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The Relationship between the Application of the Cooperative Learning Model and the Use of Learning Infrastructure Facilities with the Learning Activity of Christian Religious Education and Ethics of Grade VI Students in State Elementary Schools in Parmonangan District in 2025

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A B S T R A C T

The purpose of this study was to examine: (1) the relationship between the implementation of the cooperative learning model and the learning activeness of PAK and Character Education among Grade VI students in Public Elementary Schools in Parmonangan District; (2) the relationship between the management of learning facilities and infrastructure and student learning activeness; and (3) the combined relationship of both variables with learning activeness. This research employed an inferential quantitative method with a population of 306 students and a sample of 61 selected through random sampling. Instrument trials involving 30 students indicated that all items were valid and reliable. Data were collected using a 60-item closed questionnaire. The results showed significant positive relationships: the cooperative learning model with learning activeness (tcount 5.124 > 2.000), the management of facilities and infrastructure with learning activeness (tcount 4.158 > 2.000), and both variables simultaneously with learning activeness (Fcount 16.606 > 3.15). Thus, Ha is accepted and H0 rejected.

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INTRODUCTION

Education is an important asset for the progress of the nation and a long-term investment for every individual. The success of education is determined by various components, including curriculum, infrastructure, and the role of teachers who are in direct contact with students. In practice, the goals of national education are directed at personality development, social skills, readiness to continue their studies, and skills to work.

However, the reality in the field shows that there are still many problems, one of which is the low activity of students in learning. The results of observations in elementary schools in Parmonangan District, especially grade VI, show that students tend to be less focused, passive, and not enthusiastic during the learning process. In fact, active learning is an important factor to create a conducive learning atmosphere and to achieve optimal learning outcomes.

Student activity is influenced by internal factors (physiological and psychological) as well as external factors (school, family, and environment). One of the dominant external factors is the learning method used by teachers and the availability of learning infrastructure. Innovative learning models such as cooperative learning are believed to be able to encourage students to be more active through group cooperation, discussions, and social interactions. In addition, adequate school infrastructure also plays an important role in creating a comfortable learning environment, supporting student participation, and increasing learning motivation.

Based on this, this study is focused on analyzing **"The Relationship between the Application of the Cooperative Learning Model and the Use of Learning Infrastructure Facilities with the Learning Activity of Christian Religious Education and Ethics of Grade VI Students in State Elementary Schools in Parmonangan District in 2025"**.

THEORETICAL REVIEW

Student Learning Activity

Learning activeness is the involvement of students, both physically and psychologically, in the learning process. This activeness is important because it encourages curiosity, develops critical thinking, practices problem-solving, and directs behavior change in a better direction. Learning can be said to be successful if students actively participate, while teachers play the role of facilitators who guide the course of learning activities (Andini, 2020; Yamin, 2018).

Activeness of learning does not arise by itself, but is influenced by various factors. Internal factors include physical condition, intelligence, attitude, interests, and motivation. External factors include the family environment, school, peers, and the availability of infrastructure. In addition, learning approach factors such as models, methods, strategies, and media used by teachers also greatly determine the level of student activity (Daryanto, 2020; Slameto; Zaeni et al., 2017).

The form of active learning can be seen from both psychological and physical aspects. Psychic activity includes sensory activities, emotions, intellect,

and memory, such as loving the material studied, formulating understanding, and storing and remembering information. Meanwhile, physical activity is seen in the activities of taking notes, reading, discussing, listening, asking questions, doing assignments, and presenting the results of work (Sudjana in Budiati, 2022; Slameto in Rifka Dwi, 2023).

Indicators of student learning activity include: courage to ask and answer questions, express opinions, work on problems in front of the class, participate in group work, interact with teachers and friends, show enthusiasm in the learning process, and participate in concluding learning outcomes (Anifatus et al., 2023; Yamin in Yohana et al., 2023).

Thus, student learning activity can be understood as conscious and planned involvement in learning activities that include psychological and physical activities. This activeness is influenced by internal, external, and learning approaches, and can be observed through active participation, interaction, enthusiasm, cooperation, and student contribution in completing tasks and learning conclusions.

Model Cooperative Learning

The Cooperative Learning model is a learning method that emphasizes cooperation between students in heterogeneous small groups, both in terms of ability, background, and gender. Each group member is responsible for understanding the material as well as helping their friends so that all group members can master learning well. Thus, cooperative learning is not only oriented towards academic achievement, but also fosters social values such as honesty, cooperation, mutual respect, responsibility, and tolerance (Isjoni, 2019; Slavin, 2016; Tambak, 2017).

