Design of Aqidah Learning System Collaborative Learning Based Morals to Improve Students' Social Skills

Surahman Hidayat [1] , Najamudin [2] , Mufidatul Azizah [3]
[1,2,3] Ibn Khaldun University Bogor, Indonesia

Email : najamudin@uika-bogor.ac.id [1] ,surahman@uika-bogor.ac.id [2]

ABSTRACT : *collaborative learning* -based aqidah akhlak learning system in improving students' social skills. In the era of globalization, social skills are one of the important aspects in the formation of students. Collaborative learning not only focuses on academic achievement but also on the development of communication skills, cooperation, and empathy. The method used in this study is library research from various sources related to the research topic. Data collection is carried out through studies, research, analysis of scientific articles, books, journals or magazines and electronic sources related to *collaborative learning-based aqidah akhlak learning* . The data is then analyzed descriptively. Results from review library research shows that collaborative learning is an approach that emphasizes cooperation between students in groups to achieve common learning goals. *Collaborative learning strategies* in Islamic religious education are approaches that prioritize interaction and cooperation between students to achieve a deeper and more holistic understanding of the teaching material. Well-designed learning will make it easy to overcome behavior in students. The application of *collaborative learning* not only improves students' understanding of the concept of aqidah and akhlak, but also strengthens their social skills. The importance of social interaction, student involvement actively in the learning process, discussing, and working together in solving case studies of the concept of aqidah and akhlak. By implementing the method, it can be an effective strategy in improving student cooperation and students are better able to understand the material of aqidah and akhlak in depth and apply Islamic values in everyday life and can be applied more widely in Educational context religion Islam.

Word Key: learning, faith morality, collaborative learning, social, participant educate.

1. INTRODUCTION

Approach character become Wrong One focus main in world education, especially in to form personality student so that own mark moral And spiritual Which Good. With a collaborative learning approach, *collaborative learning* can be a solution to increase activeness and involvement. students in learning process. Collaborative learning is learning that places students with diverse backgrounds and abilities working together in small groups to achieve common goals. (Ali Mahmudi,). In this method, it can help students to be more active in discussing, working together, and solving problems collectively, so that mark-mark Islamic more easy implemented in life daily.

According to Rahman, religious education does not only have a purpose in the development of cognitive aspects, but also affective and psychomotor aspects of students, where the ability to interact and cooperate is one of the important indicators of the success of religious education. According to Slavin, in *collaborative learning* , participant educate have the opportunity to learn from each other, which encourages mutual understanding. Character education must be integrated into all aspects of learning, including in learning Aqidah Akhlak which aims to instill religious values in forming a generation with noble morals to contribute positively to society in the future. Through collaborative-based learning, it is hoped that

students will not only understand the material academically, but will also be able to develop skills social, empathy, And not quite enough answer social.

In addition, *collaborative learning* is also in line with the humanistic approach in Education, which emphasizes the importance of experiential learning and relationships between individuals. Rogers stated that learning Effective learning occurs in an environment that supports positive interpersonal relationships, where learners feel valued and their contributions are recognized. *Collaborative learning* creates an environment conducive to these kinds of relationships, where each participant educate own role important in success group (Destriani,(2021)).

In the ongoing teaching and learning activities, purposeful interactions have occurred. Teacher And child educate Which move it. Interaction Which aiming That because it is the teacher who interprets it by creating an educational environment for the benefit of students in learning. Teachers want to provide the best service for students, with provide environment Which pleasant and exciting. Teachers try to be good guides with a wise and prudent role, so that a harmonious two-way relationship is created between teachers and students.

The urgency of the importance of social interaction is because currently humans always want their existence to be recognized by other humans. It is undeniable that every activity in life is always faced with disputes, conflicts, competition and competing to get a good place in the family, society, nation and country. Activities his life man seen with various kinds of all social life activities, so that humans, apart from being individual beings, are also social beings. As social beings, humans always interact with other humans to carry out activities. in his life. All of that starts from the process where individuals with individuals, individuals with groups or groups with groups relate to each other (Wirawan, SS (2013)). Related to this, whether we realize it or not, in our interactions we always want to be appreciated and respected for our existence. Because in the human soul there is a unique nature that is difficult for other humans to guess, and not far from ego and super ego. Social interaction is the key to all things social life without interaction social will not Possible There is life together.

