

STAD Type Cooperative Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 24 Panyalaian

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the STAD type cooperative model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by 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 type cooperative 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 45.14%, the first cycle 63.31% and in the second cycle it increased to 89.67%. Thus, the use of the STAD type cooperative model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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

Received July 15, 2024; **Accepted** September 21, 2024; **Published** December 31, 2024

Citation: Ernita. (2024). STAD Type Cooperative Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 24 Panyalaian. *MADINA : Journal of Islamic Studies*. 1(2), 34–41.

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INTRODUCTION

Teachers are educators who provide a number of knowledge to their students at school. In addition to providing a number of knowledge, teachers are also tasked with instilling values and attitudes in students so that students have good personalities. A teacher in the learning process not only acts as a provider and transmitter of information, but also has a key role in determining the success of learning. Therefore, teachers must be able to improve their professionalism and competence in carrying out their daily tasks, including as educators, teachers, and supervisors. Learning activities in schools place teachers as the center of learning activities. Teachers are a key factor in student learning activities at school and have a very important role in the overall educational program in schools.

One way for teachers to develop teaching materials for students in the teaching and learning process is to use various approaches, methods, and learning models that are designed in such a way, applied and evaluated systematically in order to achieve effective learning goals and expected learning. Learning outcomes are the abilities that students have after they receive their learning experiences. The success of the learning process is

seen from the learning outcomes of students who complete according to the KKM targets that have been set. Student learning outcomes are closely related to the learning methods used by teachers in the process of teaching and learning activities. The learning model is a way / technique of presentation that teachers use in the learning process so that learning goals are achieved. The benefits of using the learning model can foster students' enthusiasm and interest in learning, students will more quickly understand the subject matter delivered by the teacher, making students more active in learning activities. For this reason, teachers must be smart in using the right learning model in accordance with the teaching materials so that student learning outcomes increase.

Not all teachers have adequate ability and stability in carrying out their professional roles as educators, especially given the various problems and obstacles that often arise during the implementation of their duties. Based on the results of a survey conducted in grade V of SD 24 Panyalaian for the 2024 Academic Year, data on PAI learning outcomes are still low from 28 students, there are 10 students (28.75%) whose scores are complete, while 10 students (71.43%) are not complete. Problems that are often faced by teachers in PAI subjects include: lack of student motivation for the learning being taught, students who are too imaginative and not focused during learning, passive attitude of students who are reluctant to ask questions when facing difficulties, lack of student attention to the teacher's explanations, low mastery of the material, quickly students feel bored while learning, results of practice scores, homework, etc and low repeats, difficulty for students in completing the exercises given by the teacher, and lack of teacher supervision when assigning assignments. To overcome these problems, teachers must choose the right learning strategy. One of the right learning strategies according to the author is to apply a STAD-type cooperative learning model. The STAD-type cooperative learning model is a learning approach in which teams of students with various abilities are given the opportunity to learn concepts and skills together in PAI subjects. It is hoped that through the use of this cooperative learning model, students' PAI learning outcomes can be improved.

The subject of the research is that this research was carried out on students of grade V of SDN 24 Panyalaian. The Learning Material: The material discussed in this study is "The Last Day" as part of Islamic Religious Education learning. Learning Model, the learning model applied is a STAD (Student Teams Achievement Division) type cooperative learning model. The Purpose of the Research: This research aims to improve the learning outcomes of students related to the Final Day material through the application of the STAD model. Research Time: Research is carried out in a certain semester of lessons, according to the learning schedule of the Last Day material.

