

## STAD Cooperative Model with Audio Visual Media Assistance as an Effort to Improve Elementary Madrasah Students' Learning Achievement: A Classroom Action Research

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**Abstract:** This study aims to improve student learning achievement by using the STAD type cooperative learning model assisted by audio-visual media. This study is a classroom action research with four stages, namely planning, action, observation and reflection. The subjects of this study were elementary school students. Data were collected using observation and test techniques. The data obtained were analyzed using descriptive statistical techniques. The results of the study indicate that the STAD type cooperative learning model assisted by audio-visual can improve student learning achievement. Therefore, this audio-visual media-assisted cooperative model can be used as an alternative in overcoming the low learning achievement of elementary school students.

**Keywords:** learning achievement, cooperative learning model, audio visual media.

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### INTRODUCTION

Learning is an effort made by everyone to gain knowledge, shape attitudes and strengthen their skills in living the life process (Wolfolk, 2016). Through the learning process, a person can gain existence in life (Dasopang & Lubis, 2021). One of the formal learning processes that occurs is the learning process at the elementary school level. Elementary schools are formal institutions that carry out the learning process for children aged 7-12 years. At this age, the character of students will be very different when compared to adulthood (Dasopang et al., 2022; Santrock, 2011).

Madrasah Ibtidaiyah Miftahurrohmah Pendem is located in Kembang District, Jepara Regency, Central Java Province. This school has 6 Study Classrooms, 1 office room (teacher and principal assembly) and 1 meeting room. The total number of students is 110 people who are divided into six study groups. Meanwhile, the school personnel number 8 people consisting of 4 certified teachers and 4 honorary teachers.

The implementation of the Akidah Ahlak learning process in class IV MI Miftahurrohmah Pendem is based on the 2013 Curriculum. Every day the teacher must prepare the Akidah Ahlak Learning Process Plan and fill in the learning limit agenda according to the learning material that will be implemented. The teacher carries out the Akidah Ahlak learning process using the lecture method and assignments at the end of

each lesson. So, the teacher explains the material to the students then the teacher evaluates by giving assignments that are in accordance with the material that has been taught. In addition, the teacher also does not use media in the learning process which is basically very useful in every student's learning.

The learning process is carried out starting at 07.15 WIB. after the students are lined up and pick up trash to maintain cleanliness in the school environment. Akidah Ahlak learning in class IV is generally the same as other learning activities. After the apperception activity takes place, students must pay attention to the teacher explaining the learning material in front of the class. After paying attention to the teacher explaining the material, the students and the teacher ask questions about the learning material, then the students do the assignments given by the teacher. All students do their assignments until the Akidah Ahlak lesson is over.

From the activities of teachers and students of class IV MI Miftahurrohmah above, there are several problems that arise in the implementation of the Akidah Ahlak learning process, including 1) some students do not pay attention to the teacher when explaining the learning material; 2) students are sleepy in the akidah akhlak learning activity; 3) students are lazy, bored and do not understand the teacher's explanation; 4) students often fight in class; and 5) there is a lack of variety in the akidah akhlak learning activities.

The problems above greatly affect the Akidah Ahlak learning process. Of the many problems, there is 1 problem that is considered important to increase student activity in the learning process. The problem is the lack of Visual media in the Akidah Ahlak learning activity. The characteristics of this problem include; students do not understand the teacher's explanation, students are less active in asking questions, students only pay attention to the teacher explaining the learning material (there is no student activity) and students do not pay attention to the teacher explaining the learning material.

In order for the learning of akidah akhlak to become active, creative, effective learning, it can be done in various ways. One of them is by changing the learning method with videos and STAD. With the aim that students can understand and comprehend and express opinions about the facts learned and teachers will know the students' abilities and comprehension to be able to understand the material, and develop their ability to use their knowledge and experience so that their knowledge becomes functional. Therefore, it is necessary to conduct classroom action research to prove that the application of video and STAD can improve learning achievement of aqidah akhlak.

