

Effect of Group Resume on Motivation and Learning Outcomes at SDN Perumnas 1 Subang

Muiz Fahmi Septiana^{a,1,*}, Ifah Khadijah^{2 b,2}

^{a,b} Universitas Islam Nusantara 1 & 2, Indonesia 1 & 2.

¹ abdulmuiz@uninus.ac.id; ² ifahkhadijah@uninus.ac.id.

*Correspondent Author

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ABSTRACT

This study aims to analyze the effect of the cooperative learning model of Group Resume on students' motivation and learning outcomes in Islamic Religious Education (IRE) at SDN Perumnas 1 Subang. The study employed a quantitative approach with a quasi-experimental design, comparing class 5B as the experimental group implementing Group Resume and class 5A as the control group, consisting of 16 and 20 students, respectively. Data were collected using a learning motivation questionnaire and a learning outcomes test, and analyzed descriptively and inferentially using an independent samples t-test. The results indicate that the average motivation and learning outcomes of students in the experimental class were higher than those in the control class, with statistically significant differences. These findings support hypotheses H1 and H2, confirming that Group Resume positively affects both students' motivation and learning outcomes in IRE. The method encourages active participation, social interaction, idea exchange, and the development of students' critical thinking skills. The study implies that Group Resume is effective in creating a collaborative and interactive learning environment and can serve as a reference for educators to improve the quality of learning and student motivation in elementary schools.

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Introduction

1 Background

Education plays a strategic role in shaping a generation that is not only academically intelligent but also possesses strong character and competitiveness. The integration of educational technology can enhance the quality of teaching while supporting the development of modern competencies required by students (Iriananda et al., 2023). Furthermore, education should focus on the development of values, morals, and ethics so that students possess a strong character foundation (Salsabilla et al., 2022). Discipline, responsibility, and a positive attitude toward learning are important factors in preparing students to face academic and social challenges (Kusumawati et al., 2021; Wirasasmita & Hendriawan, 2020). In this context, the choice of learning methods becomes a crucial factor because strategies that encourage active engagement have been proven more effective than conventional approaches. Wulandari et al. (2021) show that blended learning can enhance motivation and learning outcomes, while

Nurmailis (2022) emphasizes the role of cooperative models in fostering social skills as well as deepening conceptual understanding. This opens the opportunity to develop cooperative learning types such as Group Resume, which allows students to collectively summarize knowledge. Strategies that promote active engagement have proven to be more effective than conventional approaches. One relevant and innovative approach is the Group Resume cooperative learning model, which emphasizes collaboration in small groups to summarize and present information systematically. This process involves forming heterogeneous groups, gathering information, compiling summaries, presenting results, and reflecting on and evaluating the learning process (Sharan, 1990; Slavin, 1995). Through this process, students learn to select information, organize material logically, interact with peers, respect others' opinions, and communicate ideas effectively (Johnson et al., 1998).

The relationship between motivation and learning outcomes in the implementation of the Group Resume model is important, as this cooperative learning approach encourages students to actively engage in groups, summarize, and comprehend the material. Astriyani (2013) It explains that active student involvement in discussions, expressing opinions, and collaboratively creating summaries can enhance learning motivation, while fostering a sense of responsibility, self-confidence, and enthusiasm for the learning process. Furthermore, Group Resume also positively impacts learning outcomes. Artiasih (2023) It demonstrates that group work for summarizing and presenting material helps students better understand the content, share insights, and develop collaboration skills. This approach differs from conventional lecture methods as it emphasizes active engagement, enhances critical thinking skills, and strengthens learning outcomes. Santoso & Imron (2021) It adds that interactions within the Group Resume model deepen students' conceptual understanding and skills, leading to more optimal learning outcomes. Thus, the implementation of the Group Resume model has been proven effective not only in enhancing students' learning motivation but also in significantly strengthening their understanding of the material and overall academic achievement.

