

The Influence of PAI Teachers' Roles on Students' Morals Through the Cooperative Learning Model

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Received: 12-3-2025

Revised: 23-4-2025

Accepted: 25-6-2025

KEYWORDS

Islamic Education;
Teacher's Role;
Moral Development;
Cooperative Learning;
Secondary School Students.

ABSTRACT

This study aims to analyze the influence of the role of Islamic Education (PAI) teachers on the moral character of MTs Salafiyah students in Bandung City through cooperative learning. The urgency of this research lies in addressing the moral challenges faced by students in the digital era and highlighting the strategic role of PAI teachers in fostering moral values. A descriptive quantitative method was employed using a survey with 50 students as respondents, and the data were analyzed through simple linear regression. The results show that the role of PAI teachers has a significant positive influence on students' moral character. This is evidenced by the t-test results with a significance value of $0.000 < 0.05$ and the F-test showing $0.000 < 0.05$, indicating both partial and simultaneous significant effects. The coefficient of determination (Adjusted R^2) indicates that 42.4% of students' moral development is explained by the role of PAI teachers, while 57.6% is influenced by other factors. This study contributes to the literature by emphasizing the teacher's role as a facilitator in cooperative learning for moral education, an area that has been less explored in previous research.

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Introduction

1 Background of the Problem

The development of globalization and advances in digital technology have had a significant impact on the lives of young people, especially in terms of morality. Moral crises such as student brawls, rude behavior, and a decline in respect for teachers are becoming increasingly prevalent. This situation has emerged as a consequence of changes in social values and norms influenced by globalization, popular culture, and excessive use of social media and information technology (Gulo et al., 2024; Latifah, 2023; Sipahutar et al., 2023). This situation underscores the urgency of character education in schools to reestablish ethical, moral, and spiritual values (Anugrah & Rahmat, 2024; Bhughe, 2022). In facing these challenges, Islamic Religious Education (IRE) has a strategic position in shaping students' morals and character. IRE teachers are not only tasked with delivering academic material, but also act as character builders, mediators of religious values, and moral role models for students (Nada & Puspitaningrum, 2024; Ulfah, 2023). Through innovative approaches, PAI teachers are expected to build religious habits, guide students in moral interactions, and integrate religious

values into real life (Harmita et al., 2022; Maisyanah et al., 2020; Tetambe & Dirman, 2021). Research also indicates that the success of PAI is not solely determined by the curriculum but is significantly influenced by innovative teaching methods that are interactive, contextual, and actively engage students (Agung, 2021; Rohmah et al., 2023). One promising approach is cooperative learning. This learning model has been proven to increase student engagement and deepen their understanding of moral values through social interaction and group discussions (Artina et al., 2021; Rachmawati et al., 2020). In the context of Islamic Education (PAI), cooperative learning has the potential not only to strengthen religious understanding but also to foster stronger moral attitudes. PAI teachers play a central role as facilitators, not only teaching religious material but also ensuring that group dynamics are conducive and encouraging students to share moral experiences (Novianti et al., 2024; Nurhasanah et al., 2024). However, most research on cooperative learning still focuses on academic achievements, while moral and religious aspects have not been extensively explored, necessitating further research to address this gap. Thus, the combination of the urgency of PAI, the role of teachers as moral facilitators, and the application of cooperative learning is very relevant in efforts to address the moral crisis of the younger generation in the digital age. A more in-depth study of cooperative learning practices by PAI teachers is expected to make a real contribution to strengthening religious-based character education and enriching Islamic education literature.

2 Previous Literature Review

Various studies show that cooperative learning is an effective approach in improving social interaction, collaboration, and students' understanding of moral values. In the context of Islamic Religious Education (IRE), the application of this method helps students not only understand the moral concepts taught but also apply them in their daily lives. Sya'roni Hasan et al. (2024) found that the use of *cooperative learning* in PAI learning significantly improved students' understanding of moral values, while Rahmah (2023) emphasized that group work allows students to share perspectives, encourages in-depth discussion, and strengthens the internalization of religious teachings.

However, existing research still shows limitations in highlighting the active role of PAI teachers as facilitators in the learning process. Kasnuri (2025) emphasizes that PAI teachers have a big responsibility in designing, implementing, and guiding students in collaborative learning, especially in this challenging digital era. The role of teachers in shaping students' character through *cooperative learning* needs to be explored further so that this method does not only focus on academic outcomes but also on strengthening character and morality. Zhang et al. (2022) and Gulo et al. (2024) noted that active teacher involvement in facilitating *cooperative learning* can enhance positive social interactions and meaningful learning experiences, which ultimately contribute to the formation of students' character.

