

## ABSTRACT

There are several things that disturb the motivation and learning process of Christian Religious Education in students aged 15-17 years. Starting with the choice of teaching methods that are not appropriate that ultimately reduce student concentration. Then, disrespect between students leads to social inequality. In addition, students themselves who are less enthusiastic, this is indicated by drowsiness, self-talk, being passive and individualistic. Often also, teachers only use one-way interaction patterns.

Starting from the struggle above, the researcher found a learning model that could be offered as a solution. After conducting a literature study on students' methods and motivation, the researcher found a learning model. The learning model in question is a cooperative learning model. This method is met by the beginning of student motivation in the learning process of Christian Religious Education. In this model there are several strategies in cooperative learning methods. First, democratic cooperation. Second, solid teamwork. Third, cooperation can solve problems. Fourth, varied cooperation, for example, the quiz leaves.

Through the application of these strategies, there is a change in attitude in students. Students who are initially busy, talk to their friends, are sleepy, passive, play and walk more and more here, sit with their heads placed at the table, individually experience changes. They become calmer, more active, have initiative to ask questions, respond and show an open attitude by being able to accept, socialize, and cooperate with others. A change from a percentage of 50% to 80%.

**Keywords:** Cooperative Learning Model, Motivation to Learn Christian Religious Education, Students Aged 15-17 Years