The main feature of Cooperative Learning is group learning activities that emphasize teamwork. The success of a group is not determined by one individual alone, but the success of all members. Therefore, in practice there are individual responsibilities and group rewards. Every student is encouraged to actively participate, help each other, and have the same opportunity to achieve success. In addition, this learning also emphasizes social skills in the form of the ability to interact, communicate, and cooperate effectively (Hasanah & Himami, 2021; Slavin in Muslih, 2020; Farijan, 2019).

The implementation of Cooperative Learning generally follows several steps that can be used as indicators, namely: conveying learning objectives and motivating students, presenting information through explanations or demonstrations, organizing students into groups, guiding groups in carrying out tasks, evaluating learning outcomes, and giving awards to individuals and groups for their achievements (Murniati et al., 2022; Qiyadah, 2023; Suhirman, 2018).

Thus, it can be concluded that Cooperative Learning is a group-based learning model that emphasizes cooperation, individual responsibility, group rewards, and social skills. This model is effective in increasing student learning activity because each student not only receives the material passively, but is also

directly involved in discussions, problem-solving, presentations, and social interactions that encourage the achievement of learning goals optimally.

Use of Learning Infrastructure

Learning infrastructure facilities are all facilities provided by schools to support the smooth learning process, both in the form of facilities that are directly used by students (such as classrooms, desks, chairs, books, learning media, and teaching aids) and infrastructure that supports indirectly (such as courtyards, gardens, laboratories, libraries, places of worship, and sports facilities). The existence of adequate infrastructure has a great influence on the success of learning, including in the application of the Cooperative Learning model, because the condition of learning facilities can affect the comfort, motivation, and activeness of students.

According to Martopan Abdullah (2018), infrastructure is something that supports the smooth learning process so that educational goals are achieved effectively and efficiently. In line with that, Bafadal (in Anuar & Kasiono, 2018) stated that infrastructure facilities include devices, equipment, materials, and furniture that are used directly in the educational process. Minarti (2016) added that facilities are equipment that is used directly in learning, while infrastructure is facilities that support indirectly, such as school yards, gardens, or parks.

Government Regulation of the Republic of Indonesia No. 19 of 2005 concerning National Education Standards Article 42 also emphasizes that every educational unit must have facilities in the form of furniture, equipment, educational media, books, and consumables, as well as infrastructure that includes classrooms, teachers' rooms, laboratories, libraries, sports venues, places of worship, and other facilities that support sustainable learning. Thus, the availability and quality of infrastructure facilities are important requirements for the achievement of educational goals.

The types of infrastructure facilities can be categorized into: (1) consumable facilities, such as lime, markers, and paper; (2) durable facilities, such as benches, computers, and sports equipment; (3) mobile devices, such as filing cabinets and folding chairs; (4) immovable facilities, such as buildings, soils, or wells; and (5) facilities and infrastructure that function directly or indirectly for learning (Rusdiana, 2015). With this classification, schools are expected to be able to meet the learning needs of students as a whole.

In addition to availability, the use of infrastructure facilities must also be managed properly so that its use is effective and efficient. Management includes planning, procurement, distribution, inventory, maintenance, and disposal if the facilities are no longer suitable for use (Ridho Ilahi, 2019; Edi Yulianto et al., 2023). The principal is responsible for this management with the aim that the existing facilities can be used optimally by teachers and students, so that the learning process runs smoothly.

Indicators of learning infrastructure facilities according to Gie (in Anuar & Kasiono, 2018) include: (1) a comfortable space or place of learning with adequate air circulation and lighting; (2) sufficient light illumination to support learning activities; (3) complete study furniture, such as tables, chairs, and

cabinets; and (4) efficient learning equipment, such as handbooks, teaching aids, and learning media. These four indicators are very important to create an effective and conducive learning atmosphere.

Thus, learning infrastructure facilities can be understood as facilities that function to facilitate educational activities both in the form of moving and immovable objects. Availability and good management will make students more motivated, learning more varied, and more optimal learning outcomes.

