




Application of The Student Teams Achievement Division Method in a Cooperative Learning Approach to Learning Islamic Education at SMP Muhammadiyah 4 Giri

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Abstract

This research aims to explore the application of the Student Teams Achievement Division (STAD) method within a cooperative learning approach to Islamic Education (PAI) at SMP Muhammadiyah 4 Giri. Conducted during the Odd/Even semester of the 2023/2024 academic year, this classroom action research utilizes a descriptive qualitative paradigm. The subjects of the study are students from SMP Muhammadiyah 4 Giri. Data collection techniques include observation sheets, test results, and documentation, while data analysis involves data reduction, data presentation, and drawing conclusions. The results indicate that the STAD method effectively enhances student engagement and learning outcomes in Islamic Education by fostering collaboration and active participation among students. The study concludes that the cooperative learning approach, particularly the STAD method, significantly contributes to improving students' academic achievements and interest in Islamic Education.

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INTRODUCTION

The importance of education is stated in the preamble to the 1945 Constitution, paragraph IV, which states that one of the goals of national development is to make the life of the nation intelligent. In an effort to make the nation's life more intelligent, the task of teachers as educators cannot be said to be light, because it is not only about providing provisions to students in the form of knowledge alone, but something that is more meaningful is shaping the character of students into human beings who are useful for themselves, their parents, society, religion, nation and country. Education is the main thing in life, this means that every human being has the right to obtain and hope to continue to grow

in education.¹ Through quality education, a nation is able to produce quality human energy sources. Education usually comes from the family, school and community.^{2,3}

Good education is education that starts from the family area. However, the majority of people ignore this main lesson. They hand over all the success of their children to the teachers at school, while the teacher at school's job is only to help improve the abilities of students who have previously been found in the family.⁴ Parental guidance greatly influences their children's future, especially in the field of religion. Guidance in the field of religion can be applied by parents and teachers through Islamic learning.⁵ Educators are not enough to just deliver knowledge modules to students in class, because the modules they receive are not always in accordance with the growth of their society.⁶

In the educational process, an educator needs the right method to achieve certain goals. The choice of method is very important because it will influence the educational goals.⁷ On the contrary, mistakes in using educational methods will have the impact of hampering the desired educational goals. Not only that, this will result in lower students' reasoning abilities in education. This is because educators have not actively involved students in the educational process.⁸

Learning methods are methods used to implement plans that have been prepared in the form of real and practical activities to achieve the learning objectives to be aimed at.⁹ A learning model that requires collaboration, student-centered education, using the STAD method is able to produce active, innovative, creative and exciting education for students

¹ A. Ridlwan, M., & Asrori, "Problems of Implementation of Islamic Religious Education at Muhammadiyah Junior High School 4 Gadung Surabaya," in *In International Conference on Islamic and Muhammadiyah Studies (ICIMS 2022)* (Atlantis Press, 2022), 312–18, <https://doi.org/https://doi.org/10.2991/assehr.k.220708.039>.

² Wahid, Azhar, et al. "Digital technology for indigenous people's knowledge acquisition process: insights from empirical literature analysis." *International Conference on Information and Communication Technology for Competitive Strategies*. Singapore: Springer Nature Singapore, 2023. https://doi.org/10.1007/978-981-97-1260-1_5.

³ Asrori, A., and A. R. Syam. "Direct Method in Islamic Religious Education: Conceptual Framework and Implementation in Indonesia". *Al-Lubab : Jurnal Penelitian Pendidikan Dan Keagamaan Islam*, Vol. 10, no. 1, May 2024, pp. 65-78, doi:10.19120/al-lubab.v10i1.5765.

⁴ Anwar, Saiful. "Konsep Pendidikan Furusiyyah Ibnu Qayyim Al-Jauziyyah dan Relevansinya dengan Pendidikan Kontemporer." *PAIDA: Jurnal Pendidikan Agama Islam UNIMUDA* 2.2 (2023): 253-264. <https://doi.org/10.36232/paida.v2i2.4614>

⁵ Hambal, Muhammad. "Aqidah Education Main Elements Of Character Building." *International Conference on Islamic and Social Education Interdisciplinary*. Vol. 1. No. 1. 2020.