The challenges of implementing *cooperative learning* are also growing in the digital age. Yopi (2024) emphasizes the need to improve teachers' digital competencies so that they can utilize technology as a means of supporting social interaction and collaboration in learning. This aligns with the findings of Sipahutar et al. (2023), who state that digital learning requires teachers to be more creative and innovative in designing meaningful learning experiences. Therefore, further research is needed to examine best practices in the implementation of *cooperative learning* by PAI teachers, particularly in terms of how this strategy can more effectively support the development of students' moral and character in the digital age.

Simply put, previous studies discussed the following, as shown in the table 1.1.

Table 1.1 Previous studies

Researcher & Year	Research Focus	Key Findings
Sya'roni (2024)	Application of cooperative learning in PAI	Increase students' understanding of the moral values taught.
Rahmah (2023)	Cooperative learning and student interaction in PAI	Group discussions strengthen the internalization of religious teachings and students' morality.
Zhang et al. (2022)	The role of teachers in cooperative learning	Teachers actively enhance the learning experience and positive social interactions.
Gulo et al. (2024)	Cooperative learning and student character development	The role of teachers in groups contributes to the formation of students' morals.
Yopi (2024)	Teachers' digital competence in collaborative learning	Teachers' digital competence is important to utilize technology in PAI.
Sipahutar et al. (2023)	Cooperative learning-based digital learning	Teachers need to be creative in managing technology so that learning remains meaningful.

3 Research Novelty

This study is novel in its focus on the role of Islamic Education (PAI) teachers in implementing cooperative learning as a learning strategy that is not only oriented toward academic achievement but also toward the formation of students' moral character. Unlike previous studies that have primarily emphasized the effectiveness of cooperative learning on cognitive learning outcomes, this study highlights how IRE teachers act as facilitators, mediators, and role models in creating group dynamics conducive to the internalization of moral and religious values.

In addition, this study offers a new perspective by examining cooperative learning in the context of religious education in the digital age, where students' moral challenges are increasingly complex due to the influence of globalization and information technology. Thus, this study not only fills the gap in the literature regarding the role of PAI teachers in cooperative learning, but also provides practical contributions in the form of an implementation model that can be adapted to improve students' morality more effectively.

4 Problem Statement / Hypothesis

Based on this study, the hypothesis proposed in this research is that the active role of PAI teachers in the cooperative learning model has a positive effect on improving students' morals. To test this hypothesis, this study will use a quantitative approach with statistical analysis methods to measure the relationship between the role of teachers and students' morals. Data will be collected through a questionnaire designed to measure students' perceptions of the role of teachers and their morals.

5 Research Objectives

This study aims to analyze the influence of Islamic Education (PAI) teachers' roles in implementing cooperative learning models on improving students' moral behavior. Specifically, this study is directed at:

1. Identify how PAI teachers design and implement cooperative learning in the learning process.
2. Explain the role of PAI teachers as facilitators, mediators, as well as role models in fostering students' moral values through cooperative learning.
3. Analyze the relationship between the implementation of cooperative learning facilitated by PAI teachers and the improvement of student morality.

Method

This study uses a quantitative approach with statistical data analysis, aiming to test the hypothesis regarding the influence of PAI teachers' roles on students' morals through cooperative learning. The type of research used is survey research with a questionnaire as the instrument (Creswell, 2018; Yao et al., 2016). The method used is quantitative descriptive, which is a research method that attempts to describe objects according to existing conditions. This descriptive research not only describes phenomena but also analyzes the relationship between the variables of the role of PAI teachers (X) and student morality (Y) (Fraenkel et al., 2012; Sugiyono, 2023). This study was conducted at MTs Salafiyah Kota Bandung. The research subjects were all students with a total population of 50 students. Because the population was less than 100, the sampling technique used was saturation sampling, meaning that the entire population was used as the sample (Arikunto, 2025; Sekaran & Bougie, 2025). The instrument used was a questionnaire with 24 statements for each variable, namely variable X (the role of PAI teachers) and variable Y (student morality). The questionnaire instrument was chosen because it is effective for measuring psychological and social variables through measurable indicators (Azwar, 2015). Data analysis in this study was conducted through several stages, namely: descriptive analysis to describe the trends of data from each variable; validity and reliability tests to examine the suitability of the research instruments; classical assumption tests, including normality, heteroscedasticity, and autocorrelation tests to ensure that the data meet the requirements for regression analysis (Ghozali, 2018); and hypothesis testing using t-tests (partial), ANOVA (simultaneous), and coefficient of determination (R^2) tests to determine whether there is a significant influence between the role of PAI teachers and student morality through cooperative learning (Creswell & Creswell, 2018; Hair et al., 2020).

