KOPELMA: Scientific Journal of Education and Teaching

STAD Cooperative Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at SMA Negeri 2 Padang

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using the STAD cooperative learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high school students. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the STAD cooperative learning model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle increased to 89.66%. Thus, the use of the STAD cooperative learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: STAD cooperative learning model, learning outcome, islamic education.

INTRODUCTION

Education in Indonesia not only aims to increase knowledge, but also to shape the character of students, one of which is through materials that teach love for the homeland and religious moderation. This material is very important, especially in facing increasingly complex social challenges, where the importance of love for the homeland and a moderate attitude in religion must be instilled in the younger generation. However, in reality, students' understanding of the two materials is still not optimal. Learning that is monotonous or only relies on lectures is often less effective in improving student understanding. Therefore, it is necessary to apply a more interactive learning method and encourage active student participation, one of which is the Student Team Achievement Division (STAD). The STAD method is a cooperative learning model that emphasizes cooperation in groups to achieve shared learning goals. In this study, the researcher will apply the STAD method to increase students' understanding of the material of love for the homeland and religious moderation at SMA Negeri 2 Padang. The formulation of the

problem is how the application of the STAD method can increase students' understanding of the material of love for the homeland at SMA Negeri 2 Padang, then whether the use of the STAD method can increase students' active participation in learning the material of Love for the Fatherland and Religious Moderation in grade XII F3 SMA Negeri 2 Padang, and the extent to which the application of the STAD method can improve student learning outcomes related to the understanding of the material of Love for the Fatherland and Religious Moderation in grade XII F3 of SMA Negeri 2 Padang.

The purpose of the research is to find out the improvement of students' understanding of the love of the homeland material after the application of the STAD method, then to find out if the use of the STAD method can increase students' active participation in learning the material of Love of the Fatherland and Religious Moderation in class XII F3 SMA Negeri 2 Padang, then to find out the extent to which the application of the STAD method can improve student learning outcomes related to the understanding of the material of Love of the Fatherland and Moderation Religion in class XII F3 SMA Negeri 2 Padang. The benefits of the research are for teachers: As a reference in choosing effective learning methods to improve the understanding of love for the homeland and religious moderation. For students: to increase their understanding of the importance of love for the homeland and a moderate attitude in religion. For researchers as material for the development of further research in the field of education.

The Student Team Achievement Division (STAD) learning model is one approach to cooperative learning that focuses on teamwork and individual achievement in groups. This model is very relevant to be applied in Islamic Religious Education (PAI) learning, because the values taught in Islam emphasize the importance of cooperation, responsibility, and mutual assistance. STAD teaches students to help each other understand the material, thereby increasing positive social interactions in the classroom. In PAI learning, understanding religious concepts is not just memorization, but also requires deep understanding and implementation in everyday life. STAD helps students to discuss religious concepts together, which allows them to understand the material better than conventional lecture methods. Thus, students can be more active in exploring and applying Islamic teachings in their lives. One of the main advantages of STAD is that it can increase students' learning motivation. In this model, students work in heterogeneous groups, where they help each other to achieve better understanding. When students feel that their success also depends on the contribution of the group, they tend to be more enthusiastic in learning and more responsible for their learning outcomes. In addition to increasing motivation, STAD is also effective in improving understanding of religious concepts. In Islamic Religious Education learning, there are many materials that require in-depth understanding, such as aqidah, fiqh, morals, and Islamic history. By working in groups, students can exchange understanding and experiences so that they can more easily remember and apply these concepts in their lives. STAD also plays a role in improving social attitudes and values of togetherness in students. Islamic Religious Education learning not only aims to increase religious knowledge, but also to shape the character and morals of students. In STAD groups, students are taught to respect each other, work together, and have empathy for their group mates. This is in line with Islamic teachings which emphasize the importance of Islamic brotherhood or brotherhood in life.

In the STAD learning model, each group member is responsible for ensuring that all members understand the material. Thus, a more comprehensive learning process occurs, where students who understand the material faster can help their friends who are still having difficulty. This reflects the concept of ta'awun (mutual assistance) in Islam, where each individual has an obligation to help their brother in goodness and knowledge. In addition to improving cooperation, STAD also provides opportunities for students to develop their communication skills. In group discussions, students must be able to express their opinions, listen to the opinions of their friends, and provide input in a good way. These skills are very important in community life, especially in preaching and conveying Islamic values to others. The success of Islamic Religious Education learning through STAD

