

Proceedings of International Conference on Islamic Education and Science Development (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

Mataram, 27 May 2023 Available online at <https://proceeding.uinmataram.ac.id/>

EFFECTIVENESS OF STAD (STUDENT TEAM ACHIEVEMENT DIVISION) LEARNING METHOD ON AL-QUR'AN HADITS LEARNING OUTCOMES

Kharisul Wathoni¹, Afif Syaiful Mahmudin², Nurul 'Alimatul Dearanti³

State Institute for Islamic Studies of Ponorogo, Ponorogo, Indonesia

kharisulwathoni73@gmail.com

ABSTRACT

The background to the preparation of this article is the use of learning methods in the Al-Qur'an Hadith subject used by teachers at Madrasah Aliyah Putri Ma'arif Ponorogo. From the findings of researchers, the implementation of learning using conventional learning methods. So that several problems arise that make this learning method inefficient if applied continuously, especially related to student learning outcomes. It is known that the quality of Al- Qur'an Hadith study results is still very low because it has not reached the desired target. Therefore, researchers provide offers as well as solutions by applying the current learning method, namely STAD (*Student Team Achievement Division*) for Al-Qur'an Hadith subject in class XII MA Putri Ma'arif Ponorogo. This research is a classroom action research that aims to find out how effective the STAD (*Student Team Achievement Division*) method is Division on the subject of Al- Qur'an Hadith in improving student learning outcomes. This research uses descriptive quantitative research. Data collection techniques used are observation, interviews, documentation and tests. Methods of data analysis using percentages. The results obtained after applying the STAD type cooperative learning method are proven to be able to improve student learning outcomes. Evidenced by the initial learning outcomes from cycle I of 43.75% increased in cycle II to 87.5%.

KEYWORDS: *Classroom Action Research, Cooperative Learning Methods, STAD, Learning Outcomes.*

INTRODUCTION

Teaching and learning activities are interactions carried out by teachers and their students by conveying material and knowledge that will later be beneficial to their students. In conveying this knowledge, appropriate and efficient learning methods are needed by the teacher. At Madrasah Aliyah (MA) Putri Ma'arif Ponorogo, the use of learning methods is still conventional or traditional. So that it makes students quickly get bored and bored to participate in teaching and learning activities. This will certainly affect the learning outcomes received by students. In addition to being a reference for teachers to determine student progress in cognitive, affective and psychomotor aspects, learning outcomes will also provide motivation or encouragement for students.

Learning outcomes become criteria (benchmarks) that refer to goals so that how much influence teaching and learning strategies have on student success can be known to

determine progress in achievement. Based on observations and interviews with researchers with teachers of Al- Qur'an Hadith class XII A MA Putri Ma'arif Ponorogo, it can be said that students ' understanding of the concept of Al- Qur'an Hadith material does not meet the standard of mastery of learning outcomes. In the Al- Qur'an Hadith subject at Putri Ma'arif Ponorogo Islamic High School, the completeness of learning outcomes is above 70 whereas if it is below 70 it is considered incomplete.

Qur'an Hadith subject at the madrasah is to use the lecture method by the teacher to the students, then proceed by answering questions on the Student Worksheet (LKS). This is certainly a challenge for researchers, who must formulate, arrange and create learning methods so that they are not too monotonous in the eyes of their students. So, researchers used the STAD (*Student Team Achievement) method Division*) as a learning method in the subject of Al- Qur'an Hadith. This is done because the STAD learning method can know how to improve student learning outcomes which were originally from cycle I of 43.75% increased in cycle II to 87.5%.