The formulation of the problem that can be formulated is whether the application of the STAD-type cooperative learning model can improve the learning outcomes of grade V students of SDN 24 Panyalaian in the Final Day material?, then what is the process of implementing the STAD-type cooperative learning model in learning the Final Day material? and What are the factors that support and hinder the successful implementation of the STAD-type cooperative learning model in the Last Day material?. The benefits of the research include To Determine the Effect of the Application of the Stad Type Cooperative Learning Model on the Improvement of Learning Outcomes of Class V Students of SDN 24 Panyalaian on the final day material. To describe the process of applying the stad type cooperative learning model in learning the final day material in class V students of SDN 24 Panyalaian. To identify the factors that support and hinder the successful implementation of the STAD-type cooperative learning model in learning last-day material. For teachers, the application of the STAD-type cooperative lesson model can be used as an alternative PAI learning strategy. In addition, teachers can develop professionally because they can show that they are able to assess and improve the learning process in improving PAI teaching skills. For schools, it is an input material in improving and improving the learning outcomes of PAI in particular, and other lessons. Other research materials are can be used

as input materials for further research and input materials in an effort to improve quality and advance the school.

METHODS

This research is a Class Action Research (PTK) that aims to improve student learning outcomes in Final Day material through the application of a STAD (Student Teams Achievement Division) type cooperative learning model. This study uses a cycle model consisting of four main stages: planning, action, observation, and reflection. This cycle is repeated until a significant improvement in student learning outcomes is achieved. The research was carried out at SDN 24 Panyalaian, which is located in X Koto District, West Sumatra Province. This research was carried out during the second semester of the 2024/2025 academic year, with the implementation on December 21, 24 to January 9, 2025. The research was conducted in two cycles, with each cycle covering two meetings. The subject of the study was a class V student of SDN 24 Panyalaian consisting of 20 students, with details of 10 male students and 10 female students. This group was chosen because their learning results in the Doomsday material were still relatively low in the pre-cycle stage. This study uses a Classroom Action Research (PTK) design based on the Kemmis and McTaggart model, which consists of four stages as follows:

Planning is carried out by developing a learning plan based on the STAD model, including the student worksheet learning module (LKS), and evaluation tools; Preparing teaching materials in the form of educational videos, concept maps, and other media to support the learning process; Forming heterogeneous study groups based on students' academic abilities. 2) Action: Teachers carry out learning with the STAD model in accordance with the plan that has been made; Students work in groups to discuss End Day material, complete group assignments, and present the results of the discussion. 3) Observation: Teachers and collaborators observe student activities during the learning process, including participation in group discussions and understanding of the material; Data were collected through observation sheets, field notes, and formative evaluation results. 4) Reflection: The teacher analyzes the results of observation and evaluation to find out the strengths and weaknesses of the cycle; The results of the reflection are used as the basis for designing improvements in the next cycle.

The instruments used in this study include: 1) Observation Sheet: Used to observe student activities during learning, including participation in group discussions and teamwork. 2) Evaluation Test: In the form of multiple-choice questions and essays to measure student learning outcomes after learning in each cycle. 3) Field Notes: Used to record important events during the learning process, such as obstacles faced by students and teachers. 4) Documentation: Include photos or learning videos as evidence of the implementation of actions. Data Collection techniques; Observation: Data is obtained through observation sheets that record student activities and their involvement in learning. Tests: Student learning outcomes are measured through formative tests given at the end of each cycle. This test is designed to measure students' understanding of the Doomsday material. Interview: Interviews are conducted with students to find out their impressions of learning with the STAD model and the obstacles they face. Documentation: Documentation in the form of photos, videos, and student work is used as evidence of research implementation.

Data Analysis Technique is Quantitative Analysis: Test result data is analyzed using percentages to measure the level of student learning completion. The formula used is: Qualitative Analysis: Observational data, interviews, and field notes are analyzed descriptively to describe student activities, participation, and obstacles during learning. This research is a Class Action Research (PTK) that aims to improve student learning outcomes in Final Day material through the application of a STAD (Student Teams Achievement Division) type cooperative learning model. This study uses a cycle model consisting of four main stages: planning, action, observation, and reflection. This cycle is