can also be measured in a fairer way. In STAD, each student is given an individual test after working in a group. These individual results are then compared with previous scores, so that the improvement achieved by each student becomes a measure of success. This encourages students to continue to try to improve their understanding without feeling burdened by unhealthy competition. STAD is also able to create a more enjoyable and less boring learning atmosphere. The dominant lecture method in Islamic Religious Education learning often makes students passive and less interested in the material. However, with STAD, learning becomes more interactive and dynamic, so that students are more enthusiastic in following the lesson. In addition, the application of STAD also helps teachers in managing the class more effectively. With clear group divisions, teachers can more easily monitor the progress of each student and provide more targeted guidance. Teachers not only act as material deliverers, but also as facilitators who guide the discussion process and cooperation between students. In terms of character building, STAD helps students to develop an attitude of responsibility and discipline. In group work, each member has their own duties and roles, which teaches them to be responsible for the tasks given. This attitude is very important in everyday life, especially in carrying out Islamic teachings consistently. The application of STAD also contributes to building an inclusive learning environment. In Islamic Religious Education learning, the diversity of student backgrounds is often a challenge. However, with STAD, each student is valued based on their contribution to the group, so that no one feels left behind or excluded. This reflects Islamic values that emphasize justice and equality in knowledge. Despite having many advantages, the application of STAD in Islamic Religious Education learning also requires readiness from teachers and students. Teachers must be able to manage groups well and create a conducive learning atmosphere. Meanwhile, students also need to have an open attitude and be willing to work together with their friends to achieve optimal learning outcomes. Overall, the STAD learning model is very important in Islamic Religious Education learning because it can improve students' understanding, motivation, cooperation, and character. By implementing this model, the learning process not only focuses on cognitive aspects, but also on affective and social aspects that are very necessary in everyday life. Therefore, STAD can be an innovative solution in improving the effectiveness of Islamic Religious Education learning in schools.

METHODS

This research is a Classroom Action Research (PTK) which aims to increase students' understanding of love for the homeland and religious moderation through the application of the STAD learning method. In the class action research (PTK) on Improving Students' Understanding of the Material of Love for the Fatherland and Religious Moderation through the Student Team Achievement Division (STAD) Learning Method in grade XII of SMA Negeri 2 Padang, several relevant research variables can be explained as follows: This variable describes what is measured or observed as a result of the influence of independent variables. Students' Understanding of the Love of the Motherland Material, This variable measures the extent to which students understand concepts related to love for the homeland, such as national values, Indonesian history, and the spirit of nationalism.

Measurement of comprehension can be done through tests, quizzes, or observation of students' attitudes during the learning process. Students' Understanding of Religious Moderation Material, This variable measures the extent to which students understand the principles of religious moderation, such as tolerance between religious communities, respect for differences, and the application of religious values in daily life. Measurement of comprehension can be done in a similar way, such as written tests or group discussion observations. The data collection technique is by: 1) Test, measure students' understanding of the material before and after learning using the STAD method, 2) Observation: Observe student interaction during the learning process in groups, 3)

Questionnaire, Collect data on students' perception of the STAD method and the material taught, 4) Interview, ig up more information about the student's experience during learning. In this class action research, qualitative analysis techniques are used.

Qualitative analysis is analyzing non-numerical data such as interviews, observations, and documentation. This technique focuses more on understanding and interpreting existing phenomena. Some commonly used qualitative analysis techniques include; 1) Content Analysis: A technique for analyzing documents, texts, or other communications to find specific patterns or themes relevant to the research question; 2) Thematic Analysis: Techniques for identifying, analyzing, and reporting themes that appear in qualitative data; 3) Grounded Theory: A method to develop theories that arise from data collected through an inductive process. This process involves systematic data collection, data coding, and the development of a theory based on the findings; 4) Phenomenology: Used to understand an individual's subjective experiences and the meaning they give to those experiences; 5) Case Studies: Used to analyze phenomena in real-life contexts with an in-depth and holistic approach.

RESULTS

In the first cycle, learning begins by introducing the STAD method to students. Students were divided into small groups and asked to study the material "Love for the Motherland" and "Religious Moderation" together. Each group discusses the material, then does individual quizzes. The results of the Pre-Test are before learning with the STAD method, the initial test results show that only 40% of students understand the material well. Observation of Student Activities is that many students are passive and less interested in participating in learning. They just wait for instructions from the teacher without much involvement in group discussions. Cycle I Reflection is a STAD method proven to increase cooperation between students, but there needs to be increased motivation and better time management in each group activity. In Cycle II of this study, corrective actions from Cycle I that have been implemented are implemented to increase students' understanding of the material of Love for the Fatherland and Religious Moderation. In Cycle I, despite the improvement, the test results of students still did not reach the expected target, and some students were still not active in group discussions. Therefore, in Cycle II, several improvements were made, such as clarifying instructions, giving more time for discussion, and paying attention to the interaction between group members.

The Cycle II Learning Process begins with planning, namely; teachers plan lessons using the STAD method, which involves dividing students into small groups. The material discussed included the basic concepts of Love for the Fatherland and Religious Moderation, with an emphasis on the implementation of these values in daily life. The addition of learning media in the form of videos depicting harmony between religions and patriotism in various contexts. At the implementation stage, learning begins with a brief explanation by the teacher about the learning objectives and group division, then students work in groups to discuss the material and answer the questions provided by the teacher, then each group is asked to prepare a presentation related to the material that has been discussed and delivered in front of the class, then individual tests are carried out after the group presents the results of the discussion.