METHOD

This research is a class action research (CAR). The research location was carried out at Putri Ma'arif Ponorogo Islamic High School which is located at Jl. Sultan Agung No. 81 Ponorogo. This research lasted for one month, starting on Tuesday, September 6, 2022 and ending on Tuesday, September 27, 2022. The subjects in this study were class XII A students at MA Putri Ma'arif Ponorogo with a total of 16 female students. While the research sample was 16 students of class XII A. Data collection was carried out through a descriptive quantitative research approach with several instruments as data collectors and analysis. The instruments used in this study were observation, interviews, documents and tests. Data analysis techniques using descriptive statistical analysis. Data on the value of the test results taken at each meeting is changed to grades.

$$Value = \frac{Total\ score\ obtained}{Total\ maximum\ score} \times 100\%$$

Learning achievement tests are used to determine learning outcomes and class completeness. Data on student learning outcomes were obtained from the results of cycle I and cycle II tests. Learning outcomes are entered into a table based on the average learning outcomes category.

Table 1 Categorization of Learning Outcomes

Criteria	Mark
Very well	90-100
Good	80-89
Enough	70-79
Not enough	60-69
Very less	≤ 59

Qur'an Hadith subject in terms of its completeness aspect. The percentage of completeness of students can be found by using the formula:

$$Value = \frac{Number\ of\ students\ who\ completed}{Number\ of\ students\ in\ class} \times 100\%$$

Qur'an Hadith subjects at MA Putri Ma'arif Ponorogo, which is 70.

Table 2 of Student Completeness Values

Mark	Category
70-100	complete
0-69	Not completed

The observation sheet for the implementation of STAD type cooperative learning was given a score based on the assessment rubric that had been made, the data was analyzed using descriptive statistical analysis, namely the percentage of learning implementation. the percentage of implementation of learning is made calculated using the formula:

$$\% \text{ Execution} = \frac{F}{A} \times 100\%$$

Information:

F = the total score of the implemented learning action plan

A = total score of the overall lesson plan

Student Team Achievement, cooperative learning method was *Division to improve learning outcomes* in class XII A Al- Qur'an Hadith subject at MA Putri Ma'arif Ponorogo. Then, to find out the development of students, researchers used the Classroom Action Research (PTK) model of Kemmis and mc. Taggart with two cycles. Each cycle consists of identifying problems that arise during learning, action planning, action implementation and action reflection.

RESULT AND DISCUSSION

The following is an overview of the increase in students' conceptual understanding tests, which can be seen in the following description:

Table 3 Recapitulation of Students' Concept Understanding Test Percentages

Cycle I (Mean Rating)	Cycle II (Mean Rating)
77	87

Based on the table above, an increase in understanding of the concept from cycle I to cycle II was obtained, namely:

Table 4 Frequency and Percentage of Learning Outcomes of Class XII A Students of MA Putri Ma'arif Ponorogo in Cycle I and Cycle II Through the Application of STAD Type Cooperative Learning Model

Category	intervals	Cycle I		Cycle II	
		The number of students	Percentage (%)	The number of students	Percentage (%)
Very well	90-100	3	18.75	7	43.75
Good	80-89	4	25	7	43.75
Enough	70-79	8	50	2	12.5
Not enough	60-69	1	6,25	0	0
Very less	≤ 59	0	0	0	0
Amount		16	100.00	16	100.00

The mastery of learning the Al- Qur'an Hadith of students can be determined based on the existing KKM scores, so the distribution of frequencies and percentages of mastery of learning the Al- Qur'an Hadith in cycle I and cycle II are obtained as follows:

Table 5 Percentage of Learning Completeness of Class XII A Students of MA Putri Ma'arif Ponorogo

Category	Mark	Cycle I		Cycle II	
		The number of students	Percentage (%)	The number of students	Percentage (%)
Not Completed	< 70	9	56,25	2	12.5
Complete	≥ 70	7	43.75	14	87.5
Amount		16	100	16	100

Based on the data presented, it can be seen that students who are in the complete category have increased from cycle I to cycle II. The number of students who completed the first cycle was 7 students or 43.75% increased to 14 students or 87.5% in the second cycle.

1. Cycle I

In the implementation of cycle I, the research activities were expanded by observing students and implementing three learning activities, namely preliminary activities, core activities and closing activities. In the preliminary activities, after doing the habituation the researcher mentioned a little about the material in the previous meeting and linked the material to be studied today. Next, it explains the learning scenario with the STAD (*Student Team Achievement) method Division*) to students. In the main activity the researcher divided the students into four groups

and asked them to discuss and analyze the images associated with the arguments of the Qur'an or Hadith . Meanwhile, in the closing activity, the teacher reaffirmed the material presented today and continued with *the pre- test* .