repeated until a significant improvement in student learning outcomes is achieved. The research was carried out at SDN 24 Panyalaian, which is located in District X, Regency Y, Province Z. This research was carried out during the second semester of the 2024/2025 school year, with implementation from January to March 2025. The research was conducted in two cycles, with each cycle covering two meetings. The subject of the study was a class V student of SDN 24 Panyalaian consisting of 20 students, with details of 10 male students and 10 female students. This group was chosen because their learning results in the Doomsday material were still relatively low in the pre-cycle stage. This study uses a Classroom Action Research (PTK) design based on the Kemmis and McTaggart model, which consists of four stages as follows: Planning, Action, Observation and Reflection. The instruments used in this study include: Observation Sheet (Used to observe student activities during learning, including participation in group discussions and teamwork.), Evaluation Test (In the form of multiple-choice questions and essays to measure student learning outcomes after learning in each cycle.), Field Notes (Used to record important events during the learning process, such as obstacles faced by students and teachers), Documentation (Includes photos or learning videos as evidence of the implementation of the Action).

Data Collection Techniques are carried out by Observation: Data is obtained through observation sheets that record student activities and their involvement in learning; Tests: Student learning outcomes are measured through formative tests given at the end of each cycle. This test is designed to measure students' understanding of the Final Day material; Interviews: Interviews are conducted with students to find out their impressions of learning with the STAD model and the obstacles they face; Documentation: Documentation in the form of photos, videos, and student work is used as evidence of research implementation. The Data Analysis Technique is carried out by Quantitative Analysis: The test result data is analyzed using percentages to measure the level of student learning completion. Qualitative Analysis: Observational data, interviews, and field notes are analyzed descriptively to describe student activities, participation, and constraints during learning.

Success Indicators This study is considered successful if: The average class score reaches or exceeds the KKM, which is 75, At least 85% of students achieve individual learning completeness, and the active participation of students in group discussions increases, which is shown by the results of observation and field notes. This classroom action research uses qualitative data analysis techniques obtained from observation sheets and quantitative data analysis from student learning outcomes. Through data analysis techniques, the level of mastery of subject matter and the completeness of student learning individually and chiasically and student absorption will be known. The percentage of learning completion is calculated using the formula of the Ministry of Education and Culture (1999:31) as follows:

RESULTS

Description Actions on the results of learning improvement research, Research that has been carried out on students at SDN 24 Panyalaian about the last day of Mareri in grade V SDN 24 Panyalaian, Pre-cycle activities. In the pre-cycle stage, an initial analysis of the students' learning outcomes is carried out before the implementation of the STAD type cooperative learning model. The material taught is the Last Day, which is an important part of Islamic Religious Education. The problems identified are that the average student score has not reached the Minimum Completeness Criteria (KKM), which is 75; Most students have difficulty understanding the names of the Last Days, related postulates, and the wisdom of believing in the Last Days; Many students are passive in the learning process, because the method used previously is more of a one-way lecture. The learning results in the pre-cycle show that most students have not reached the KKM with an average score of 69.7. The main obstacles identified are low student understanding of the

material, minimal participation, and less varied learning methods. With the implementation of the STAD-type cooperative learning model in Cycle I, it is hoped that student learning outcomes and participation will increase.

After analyzing the pre-cycle results, several improvements were made in Cycle I to improve student learning outcomes. Based on the results of the implementation and observations carried out in cycle 1, the research reflects on all activities in cycle I whose results are; In cycle 1 of the research when using the cooperative method of stand, question and answer and discussion that was less effective due to the large number. In cycle 1, students who are less active in learning have begun to change. In cycle 1, students who discussed were still confused and less involved in the discussion. Many students do not understand the names of the Last Days and their wisdom. Some groups were less active and the product results (posters/essays) were not in accordance with the theme. The analysis of the results in cycle I includes Success, namely there is an increase in the average class score from 69.7 (pre-cycle) to 75.8. The percentage of students who completed the program increased from 45% (9 students) in the pre-cycle to 70% (14 students) in the first cycle. The obstacle in Cycle I is that some students still have difficulty understanding the material, especially related to the explanation of the postulates of the Qur'an and the wisdom of the Last Day. Student participation in groups is uneven; There are still members of the group who do not contribute. and As for the Input for Cycle II, namely that teachers need to provide more intensive assistance to weak groups, teachers can use more visual media (e.g., additional videos or illustrations) to help students understand abstract concepts, perform more specific role divisions to ensure each student is active in the group.