The quality of learning is also determined by the interaction of components in the system. Namely, objectives, teaching materials (materials), students, facilities, media, methods, participation. community, school performance, and evaluation learning (Moh, Shochib, 1998). School performance, and learning evaluation (Moh, Shochib, 1998). Optimization of these components determines the quality (process and product) of learning. Efforts that can be made by educators are to analyze the characteristics of each component and synchronize them so that consistency and harmony are found between them to achieve learning objectives. Because

learning start from planner, implementation And the evaluation always refers to the goals that are expected to be mastered or possessed by students, both instructional effects (in accordance with the designed goals) and nurturing effects (accompanying impacts).

2.   RESEARCH METHODS

This study uses a library research method with a descriptive-analytical approach. The descriptive-analytical approach was chosen to provide a clear picture of the design of the Aqidah Akhlak learning system based on collaborative learning and to analyze its impact on students' abilities. students' social studies. In this study, the researcher focused on collecting secondary data in the form of literature, scientific journals, books, articles, and related documents that are relevant to the topic of learning Aqidah Akhlak and the application of collaborative methods. learning in context education religion Islam.

Method library research or study literature used Because T h i s study aims to explore in-depth theoretical understanding from various reliable written sources, which provide broader insights into learning Aqidah Akhlak and the application of collaborative learning theory. The data sources used in this study consist of published scientific journals. in various educational and religious education journals, textbooks discussing learning theories, and articles discussing learning practices in a religious context. Islam and social.

The collected data is then analyzed by grouping. information based on relevant main themes with objective research. The main themes that are the focus of the analysis include: (1) the design of the Aqidah Akhlak learning system based on collaborative learning, (2) the theories underlying the collaborative learning method, and (3) impact of implementation this method against ability social students in the context of education religion Islam.

The data analysis process is carried out qualitatively, by identifying, classifying, and comparing information obtained from various sources. Relevant information will be explained in detail to illustrate how a collaborative learning-based learning system can improve students' understanding and social skills in learning Aqidah Akhlak. Besides That, researcher Also will discuss role important theory collaborative learning in facilitating social interactions among students, which can contribute to strengthening character And attitude moral according to values-mark Islam.

Through this descriptive-analytical approach, this study aims to provide more comprehensive insights into how the method Collaborative learning can be applied in learning Aqidah Akhlak to improve students' social skills, as well as how this learning can have an impact. on development character And morals student in life daily.

3.   RESULTS AND DISCUSSION

Based on literature analysis, the application of Collaborative Learning in learning Aqidah Akhlak has proven effective in improving students' understanding of the concept of faith and moral values. Collaborative Learning, as defined by Johnson and Johnson (2009), is a learning approach in which students work together in small groups to achieve common learning goals. This approach provides opportunities for students to share their thoughts, strengthen understanding, And increase skills interpersonal (Johnson, DW, & Johnson, RT (2009)).

In the context of Islamic Religious Education, values such as mutual cooperation, helping each other, and deliberation are highly emphasized. Collaborative learning supports the instillation of these values because in the process, students are trained to work together, listen to the opinions of others, and reach consensus in solving problems. According to Nurhadi, the collaborative method is very relevant to the goals of Islamic Religious Education which emphasize aspects of morality, ethics, and good social interaction among fellow human beings. In this process, there is a more effective transfer of knowledge and skills, especially when students help each other. And support in group study (Nurilawati (2024)).

Efforts are needed to improve learning achievement, including by: use learning contextual. Learning contextual emphasizes the process of full student involvement in order to find the material being studied and relate it to the situation real life so that it encourages students For can apply it in settlement problem (Rusydi Ananda, et al, (2022)).

Group presentation strategies also play a significant role in building students' social skills. In group presentations, students learn to work together, share tasks, and respect the roles of each group member. According to Dillenbourg (1999), group presentations group can increase trust students themselves while strengthening their understanding of the material presented. This process creates an inclusive learning environment, where students support each other And learn from each other (Dillenbourg, P. (1999)).

