Enhancing Student Learning Outcomes in The Qur'an Interpretation Course Through The Implementation of The Start From Reading (SFR) Cooperative Learning Model

by ihsan

Enhancing Student Learning Outcomes in The Qur'an Interpretation Course Through The Implementation of The Start From Reading (SFR) Cooperative Learning Model

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Abstract

Conventional teaching methods have been noted to stifle student creativity potentially. In contrast, Cooperative learning, characterized by group-based activities, fosters an interactive and communicative learning atmosphere. Embracing the principles of Cooperative learning, the Start from Reading (SfR) model can be applied to Quranic studies in Islamic higher education institutions. This study assessed the efficacy of the SfR learning model in improving student learning outcomes in the Qur'an interpretation course at the Arabic Language Education Studi Program (ALESP), UIN Sunan Gunung Djati Bandung. Employing a quasi-experimental design, the research analyzed pre-test and post-test scores from experimental and control groups. Findings revealed a significant increase in post-test scores, rising from an average of 70.00 in pre-tests to 77.15, highlighting the effectiveness of the SfR model in enhancing student learning. These outcomes emphasize the importance of incorporating the SfR model into Quranic education, potentially enriching student learning experiences and achievements in this academic domain.

Keywords: Al-Qur'an Interpretation Courses, Cooperative Learning, Learning Outcomes, Learning Creativity, Start From Reading Learning Type.

Abstrak

Metode pembelajarn konvensional diketahui berpotensi menghambat kreativitas siswa. Sementara itu, pembelajaran kooperatif yang bercirikan kegiatan berbasis kelompok dapat menumbuhkan suasana belajar yang interaktif dan komunikatif. Dengan menganut prinsip pembelajaran kooperatif, model Start from Reading (SfR) dapat diterapkan dalam pembelajaran Tafsir Al-Quran di perguruan tinggi Islam. Penelitian ini menilai keefektifan model pembelajaran SfR dalam meningkatkan hasil belajar mahasiswa pada mata kuliah tafsir Al-Qur'an di PPSBA UIN Sunan Gunung Djati Bandung. Dengan menggunakan desain penelitian kuasi eksperimen, penelitian ini menganalisis skor pre-test dan post-test dari kelompok eksperimen dan kontrol. Temuan menunjukkan peningkatan yang signifikan dalam nilai pasca-tes, meningkat dari rata-rata 70,00 dalam pra-tes menjadi 77,15, yang menyoroti efektivitas model SfR dalam meningkatkan pembelajaran mahasiswa. Hasil-hasil ini menekankan pentingnya memasukkan model SfR ke dalam pembelajaran tafsir Al-Quran, sehingga menawarkan potensi untuk memperkaya pengalaman belajar dan prestasi mahasiswa dalam domain akademik ini.

Kata Kunci: *Hasil Belajar, Kreativitas Belajar, Pembelajaran Kooperatif, Start From Reading Learning Type, Mata Kuliah Tafsir Al-Qur'an.*

INTRODUCTION

Learning activities illustrate the interconnectedness between course instructors and students, contributing to developing high-quality learning processes and outcomes.[1] Several factors influence the learning process and outcomes, including the role of instructors as supervisors, students as learners, learning materials, learning media, the learning environment, and the various models and types derived from learning methodology.[2] Traditionally, learning activities across multiple campuses have predominantly relied on lecture methods and expository approaches, establishing the course teacher as the central figure in the learning process.[3] These instructional methods hinder student creativity, motivation, and responsibility, leading to suboptimal learning outcomes and achievement.[4]

Cooperative learning entails group-based learning activities, where small groups are formed to foster collaboration and achieve optimal learning experiences, encompassing both individual and collective perspectives.[5] By centering on a cooperative model, students engage in problem-solving, enhancing their comprehension of concepts through a sense of responsibility.[6] Collaborative learning not only facilitates an interactive and communicative learning environment[7] but also aligns with experts' views that effective learning involves simultaneous mental engagement and action. Utilizing a cooperative model proves to be an effective strategy,

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[1] Elis Ratna Wulan et al., "Integration of Science, Technology, and Islamic Values to Enhance Expected Learning Outcomes in French Higher Education," *Jurnal Pendidikan Islam* 7, no. 1 (June 30, 2021): 95–108, https://doi.org/10.15575/jpi.v7i1.12765.