Theoretical Framework

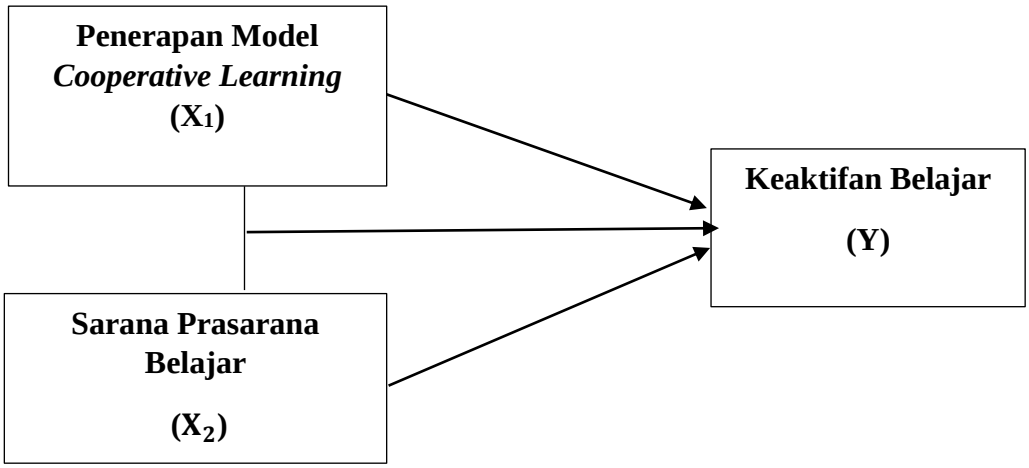

Figure. 1 Theoretical Framework

Research Hypothesis

Based on the research problems, the hypotheses proposed are:

Ho1: There is no relationship between the application of the cooperative learning model and the learning activity of PAK and Ethics of grade VI students at State Elementary Schools in Parmonangan District in 2025.

Ha1: There is a relationship between the application of the cooperative learning model and student learning activity.

Ho2: There is no relationship between the management of learning infrastructure facilities and student learning activity.

Ha2: There is a relationship between the management of learning infrastructure facilities and student learning activity.

Ho3: There is no relationship between the application of the cooperative learning model and the management of learning infrastructure facilities together with student learning activity.

Ha3: There is a relationship between the application of the cooperative learning model and the management of learning infrastructure facilities together with student learning activity.

METHODOLOGY

Research Methods

This study uses an inferential quantitative method with an ex-post-facto correlational model. Data were collected through a survey method with causal techniques to analyze the relationship between two independent variables (the

application of the cooperative learning model and the management of learning infrastructure) to one dependent variable (student learning activity).

Location and Time

The research was carried out on grade VI elementary school students in Parmonangan District, North Tapanuli Regency, planned for June 2025.

Population and Sample

All grade VI students of SD Negeri in Parmonangan District totaled 306 people and determined by random sampling of 20% of the population of 61 students.

Variable Operational Definition

a. X1 (Cooperative Learning): group learning activities with indicators of goal delivery, information, group organization, tutoring, evaluation, and awards.
b. X2 (Learning Infrastructure Facilities): learning facilities that support effective learning, with indicators of study rooms, lighting, furniture, and learning equipment.
c. Y (Learning Activeness): students' physical and spiritual participation in learning with indicators of enthusiasm, interaction with teachers and friends, cooperation, and involvement in concluding learning outcomes.

Data Collection Techniques

Data collection in this study was carried out using a closed questionnaire. Before distributing the questionnaire, the researcher first asked for official permission from the principal of an elementary school in Parmonangan District, North Tapanuli Regency by bringing a research permit from the IAKN Tarutung campus. After receiving approval, the researcher collaborated with the school principal to determine the time for the distribution of the questionnaire. Furthermore, the researcher collected respondents and provided briefings on how to fill out the questionnaire. The questionnaire is then distributed to the respondents to be filled out honestly, while the researcher accompanies and provides explanations of the poorly understood questions. After all the questionnaires are completed, the researcher collects them again and records the results into a table of research data.

RESULTS

Description of Research Data

The description of the data of this study is presented separately for each variable studied. Raw data for the variables for the implementation of the cooperative learning model (X1) can be seen in Attachments 14 and 15, while the raw data for the variables for the use of learning facilities and infrastructure (X2) can be found in Attachments 16 and 17. The raw data for the variables of learning activity in Christian Religious Education and Ethics of students (Y) are presented in Attachments 18 and 19. Based on the results of a study on Class VI students at State Elementary Schools in Parmonangan District in 2025 involving 61

respondents, data were obtained which were then analyzed descriptively. This analysis includes the determination of the highest score, lowest score, average, mode, and median for each research variable. Data processing is carried out with the help of the SPSS (Statistical Product and Service Solutions) computer program version 22. This study aims to measure three main variables, namely the application of the cooperative learning model (X1), the use of learning facilities and infrastructure (X2), and the learning activity of Christian Religious Education and Ethics of students (Y). Each variable was measured separately using research instruments that had been compiled according to their respective indicators. The measurement results of the three variables are then summarized and presented in Table 1.