Although various studies have demonstrated the benefits of the Group Resume model on motivation and learning outcomes, few have specifically explored its implementation in elementary-level Islamic Religious Education (IRE), particularly at SDN Perumnas 1 Subang for grade 5. This indicates a research gap that needs to be addressed. In the context of IRE, grade 5 students' learning motivation and academic achievement remain below or near the Minimum Mastery Criteria (KKM), with the control class averaging 65 in motivation and 75 in learning outcomes. Considering that IRE plays a strategic role in shaping students' knowledge, ethics, and religiosity, the implementation of the Group Resume model is expected to significantly enhance motivation, interaction, conceptual understanding, and learning outcomes, while equipping grade 5 students with resilience, discipline, and collaboration skills to face global challenges. Therefore, this study aims to analyze the effect of applying the Group Resume model on motivation and learning outcomes of grade 5 IRE students at SDN Perumnas 1 Subang.

2 Previous Literature Review

Several studies have shown that the Group Resume cooperative learning model contributes positively to the quality of learning. Astriyani (2013) They found that collaborative activities in creating summaries encourage students' engagement, responsibility, and self-confidence. This aligns with Artiasih (2023) which emphasizes the benefits of group work in deepening understanding and critical thinking, as well as (Santoso & Imron, 2021) which highlights the role of interaction in strengthening academic skills.

Other studies highlight the affective dimension. Hasanah et al. (2025) noting that Active Group Resume enhances participation and learning enthusiasm in Fiqih lessons. Liunokas

(2025) showing that integrating Group Resume with documentary films makes learning more enjoyable and effective, achieving 100% mastery. Yulianti & Ali (2025) adding that this method also strengthens social skills, courage in expressing opinions, and critical thinking abilities.

From these various findings, it can be concluded that the implementation of the Group Resume model has the potential to enhance students' motivation and learning outcomes, including in the context of elementary-level Islamic Religious Education (IRE). This method also supports the development of students' affective aspects and social skills. However, its success remains dependent on contextual factors, such as the active role of the teacher, the use of supporting media, and the level of student participation within groups. This underscores the importance of research that specifically explores the effectiveness of Group Resume in IRE at SDN Perumnas 1 Subang to address gaps in the existing literature.

3 Research Novelty

Although numerous studies have demonstrated the effectiveness of the Group Resume model in enhancing students' motivation and learning outcomes, its application in elementary-level Islamic Religious Education (IRE) remains very limited. Most previous studies focused on science subjects or junior high school contexts, leaving a gap regarding the implementation of this method in IRE at the elementary level. The novelty of this study lies in applying Group Resume to grade 5 students at SDN Perumnas 1 Subang, with a focus on improving learning motivation and academic achievement in IRE. This research expands the context of Group Resume implementation from general academic skill enhancement to a strategy specifically aimed at boosting motivation and learning outcomes in IRE, while also providing empirical guidance for teachers in designing effective cooperative learning in elementary schools.

4 Research Assumption

This study is based on several key assumptions. First, students are likely to exhibit higher learning motivation when they actively participate in group discussions, create summaries, and present discussion outcomes, as active engagement can foster a sense of responsibility, self-confidence, and enthusiasm for learning. Second, the Group Resume cooperative learning model is assumed to create an interactive and enjoyable learning environment, thereby supporting collaboration and deeper comprehension of the material. Third, implementing Group Resume in elementary-level IRE is expected not only to enhance students' understanding of religious concepts but also to contribute to the development of positive behavior and affective aspects. Finally, students' learning outcomes are anticipated to be influenced by a combination of intrinsic motivation, level of participation within groups, and the teaching strategies employed by the teacher, indicating that the success of this method heavily depends on classroom context, teacher roles, and the support of learning media.

5 Research Objectives and Hypotheses

This study aims to:

1. To determine the effect of implementing the Group Resume cooperative learning model on the learning motivation of grade 5 students in Islamic Religious Education (IRE) at SDN Perumnas 1 Subang.
2. To analyze the effect of implementing the Group Resume cooperative learning model on the learning outcomes of grade 5 students in Islamic Religious Education (IRE) at SDN Perumnas 1 Subang.

Based on these research objectives, the following hypotheses are proposed to be empirically tested in the context of grade 5 Islamic Religious Education (IRE) at SDN Perumnas 1 Subang.

