Another important advantage of Cooperative Learning is its positive impact on students' academic achievement. Active participation and structured social interaction enable students to understand learning materials more effectively and retain knowledge for a longer period. Moreover, this approach promotes inclusivity by placing students with diverse abilities in heterogeneous groups. In such learning environments, higher-achieving students

can assist their peers who require additional support, thereby creating a culture of mutual assistance and shared responsibility. This collaborative atmosphere not only improves academic outcomes but also strengthens interpersonal relationships and fosters a more supportive learning community (Salamah et al., 2024).

Despite its many benefits, Cooperative Learning also has several limitations that need to be considered in its implementation. One of the main challenges is students' dependence on the teacher because the learning structure, group composition, and task distribution are generally determined by the teacher. As a result, students may become less accustomed to taking initiative and managing their own learning independently. In addition, the highly structured nature of Cooperative Learning may limit opportunities for deeper exploration, open-ended discussion, and critical inquiry, especially when learning activities focus primarily on completing assigned tasks. Another potential weakness is the emergence of "free riders," in which some students rely excessively on the efforts of their peers and contribute minimally to group activities despite the existence of individual responsibilities (Öztürk, 2023).

Furthermore, the successful implementation of Cooperative Learning requires careful planning and effective time management on the part of the teacher. Teachers must possess adequate knowledge and skills in forming balanced groups, designing meaningful tasks, facilitating interactions among students, and conducting fair assessments of both individual and group performance. Without proper preparation and classroom management, the learning process may become ineffective and lead to unequal participation among group members. Therefore, although Cooperative Learning has considerable potential to enhance both academic and social development, its effectiveness largely depends on thoughtful instructional design and the teacher's ability to manage cooperative activities in the classroom (Nguyen & Oanh, 2025).

2. Strengths and Weaknesses of Collaborative Learning

Collaborative Learning offers a more flexible and participatory learning experience by emphasizing the active involvement of students in constructing knowledge collectively. One of its primary strengths lies in its ability to encourage critical and creative thinking. Because students are given the freedom to express opinions, exchange ideas, and determine strategies for completing tasks, they are challenged to think more deeply, analyze problems from multiple perspectives, and engage in reflective inquiry. This process not only enhances cognitive development but also promotes the ability to generate innovative solutions and make reasoned decisions. Furthermore, the student-centered nature of Collaborative Learning fosters leadership skills and independence, as learners are required to take responsibility for managing group dynamics, organizing tasks, and making collective decisions with minimal direct intervention from the teacher (Muawiyah, 2024).

Another significant advantage of Collaborative Learning is its capacity to strengthen emotional engagement and interpersonal relationships among students. Open discussions and continuous interactions create opportunities for learners to develop empathy, mutual respect, and a deeper understanding of different viewpoints. Such experiences contribute to the development of positive social relationships and a sense of shared responsibility within the group. In addition, the flexible nature of Collaborative Learning makes it highly adaptable to various educational contexts, particularly project-based learning, problem-solving activities, and discussions of contemporary issues that require collective inquiry and the integration of diverse perspectives. Consequently, this approach is considered highly

relevant to the demands of twenty-first-century education, which increasingly values collaboration, communication, and critical thinking skills (Rohmaniyah & Asih, 2024).

Despite these advantages, the implementation of Collaborative Learning also presents several challenges that need careful consideration. One of the major difficulties is that this approach requires students who are already accustomed to independent and self-directed learning. Students who have previously experienced predominantly teacher-centered instruction may encounter difficulties in adapting to a learning environment that demands initiative, active participation, and shared responsibility. Furthermore, because group structures and roles are not rigidly defined, collaborative activities may be vulnerable to the emergence of dominant individuals who control discussions, while less confident or passive students may contribute minimally to the learning process. Such conditions can reduce the effectiveness of collaboration and create imbalances in group participation (Ahmad & Marniati, 2025).

Another challenge concerns the teacher's role and the evaluation process. Since teachers primarily function as facilitators rather than direct controllers of learning activities, monitoring group interactions and ensuring equal participation among all members can be difficult. Additionally, assessing individual contributions within collaborative work often becomes a complex task because responsibilities are shared and not explicitly divided among students. Determining the extent of each learner's participation and contribution to group achievements may therefore involve a degree of subjectivity. For this reason, the successful implementation of Collaborative Learning requires careful planning, continuous facilitation, and appropriate assessment strategies to ensure that all students participate meaningfully and benefit equally from the collaborative learning experience (Mawardah et al., 2025).