Table 1. Data Exposure Tables X1, X2 and Y

	Variabel_X_1	Variabel_X_2	Variabel_Y
N *Valid*	61	61	61
Missing	0	0	0
Mean	65,7869	65,9016	64,8525
Median	66,0000	67,0000	64,0000
Mode	57,00[a]	68,00	61,00
Minimum	45,00	52,00	47,00
Maximum	80,00	80,00	80,00

a. Multiple modes exist. The smallest value is shown

Variables Implementation of the cooperative learning model (X1)

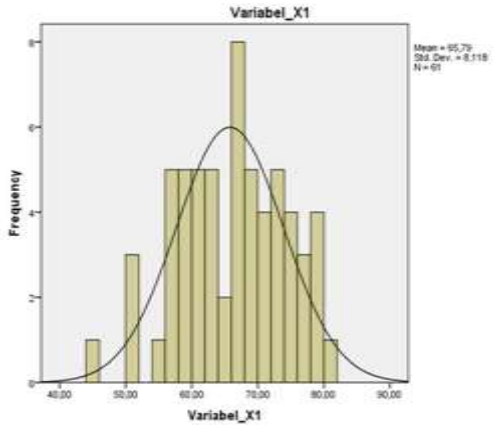

Figure. 1 Variables Implementation of the cooperative learning model (X1)

Based on the data in figure 1, the overall application of the cooperative learning (X1) model is in the very strong category, with an average of each indicator ranging from 3.18 to 3.48. The indicator with the highest contribution was guiding the work and study group with an average score of 3.48, while the indicator with the lowest score was the balanced and heterogeneous division of the study group with an average of 3.03. The item with the highest score was the statement that the PAK and Budi Pekerti teachers gave clear directions when

guiding the group (average 3.68), indicating that the application of the cooperative learning model had gone very well in the classroom.

Variables for the Use of Learning Infrastructure (X2)

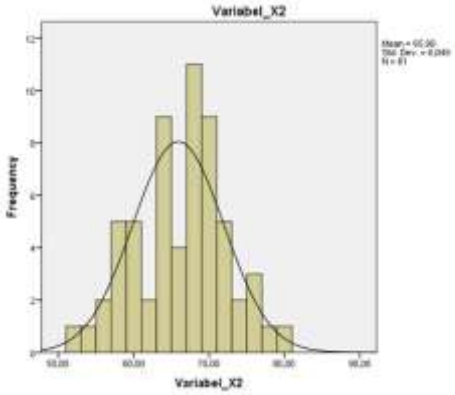

Figure 2. Variable Value Interval of Learning Infrastructure Use (X2)

Based on the data in Figure 2, the use of learning facilities and infrastructure (X2) is generally in the very strong category with the average value of indicators ranging from 3.25 to 3.36. The indicator with the highest contribution is light lighting with an average value of 3.36, while the indicator with the lowest value is a comfortable classroom design with an average of 3.07. The item with the highest score is the statement that the learning room window is always opened so that the learning process is more optimal (average 3.54), indicating that the condition of learning facilities and infrastructure has greatly supported the effectiveness of student learning activities.

Variables of Learning Activity in Christian Religious Education and Student Ethics (Y)

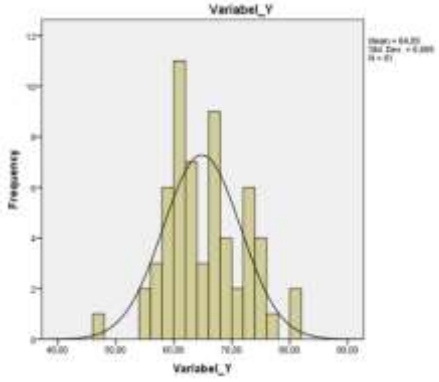

Figure 3. Variable Value Interval of Learning Activity in Christian Religious Education and Student Ethics (Y)

Based on the data in Figure 3, the learning activity of Christian Religious Education and Ethics of students is in the strong to very strong category with an average score of 3.10–3.31. The highest indicator was interaction with other students (3.31), while the lowest was cooperation in solving problems (2.95). The highest item showed that differences of opinion between students enriched

insight and understanding (3,66), emphasizing the importance of interaction in increasing active learning.