[2] Islam Osma, Fatima Ezzahra Kemal, and Mohamed Radid, "Analysis of Determinants and Factors Motivating Students in Higher Education: Case of the Students of Chemistry at the Ben M'sik Faculty of Sciences," *Procedia - Social and Behavioral Sciences*, 7th World Conference on Educational Sciences, 197 (July 25, 2015): 286–91, https://doi.org/10.1016/j.sbspro.2015.07.138; Valerica Anghelache, "Determinant Factors of Students' Attitudes Toward Learning," *Procedia - Social and Behavioral Sciences*, 3rd World Conference on Learning, Teaching and Educational Leadership, 93 (October 21, 2013): 478–82, https://doi.org/10.1016/j.sbspro.2013.09.223.

[3] Krishna Regmi, "A Review of Teaching Methods--Lecturing and Facilitation in Higher Education (HE): A Summary of the Published Evidence," *Journal of Effective Teaching* 12, no. 3 (2012): 61–76; Jeffrey K. Liker et al., "The Strengths and Limitations of Lecture-Based Training in the Acquisition of Ergonomics Knowledge and Skill," *International Journal of Industrial Ergonomics* 5, no. 2 (March 1, 1990): 147–59, https://doi.org/10.1016/0169-8141(90)90005-M.

[4] Fatimah Saguni, "Efektivitas Metode Problem Based Learning, Cooperative Learning Tipe Jigsaw, Dan Ceramah Sebagai Problem Solving Dalam Matakuliah Perencanaan Pembelajaran," *Jurnal Cakrawala Pendidikan*, no. 2 (October 28, 2013), https://doi.org/10.21831/cp.v0i2.1478.

[5] Khairiyah Mohd. Yusof et al., "Cooperative Problem-Based Learning (CPBL): Framework for Integrating Cooperative Learning and Problem-Based Learning," *Procedia - Social and Behavioral Sciences*, International Conference on Teaching and Learning in Higher Education in conjunction with Regional Conference on Engineering Education and Research in Higher Education, 56 (October 8, 2012): 223–32, https://doi.org/10.1016/j.sbspro.2012.09.649; Simon Veenman et al., "Cooperative Learning and Teacher Education," *Teaching and Teacher Education* 18, no. 1 (January 1, 2002): 87–103, https://doi.org/10.1016/S0742-051X(01)00052-X.

[6] Cestmir Serafin, "The Re-Conceptualization of Cooperative Learning in an Inquiry-Oriented Teaching," *Procedia - Social and Behavioral Sciences*, Future Academy Multidisciplinary Conference "ICEEPSY & CPSYC & icPSIRS & BE-ci" 13–17 October 2015 Istanbul, 217 (February 5, 2016): 201–7, https://doi.org/10.1016/j.sbspro.2016.02.064; Sergio Rivera Pérez et al., "Cooperative Learning and Approach Goals in Physical Education: The Discriminant Role of Individual Accountability," *Revista de Psicodidáctica (English Ed.)* 26, no. 1 (January 1, 2021): 78–85, https://doi.org/10.1016/j.psicoe.2020.11.001.

[7] Robyn M. Gillies, "Cooperative Learning: Review of Research and Practice," *Australian Journal of Teacher Education (Online)* 41, no. 3 (August 20, 2020): 39–54, https://doi.org/10.3316/informit.977489802155242.

fostering cooperation among learners.[8] This collaborative approach is designed to stimulate the generation of high-quality ideas, foster increased creativity, and enhance learning outcomes aligned with individual competencies.[9] The systematic steps involved in cooperative learning encompass articulating learning objectives, delivering relevant information, structuring students into learning teams, providing support and guidance throughout the learning process, assessing materials, and acknowledging achievements.[10]