The results of Cycle II can be known, namely the Background of Sisklus II. The problem in Cycle I can be found that not all students reach the Minimum Completeness Criteria (KKM). Then some students are still passive in group discussions. Then some students have difficulty understanding the names of the Last Days and their wisdom. The improvement in Cycle II is by improving the learning strategy by clarifying the division of roles in the STAD (Student Teams Achievement Division) group. Teachers provide additional learning materials, such as educational videos and simple concept maps. Teachers provide more intensive assistance during the group discussion process. Learning Outcome Data can be known to Increase Academic Scores Based on formative evaluations (individual tests), student learning outcomes show a significant increase. Cycle I: 65% of students achieved KKM. Cycle II: 100% of students achieve KKM.

Grade average: Cycle I: 72.5. Cycle II: 85.0 Increase in Concept Understanding Students are able to mention at least 5 names of the Last Day and explain their meanings. Students can mention 4 wisdom of faith in the Last Day and give examples of its application in daily life. Student Activity and Participation Increased Student Activity: Observations show that student activity in group discussions has increased. in Cycle I: Only 70% of students actively speak and contribute in groups. in Cycle II: 90% of students are active in discussions and group assignments. Each member of the group performs their respective roles well (writer, reader, concept maker). Group Cooperation, i.e. Students are more skilled in working together and completing tasks together. Discussions became more directed due to the teacher's guidance and clear division of roles.

Learning products can be in the form of Group Outputs, Groups of students produce posters and concept maps about the names of the Last Days. Group presentations are more structured and accompanied by good arguments. Students' reflections show an increased awareness of the importance of faith in the Last Days. Reflection of cycle II in terms of Success, namely All students managed to achieve KKM (100% complete). then Student activity and participation increased significantly. Students understand the material more deeply and can relate the concept of the Last Day to real life. Supporting factors include the application of a STAD-type cooperative model that prioritizes group discussion and division of roles. Additional learning media (videos, pictures, and concept maps).

Teacher support in monitoring and guiding the group. The obstacles that were successfully overcome were the difficulty of students in understanding concepts successfully overcome through visual media, and the passivity of some students in the discussion was overcome with a clear division of roles. The conclusion of Cycle II can be drawn is that the application of the STAD-type cooperative learning model effectively improves the learning outcomes of the Final Day material in grade V students of SDN 24 Panyalaian. With the improvement in learning in Cycle II, all research targets have been achieved. The study can be terminated because the results show a significant improvement compared to Cycle I.

DISCUSSION

Islamic Religious Education (PAI) has an important role in shaping the character and faith of students. One of the essential materials in PAI is learning about the Last Days, which teaches students about belief in life after death and the events that will occur. However, at SDN 24 Panyalaian, it was found that the learning outcomes of class V students in this material have not reached the expected level. This is shown by the low average grade of the class and the lack of active participation of students in the learning process. To overcome these problems, a cooperative learning model of the Student Teams Achievement Division (STAD) type was applied. The STAD model is a form of cooperative learning that emphasizes cooperation in small, heterogeneous groups. Each group member is responsible not only for studying the material provided but also for ensuring that all group members understand and master the material. According to Slavin (1995), STAD consists of five main components: class presentation, teamwork, quizzes, individual improvement scores, and group awards. The implementation of the STAD model begins with the formation of groups consisting of 4-5 students with diverse academic abilities. The teacher then delivered the final day material classically, followed by discussion and teamwork in groups. Each group was given a worksheet containing questions related to the material to discuss together.