Result

The questionnaire given to 50 students of MTs Salafiyah Bandung City with each variable containing 24 statements. The results of the descriptive analysis of the results of the questionnaire are as follows:

Table 3.1: Descriptive Statistics

Descriptive Statistics	N	Minimum	Maximum	Mean	Hours of deviation
The Role of PAI Teachers	50	72	114	96.22	9.904
Student Morale	50	74	114	94.66	10.011
Valid N (listwise)	50				

The maximum score in the PAI teacher role variable that mention on table 3.1 is 114 and the minimum is 72. The average niali of these variables is 96.22 with a standard deviation of 9.904. Based on the deviation, it shows that there is not much of a large gap and indicates that the X variable is high enough to create an increase in student morale. Meanwhile, in the student moral variable, the minimum score is 74 and the maximum is 114 with an average of

94.66 and a standard deviation of 10.011. It can be concluded that the Y variable is high to create an increase in student morale.

Table 3.2 Categorization of the Role Tendencies of PAI Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Keep	49	98.0	98.0	98.0
	Tall	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Table 3.2 shows that there are two categorizations, namely medium and high. In the medium category, 49 data (98%) and 1 data (2%) were found in the high category. So, it can be concluded that the tendency of the majority of PAI teachers' role variables is moderate.

Table 3.3 : Categorization of Students' Moral Tendencies

Student Morale					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Keep	49	98.0	98.0	98.0
	Tall	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Table 3 shows the results of categorization on the students' moral variables, namely medium and high. In moderate categorization, there are 49 data (98%) and in high categorization, there is 1 data (2%). So that the tendency of the moral variables of the majority of students is moderate. Validity test is a test used to find out and test the accuracy and determination of a measuring instrument to be used as a measure of something that should be measured. The results of the validity test given to 50 respondents showed that 24 items of statements on the role of PAI teachers and student morals were declared valid. The following are the results of the reliability test of the role variables of PAI teachers:

Table 3.4 Reliability Test of the Role Variables of PAI Teachers

Cronbach's Alpha	N of Items
0.884	24

Cronbach's Alpha value of the PAI teacher role variable is $0.884 > 0.6$, which means that the data from the PAI teacher role variable is reliable. The following are the results of the reliability test of the students' moral variables:

Table 3.5: Reliability Test of Student Moral Variables

Cronbach's Alpha	N of Items
0.890	24

Cronbach's Alpha value of the student's moral variable is $0.890 > 0.6$, which means that the data from the student's moral variable is reliable. Next, a classical assumption test was carried out consisting of normality, heterokedasticity, and autocorrelation tests. The following are the results of the normality test:

Table 3.6 Normality Test

One-Sample Kolmogorov-Smirnov Test	Unstandardized Residual
N	50

Normal Parameters ^a	Mean	0.0000000
	Std. Deviation	7.51027857
Most Extreme Differences	Absolute	0.094
	Positive	0.094
	Negative	-0.054
	Kolmogorov-Smirnov Z	0.668
	Asymp. Sig. (2-tailed)	0.764

a. Test distribution is Normal.

The results of the normality test using the one-sample kolmogorov smirnov test obtained a significance level of $0.764 > 0.05$, meaning that the data is normally distributed. Next is the heterokedasticity test.

Tabel 3.7 Heterokedasticity Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.019	5.986		2.008	0.050
	X	-0.061	0.062	-0.142	-0.993	0.326

a. Dependent Variable: ABS_RES

The results of the heteroscedasticity test showed that the variable role of PAI teachers had a significance value of $0.326 > 0.05$, which means that there were no symptoms of heteroscedasticity. Next, here are the results of durbin watson's autocorrelation test:

Tabel 3.8 Autocorrelation Test

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.660 ^a	0.436	0.424	7.59576	1.824

a. Predictors: (Constant), X

b. Dependent Variable: Y

It is known: the dL value is 1.3779, the dU value is 1.7214, the 4-dU value is 2.2786 and the DW value is 1.224. The values dL and dU are obtained from the durbin watson table. After being tested, the dU value $< DW < 4-dU = 1.7214 < 1.824 < 2.2786$, it can be concluded that the data does not experience autocorrelation symptoms. After the classical assumption test is carried out, the next step is to test the hypothesis consisting of a t-test (partial), ANOVA test and determination coefficient test (R²).