Start from Reading (SfR) represents a form of cooperative learning characterized by steps commonly associated with cooperative learning methods. While the term SfR is relatively new, it has undergone testing in the context of the Qur'an interpretation course at ALESP UIN Sunan Gunung Djati. The trial of SfR was prompted by the prevalent use of lecture methods and expository approaches in teaching Qur'an interpretation courses, resulting in low student learning outcomes and creativity levels. It's worth noting that various methods and learning types have been employed in the Qur'an interpretation course, such as the method based on Ulum Al-Qur'an by Kharomen.[11] This study, structured as a literature review on learning Qur'an interpretation through Quranic scholarship, draws on Berglund & Gent's research (2019) to elucidate that learning the Quran commences with reading, translating, and understanding it, reflecting a traditional approach to Quranic teaching.[12]

Efforts to achieve learning goals involve the use of various learning models, with stakeholders employing diverse methods to facilitate learning. Cooperative learning models such as Rotating Trio Exchange (RTE), Jigsaw, Student Teams Achievement Divisions (STAD), Team Assisted Individualization (TAI), Mindmap, and Numbered Heads Together (NHT) are commonly studied in secondary schools and colleges across various subjects. However, the Starting from Reading (SfR) model, specifically tailored for religious subjects, remains relatively unexplored. While it has been tested on Arabic Language Education students at UIN Sunan Gunung Djati Bandung, research on this type of SfR learning is limited. This study aims to further investigate the effectiveness of SfR learning in improving student learning outcomes,

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[8] Sílvio Manuel Brito, *Active Learning: Beyond the Future* (BoD – Books on Demand, 2019); Man Jiang et al., "Effectiveness of Cooperative Learning Instructional Models in Training In-Service Physical Education Teachers in Southwest China," *Sustainability* 15, no. 13 (January 2023): 9993, https://doi.org/10.3390/su15139993.

[9] Van Dat Tran, "Does Cooperative Learning Increase Students' Motivation in Learning?," *International Journal of Higher Education* 8, no. 5 (2019): 12–20; Robyn M Gillies, "The Effects of Cooperative Learning on Junior High School Students during Small Group Learning," *Learning and Instruction* 14, no. 2 (April 1, 2004): 197–213, https://doi.org/10.1016/S0959-4752(03)00068-9; Richard H. Hall, Donald F. Dansereau, and Lisa P. Skaggs, "The Cooperative Learner," *Learning and Individual Differences* 2, no. 3 (January 1, 1990): 327–36, https://doi.org/10.1016/1041-6080(90)90009-6.

[10] Nugraha, Imas Purnamasari, and Heraeni Tanuatmodjo, "Interaction Between the Type of School and Learning Outcomes in Student's Soft Skills Enhancement through Cooperative Learning Model (Quasi Experiment on Vocational Students in Bandung)," *Procedia - Social and Behavioral Sciences*, 3rd Global Conference on Business and Social Sciences (GCBSS-2016) on "Contemporary Issues in Management and Social Sciences Research", Kuala Lumpur, Malaysia, 219 (May 31, 2016): 838–45, https://doi.org/10.1016/j.sbspro.2016.05.078.

[11] Agus Imam Kharomen, "Metode Pembelajaran Tafsir Di Sekolah Berbasis 'Ulum Al-Qur'an," *Andragogi: Jurnal Diklat Teknis Pendidikan Dan Keagamaan* 8, no. 2 (December 31, 2020): 476–84, https://doi.org/10.36052/andragogi.v8i2.179.

[12] Jenny Berglund and Bill Gent, "Qur'anic Education and Non-Confessional RE: An Intercultural Perspective," *Intercultural Education* 30, no. 3 (May 4, 2019): 323–34, https://doi.org/10.1080/14675986.2018.1539305.

focusing particularly on its impact on syntax. Through this research, we seek to demonstrate that the SfR learning model can indeed enhance student learning outcomes.