Classic Assumption Test

1. Normality Test

Table 2. Summary of Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		61
Normal Parameters[a,b]	*Mean*	,0000000
	Std. Deviation	5,33108895
Most Extreme Differences	*Absolute*	,102
	Positive	,077
	Negative	-,102
Test Statistic		,102
Asymp. Sig. (2-tailed)		**,179**[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on Table 2, the results of the Kolmogorov-Smirnov test show a significance value of 0.179 > 0.05, so that the data on the variables of the application of the cooperative learning model, the use of learning infrastructure, and the learning activity of Christian Religious Education and Ethics of students are distributed normally.

2. Linearity Test

Table 3. Results of the Linearity Test of Variable X1 to Y

			Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
Variabel_Y * Variabel_X_1	*Between Groups*	*(Combined)*	1825,505	27	67,611	2,606	,005
		Linearity	825,836	1	825,836	31,831	,000
		Deviation from Linearity	999,669	26	38,449	1,482	**,142**
	Within Groups		856,167	33	25,944		
	Total		2681,672	60			

Based on Table 3, the significance value of deviation from linearity between variables X1 and Y is 0.142 > 0.05, so it can be concluded that the

relationship between the application of the cooperative learning model and the learning activity of Christian Religious Education and Ethics of students is linear.

Table 4. Results of the Linearity Test of Variable X2 to Y

			Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
Variabel_Y * Variabel_X_2	*Between Groups*	*(Combined)*	1080,658	22	49,121	1,166	,331
		Linearity	607,764	1	607,764	14,425	,001
		Deviation from Linearity	472,894	21	22,519	,534	**,936**
	Within Groups		1601,014	38	42,132		
	Total		2681,672	60			

Based on Table 4, the significance value of deviation from linearity between variables X2 and Y is 0.936 > 0.05, so it can be concluded that the relationship between the use of learning infrastructure facilities and the learning activity of Christian Religious Education and Ethics of students is linear.

Correlation Test

Table 5. Summary of Correlation Test Results

		Variabel_X_1	Variabel_X_2	Variabel_Y
Variabel_X_1	*Pearson Correlation*	1	,484**	**,555****
	Sig. (2-tailed)		,000	,000
	N	61	61	61
Variabel_X_2	*Pearson Correlation*	,484**	1	**,476****
	Sig. (2-tailed)	,000		,000
	N	61	61	61
Variabel_Y	*Pearson Correlation*	,555**	,476**	1
	Sig. (2-tailed)	,000	,000	
	N	61	61	61

**. Correlation is significant at the 0.01 level (2-tailed).

Based on 5, the correlation results showed that both the application of the cooperative learning model (X1) and the use of learning infrastructure facilities (X2) had a positive and significant relationship with the learning activity of Christian Religious Education and Ethics of students.

Double Correlation

Table 6. Ringkasan Hasil Uji Korelasi Ganda

Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
1	**,603[a]**	,364	,342	5,42223

a. Predictors: (Constant), Variabel_X_2, Variabel_X_1
b. Dependent Variable: Variabel_Y

Based on Table 6, the correlation between X1 and X2 of 0.603 > 0.254 shows a positive relationship, meaning that student learning activity increases with the implementation of cooperative learning and good learning infrastructure.

Hypothesis Testing

1. First hypothesis

Tabel 7. Ringkasan Hasil Pengujian Hipotesis Variabel X_1 terhadap Y

	Unstandardized Coefficients		*Standardized Coefficients*		
Model	*B*	*Std. Error*	*Beta*	*t*	*Sig.*
1 (*Constant*)	34,788	5,911		5,885	,000
Variabel_X_1	,457	,089	,555	**5,124**	,000

a. Dependent Variable: Variabel_Y

Based on Table 7, a calculated value of 5.124 > a table of 2,000 with a Sig. of 0.000 < 0.05, so that Ha1 is accepted and H01 is rejected. This means that there is a positive and significant relationship between the application of the cooperative learning model and the active learning of PAK and Ethics of grade VI students of State Elementary School in Parmonangan District in 2025.