⁶ Hehsan, Aminudin, et al. "Digital Muhadathah: framework model development for digital Arabic language learning." *International Conference on Information and Communication Technology for Competitive Strategies*. Singapore: Springer Nature Singapore, 2022.. https://doi.org/10.1007/978-981-97-0744-7_2

⁷ Hidayat, Moch Charis. "Implementation of Cognitive, Affective, Psychomotor Aspect Assessment Case Study at SDN Ngembung Cerme Gresik." *Studia Religia: Jurnal Pemikiran Dan Pendidikan Islam* 4.1 (2020). <https://doi.org/10.30651/sr.v4i1.5272>

⁸ Marbella, Hanna Widygea. "Implementasi pembelajaran merdeka belajar pada pai dalam meningkatkan keaktifan dan kreativitas siswa." *Risalah, Jurnal Pendidikan dan Studi Islam* 9.2 (2023): 760-774. https://doi.org/10.31943/jurnal_risalah.v9i2.477

⁹ Rusman, Asrori, et al. "Education transformation in 5.0 society development era." *AIP Conference Proceedings*. Vol. 2727. No. 1. AIP Publishing, 2023. <https://doi.org/10.1063/5.0141657>

throughout the educational process.^{10,11} The Student Team Achievement Division (STAD) method is a type of cooperative education that emphasizes interaction between students to motivate each other and help each other understand modules and achieve optimal achievements. Not only that, the Student Team Achievement Division (STAD) can also motivate students to encourage and help each other among students in understanding the knowledge that the teacher wants to present.^{12,13}

The emphasis of the STAD type of cooperative education model is an effort to increase students' interest in learning and skills in working together in small groups to achieve certain goals. The form of collaboration in the STAD method is realized in the creation of student study groups, groups consisting of 4 or 5 students who represent all parts of the class in terms of academic performance, gender and race.¹⁴

The application of STAD type cooperative learning is one of the most efficient educational models to be implemented in Islamic religious subjects to increase students' interest in learning in order to obtain maximum results. The implementation was carried out in one of the VII A classrooms regarding STAD type learning using the Cooperative Learning approach. Then they will form a group of 4-5 students, then the teacher divides the material that has been determined for discussion for each group. Based on the description above, researchers are interested in conducting research on the application of the STAD method in the Cooperative Learning Approach to Islamic Religious Education Learning for Class 7 students at SMP Muhammadiyah 4 Giri.

METHOD

This research uses a descriptive qualitative paradigm approach. Bogdan and Taylor define "qualitative methodology" as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to them, this approach is directed towards the background and the individual holistically (whole). So, deep this should not isolate individuals or organizations into variables or hypothetical, but need to see it as part of a wholeness.¹⁵ Descriptive qualitative is research in which data is in

¹⁰ Abd Mokmin., Bungsu, J., & Shahrill, M. Improving the performance and knowledge retention of aircraft maintenance engineering students in the theory of flight through STAD cooperative learning. *ASEAN Journal of Science and Engineering Education*, 3(2), 2023. 149-162. <https://doi.org/10.17509/ajsee.v3i2.49336>

¹¹ Hamid, Abdul, Dimas Adji Pangestu, and Devy Habibi Muhammad. "Implementasi Model Pembelajaran Cooperative Learning Tipe STAD Untuk Meningkatkan Hasil Belajar Siswa Dalam Pembelajaran PAI Dan Budi Pekerti Di SMP Namira Kota Probolinggo." *As-Sabiqun* 4, no. 5 (2022): 1225–39. <https://doi.org/10.36088/assabiqun.v4i5.2233>.

¹² Tadesse, T., Gillies, R. M., & Manathunga, C. Shifting the instructional paradigm in higher education classrooms in Ethiopia: What happens when we use cooperative learning pedagogies more seriously? *International Journal of Educational Research*, 2020. <https://doi.org/10.1016/j.ijer.2019.101509>

¹³ Ramadhani, Asri Sauci, and Alfurqan Alfurqan. "Pengaruh Penggunaan Model Kooperatif Tipe STAD Terhadap Hasil Belajar PAI Di SDN 16 Kota Padang." *Manazhim* 4, no. 1 (2022): 133–44. <https://doi.org/10.36088/manazhim.v4i1.1636>.

¹⁴ Tarim, K., & Akdeniz, F. The effects of cooperative learning on Turkish elementary students' mathematics achievement and attitude towards mathematics using TAI and STAD methods. *Educational Studies in Mathematics*, 67(1), 2008. 77-91. <https://doi.org/10.1007/s10649-007-9088-y>

¹⁵ Hadi, Abd., et al. "Penelitian Kualitatif: Studi Fenomenologi, Case Study, Grounded Theory, Etnografi, Biografi." CV.Pena Persada, 2021.

the form of words or research in which prioritizes analytical descriptions of events or processes as they exist in the natural environment for get a deep meaning from the essence of the process The subjects in this consist of students from Muhammadiyah 4 Giri Middle School, in Islamic Education (PAI) subjects. This research was carried out in the Odd/Even semester of the 2023/2024. Data collection techniques use observation sheets, test results, and documentation. Data analysis uses data reduction, data presentation, and drawing conclusions.¹⁶