METHOD

This research uses quantitative research by integrating theory testing that measures the relationship between variables measured through predetermined instruments with data presented in numerical form.[13] The samples for this research were students from the ALESP program at UIN Sunan Gunung Djati Bandung, especially from the Class of 2022 who took Al-Quran subjects. Meanwhile, the sample collection method uses random sampling.[14]

The data in this study uses primary data, which was obtained directly from respondents via quasi.[15] The data collection instrument can be a pre-test and post-test to measure students' understanding and skills in understanding the Al-Quran before and after implementing the SfR learning model. Apart from that, questionnaires can also be used to collect data on student perceptions and attitudes towards the learning model being implemented.[16] The start-from-reading (SfR) cooperative learning model will be applied in the treatment group. This model may involve collaborative learning centered on understanding and analyzing Al-Quran readings,

The data that has been collected will then be analyzed using appropriate statistical methods, such as analysis of variance (ANOVA) to compare learning outcomes between the control group and the treatment group.[17] Analysis of learning outcomes includes normality and homogeneity tests of data followed by regression and hypothesis testing using SPSS version 26 software.

RESULTS AND DISCUSSION

This study provides an overview of the Start from Reading (SfR) cooperative learning model and its impact on the learning outcomes of students at ALESP, UIN Sunan Gunung Djati. The SfR learning type, a component of the cooperative learning model, has undergone testing in the context of the Qur'an interpretation course. Differences in efficacy can be examined by comparing it with courses that employ the lecture method.

Context of ALESP at UIN Sunan Gunung Djati

ALESP is a study program at UIN Sunan Gunung Djati Bandung that features Ulum Al-Qur'an and Qur'an interpretation as an introductory course. Students at ALESP exhibit diverse social and academic backgrounds. The Qur'an interpretation course is offered in the initial semester and is instructed by lecturers with varied backgrounds. The variation is evident in the

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[13] Lan Lerche, *Quantitative Methods* (Elsevier, 2012).

[14] Doreen Said Pace, "Probability and Non-Probability Sampling - An Entry Point for Undergraduate Researchers," SSRN Scholarly Paper (Rochester, NY, May 24, 2021), https://papers.ssrn.com/abstract=3851952.

[15] James D. Abbey and Margaret G. Meloy, "Attention by Design: Using Attention Checks to Detect Inattentive Respondents and Improve Data Quality," *Journal of Operations Management* 53–56 (November 1, 2017): 63–70, https://doi.org/10.1016/j.jom.2017.06.001.

[16] Nienke Kool et al., "Improving Communication and Practical Skills in Working with Inpatients Who Self-Harm: A Pre-Test/Post-Test Study of the Effects of a Training Programme," *BMC Psychiatry* 14, no. 1 (March 4, 2014): 64, https://doi.org/10.1186/1471-244X-14-64.

[17] A. Stewart Fotheringham, "Trends in Quantitative Methods I: Stressing the Local," *Progress in Human Geography* 21, no. 1 (February 1997): 88–96, https://doi.org/10.1191/030913297676693207.

adoption of the start-from-reading (SfR) learning type in the experimental class compared to other learning approaches in the control class.

Application of the SfR Learning Model

The application of the start-from-reading (SfR) learning type in learning Qur'an interpretation took place across three sessions. In the initial meeting, a pre-test was conducted, focusing on the topic of Human Nature and Its Relationship with Education. The pre-test questions were designed to gauge the enhancement of students' knowledge and skills. After the pre-test, students were acquainted with the SfR learning type. They were organized into four discussion groups, each focusing on material extracted from the book "Tafsir Verses on Education." Following discussion and reflection activities, a post-test was administered to evaluate the depth of student comprehension.

During the second session, students delved into an understanding of human nature and its connection to education utilizing the SfR learning type. The sub-material covered included: (1) human terms in the Qur'an, (2) human creation and educational values, (3) basic human potentials, and (4) the nature of human functions in life. Organized into 10 groups of four individuals each, students received an explanation of the syntax of the SfR learning type for conducive learning, illustrated in Figure 1. In this phase, beyond reading and discussing the material, students presented the outcomes of their group assignments, provided comments on other groups' presentations following the SfR learning type syntax, and engaged in reflections. The course instructor then offered feedback, summarized the material, and facilitated reflective discussions with the students.