3.3 The Implementation of Cooperative Learning and Collaborative Learning from an Islamic Perspective

From an Islamic perspective, the spirit of cooperation and mutual assistance in education has been emphasized since the time of the Prophet Muhammad (peace be upon him). Islam highly upholds the values of consultation (*shūrā*), mutual help in goodness (*ta'āwun 'alā al-birr*), and advising one another in truth (*tawāṣaw bil-ḥaqq*) (Suryadinata & Rahmawati, 2025). In the Qur'an, Surah Al-Mā'idah verse 2, Allah the Almighty states:

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَحْلُوا شَعَائِرَ اللَّهِ وَلَا الشَّهْرَ الْحَرَامَ وَلَا الْهَدْيَ وَلَا الْقَلَائِدَ وَلَا آمِينَ الْبَيْتِ الْحَرَامَ يَبْتَغُونَ فَضْلًا مِّن رَّبِّهِمْ وَرِضْوَانًا وَإِذَا حَلَلْتُمْ فَاصْطَادُوا وَلَا يَجْرِمَنَّكُمْ شَنَا نُ قَوْمٍ أَن صَدُّوكُمْ عَنِ الْمَسْجِدِ الْحَرَامِ أَن تَعْتَدُوا وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ ﴿٢﴾

This verse serves as a spiritual foundation for the implementation of collaborative- and cooperative-based learning. Through group work, students are taught to help one another, respect different opinions, and grow together in an atmosphere filled with ethics and Islamic values. Principles such as justice, honesty, responsibility, and trustworthiness

instilled in group learning activities will shape individuals who are not only intellectually competent but also strong in spiritual and social character (Mukhtar, 2023).

Furthermore, the integration of cooperative and collaborative learning within Islamic education reflects the holistic nature of Islamic pedagogy, which emphasizes the balanced development of cognitive, social, and spiritual dimensions of learners. Contemporary studies have demonstrated that collaborative learning environments rooted in Islamic values can strengthen students' social character by promoting mutual respect, empathy, social responsibility, and a sense of collective commitment toward common goals. Likewise, value-based cooperative learning in Islamic education has been found to enhance student engagement while simultaneously internalizing ethical principles such as honesty, trustworthiness, and mutual assistance (*ta'awun*) (Datunsolang et al., 2026; Pohan & Khairuddin, 2025). Therefore, collaborative and cooperative learning are not merely pedagogical strategies for improving academic achievement but also effective means of nurturing students' moral and spiritual character in accordance with the objectives of Islamic education, namely the formation of individuals who possess intellectual competence, noble character, and social responsibility in serving their communities and society at large.

There is also guidance in the Hadith that is in line with the Qur'an. From Ibn 'Abbas, the Messenger of Allah ﷺ said:

يَدُ اللَّهِ مَعَ الْجَمَاعَةِ

"The hand of Allah is with the..(group)." (Narrated by At-Tirmidhi, No. 2166)

The meaning of this hadith is closely related to cooperative and collaborative learning. In the educational context, blessings will be present when students work together in groups, help one another, and achieve goals collectively. This makes Cooperative Learning and Collaborative Learning not only academically effective methods, but also approaches rich in spiritual values.

Moreover, the history of Islamic civilization also records the importance of collaborative work in the pursuit of knowledge. During the golden age of Islam, scholars such as Ibn Sina, Al-Farabi, and Al-Khawarizmi did not work individually in producing their great works. They engaged in discussions, dialogues, and cooperation within supportive scholarly communities. This spirit should serve as a model for the implementation of collaborative and cooperative learning methods in contemporary education.

The Cooperative Learning and Collaborative Learning approaches not only reflect effective modern educational practices, but are also highly consistent with the noble values of Islamic teachings. The concepts of cooperation, consultation, mutual assistance, collective responsibility, and respect for others' opinions are values that are strongly upheld in Islam and can be meaningfully internalized through these two learning models.

The views of both classical and contemporary scholars further reinforce that learning in groups has many virtues, particularly in broadening understanding, deepening meaning, and training social ethics. In *Ihya' 'Ulum al-Din*, Imam Al-Ghazali states: "*Learning together strengthens understanding due to discussion and the exchange of ideas, which cannot be obtained through studying alone*" (Al-Ghazālī, 2020). This indicates that the

concept of Collaborative Learning, which emphasizes open dialogue and active cooperation, has long been a respected method in the Islamic scholarly tradition.