RESULTS AND DISCUSSION

Results

From the results of the research that has been carried out, the application of the STAD method in the cooperative learning approach in Islamic religious education learning for class VII students at SMP Muhammadiyah 4 Giri. The STAD method is a learning method that is delivered by dividing several small groups consisting of 4-5 students in one class to work together with each other with the aim of improving student learning outcomes. In the implementation that has been carried out in class VII, the program can run well, each student can express the thoughts they get on the specified material and work together with each other. However, the application of the STAD method really needs to be carried out and improved frequently. The students' activeness was quite good in applying the STAD method. The initial stage underlying the implementation of the STAD method involves the main role of students to strengthen relationships between humans and social problems. This method is used so that students can provide great opportunities for them to work together, participate and aspire.

The core stages of the STAD method can also be applied in all circles, both at the early childhood level (PAUD), at the elementary school level (SD), at the middle school level (SMP), and at the upper middle school level (SMA). The application of the STAD method is carried out through a process including: 1. Creating groups consisting of 4-5 students, 2. Determining the material that has been determined by the teacher, 3. Determining the results of the material that each group has worked on together, and exchanging them with each other. thoughts, 4. Draw conclusions from the results of each group that has worked together.

The final stage in applying the STAD method in the cooperative learning approach to learning Islamic religious education, this method is very influential in improving learning outcomes and students' talent interest in learning Islamic religious education. The STAD method can be adjusted, and is very simple for educators to apply depending on their actual learning circumstances and conditions.

Apart from the results of observations carried out by researchers at SMP Muhammadiyah 4 Giri, researchers also conducted interviews with the Islamic Religious Education teacher and the head of class VII A. The purpose of the interview was to find out the opinions of various parties regarding the application of the STAD method in the

¹⁶ R. Asrori, A., & Rusman, *Classroom Action Research: Pengembangan Kompetensi Guru*. (Banyumas: Pena Persada, 2020), http://repository.um-surabaya.ac.id/4459/1/Classroom_Action_Research_Pengembangan_Kompetensi_Guru_.pdf.

cooperative learning approach to students' Islamic Religious Education learning. class VII Muhammadiyah 4 Giri Middle School.

According to the Islamic religious education teacher, Islamic religious learning activities in class VII last for 1 semester, there are 4 hours, and each class gets 2 hours of lessons, namely class VII A on Thursdays in the first hour and the second hour. From this division of learning, many learning models are applied, one of which is by forming a group. This learning also applies the group division method or what is usually called student teams achievement division (STAD). It is very necessary to apply this group method so that students can exchange opinions and work together to complete the learning that is being carried out. Based on the results of interviews delivered by Islamic religious education teachers, it can be seen that the application of the STAD method is very good and very important to be applied in Islamic religious education subjects. In this case, students can show their abilities and activeness in one group.

The head of class VII A said that the application of the STAD method in the cooperative learning approach to learning Islamic religious education makes students able to think hard and focus in completing the material that has been determined. That way, almost all VII A students can follow the subject by applying this method and are able to do it with their respective groups. Apart from that, the ability to apply the STAD method can make children more active in groups with different thoughts with the aim of completing the specified material.

From the information obtained by researchers, it can be said that the existence of a program implementing the STAD method can improve and develop the abilities of each student, and students' activeness in participating in the program is also very influential in supporting researchers in conducting this research.



Figure 1. Implementation Presentation STAD

Discussion

Observation activities are observations of students' learning activities in the learning process using the observation instructions that have been provided. This activity is carried out by observing students' learning activities during the learning process. Apart from that, observations are analyzed to understand student activities during the learning process

After conducting observations and interview results at Muhammadiyah 4 Giri Middle School in applying the STAD or group method in Islamic religious education learning to create an active classroom atmosphere so that it can increase students' interest in learning, the researcher then analyzed the data from the results of his research, namely where in the learning process it is necessary to several techniques. Therefore, one effort to develop student activity and skills is by creating a group. Because at this stage they prefer to study with their group rather than individually. With this method, it can be explained that students can think more broadly, be more active in a group to show the results of each student's work to become one thinker in a group. Choosing the correct method will make the teaching and learning process for an educator run smoothly. In this cycle we can understand students' thinking patterns. Methods and their application in education have a very important meaning in making an educator's goals successful.

In the learning process, students are often passive. There are some students who still pay very little attention to the material that has been introduced by the teacher. When distributed to students in group form, students will choose friends rather than using the STAD cooperative learning model for learning.^{17,18} Obstacles in implementing the STAD method in learning Islamic religious education, namely the lack of use of this method in learning Islamic religious education at Muhammadiyah Middle School 4 Giri. By implementing the STAD method, students activate student activity in a group with the aim of completing one material.