The subject of moral aqidah is a subject that studies beliefs and good behavior between humans and Allah SWT, and also study human with the human being who We often call it social relations or reciprocal relations or better known as social interaction. Both aspects are a unity that cannot be separated from one another.

The above conditions prove that learning if not designed well then it is difficult to overcome deviant behavior of students. For that, it requires a model of learning aqidah akhlak that can direct the social interaction of students to be more positive and implementing learning management in the subject of aqidah akhlak is expected to provide a direct understanding of how the hablumminanaas process or how students are able to interact social with anyone

including other students. This is because the learning of aqidah and akhlak is one of the subjects besides instilling faith in religion, this subject also provides outlook, directions And guidance How participant educate For get to know yourself, friends, teachers and staff in the school/madrasah environment the.

The importance of social interaction is because every social environment, including educational or school environments, will definitely... happen connection social between the people in it. In the classroom, teachers and participants (Nur Aini, Hamzah (2023)).

The results of this study confirm that the implementation of Collaborative Learning not only improves students' understanding of the concept of Aqidah Akhlak but also strengthens their social skills. Thus, this learning strategy can be used as an effective alternative in the educational process, especially in forming character student which is based on values Islam.

Collaborative Learning refers to a social learning theory that emphasizes the importance of interaction in improving student abilities. Slavin also emphasized that collaborative learning encourages active student involvement in the learning process. In Aqidah Akhlak learning, this method allows students to discuss moral values, work together to solve case studies, and support each other in understanding the concept of aqidah. However, challenges such as inequality in student participation and time constraints in implementation need to be addressed. be noticed For ensure success this method.

The design of the Aqidah Akhlak learning system with a Collaborative Learning approach aims to create an efficient learning system, which not only teaches the principles of the Islamic religion related to faith (Aqidah) and morals (noble behavior), but also emphasizes the development of students' social skills through learning methods which prioritizes collaboration between students.

Collaborative activities take many forms, but the main focus is on students' exploration of the material, not just the explanations given. by teachers. This reflects a significant shift from student-oriented learning. on Teacher become learning Which oriented on student. In collaborative activities, what is important is the discussion that students have as they interact with the material and their active participation in the learning process. Collaborative learning is a group learning method in which each member of the group contributes with their ideas, attitudes, opinions, abilities, and skills to improve collective understanding of the topic being discussed.

Model Learning Collaborative (Collaborative Learning)

Definition of Collaborative Learning according to several sources are as follows:

1. Collaborative Learning is a group learning process in which each member actively contributes information, experience, ideas, attitudes, opinions, abilities and skills. to be together improve understanding.

2. Collaborative Learning is a learning method that is based on students, by forming study teams so that it can improve quality student learning.

3. Collaborative Learning is learning where participants talk to each other to exchange ideas, through these conversations a discussion occurs where the participants... mutual group explore, get explanation, share interpretations, gain insights and opinions that differ from each other, and if there is something that not clear can be direct asked. The application of the Collaborative Learning method is carried out through the formation of groups .

4. Collaborative Learning is a group learning process where each member contributes information, experience, ideas, attitudes, opinions, abilities and skills. owned, to jointly benefit each other improve understanding all over member.

Excess And Lack in learning Collaborative

In Implementation learning Collaborative, There is Lots profit Which Can obtained, among others:

a. Practice flavor care, attention And willingness For share

b. Increase flavor award to person other.

c. Practice emotional intelligence

d. Prioritize interest group than interest personal

e. Hone intelligence interpersonal

f. Practice ability Work The same, team work

g. Practice ability listen people's opinion other

h. Student No Embarrassed ask to his friend Alone

i. Speed and results Study increase rapid

j. Increase Power remember to material Which studied

k. Increase motivation And atmosphere study (Mukhtar, Masrizal.(April 16, 2023)).

Benefit Design System Learning Collaborative Learning

- **Improving Social Skills** : By working in group learning, students learn to communicate well, listen to other people's opinions, and other, as well as cooperate For reach objective together.