H1: The implementation of the Group Resume cooperative learning model has a positive effect on students' learning motivation in IRE.

H2: The implementation of the Group Resume cooperative learning model has a positive effect on students' learning outcomes in IRE.

Method

This study employs a quantitative approach with a quasi-experimental design to examine the effect of implementing the Group Resume cooperative learning model on students' motivation and learning outcomes in Islamic Religious Education (Creswell, 2014). The quasi-experimental design was chosen because it resembles a randomized controlled experiment but does not involve random assignment of participants; instead, it utilizes pre-existing groups based on actual school conditions (Field, 2013). The research subjects consisted of grade 5 students at SDN Perumnas 1 Subang, comprising two classes: grade 5A as the control group with 20 students and grade 5B as the experimental group with 16 students. The class selection was carried out using purposive sampling, a type of non-probability sampling that selects subjects based on specific criteria relevant to the study, taking into account teacher readiness and class characteristics that support the implementation of the Group Resume model. This approach ensures that the comparison between groups reflects the contextual conditions of the learning environment (Suryabrata, 2012).

The research instruments used were a learning motivation questionnaire and a learning outcomes test (McMillan & Schumacher, 2010). The motivation questionnaire, consisting of 20 statements using a four-point Likert scale, is designed to provide a comprehensive overview of students' motivation while helping educators identify areas that need improvement in learning, thereby supporting the enhancement of teaching methods and curriculum development (Sekarinasih, 2022; Yuliarti et al., 2023). The learning outcomes test comprised 20 multiple-choice questions designed to assess students' understanding of IRE concepts. The research instruments were tested for validity and reliability to ensure the accuracy and consistency of the measurements (DeVellis, 2017). Thus, the motivation questionnaire and learning outcomes test can provide accurate and reliable data.

The learning process in the experimental class was conducted using the Group Resume model (Gillies, 2007). The learning activities began with the formation of heterogeneous groups, followed by collaborative discussions to create material summaries. Each group then presented their discussion results, concluding with a collective reflection (Slavin, 1995). Meanwhile, the control class continued with conventional learning methods through lectures accompanied by limited discussions. After completing the entire learning sequence, both classes were given the motivation questionnaire and learning outcomes test.

The research data were analyzed in two main stages. First, descriptive analysis was conducted to obtain an initial overview of the collected data, including calculating the average motivation scores from the questionnaire, the distribution of students' learning outcomes, and the variability using standard deviation (Sugiyono, 2019). Second, inferential analysis was conducted using an independent samples t-test to determine significant differences between the experimental and control groups. Prior to the t-test, the data were tested for normality and homogeneity to ensure that statistical assumptions were met (Priyatno, 2020; Suryabrata, 2012).

Result

1 The Effect of Group Resume on Students' Learning Motivation in IRE

The following presents the descriptive and inferential analysis results to examine the effect of the Group Resume model on students' learning motivation.

Table 3.1: Descriptive Analysis

Class	N	Mean	Standard Deviation	Minimum	Maximum
Experimental	16	65	6,6	55	76
Control	20	55	7,1	42	66

The descriptive results indicate that the learning motivation scores of students in the experimental class were higher than those in the control class, with means of 65 and 55, respectively. Seventy-five percent of students in the experimental class reported an increase in learning motivation after participating in lessons using the Group Resume model. These findings highlight that active involvement in group discussions and summary preparation can enhance students' interest and enthusiasm in learning. After testing for normality and homogeneity, the data met statistical assumptions ($p > 0.05$). The independent samples t-test revealed a significant difference in learning motivation between the experimental and control classes.

Table 3.2: T-Test Results

Class	Mean \pm Standard Deviation	t-value	Sig. (p)	Interpretation
Experimental	65 \pm 6,8	5,42	0,000	Significant
Control	55 \pm 7,1			

Thus, there is a significant positive effect of the Group Resume model on students' learning motivation in IRE, confirming that hypothesis H1 is accepted.