2. Second Hypothesis

Table 8. Summary of Hypothesis Results of Variable X2 against Y

	Unstandardized Coefficients		*Standardized Coefficients*		
Model	*B*	*Std. Error*	*Beta*	*t*	*Sig.*
1 (*Constant*)	30,178	8,373		3,604	,001
Variabel_X_2	,526	,127	,476	**4,158**	,000

a. Dependent Variable: Variabel_Y

Based on Table 4.8, the tcal value is 4.158 > ttable 2,000 and Sig. 0.000 < 0.05, so that Ha2 is accepted. This shows that there is a positive and significant relationship between the management of learning infrastructure facilities and the learning activity of PAK and students' ethics.

3. Third Hypothesis

Tabel 9. Ringkasan Hasil Pengujian Hipotesis Variabel X_1 dan X_2 terhadap Y

Model	*Sum of Squares*	*df*	*Mean Square*	*F*	*Sig.*
1 *Regression*	976,442	2	488,221	**16,606**	,000[b]
Residual	1705,231	58	29,401		
Total	2681,672	60			

a. Dependent Variable: Variabel_Y

b. Predictors: (Constant), Variabel_X2, Variabel_X1

Based on Table 4.9, the value of Fcal is 16.606 > Ftable 3.15, so Ha3 is accepted. This means that the implementation of cooperative learning and the management of learning infrastructure facilities together are positively and significantly related to the learning activity of PAK and students' ethics.

DISCUSSION

The results of the study showed that the application of the cooperative learning model (X1) had a positive and significant relationship with the learning activity of Christian Religious Education and Ethics of students (Y). This is evidenced by the tcal value of 5.124 > ttable 2,000 and supported by the results of descriptive analysis which shows that all indicators are in the very strong category. The application of the cooperative learning model helps students learn actively through group cooperation, sharing knowledge, and interacting to understand learning materials. This finding is in line with the opinion of Slavin (2016), Ahmad Alwi et al. (2023), and Agus & Ibrahim (2017) who stated that cooperative learning encourages active participation, social interaction, and increased student understanding through cooperation in learning groups. In addition, the use of learning facilities and infrastructure (X2) is also positively and significantly related to learning activity with a tcal value of 4,158 > ttable 2,000. Adequate learning facilities such as comfortable classrooms, good lighting, and complete equipment play an important role in creating an effective learning environment, as emphasized by Sopiatin in Avita (2021) that appropriate infrastructure can increase student activity both physically and mentally in the learning process.

Simultaneously, the application of the cooperative learning model and the use of learning infrastructure facilities showed a positive and significant relationship on student learning activity with a Fcal value of 16.606 > Ftable 3.15. This means that the two variables contribute together in increasing the learning activity of Christian Religious Education and Ethics of grade VI students of State Elementary School in Parmonangan District in 2025. Students become more actively interacting, participating, and cooperating in the learning process, especially when supported by a conducive learning environment and adequate facilities. Thus, the research hypothesis is accepted, that the application of cooperative learning models and learning infrastructure facilities partially or simultaneously has a positive and significant effect on student learning activity.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study, it can be concluded that the application *of the cooperative learning* model (X1) and the use of learning infrastructure facilities (X2) has a positive and significant relationship with the learning activity of Christian Religious Education and Ethics students in grade VI of State Elementary School in Parmonangan District in 2025. The results of the analysis show that each indicator in the X1, X2, and Y variables is in the strong to very strong category, which means that the implementation of cooperative learning and the use of good learning facilities are able to increase the active participation of students in the learning process. Statistically, the relationship between *the cooperative learning* model and active learning is evidenced by a tcal value of 5,124 > a table of 2,000, while the relationship between learning infrastructure facilities and active learning has a tcal value of 4,158 > a table of 2,000. Simultaneously, the two variables showed a significant influence on learning activity with a Fcal value of 16.606 > Ftable 3.15.

Based on these findings, teachers of Christian Religious Education and Ethics are advised to continue to optimize cooperative learning by providing clear directions and forming balanced and heterogeneous learning groups. Classroom management also needs to be considered to be more comfortable and support an active learning atmosphere, such as ensuring good natural lighting. In addition, students are expected to be able to work together and help each other in completing assignments and respect differences of opinion as a form of social learning. For further research, it is suggested that other variables such as students' motivation, interest, and creativity are also studied to expand understanding of the factors that affect the learning activity of Christian Religious Education and Ethics.

FURTHER STUDY

Every research is subject to limitations; thus, you can explain them here and briefly provide suggestions to further investigations.

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