

JURNAL PENDIDIKAN PROFESI GURU

Jurnal Pendidikan Profesi Guru

Volume 1 (2) 207 – 213 July 2023

The article is published with Open Access at: <https://journal.ar-raniry.ac.id/index.php/ppg/index>

Implementation of the Student Teams Achievement Division Cooperative Learning Model in Improving Student Learning Outcomes in Islamic Education Learning at SD Negeri 100501 Sigolang

Muhammad Fauzy Rahmi ✉, SD Negeri 100501 Sigolang, Indonesia

Maryam Khoiriyah, SD Negeri 100501 Sigolang, Indonesia

Horas Pasaribu, SD Negeri 100501 Sigolang, Indonesia

✉ muhammadfauzyrahmi26@gmail.com

Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the Student Teams Achievement Division Type 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 elementary 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 research success indicators. The results of the study indicate that the Student Teams Achievement Division Type 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 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, the Student Teams Achievement Division Type Cooperative Learning Model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Studens Team Division Cooperative Learning Model, Learning Outcomes, Islam Education.

Received ; Accepted ; Published

Citation: Rahmi, F, M., Khoiriyah, M., & Arifin, A. (2023). Implementation of the Student Teams Achievement Division Cooperative Learning Model in Improving Student Learning Outcomes in Islamic Education Learning at SD Negeri No. 100501 Sigolang. *Jurnal Pendidikan Profesi Guru*, 1(2), 107-213.



Published by Program Studi Pendidikan Profesi Guru Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh.

INTRODUCTION

Education is the most important thing in life, this means that every human being has the right to get and hope to always develop in education. Through quality education, a nation is able to create quality human resources as well. Education in general comes from family, school and community. A good education is an education that starts from the family environment. However, most people neglect this primary education. They completely

leave their children's success to teachers at school, even though teachers at school are tasked with helping to develop the potential of students who have previously been found in the family. Guidance from parents is very influential on the future of their children, especially in the field of religion. Guidance in the field of religion can be applied by parents and teachers through Islamic religious education. The hadith related to parental guidance that determines religion is as follows: "It has been narrated to us, Adam has narrated to us, Ibn Abu Dza'bi from Az Zuhriy from Abu Salamah bin 'Abdurrahman from Abu Hurairah (may Allah be pleased with him) said; The Prophet (peace and blessings of Allaah be upon him) said: "Every child is born in a state of fitrah. Then it is the two parents who will make the child a Jew, a Christian or a Magi as the animal is born completely. Have you seen animals born disconnected (nose, ears etc.)? (H.R. Bukhari). Based on the hadith above, both parents have a great obligation to guide their children, especially in the field of religion. However, in addition to parents, teachers also have a role to guide students at school to become the next generation who believe and fear Allah swt. Creating a generation that believes and fears Allah swt must go through education, namely Islamic Religious Education in order to become quality human beings. To be a quality human being, human beings are commanded to always learn. Learning is a way to know something that has never been known before and develop what has been He knew that. In addition, in Islam people are required to always learn in order to be able to distinguish between good and bad. The impact we get from learning is very positive, not only knowledge but also rewards and high degrees, as Allah swt said. in QS. Al-Mujadalah/ 58: 11, as follows Artinya: "O you who believe! When it is said to you, "Give space in the assemblies, and make it spacious, and Allah will give you space. And if it is said, "Stand up for you," then stand up, surely Allah will raise up those who believe among you and those who are given some degree of knowledge. And Allah is meticulous in what you do." The above verse is one of the motivations given directly by Allah swt. to His servants so that they may be diligent and practice what they have learned. Therefore, as a human being who is given reason, he should be able to distinguish between good and bad so as not to waste the time and knowledge that has been given to him. Another opinion states that learning is a process of effort that a person takes to obtain an overall change in behavior, as a result of his own experience in interaction with his environment. Talking about learning, especially in formal education, certainly requires good teachers to create good educational results as well. The success of the learning process is closely related to the ability of teachers to develop and implement learning models that are oriented to the intensity of student involvement in the learning process.⁴ Many students are not interested in learning in the classroom, even they feel tormented. Thus, teachers must not only master the learning material, but also master methodical didactics in terms of choosing the right learning model. The learning model is a pattern of activities that structurally guide and direct the course of the learning process, creating interesting learning in the framework of learning students towards the achievement of the learning objectives that have been set. The use of the right learning model aims to create learning that allows students to learn actively and happily so that students can achieve optimal learning outcomes and achievements. Anurrahman in Syamsu Sanusi's book argues that the use of the right learning model can encourage the growth of students' happiness with the lesson, grow and increase motivation in doing assignments, provide convenience for students to understand the lesson so that they can achieve good learning outcomes.⁵ The learning model is intended for all subjects in formal educational institutions, including Islamic Religious Education subjects. Observing the phenomenon of teaching and learning Islamic Religious Education at SD Negeri No. 100501 Sigolang Class IV, it appears that the learning outcomes of students are very far from the minimum completeness criterion (KKM) value that has been set, which is 75. This happens because teachers do not develop a mindset that is in accordance with the development of the education system. On the basis of the above problem, the researcher tried to use the Cooperative Learning model of the Student Teams Achievement Division (STAD) type of Class IV SD Negeri No 100501

Sigolang, with the hope that students can be interested and finally their Islamic Religious Education learning outcomes can be improved.