During the third session, students underwent evaluation by taking a post-test with an identical number of questions as the pre-test. This meeting served as a pivotal moment to assess learning outcomes resulting from the treatment implemented through the SfR learning model.

The first step
Students are given lecture material according to the handbook/reference. There are four sub-materials then divided according to the number of students in the class of 40 people.

⬇

Step Two
Students are given time to read/study the materials individually for 7 minutes.

⬇

Third step
Students who read/study the same material are grouped into one group to discuss for 7 minutes (to avoid a large number of group members, this can be divided into two more). If the number of students is 40 people divided into four materials, each sub-material has 10 people and is considered too large, so it can be divided into five people for each material, so that the number in each group is eight people.

⬇

Step Four
Students create new groups whose members consist of groups who read different material, so that in the new group the members consist of readers of material 1, 2, 3, and 4. They are given 20 minutes of discussion time to present the material to the new group members according to the material they read.
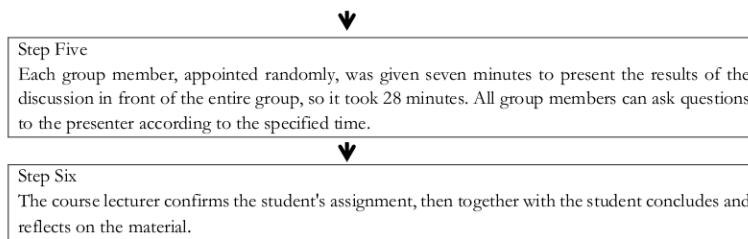

Step Five
Each group member, appointed randomly, was given seven minutes to present the results of the discussion in front of the entire group, so it took 28 minutes. All group members can ask questions to the presenter according to the specified time.

Step Six
The course lecturer confirms the student's assignment, then together with the student concludes and reflects on the material.

Figure 1. SfR Learning Model Syntax

Students' Learning Outcomes in the Qur'an Interpretation Course

The learning outcomes in this research were obtained from two different classes, namely Class A ALESP as the experimental class and Class B ALESP as the control class.

Class A Learning Outcomes (Experimental Class)

In the Experimental Class, there are a total of 39 students, each receiving a set of 20 questions for the pre-test. Following the pre-test, seven students surpassed the minimum score of 75, while 32 students scored below this threshold. The pre-test results for the experimental class yielded an average of 70.00, ranging from a minimum score of 37.00 to a maximum of 90.00. Moving to the post-test results, 25 students exceeded the minimum score of 75, with the remaining students achieving scores below the minimum. The average post-test score for the experimental class is 77.15, ranging from a minimum of 70.00 to a maximum of 95.00. This data indicates an improvement in post-test scores compared to the pre-test scores, signifying changes in student learning outcomes before and after the implementation of the SfR cooperative learning model.

Class B Learning Outcomes (Control Class)

The Control Class consists of 38 students, each assigned a set of 20 questions for the pre-test. Following the pre-test, eight students scored above the minimum threshold of 75, while 20 students obtained scores below this standard. The learning outcomes in the control class averaged 63.12, with a range of 65.00. The minimum score is 25.00, and the maximum score is 90.00. This data highlights disparities in student learning outcomes between Class A (experimental class) and Class B (control class).

The Influence of SfR learning Model Implementation on Students' learning outcomes

To determine the level of influence between the implementation of the SfR-type cooperative learning model in Class A (Experimental Class) and Class B (Control Class), was done by searching for improvement scores (t-$_{rest}$) from the pre-test and post-test results. Meanwhile, the difference in the mean pre-test and post-test of learning activities that apply the SfR type cooperative learning model is known through the use of SPSS 20, including data normality tests, data homogeneity tests T$_{tres}$, and hypothesis tests.

The data normality table in the Kolmogorov section shows that the learning significance value before implementing the SfR-type cooperative learning model was 0.200, while the significance value afterward was 0.632. In the Shapiro-Wilk section, the significance value before

implementing the SfR-type cooperative learning model is 0.018, while the significance value after is 0.206. Based on this data, it can be explained that all data scores are > 0.05, so the results of learning the Qur'an interpretation course before implementing the SfR-type cooperative learning model and after implementing it are normally distributed.