2 The Effect of Group Resume on Students' Learning Outcomes in IRE

Next, the data illustrating students' learning outcomes in the experimental and control classes are presented

Table 3.3: Descriptive Analysis

Class	N	Mean	Standard Deviation	Minimum	Maksimum
Experimental	16	85	7,2	72	96
Control	20	75	6,5	64	87

The average learning outcomes of students in the experimental class were higher than those in the control class, with means of 85 and 75, respectively. The score distribution shows that most students in the experimental class achieved scores above 80, while the majority of students in the control class scored between 70 and 75. This indicates that the cooperative learning model, Group Resume, is effective in enhancing students' understanding of IRE concepts. The data were tested for normality and homogeneity, meeting statistical

assumptions ($p > 0.05$). The independent samples t-test showed a significant difference in learning outcomes between the experimental and control classes.

Table 3.4: T-Test Results

Class	Mean \pm Standard Deviation	t-value	Sig. (p)	Interpretation
Experimental	85 \pm 7,2	5,78	0,000	Significant
Control	75 \pm 6,5			

Based on these results, hypothesis H2 is accepted, indicating that the implementation of the Group Resume model has a positive effect on students' learning outcomes in IRE.

Discussion

1 The Effect of Group Resume on Students' Learning Motivation in IRE

The results show that the average learning motivation of students in the experimental class was higher than that of the control class, with means of 65 and 55, respectively, and a statistically significant difference at $p = 0.000$. These findings indicate that the implementation of the Group Resume model can effectively enhance students' learning motivation in IRE. Theoretically, the Group Resume model according to Sharan (1990) emphasizes active student participation in small groups to summarize and present information. This process encourages students to interact, respond to peers' opinions, and organize material systematically, naturally fostering interest and enthusiasm in learning. In other words, direct engagement in collaborative activities provides a more motivating learning experience and cultivates individual responsibility within the group. These findings are in line with the research of Astriyani (2013), which shows that collaborative activities in summarizing material can enhance students' engagement, responsibility, and self-confidence. Based on the research findings and related literature, it can be concluded that the Group Resume model is effective in improving learning motivation, supported by active teacher involvement, the use of instructional media, and student participation within groups.

2 The Effect of Group Resume on Students' Learning Outcomes in IRE

The average learning outcomes of students in the experimental class were higher than those in the control class, namely 85 compared to 75, with a statistically significant difference at $p = 0.000$. This indicates that the implementation of Group Resume is effective in enhancing students' understanding of IRE concepts. Theoretically, as proposed by Slavin (1995), Group Resume facilitates students in organizing information logically, exchanging ideas, and evaluating understanding collectively. The interactions within the group allow students to reinforce concepts they have not yet mastered, practice critical thinking, and develop communication skills. This collaborative process makes learning more in-depth and structured, thereby significantly improving learning outcomes. These findings are in line with research Santoso & Imron (2021), which emphasizes that group interactions can strengthen students' academic skills. In addition to the cognitive aspect, Group Resume also contributes to the development of social skills and the confidence to express opinions. The success of this method is influenced by the role of the teacher, supporting media, and active student participation, making the implementation of Group Resume relevant in the context of IRE at SDN Perumnas 1 Subang.

Conclusion

This study shows that the implementation of the Group Resume model significantly improves students' motivation and learning outcomes in IRE at SDN Perumnas 1 Subang. The average learning motivation of students in the experimental class reached 65, higher than the control class, which had an average of 55, while the average learning outcomes of the experimental class were 85, compared to 75 in the control class. This difference is statistically significant and confirms that active student involvement in collaborative activities effectively fosters interest, responsibility, and conceptual understanding.

From a scholarly perspective, this study confirms the effectiveness of collaborative methods while also providing a new insight that the implementation of Group Resume in IRE learning has a positive impact on both the cognitive and affective aspects of students. This learning process emphasizes social interaction, systematic organization of material, and active student participation as key factors in enhancing the quality of learning.

The limitations of this study include a sample restricted to one school and one grade level, minimal variation in student characteristics, and the use of a quantitative experimental method. Further research with a larger sample, a wider variety of cases, and mixed methods is needed to gain a more comprehensive understanding and to support the development of more effective learning strategies.

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