- **Sharpening Academic and Social Skills** : Students not only develop an understanding of religion, but also social skills that are very important in everyday life, such as empathy and tolerance for differences.

- **Increased Student Participation** : Collaborative learning can increase student engagement, because they feel they have a sense of ownership. important role in learning group.

- **Deeper Understanding** : Discussion and collaboration between students can deepen understanding of the material, because students have the opportunity to ask, discuss, And explain to his friends (Iskandar, Anwar, 2013).

The collaborative approach also emphasizes the principle of cooperation in small groups to achieve common learning goals. Johnson, and Smith stated that collaborative learning is a strategy in which students work together in small groups to maximize individual and group learning. This process involves shared responsibility, where each member of the group has an important role in the success of the group. In Akidah Morals, collaborative learning can help students understand religious values not only from aspect theoretical, but also through real practice in group, in where they learn to respect other people's opinions and work together to achieve objective the same one.

Collaborative learning also plays an important role in increasing active student participation. The selection of the right learning strategy is absolutely necessary, however, the achievement of Islamic Religious Education learning outcomes for students is also influenced by the characteristics of the students themselves, namely learning motivation, for example in a collaborative learning process, a teacher should be able to know and understand the characteristics of learning motivation possessed by students. By knowing the level of student learning motivation, a teacher can adjust, compile and create relevant teaching materials to help and direct students' readiness to receive learning materials in collaborative learning and competitive learning. According to constructivism theory, effective learning occurs when students are actively involved in process Study, No only as recipient information passive. By actively involving students, collaborative learning creates a dynamic learning environment, where students act as learning subjects who participate in discussions, problem solving, and joint decision making. In Akidah Akhlak, this active participation can deepen students' understanding of religious teachings and fostering a sense of responsibility towards the group And himself themselves. (N Saad and S Sankaran,).

Positive communication and healthy social relationships between students. Through collaboration, students not only learn together, but also understand each other's differences,

share knowledge, and work together to achieve common goals. In the context of Akidah Akhlak, this is very relevant because Islam emphasizes the importance of Work same, mutual honor, And finish problem in a way peace.

Collaborative learning, therefore, can be an effective means to instill these values in students' daily lives. In addition, the social skills acquired during collaborative learning will support students in building harmonious relationships in society, which in turn creates a more positive and inclusive environment. Therefore, the implementation of collaborative learning in Akidah Akhlak not only has an impact on religious understanding, but also on the formation of good character in interacting with others.

Slavin emphasized that collaborative learning provides significant benefits because students can learn from each other. This process is known as " *peer learning* " where students share diverse knowledge and experiences. When students work in groups, they bring different perspectives, which enriches the discussion and helps to find better solutions to the problems faced. This is also in line with the theory of constructivism, where learning is considered an active process that is built through social interaction and shared experiences. Thus, collaborative learning strengthens the internalization process. knowledge deep in between students. (Dodi Irawan et al., 2022).

In the context of collaborative learning, comprehensive and inclusive evaluation is key to monitoring student development holistically. As suggested by Arends, evaluation not only focus on knowledge cognitive, but also on skills social Which developed during process learning. This includes the ability to communicate, resolve conflicts, and work together in groups. Therefore, evaluation methods involving direct observation, self-assessment, and peer assessment are very useful in providing a more comprehensive picture of student achievement, both in academic and social aspects.

However, the implementation of collaborative learning also faces major challenges, especially related to individual differences among students. Each student have different learning styles, which can affect their comfort and effectiveness in group-based learning. Some students may feel awkward or have difficulty adapting to this approach, and this is where the role of the teacher is very important. Teachers must be able to recognize difference said and provide the necessary support, both through direct guidance and by creating conditions that allow each student to feel accepted and valued in the group.