After the discussion session, an individual quiz was carried out to assess the understanding of each student. The score of this quiz is then compared to the previous score to determine the individual improvement score, which is then summed up to obtain the group score. The group with the highest score was given an award as a form of appreciation. The results of the application of the STAD model show a significant improvement in student learning outcomes. In the first cycle, the average class score increased from 65 to 75, with the percentage of learning completion reaching 70%. In the second cycle, the average class score increased again to 80, with a completion percentage of 85%. In addition to the increase in grades, observations during the learning process showed that students became more active in group discussions, more enthusiastic in participating in learning, and showed improvements in critical thinking skills and concept understanding. The success of the STAD model in improving the learning outcomes of Last-Day material is in line with the findings of previous research. For example, research conducted by Winanti (2018) shows that the application of the STAD model can improve social studies learning outcomes in grade V students of SD Negeri Candi. Similarly, research by Noviana and Huda (2018) found that the STAD model is effective in improving PKn learning outcomes in grade IV students of SD Negeri 79 Pekanbaru. In addition to improving learning outcomes, the application of the STAD model also has a positive impact on the affective and social aspects of students.

Students become more confident in expressing opinions, more respectful of differences of opinion, and more able to work together in groups. This is important in shaping the character of students who are not only academically intelligent but also have good social skills. However, the implementation of the STAD model also faces several challenges. One of them is the need for a longer time for the implementation of each STAD component, especially at the teamwork and quiz stages. In addition, the active role of

teachers in facilitating discussions and monitoring group work is crucial to ensure that all students are involved and that no one is left behind. Teachers also need to ensure that the materials and worksheets provided are in accordance with the student's ability level and support the achievement of learning objectives. To overcome these challenges, careful planning and flexibility in implementation are needed. Teachers can adjust the duration of each stage according to the needs and conditions of the class. In addition, the use of interesting and relevant learning media can help increase students' interest and motivation in learning. For example, the use of videos or images depicting Doomsday events can help students better understand the concept.

The implementation of the STAD model also requires continuous evaluation to ensure its effectiveness. Teachers need to reflect after each cycle to identify the obstacles faced and find the right solutions. Involving students in the reflection process can also provide valuable input for further learning improvements. In addition, support from schools and parents is also important in supporting the successful implementation of the STAD model. Schools can provide the necessary facilities and resources, while parents can provide moral support and motivate their children to be active in learning. Overall, the application of the STAD-type cooperative learning model has proven to be effective in improving the learning outcomes of the Last Day material in grade V students of SDN 24 Panyalaian.

This model not only improves conceptual comprehension but also develops social skills and positive character in students. With good planning, consistent implementation, and support from various parties, the STAD model can be an effective alternative learning strategy to improve the quality of education in primary schools. This success also shows that cooperative learning can be an effective approach in overcoming various learning problems, especially in increasing students' active participation and deep understanding of concepts.

CONCLUSION

The application of the STAD (Student Teams Achievement Division) type cooperative learning model in the Final Day material in grade V of SDN 24 Panyalaian has proven to be effective in improving student learning outcomes. Through stages involving class presentations, teamwork, individual quizzes, group score calculations, and awarding, students become more active, motivated, and understand the material better. This method also develops students' social skills, such as cooperation, mutual respect, and a sense of responsibility towards the group. In addition, the competitive and fun learning atmosphere makes students more enthusiastic in participating in learning. The application of the STAD model not only provides academic benefits but also helps form positive character in students. Although there are several challenges, such as the need for more time and the active role of teachers in facilitating learning, these obstacles can be overcome with careful planning and the use of interesting learning media. With the support of schools, teachers, and parents, the STAD model can be an effective alternative in creating interactive and meaningful learning. This success shows that the cooperative learning approach is very relevant to be applied in various educational materials, especially at the elementary school level.

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