To assess the homogeneity of the data, it involves testing the consistency between the variables related to implementing the SfR-type cooperative learning model and the variables associated with learning outcomes in Quran interpretation. The data homogeneity test yields a significance value of 0.273. This value indicates a Sig value > 0.05, affirming that the distribution of data in the category is normal.

After establishing the normality and homogeneity of the data, the analysis proceeded with the Patres test, which aims to gauge the strength of the relationship between student learning outcomes before and after implementing the SfR-type cooperative learning model. Referring to the correlation index for learning outcomes between the two variables, the significance result is 0.941, indicative of moderate results, while concurrently demonstrating a robust influence. This interpretation is based on the correlation value of 0.941, falling within the range of 0.30-0.49. The correlation results affirm that the outcomes of learning Qur'an interpretation before and after the implementation of the SfR-type cooperative learning model are moderately and meaningfully correlated.

Subsequently, a hypothesis test was conducted comparing the two research variables. The output data from the paired samples test indicates a significance value of 0.000; with Sig value < 0.05, confirming the rejection of H_0 and the acceptance of H_1.

Differences in Learning Outcomes for Qur'an Interpretation Course

The disparities in learning outcomes between Class A (Experimental Class) and Class B (Control Class) are identified through a series of tests, including the data normality test, data homogeneity test, and hypothesis test. The data normality test is conducted using the SPSS 20 application, and the outcomes of this test are presented in Table 1.

Table 1. Data Normality test for Learning outcomes difference

Tes of Normality							
	Learning types	Kolmogorof-Smitrov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning outcomes	*SfR*	.174	39	.019	.957	39	.208
	Lecture	.174	38	.013	.935	38	.061
Lilliefors Significance Correction							

Table 1 illustrates the Sig values in the Kolmogorov-Smirnov test, where it is 0.019 for the SfR learning type and 0.13 for the lecture method. Additionally, the Sign values in the Shapiro-Wilk test are 0.208 for the SfR learning type and 0.61 for the lecture method. The data from the normality test indicates that the learning scores, whether utilizing the SfR-type cooperative learning model or the lecture method, exhibit a normal distribution.

The results of the homogeneity test on learning outcomes of Qur'an interpretation are presented in Table 2.

Table 2. Data Homogeneity Test for Differences in Learning Outcomes

Test of Homogeneity of Variances			
Learning outcomes			
Lavene Statistic	Df^1	Df^2	Sig.
11.05	1	61	.001

Table 2 presents the Sig value for learning outcomes as 0.001, which is <0.05. This data on learning results further confirms that the two data groups for Class A (Experimental Class) and Class B (Control Class) have distinct variances. Subsequently, the analysis proceeds to the hypothesis testing stage, where the result is either accepted or rejected.

After testing the hypothesis on the variables of implementing the SfR-type cooperative learning model and the lecture method, the results are presented in Table 3.

Table 3. Statistics of learning outcomes from Experimental and control class

Group Statistics					
	Learning types	N	Mean	Std.	Std. Error Mean
Learning outcomes	*SfR*	39	74.17	11.111	1.993
	lecture	38	63.16	18.530	3.280

Table 3 displays the data regarding student learning outcomes, with 31 participants in the experimental class (Class A) utilizing the SfR-type cooperative learning model and 32 participants in the control class (Class B) employing the lecture method. The average score for learning outcomes in the Tafsir Al-Qur'an course for the experimental class (Class A) was 74.17, while in the control class (Class B), it was 63.16. The cumulative scores affirm the existence of differences in the average learning outcomes between the two distinct classes (control class and experimental class).

The degree of significant difference is evident in the outcomes of the independent samples test. The significance value from the test results is 0.001, mirroring the homogeneity test result of 0.001, which is <0.05, indicating a lack of data homogeneity. Simultaneously, for data assuming equal variance, the significance value is 0.006, also <0.05. This significance value affirms hypothesis 1 (H_1) and rejects hypothesis 0 (H_0). These findings further confirm the disparities in learning outcomes between students whose learning activities were treated using the SfR-type cooperative learning model and those treated using the lecture method.