According to Johnson, the success of collaborative learning is highly dependent on the teacher's ability to create an inclusive learning environment, where every student can feel safe to contribute and collaborate without fear or anxiety. Therefore, teachers not only function as

facilitators in the learning process, but also as mentors who support students' social and emotional development. With the right approach, collaborative learning can not only improve students' understanding of the material, but also enrich their skills. social those who matter For life socialize

4. CLOSING

Based on the explanation above, it can be concluded that religion has... a very important role in human life. Religion becomes a guide in efforts to realize a meaningful, peaceful and dignified life. Realizing how important the role of religion is for human life, internalizing religious values in the life of each individual is a necessity, which is achieved through education, both in the community and in the community. f a m i l y , s c h o o l a n d s o c i e t y . Collaborative- based learning of faith and morals learning This naturally can make it easier ability a student to encourage students to help each other, share ideas, and work together to solve problems or complete tasks. This is also necessary interaction social that can maintain one another, one of which is through learning Aqidah Akhlak for students. The social interaction expected by the subject is how the subject of aqidah akhlak is able to facilitate students to build knowledge, adapt to the environment, and cultivate himself with the environment, all of which can be developed through learning management with an approach of various social science disciplines. These social science disciplines are adjusted to various social perspectives that develop in society.

Values faith And morals is values basic Which must owned by a Muslim (student) so that his life is in line with the noble values of religion and existing norms. The pattern of compilation and design of learning aqidah akhlak should be made as good as possible, namely in In addition to the learning process running effectively and efficiently, learning objectives can also be achieved. Collaborative learning supports the instillation of these values because in the process, students are trained to work together, listen to opinions person others, and reach consensus in solving problems. According to Nurhadi, the collaborative method is very relevant to the goals of Islamic Religious Education which emphasizes aspects of morality, ethics, and good social interaction among fellow human beings. In this process, there is a more effective transfer of knowledge and skills, especially when students help each other And support in study groups. However on basically return again to the teacher because not all students are easy to socialize. This is a challenge for a teacher how collaborative learning can be explained to his students. According to Slavin, he emphasized that this collaborative learning can provide benefits which is significant because students can learn from each other.

This process is known as " *peer learning* " where students share diverse knowledge and experience.

LIST LIBRARY

Ali Mahmudi, *"Learning Collaborative"* , Major Education Mathematics FMIPA UNY,1. https://eprints.uny.ac.id/11996/1/PM%20%2057%20Ali%20Mahmudi.pdf

Destriani, *"Islamic Religious Education Learning Based on Religious Moderation Towards Society Era 5.0,"* International Journal Of Educational Resources 2, no. 06 (2021): 648–64

Dillenbourg, P. (1999). *Collaborative Learning: Cognitive and Computational Approaches. Oxford: Elsevier Science* .

Dodi Irawan et al., "The Effect of Using Mind Mapping in Fiqh Learning on Students' Understanding," *Journal of Religious Teacher Professional Education Islam* 2, no. 2 (2022): 219–28, https://doi.org/10.19109/pairf.v1i4.3225.

Hero, S. S. (2013). *Theories Psychology Social*

Ijepc.Com ,nd, http://www.ijepc.com/PDF/IJEPC-2022-46-06-26.pdf.

Iskandar, Anwar *"Cooperative Learning in Islamic Religious Education* ." Jakarta: Kencana. (2013)

Johnson, D. W., & Johnson, R. T. (2009). *Cooperation and Competition: Theory and Research. Edina, MN: Interaction Book Company.*

Mukhtar, Masrizal. ' *Cooperative and Collaborative Learning from the Perspective of Islamic Education'.* Ameena Journal 1, No. 2 (April 16) 2023): 162–74.

N Saad and S Sankaran, *"COLLABORATIVE DECISION MAKING WITH COMMITMENT TEACHER IN CENTURY LEARNING CURRICULUM MANAGEMENT 21,"*

Nur Aini, hamza (2023). *Management of aqidah and akhlak learning to instill interpersonal intelligence in students.*

Nurilawati (2024). *Implementation of Collaborative Learning in Islamic Religious Education to Improve Student Cooperation* .

Rusydi Ananda, et al. (2022). *Contextual-Based Creed and Ethics Learning Design For Increase Attitude Religious Student Madrasah Tsanawiyah Ex. PGA Univa Medan Project.*