Table 3.9 T-test (partial)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.527	10.581		2.885	0.006
	X	0.666	0.109	0.660	6.093	0.000

a. Dependent Variable: Y

Judging from the results of the t-test above, the significance value is $0.000 < 0.05$ which means that there is a significant influence between the role of PAI teachers on student morale through cooperative learning.

Tabel 3.10 ANOVA Test

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2141.831	1	2141.831	37.123	0.000 ^a
	Residual	2769.389	48	57.696		
	Total	4911.220	49			

a. Predictors: (Constant), X

b. Dependent Variable: Y

The significance value of the ANOVA test above is $0.000 < 0.05$ which means that variable X has a significant effect simultaneously on variable Y.

Table 3.11 Determination Coefficient Test (R²)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.660 ^a	0.436	0.424	7.59576	1.224

a. Predictors: (Constant), X

b. Dependent Variable: Y

It is known that the Adjusted R Square value is 0.424, which means that the contribution of the role of PAI teachers on students' morals through cooperative learning is 42.4%, and the remaining 57.6% is influenced by other variables that were not examined in this study.

Discussion

Based on the results of data analysis, this study shows that the role of PAI teachers through *cooperative learning* has a significant influence on student morale at MTs Salafiyah Bandung City. The results of the t-test obtained a significance value of $0.000 (< 0.05)$, which confirms that partially the role of PAI teachers has an effect on improving student morale. These findings confirm the initial hypothesis that the existence of PAI teachers not only

functions as a conveyor of material, but also acts as a significant facilitator and moral role model in the learning process.

Furthermore, the ANOVA test also produced a significance value of 0.000 (< 0.05), which means that the role of PAI teachers simultaneously had a significant effect on student morale. This strengthens the argument that cooperative learning is able to create a collaborative learning atmosphere that fosters the values of togetherness, responsibility, and care, which is ultimately reflected in improving student morale. This result is in line with the view of Slavin (2015) who states that cooperative learning is effective in instilling social skills while strengthening value understanding.

In addition, the determination coefficient test (Adjusted R^2) showed a value of 0.424, which indicated that the role of PAI teachers contributed 42.4% to the formation of student morale. Meanwhile, the remaining 57.6% were influenced by other factors outside of the study, such as family environment, peers, and school culture. This interpretation is in line with the theory of educational ecology of Bronfenbrenner (1979) which emphasizes that the moral development of individuals is influenced by the interaction between various social environments.

Thus, the results of this study show that the role of PAI teachers through *the cooperative learning approach* is proven to be important in supporting the formation of student morals, although it cannot be separated from the influence of other external factors. These findings also fill in the gap of previous research, which placed more emphasis on the aspect of cognitive learning outcomes, by providing empirical evidence that cooperative learning also has a significant impact on the moral dimension of students.

Conclusion

Based on the results of data analysis and discussion, it can be concluded that the hypothesis of this study is confirmed. There is a significant and positive influence between the role of Islamic Religious Education (PAI) teachers in the application of the cooperative learning model to student morale at MTs Salafiyah Bandung City.

This finding is strengthened by the results of statistical tests that show that the role of PAI teachers partially and simultaneously has a strong influence, with a contribution of 42.4% to improving student morale. This confirms that the active role of teachers as facilitators, mediators, and role models in the collaborative learning process has proven to be effective in fostering moral values. Despite this, the remaining 57.6% were influenced by other factors outside of the study, such as family environment, social media, and peers, suggesting that moral formation is a complex and multidimensional process.

This research succeeded in filling the research gap that previously only focused on cognitive learning outcomes, by providing empirical evidence that cooperative learning also has a significant impact on the moral dimension and character of students in the digital era. The practical contribution of these findings is to provide the basis for the development of more effective PAI learning strategies, which are not only oriented towards knowledge transfer, but also on the formation of strong moral character and relevant to modern challenges.

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