## **METHODS**

This research is a classroom action research. Classroom Action Research is a research approach carried out by teachers or educational practitioners to improve learning practices and improve student learning achievement through the cycle of planning, action, observation, and reflection. Classroom Action Research is generally carried out in a classroom or school environment by involving intervention or testing of various learning strategies or methods.

In this study, the researcher will test and implement the use of videos and the STAD (Student Teams Achievement Divisions) cooperative learning model in improving student learning achievement in the Akidah Akhlak material with the subtopic "The Beauty of the Sentence of Tayyibah Subhanallah" in grade IV. The researcher will design cycles of planning, action, observation, and reflection to collect data and improve learning practices continuously.

Through this classroom action research, the researcher aims to improve student learning achievement and gain insight into the effectiveness of using videos and the STAD learning method in the context of grade IV. The results of this study will provide practical contributions to teachers and provide information on effective strategies to improve classroom learning.

The data in this study were obtained using observation and test techniques. Observation is used to measure student and teacher learning activities in learning, while tests are used to measure student learning achievement. The data obtained are then analyzed using descriptive techniques by comparing the achievements of each cycle with the indicators of the success of this study. If the indicators of success have been achieved, then the study ends in that cycle. Conversely, if the indicators of the success of the study have not been achieved, then the follow-up given is to carry out a further cycle.

## **RESULTS**

From the results of initial observations conducted on July 24, 2022 with the learning material The beauty of the sentence Tayyibah Subhanallah. During the learning process, the teacher used the usual method, namely lectures, the score for obtaining student readiness activity was 43%. And the average value of the test results at the pre-cycle stage was 51.8. While the minimum completion criteria as determined by the akidah akhlak teacher were 75. From the data obtained at the pre-cycle stage, 15 students had not completed.

As explained in the previous chapter, this classroom action research uses video learning methods and STAD with steps as developed in the RPP. After the action was carried out in cycle I, the results of the notes on student activity and readiness in the learning process began to increase, namely by 62.5%. From the results of the discussion carried out in cycle I, it was found that the average learning outcomes at the cycle I stage were 82.5 and PG questions with an average score of 75.6 and were above the minimum completeness criteria, namely 75. While those below the minimum completeness criteria were 6 students.

After the action was carried out in cycle II, the results obtained showed that the students' activeness and readiness in the learning process had increased by 100%. From the results of the discussion carried out in cycle II, the average score for learning outcomes was 93.7 and the PG questions had an average score of 95 and were above the minimum completion criteria, namely 75.

## **DISCUSSION**

The results of the study indicate that the STAD type cooperative learning model assisted by audio-visual media can improve the learning achievement of elementary school or madrasah ibtidaiyah students. The increase in student learning achievement occurs because the learning process facilitates students with group work. The use of study groups can help students exchange information so that students can more easily understand and achieve learning goals (Fatwa et al., 2024; Lubis, 2019; Nurliza et al., 2024). Furthermore, Nourhasanah & Aslam (2022) stated that student learning activities will increase with the use of study groups. This is because students will work together to achieve learning goals (Silvia et al., 2023). In addition to the use of study groups, learning achievement also occurs through the use of audio-visual media. The use of learning media can help students understand abstract concepts in learning, so that learning objectives can be achieved easily (Dasopang et al., 2023; Lubis et al., 2021; Ningsih et al., 2023; Sinaga et al., 2023). Furthermore, the use of learning media can also attract students' attention, so that students are more motivated to follow the learning process and ultimately will greatly facilitate the achievement of learning objectives (Lubis et al., 2022; Rohmantoro et al., 2020; Zulkan, 2023).

## **CONCLUSION**

Based on the research results, it can be concluded that the STAD type cooperative learning model assisted by audio-visual media can improve the learning achievement of

elementary school students. Furthermore, from the aspect of student and teacher activities in learning using the STAD type cooperative model assisted by audio-visual media, there has also been an increase in each cycle. Therefore, the use of the STAD type cooperative model assisted by audio-visual media can be used as an alternative in efforts to improve student learning outcomes.

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