The observation stage is during the learning process, observations are made on students' involvement in group discussions, as well as their activeness in asking questions and sharing opinions, then some students who were initially less active were seen to be more involved, asking questions and contributing to group discussions. Reflection is After the learning activity, the teacher and the students reflect to evaluate the learning process. Students provide feedback on what they have learned and how they feel about the STAD method. Improvements made in the second cycle, such as giving more time for group discussions and choosing more interesting media, received a positive response from students. then the Learning Outcomes of Cycle II, namely Improving Understanding of

Material with details; 1) Based on the results of individual tests conducted after cycle II, the average score of students has increased significantly. The student's average score increased to 80, compared to the first cycle which only reached an average score of 60; 2) In addition, more students showed a deep understanding of the material of Love for the Fatherland and Religious Moderation. For example, in the essay test, many students were able to give real examples of how the values of love for the homeland can be applied in daily life, as well as how religious moderation can create harmony between religious communities. and also the improvement of Student Activities with details; Student activity in group discussions showed a significant improvement

From the observation results, the majority of students were more active in speaking and asking questions in group discussions, then each group seemed to be more cooperative and help each other in understanding the material. This can be seen from how they complete group tasks quickly and precisely, as well as giving explanations to each other if there are group members who do not understand. The Student Response to the STAD Method is The results of the questionnaire distributed to students show that 85% of students feel that the STAD method makes learning more fun and interactive. They also found it easier to understand the material after discussing with their friends in the group. Most students stated that they were more motivated to learn after using the STAD method, because of the opportunity to share knowledge and interact with classmates.

DISCUSSION

Increased Understanding: The application of the STAD method in Cycle II has succeeded in increasing students' understanding of the material of Love for the Fatherland and Religious Moderation. The average student score increased significantly, and many students were able to provide an applicative example of the application of the value of love for the homeland and religious moderation in daily life. Increased Student Activity: Student activity in learning has also increased. More active group discussions and opportunities to share knowledge contribute positively to the understanding of the material. Positive Responses from Students: Students respond very positively to the STAD method, feeling more interested and motivated in learning.

Increasing students' understanding of the material of love for the homeland and religious moderation in Class XII F3 SMA Negeri 2 Padang can be achieved through the Student Team Achievement Division (STAD) learning method. STAD is one of the cooperative learning models that emphasizes cooperation in small groups to achieve common understanding. In the context of material on love for the homeland and religious moderation, this method can help students delve deeper into important concepts such as nationalism, tolerance, and harmony in diversity, because learning is carried out in an interactive way and actively involves all students. The first step in the implementation of STAD is the formation of heterogeneous study groups consisting of students with different academic abilities.

Teachers provide an introduction to material about love for the homeland and religious moderation, then distribute group assignments in the form of case studies or certain projects. For example, students may be given a case about social conflict that requires an analysis of the importance of tolerance and moderation in community life. In group discussions, students exchange views, find solutions, and discuss relevant values, so that their understanding of the material becomes deeper. The advantage of the STAD method lies in the division of individual and group responsibilities. Each member of the group is responsible for mutual success, so students are encouraged to help each other understand the material. In this process, students who have a better understanding of love for the homeland and religious moderation can help friends who still do not understand the concept. In this way, not only cognitively understood is increased, but also the values of cooperation and mutual respect in the group. In addition, the STAD method allows for comprehensive learning evaluation. After the group discussion is over, teachers can give

individual quizzes to evaluate students' understanding, both in groups and individually. Awarding the group with the best grades can also motivate students to study harder and contribute actively to their group. This creates a competitive learning atmosphere but still supports collaboration and a spirit of togetherness. The application of the STAD method in teaching love of the homeland and religious moderation also helps students build important social skills, such as tolerance, effective communication, and respect for diversity. By integrating these values into learning, students not only understand the material academically, but also apply it in everyday life.

With the support of teachers, the STAD method can be an effective strategy to create a young generation who love the homeland, are moderate, and are ready to face the challenges of diversity in the era of globalization.

CONCLUSION

The application of the Student Team Achievement Division (STAD) method in Class XII F3 SMA Negeri 2 Padang is effective in increasing students' understanding of the material of love for the homeland and religious moderation. This method encourages collaboration between students through interactive group discussions, so that students can learn from each other and deepen important concepts such as nationalism, tolerance, and harmony in diversity. With this cooperative approach, students not only understand the material academically but also develop social skills such as cooperation, communication, and mutual respect. Evaluations conducted through individual quizzes and group awards further strengthen students' motivation to learn. Overall, the STAD method is able to create a learning atmosphere that supports the improvement of knowledge, moral values, and the practice of moderation in daily life.

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