According to the findings of the research, the SfR-type learning model is a derivative of the cooperative learning model. The Qur'an interpretation course incorporates various learning models to enhance student learning outcomes,[18] aligning with the syntax of the active learning model. This alignment is evident in the general characteristics of placing students into small

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[18] Karman et al., "The Design for Emancipatory Quran Interpretation Learning to Deradicalize Students' Quran Understanding," *Jurnal Pendidikan Islam* 7, no. 2 (December 2021): 165–80, https://doi.org/10.15575/jpi.v7i2.12720.

groups.[19] Notably, the division into small groups occurs in a phased manner. Initially, group division is based on the same material, followed by a subsequent division conditioned on different material. Through this multilevel group division, each student, even if focused on reading and studying only one sub-material, gains exposure to all the material through information exchange when joining other groups with different readings and studies. In the context of the "*Humans and Their Relevance to Education*" material, consisting of four sub-materials, students are tasked with mastering all sub-materials through reading and studying in small groups within a single session.

Facilitating students in small groups cultivates effective cooperation to enhance both individual and group learning experiences. With the principle of "many are better than one," students exhibit responsible problem-solving abilities in grasping complex concepts. Moreover, this approach promotes positive interaction and communication among students.[20] This aligns with a learning philosophy emphasizing active involvement and engagement.[21]

The implementation of the SfR-type cooperative learning model not only fosters collaboration but also nurtures student creativity. Students are tasked with engaging meaningfully with learning materials, transferring acquired information to others, and demonstrating attentiveness and creativity. Furthermore, they are expected to effectively present outcomes of group discussions and address issues raised by fellow group members. The SfR-type learning model contributes positively to building cooperation, creativity, communication, and interaction in the learning process.[22] This underscores the influence of active learning through the SfR-type cooperative model on the learning outcomes of ALESP students at UIN Sunan Gunung Djati Bandung.

Discussion

Based on the results of comparative research between the post-test results of the experimental class and the control class, it show that the SfR learning model is effective in improving students' understanding and learning achievement. This can be seen from the significant increase in the average post-test score in the experimental class compared to the control class. Thus, the SfR model can provide a significant positive impact on student learning outcomes. An increase in the number of students who exceeded the minimum score threshold

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[19] Nayereh Baghcheghi, Hamid Reza Koohestani, and Koresh Rezaei, "A Comparison of the Cooperative Learning and Traditional Learning Methods in Theory Classes on Nursing Students' Communication Skill with Patients at Clinical Settings," *Nurse Education Today* 31, no. 8 (November 1, 2011): 877–82, https://doi.org/10.1016/j.nedt.2011.01.006; Macarena Navarro-Pablo and Emilio J. Gallardo-Saborido, "Teaching to Training Teachers through Cooperative Learning," *Procedia - Social and Behavioral Sciences*, The 6th International Conference Edu World 2014 "Education Facing Contemporary World Issues", 7th - 9th November 2014, 180 (May 5, 2015): 401–6, https://doi.org/10.1016/j.sbspro.2015.02.136; Marjan Laal, "Collaborative Learning; Elements," *Procedia - Social and Behavioral Sciences*, 2nd World Conference on Educational Technology Research, 83 (July 4, 2013): 814–18, https://doi.org/10.1016/j.sbspro.2013.06.153.

[20] Hartono Hartono, "Learning Achievements at Graduate Level: Bloom's Taxonomy Analyze," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 3 (2022): 294–305, https://doi.org/10.31538/munaddhomah.v3i3.275; Azhariah Rachman et al., "Building Religious Character of Students in Madrasah Through Moral Learning," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 1 (February 4, 2023): 78–94, https://doi.org/10.31538/tijie.v4i1.261.

[21] M. Jiang et al., "Effectiveness of Cooperative Learning Instructional Models, 9993.