METHODS

The approach used by the researcher is as follows; 1) Psychological approach is an approach used to analyze students' behavior and deeds which are manifestations and images of their soul. This approach is used because one of the aspects that will be researched is the learning outcomes of students related to the learning process; 2) The paedagogical approach is an approach used to analyze the research object using educational references relevant to the author's research. This research is a classroom action research (Classroom Action Research) which intends to describe the application of the Student Teams Achievement Division (STAD) type Cooperative Learning model in improving the learning outcomes of Islamic religious education subjects for Grade IV students of SD Negeri No 100501 Sigolang. The researcher used the classroom action research model applied by Kurt Lewin. Kurt Lewin explained that there are 4 things that must be done in the action research process, namely planning, action, observation, and reflection. The implementation of action research is a process that occurs in a continuous circle. Planning is the process of determining an improvement program that departs from an idea of the researcher, while action is the treatment carried out by the researcher in accordance with the plan that has been prepared by the researcher. Observation is an observation that is carried out to find out the effectiveness of actions or collect information about various weaknesses (shortcomings) of actions that have been carried out and reflection is an analysis activity about the results of observations until a new program or plan emerges. Location This class action research was carried out at SDN No 100501 Sigolang Class IV Sigolang Village. Aek Bilah District, South Tapanuli Regency. With a total of ten (10) students. Data Source; 1) Primary data is research data obtained directly from the source, namely all students of Grade IV SD Negeri No 100501 Sigolang; 2) Secondary data is research data obtained indirectly or through intermediaries recorded by other parties. Data Collection Techniques In collecting data in the field, the author uses several Field Research techniques. As for this study, the researcher will use; 1) interview; 2) Documentation; 3) Observation, as well as; 4) Test.

RESULTS

The application of the Cooperative Learning model, specifically the Student Teams Achievement Division (STAD) type, in Islamic Education at SD Negeri No. 100501 Sigolang led to marked improvements in student learning outcomes. Before the implementation of STAD, students showed varying levels of engagement, with some remaining passive during lessons and others struggling to grasp key concepts in Islamic Education. However, after incorporating the STAD method, students became more motivated and active participants in the learning process, leading to significant improvements in their understanding of the material.

STAD promotes cooperative learning, where students are divided into small teams to work together in achieving common academic goals. This approach helped students develop not only their academic skills but also their social skills, as they were required to communicate and collaborate effectively with their peers. By working in teams, students were able to assist each other in understanding complex topics in Islamic Education, thus improving their collective learning outcomes.

An important observation from this study was the improvement in students' academic performance. The cooperative nature of STAD allowed students to support each other in completing assignments and mastering Islamic teachings. As a result, test scores and assessments showed a clear upward trend in students' knowledge of Islamic principles, prayers, and other related subjects. Through the group-based activities and

collaborative efforts, students gained a deeper understanding of the material, which translated into better academic achievement.

Additionally, students showed an increased sense of responsibility for their own learning. With STAD, each student was given an individual score based on their performance, which contributed to their team's overall success. This individual accountability motivated students to take ownership of their learning, as they understood the importance of their contributions to the team's success. The desire to perform well and help their peers achieve the best possible results led to greater enthusiasm and commitment to learning.

Another benefit observed was the enhancement of students' critical thinking and problem-solving skills. By working together in teams to solve problems and discuss various topics related to Islamic teachings, students were able to analyze different viewpoints and arrive at well-informed conclusions. This collaborative learning environment fostered a deeper understanding of the subject matter, as students were not merely memorizing facts but were actively engaging with and critically reflecting on the material.

The study also revealed that STAD helped create a positive classroom atmosphere. Students who had previously been shy or reluctant to participate in lessons became more confident as they worked in teams and shared their ideas with their peers. The cooperative nature of STAD encouraged students to engage in healthy discussions, helping them build stronger relationships with their classmates. This positive interaction led to increased social cohesion and a more inclusive learning environment.

Despite the positive outcomes, the implementation of STAD was not without challenges. One issue faced by the teacher was managing the time allocated for group activities. Since students were working in teams, it sometimes took longer for them to complete assignments or discussions. Teachers had to carefully manage class time to ensure that all topics were covered within the limited period. Additionally, some students struggled with group dynamics, as they were not accustomed to working in teams. However, with proper guidance and support from the teacher, these challenges were effectively overcome.