4. CONCLUSION

Based on the results of the literature review and the discussion presented, it can be concluded that the implementation of active learning through cooperative learning and collaborative learning approaches has strong relevance both pedagogically and normatively in the context of Islamic education. These two learning models have been proven to enhance students' learning engagement, develop social and communication skills, foster responsibility, and shape character through interaction and group collaboration, although each has its own characteristics, strengths, and limitations that must be adjusted to learning objectives and classroom conditions. Conceptually, cooperative learning, which is more structured, and collaborative learning, which is more flexible, are both grounded in the principles of positive interdependence, individual accountability, and meaningful social interaction. Furthermore, this study confirms that both approaches are in line with fundamental Islamic values such as consultation (*shūrā*), mutual assistance, justice, trustworthiness (*amānah*), and collective responsibility, as reflected in the Qur'an, the Hadith, and the scholarly traditions of Muslim scholars. Thus, cooperative learning and collaborative learning are not only effective as modern instructional strategies, but also function as means of internalizing moral and spiritual values in realizing a holistic, integrative Islamic education oriented toward the formation of knowledgeable, ethical, and socially responsible individuals.

DECLARATION OF USING AI

The authors used ChatGPT to improve language and readability. The authors reviewed and edited the output and take full responsibility for the content.

REFERENCES

- Abdurrahman. (2024). Metode Penelitian Kepustakaan dalam Pendidikan Islam. *Adabuna: Jurnal Pendidikan Dan Pemikiran*, Vol 3.
- Ahmad, H., & Marniati. (2025). Enhancing Students' Understanding of Social Sciences through Cooperative Learning Model at MIN 3 Ternate. *EduSpirit : Jurnal Pendidikan Kolaboratif*, 2(3), 668–675. <https://doi.org/https://journal.makwafoundation.org/index.php/eduspirit/article/view/1589>
- Al-Ghazālī, A. (Imam A. Hāmid M. ibn M. (2020). *Ihya' Ulum al-Din (Jilid 1)*. Maktabah Darussalam.
- Chulystiscyah, V., Prananosa, A. G., & Widaswari, D. (2025). Penerapan Model Pembelajaran Collaborative Learning Berbantuan Media Poster terhadap Hasil Belajar IPS pada Siswa. *IJOCE: Indonesia Journal of Civic Education*, 6(1), 68–77. <https://doi.org/https://doi.org/10.31539/xsw03x86>
- Cibro, D. K., Mutmainah, E., & Iskandar, S. (2025). Korelasi antara Prinsip Pembelajaran Kolaboratif dengan Motivasi Belajar Pada Siswa Sekolah Dasar. *JGK (JURNAL GURU KITA)*, 9(4), 1276–1292. <https://doi.org/https://doi.org/10.24114/jgk.v9i4.65745>
- Daiyah, A., Ramadhani, G. S., & Farhurohman, O. (2024). Cooperative Learning In Improving Students' Collaborative. *Indonesian Journal Of Elementary Education (IJEE)*, 6(2), 91–100. <https://doi.org/http://dx.doi.org/10.24235/ijee.v6i2.18867>
- Datunsolang, R., Solong, N. P., Sidik, F., Amala, R., Syafar, D., Zabidi, A. F. B. M., & Hayati, S. R. (2026). A Collaborative Islamic Education Learning Model Based on Local Culture to Strengthen Students' Social Character in Madrasah. *Mimbar Agama Budaya*, 43(1), 63–81.