[22] David .W. Johnson & Roger T. Johnson, "Cooperative Learning, 59-50.

of 75 on the post-test in the experimental class shows that the SfR learning model can drastically stimulate student learning achievement. This indicates that this model is more effective in helping students achieve the set assessment standards, resulting in better overall learning outcomes. This research is in line with research conducted by Kim et al, which examined relationships and interactions for Asian American undergraduate students.[23]

This is reinforced by the point that shows the higher range of post-test scores in the experimental class indicating greater variation in learning achievement between students. This indicates that the SfR learning model can provide a learning experience that is more inclusive and responsive to individual student needs.[24] This model allows students with various levels of ability to develop optimally according to their needs. The disparity in learning outcomes between the experimental class and the control class emphasizes the importance of using innovative and collaboration-oriented learning approaches. The SfR-type cooperative learning model offers a more dynamic and interactive approach, allowing students to be actively involved in the learning process.[25] This shows that the collaborative approach can provide better learning outcomes compared to conventional methods. This is in line with what was stated by Chen et al and Bath et al.[26]

In the future, researchers suggest that innovative and collaboration-oriented learning approaches will increase. The SfR-type cooperative learning model has paved the way for further exploration of more dynamic and interactive learning methods. Ideas or ideas for the future are:

1. Integration of Technology in Collaborative Learning: Technology has become an integral part of everyday life, and its integration in education will increasingly dominate. The cooperative learning model can be further developed by utilizing technology to facilitate collaboration between students, both online and offline. For example, online learning platforms can be used to encourage discussion, sharing of learning resources, and collaboration in completing assignments. For example, PhET simulation with technology.[27]

2. The SfR-type cooperative learning model emphasizes the development of students' collaborative and critical skills. In the future, education will increasingly focus on developing these skills, recognizing the importance of the ability to work together and think

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critically in facing global challenges. Learning initiatives will be designed to actively strengthen these skills through a collaborative approach integrated into the curriculum.

3. Project and Discovery-Based Learning: Cooperative learning models can inspire the future development of project and discovery-based learning. This approach will allow students to engage in real problem-solving and knowledge discovery through collaboration and active exploration. This will not only deepen students' understanding but also prepare them to become creative problem solvers in a variety of contexts and Enhancements.

4. Student Involvement through Active Learning: Education in the future will increasingly emphasize the importance of active student involvement in the learning process. The cooperative learning model has proven that active involvement increases student motivation and learning outcomes. Therefore, a collaborative approach will be the basis for developing learning strategies that are more inclusive and responsive to individual student needs.

By adopting and developing these ideas, it is hoped that education in the future will continue to experience significant developments towards a more effective, inclusive, and results-oriented learning approach.

CONCLUSION

The Al-Quran interpretation course at ALESP UIN Sunan Gunung Djati Bandung has become a source of innovation by implementing a new approach to learning, namely the Start from Reading (SfR) cooperative learning model. Beyond teaching theory, this approach ignites the spirit of creativity, collaboration, and recognition in students while positively impacting their learning outcomes. Research data illustrates the significant influence of the SfR-type learning model. From the average pre-test score of 70.00, students jumped to 77.15 in the average post-test score. These findings highlight the effectiveness of the SfR learning model, which can demonstrate its potential in various learning contexts. The start-from-reading (SfR) approach, part of the cooperative learning model, teaches cooperation and collaboration and encourages students to think critically and elaboratively convey arguments to other groups. Thus, this research not only provides empirical evidence of the effectiveness of this approach but also shows its essential role in building students' self-confidence. More than just a piece of research, these findings significantly contribute to the educational literature, strengthening the foundation of previous knowledge about cooperative learning models by introducing the novelty SFR method. Applying this method at ALESP UIN Sunan Gunung Djati Bandung in the first semester paved the way for further exploration in various study programs, hoping to provide broader insight through a more extensive and varied research sample. Thus, this research not only creates a breakthrough in Al-Quran learning but also opens the door for further innovation in higher education.

This research can be implemented theoretically and practically in other universities to improve the quality of students. This research will add to the research treasures and become a reference for future researchers. This research also has limitations, especially in the sample used so that it can be used as a reference in the future. Apart from that, other research methods can still be used to test the consistency of this research.

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