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It is hoped that the presence of this method will result in student learning activities, in a series of teaching and learning activities carried out by students and teachers. This relationship, namely the relationship between the teacher and the relationship between students, is a very educative relationship. In order to produce a very profitable relationship

¹⁷ Mujazi. "Penggunaan Metode Pembelajaran Kooperatif Tipe Stad Untuk Meningkatkan." *Jurnal Indonesia Sosial Sains* 1, no. 5 (2020): 448–57.

¹⁸ Fitri, Aurina Gita, and Abdulloh Abdulloh. "Penerapan Model Pembelajaran Kooperatif Tipe STAD Dalam Meningkatkan Keaktifan dan Hasil Belajar Siswa Kelas XI IPS SMA Mamba'Unnur Gading Bululawang, Kabupaten Malang." *Jurnal PAI Raden Fatah* 6, no. 1 (2024): 415–24.

¹⁹ Pou, Putri Mulyaningsih, Abdurahman R. Mala, and Ibnu Rawandhy N. Hula. "Meningkatkan Hasil Belajar Siswa Melalui Penerapan Model Pembelajaran Kooperatif Learning Tipe (STAD) Pada Mata Pelajaran PAI Di Kelas XI SMA Negeri 1 Tapa." *Al-Risalah: Jurnal Pendidikan Agama Islam* 2, no. 1 (2023): 149–60.

²⁰ Selvianti, R. Penerapan Model Pembelajaran Kooperatif Tipe Stad Untuk Meningkatkan Hasil Belajar PAI Siswa di SMP Negeri 19 Bengkulu Selatan. *Jurnal Pendidikan*, 14(1), 2023. 74-86. doi: <http://dx.doi.org/10.31258/jp.14.1.74-86>

between teachers and students.^{21,22} In delivering material, teachers always use varied delivery that attracts students' learning interest in listening to and understanding the material that has been presented.

The steps taken by teachers are carried out to refer to the applicable curriculum and the results are expected to be in the form of increasing the effectiveness of the learning process which will lead to improving the quality of student learning outcomes. The stages carried out by the teacher: The teacher must convey the material the teacher wants to achieve. Students are divided into several groups consisting of 4-5 students. Guu saw students' activeness and response to the material using the Students Teams Achievement Division (STAD) method.

The indicators for achieving the STAD method in this research are 1. Creating a pleasant learning atmosphere, 2. Increasing students' understanding of the material being studied, 3. Training students' concentration, 4. Creating cooperation between fellow students, 5. Training students' courage to appear in presentations, 6. Develop a disciplined attitude in respecting study time.

The learning at Muhammadiyah 4 Giri Middle School is implemented using a variety of methods, where each subject does not only use one learning method, one of which is PAI learning. The objectives of all the material taught will not be achieved if there is no method that is appropriate to the learning process. In cultivating religious maturity for Muhammadiyah 4 Giri Middle School students, referring to the material taught using the Student Teams Achievement Division (STAD) method or in groups in learning Islamic religious education includes, the teaching and learning process is carried out (opening), teaching and learning activities (core), and after teaching and learning activities (closing).

Students' positive responses to STAD learning show that students feel happy with STAD learning. Starting from presentation steps, group formation, giving grades, increasing progress and awards. The presentation is made by the teacher to encourage students to pay more attention. Group learning is more focused on integrating the material that has been determined. Because group learning encourages students to express their ideas or notions in integrating the material that has been determined. With the aim of knowing the level of students' understanding of the material that has been determined. With that, giving awards or rewards based on progress points motivates students to compete with other students and students are more motivated to study harder.

CONCLUSION

Based on the analysis of research results and discussion, it can be concluded that group learning is very efficient learning and can be more easily understood, and it can be concluded that the use of the STAD method in Islamic education learning can improve

²¹ Hidayat, Evi Syarif, and Tarsono Tarsono. "Penerapan Desain Instruksional Model Kemp Berbasis Kooperatif Learning Stad Pada Materi Fiqih." *Jurnal Inovasi Pendidikan Agama Islam (JIPAI)* 1, no. 1 (2021): 12–27. <https://doi.org/10.15575/jipai.v1i1.10995>.

²² Salim, M Agus. "Upaya Peningkatan Hasil Belajar Pendidikan Agama Islam Menggunakan Cooperative Learning Tipe Students Team Achievement Division (STAD)." *Nazhruna: Jurnal Pendidikan Islam* 2, no. 1 (2019): 45–67. <https://doi.org/10.31538/nzh.v2i1.197>.

student achievement results, and can increase student learning concentration and create learning activities. more conducive.

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