- <https://doi.org/https://doi.org/10.15408/mimbar.v43i1.51094>
- Dirgayasa, I. W. (2022). *Pengaruh Cooperative Learning terhadap Peningkatan Hasil Belajar Siswa*. UNIMED Press.
- Halimah, S. N., Amin, M., & Sasmita, F. E. (2025). Efektifitas Model Pembelajaran Kollaboratif Learning berbasis Etnosains untuk Meningkatkan Hasil Belajar Peserta Didik. *Jurnal Kolaboratif Sains*, 8(1), 467–480. <https://doi.org/https://doi.org/10.56338/jks.v8i1.6812>
- Mariesa, L. (2025). Peningkatan Minat Belajar Dan Keaktifan Siswa Melalui Model Pembelajaran Cooperative Learning Pada Siswa Kelas 4 Sd Bestari Utami. *Indonesian Journal of Instructional Technology*, 5(1). <https://doi.org/https://doi.org/10.49056/ijit.vi.737>
- Mawardah, N. A., Damayanti, S. K., Ramadhini, N., Suriansyah, W. R., & Pratiwi, D. A. (2025). Analisis Kendala Penerapan Cooperative Learning pada Peserta Didik dalam Konteks Kurikulum Merdeka di SDN Semangat Dalam 1. *MARAS: Jurnal Penelitian Multidisiplin*, 3(2), 516–529. <https://doi.org/https://doi.org/10.60126/maras.v3i2.894>
- Muawiyah, S. N. (2024). Fostering Creative and Critical Thinking Skills through Collaborative Learning: A Theoretical Approach. *International Student Conference on Business, Education, Economics, Accounting, and Management (ISC-BEAM)*, 1(1), 612–620. <https://doi.org/https://doi.org/10.21009/ISC-BEAM.011.43>
- Muhammad Nurhayati, S. (2024). *Strategi Collaborative Learning Berbasis Teknologi Untuk Meningkatkan Motivasi Belajar Siswa*. Widya Pelajar.
- Mukhtar, M. (2023). Pembelajaran Kooperatif Dan Kolaboratif Perspektif Pendidikan Islam. *Ameena Journal*, 1(2), 162–174. <https://doi.org/https://doi.org/10.63732/aij.v1i2.21>
- Nguyen, T. N. T., & Oanh, and D. T. K. (2025). Cooperative learning and its influences on student engagement. *COGENT EDUCATION*, 12(1). <https://doi.org/https://doi.org/10.1080/2331186X.2025.2513414>
- Nuraeni, L. S. D., Muhajir, S. N., & Warliani, R. (2025). Penerapan Collaborative Project Based Learning Untuk Meningkatkan Keterampilan Berpikir Kreatif Siswa. *RELATIVITAS: Jurnal Riset Inovasi Pembelajaran Fisika*, 8(1), 32–43. <https://doi.org/https://doi.org/10.29103/relativitas.v8i1.21301>
- Nurrisa, F. (2025). Pendekatan Kualitatif dalam Penelitian : Strategi, Tahapan, dan Analisis Data. *Jurnal Teknologi Pendidikan Dan Pembelajaran (JTPP)*, Vol 02.
- Öztürk, B. (2023). The Effect of Cooperative Learning Models on Learning Outcomes: A Second-Order Meta-Analysis. *EPASR - Educational Policy Analysis and Strategic Research*, 18(3), 273–296. <https://doi.org/https://doi.org/10.29329/epasr.2023.600.13>
- Pohan, N. M., & Khairuddin. (2025). Value-Based Cooperative Learning in Islamic Education: Integrating TGT, Islamic Values, and Student Engagement. *Al-Ishlah: Jurnal Pendidikan Islam*, 23(2), 73–81. <https://doi.org/https://doi.org/10.35905/alishlah.v23i2.14869>
- Rohmaniyah, N., & Asih, S. W. (2024). Project-Based Learning Design in Secondary Schools: Enhancing Students' Collaborative and Creative Skills. *International Journal of Post Axial: Futuristic Teaching and Learning*, 2(4), 274–287. <https://doi.org/https://doi.org/10.59944/postaxial.v2i4.395>
- Salamah, E. R., Rifayanti, Z. E. T., & Trisnawaty, W. (2024). The effect of cooperative learning model on elementary school students' learning motivation. *Jurnal Ilmiah Pendidikan Dasar*, 11(1), 18–31. <https://doi.org/https://dx.doi.org/10.30659/pendas.11.1.18-31>
- Setyorini, D., & Izzaty, R. E. (2016). Pengembangan Perangkat Pembelajaran Untuk Meningkatkan Motivasi Belajar Dan Karakter Bersahabat Siswa Kelas IV SD. *Jurnal Prima Edukasia*, 4(2), 120–133. <https://doi.org/https://doi.org/10.21831/jpe.v4i2.8215>
- Subagiya, B. (2023). Eksplorasi penelitian Pendidikan Agama Islam melalui kajian literatur: Pemahaman konseptual dan aplikasi praktis. *Ta'dibuna: Jurnal Pendidikan Islam*, Vol 12.
- Sumarno, F., & Peni, N. R. N. (2025). Literature Review: Perbandingan Model Pembelajaran Kolaboratif dengan Kooperatif dalam Meningkatkan Kemampuan Pemecahan Masalah. *Konstruktivisme: Jurnal Pendidikan Dan Pembelajaran*, 17(1), 94–109.

<https://doi.org/https://doi.org/10.35457/konstruk.v17i1.3727>

- Supratman, Ramlan, A. M., Sirad, L. O., & Bonyah, E. (2025). Optimizing social skills of elementary school students through cooperative and collaborative learning approaches. *EduStream: Jurnal Pendidikan Dasar*, 9(2), 202–213. <https://doi.org/https://doi.org/10.26740/eds.v9n2.p202-213>
- Suryadinata, A. M. I., & Rahmawati. (2025). Metode Pembelajaran Kolaboratif Dalam Konteks Pendidikan Islam: Membangun Kerja Sama Dalam Pembelajaran. *Jurnal Kolaboratif Sains*, 8(6), 3468–3474. <https://doi.org/https://doi.org/10.56338/jks.v8i6.7673>