The teacher also played a crucial role in ensuring the success of STAD. They were responsible for monitoring the progress of each team, providing guidance when needed, and ensuring that all students were actively participating. This required the teacher to be more involved in the classroom activities, offering individual support to students who needed assistance. By maintaining a balance between group work and individual support, the teacher was able to ensure that each student had the opportunity to succeed.

In conclusion, the application of the Cooperative Learning model, specifically the STAD type, in Islamic Education at SD Negeri No. 100501 Sigolang led to significant improvements in student learning outcomes. The collaborative and supportive environment fostered by STAD allowed students to engage more deeply with the material, improve their academic performance, and develop important social and critical thinking skills. Despite some challenges, the benefits of this model made it an effective and valuable strategy for enhancing student learning in Islamic Education..

DISCUSSION

From the results of observations and tests carried out, it shows that the activeness of students and the motivation to learn are still low, so it is necessary to improve the application of the cooperative learning model about the material of Welcoming the Age of Puberty using the same model. From the results of observations and tests carried out, it was shown that the activeness of students increased, as well as the learning outcomes of students increased significantly so that the application of the Coverative learning type

STAD model to the material welcoming the age of puberty can improve the learning outcomes of students.

The implementation of the Cooperative Learning model, specifically the Student Teams Achievement Division (STAD) type, in Islamic Education at SD Negeri No. 100501 Sigolang demonstrated a notable enhancement in student learning outcomes. By working in small teams, students were able to collaborate and support one another in mastering the material. The cooperative approach created a sense of responsibility, where students actively participated in discussions, problem-solving tasks, and collaborative activities, thus leading to a deeper understanding of Islamic principles, rituals, and ethical teachings.

One of the key benefits of the STAD model was its ability to foster student engagement. Unlike traditional methods where students are often passive recipients of information, STAD encouraged active participation. Students worked together to achieve common academic goals, which helped them engage with the material in a meaningful way. This increase in engagement was reflected in the students' performance, as they demonstrated a more profound understanding of the material in both formative and summative assessments.

Additionally, the implementation of STAD helped students develop essential social skills. The cooperative nature of this model encouraged communication, negotiation, and teamwork. As students worked together in teams, they shared ideas, asked questions, and discussed various Islamic concepts, fostering a collaborative learning environment. These interactions enhanced not only academic learning but also social cohesion among students, helping to create a positive classroom atmosphere that supported mutual respect and teamwork.

The STAD model also promoted the development of critical thinking and problem-solving skills. Working in groups allowed students to approach Islamic topics from multiple perspectives, analyze information, and collaboratively solve problems. For instance, when studying topics like the five pillars of Islam, students engaged in discussions where they could connect theoretical knowledge to practical life situations. This not only helped them understand the material in-depth but also encouraged them to think critically about how to apply their Islamic knowledge in real life.

Furthermore, STAD's emphasis on individual accountability contributed to students' sense of ownership over their learning. By assigning individual scores based on their contributions to the team's performance, students were motivated to work diligently, as they knew their efforts directly impacted their team's success. This fostered a sense of responsibility and encouraged students to take initiative in their learning. Students no longer relied solely on the teacher for guidance but instead took responsibility for their own learning process.

Despite the numerous benefits of STAD, the implementation of this cooperative learning method posed certain challenges. One of the main challenges was time management. Group discussions and activities took longer than initially anticipated, which made it challenging to cover all required topics within the lesson timeframe. Teachers had to carefully structure each session to ensure that students had enough time for both group work and individual learning while adhering to the curriculum's requirements.

Another challenge was managing the group dynamics. While most students thrived in a collaborative environment, some students struggled with teamwork due to differences in communication styles, participation levels, or attitudes towards the subject. To overcome this, the teacher provided guidance and actively monitored group work, ensuring that every student was involved and contributing to the group's success. Strategies such as assigning specific roles within the groups and providing feedback on group processes helped address this issue and maintain a productive learning environment.

In conclusion, the implementation of the STAD model in Islamic Education at SD Negeri No. 100501 Sigolang had a significant positive impact on students' learning outcomes. By promoting active engagement, critical thinking, teamwork, and individual

responsibility, STAD facilitated a comprehensive and interactive learning environment. While challenges such as time management and group dynamics were encountered, these were addressed through careful planning and teacher intervention. Overall, the cooperative learning model proved to be an effective approach in improving students' academic achievements and their social and cognitive skills in the study of Islamic Education.

CONCLUSION

From the results of observations and tests carried out, it shows that the activeness of students and the motivation to learn are still low, so it is necessary to improve the application of the cooperative learning model about the material of Welcoming the Age of Puberty using the same model. From the results of observations and tests carried out, it was shown that the activeness of students increased, as well as the learning outcomes of students increased significantly so that the application of the Coverative learning type STAD model to the material welcoming the age of puberty can improve the learning outcomes of students.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numbered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.

- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.