In the activities in cycle I, the researcher still gave explanations of the material in a lecture manner at the beginning and at the end which made the students bored. In group activities, the researcher also found students who did not take part in the discussion so that if one friend was confused about finding an answer, the other friends did not try. At the time of the presentation by delegating representatives from each group, the other groups also had no response to respond or ask questions. So when answering *pre test* given by researchers after learning is complete, there are still many students who have not achieved completeness.

After holding a meeting in cycle I, the researcher reflected on the obstacles encountered in the learning process in cycle I. And the results of the first cycle of reflection are used as a reference for making reference to planning the learning process that will be carried out in cycle II. Therefore, the improvements made in cycle II should put more emphasis on student group work which can involve all group members, so that each individual can take part, take the initiative and provide creativity in group work.

2. Cycle II

In the initial activities of cycle II, they are still the same as those of cycle I, namely the sequence of three learning activities starting from preliminary activities, core activities and closing activities. In the preliminary activities, after doing the habituation the researcher mentioned a little about the material in the previous meeting and linked the material to be studied today. Researchers also provide communicative questions related to the material presented before starting learning. Next, it explains the learning scenario with the STAD (*Student Team Achievement method Division*) to students using hvs paper media and ballpoint pens. Then the students were divided into four groups. In the main activity, each group discussed and presented the results of the discussion. And the closing activity, the researcher gave a re-explanation and gave awards to students for the group that had the highest score.

The difference between cycle I and cycle II is in the learning media used and the scenario of the group discussion process. In cycle II the learning media used were hvs paper and ballpoint pens or markers. The media is used to make concept maps with group creativity. Each group is given about 10 minutes to discuss who will write what, because at the time of writing and branching between branches on the concept map, different people are not allowed to look at the book. Each individual is also only given 2 minutes and continues with the next friend. This activity lasted for 10 minutes.

With this activity, students are already running the STAD type cooperative learning model, because in it it makes students discuss the problem of who will write what. In addition, each student also contributes to the assignment given by the researcher. Students will also understand more about the material by reading the results of the concept map they made. By making the concept map, students are also asked to provide innovation and creativity in it which is the main attraction.

The results of reflection from cycle II are that most of the students are active and directly involved in group work. Students looked more enthusiastic than cycle I. Individuals between individuals also gave more explanations so they could make concept maps according to their goals. *Pre-* assessment results *test* also increased. This is shown in the results of the presentation and power analysis described in the table above with more students getting a complete score.

Classroom learning and learning activities are actions that involve teachers and students together to achieve a goal. Students carry out learning activities to get new behavior, while the teacher's action is teaching, namely facilitating student learning. Learning is none other than managing or organizing learning activities, namely functioning the various components of teaching and learning in collaboration (Johar & Hanum, 2021) (p.27). In the learning process there must be reciprocal interaction between the teacher and the students. This interaction results in educative interaction, which takes place during educational activities and to achieve these educational goals.

At MA Putri Ma'arif Ponorogo, teaching and learning activities after Covid-19 have been running face-to-face and educational interactions have taken place between teachers and their students. Researchers carry out face-to-face learning activities lasting for one month or four meetings in class by teaching Al- Qur'an Hadith subjects in class XII A. One class meeting lasts 90 minutes. During the learning process, educational interactions have been found between researchers and students.

According to Oemar Hamalik , learning is an organized combination, including human elements, materials, facilities, equipment and procedures that influence each other to achieve learning objectives, in this case humans are involved in the teaching system consisting of students, teachers and other personnel, Materials include books, blackboards and others. Through learning, students carry out the learning process according to the teaching plan that has been programmed. Thus, the element of intentionality through planning by the teacher is the main characteristic of learning. (Restian, 2020) (p.99-100) based on the expert's opinion it can be concluded that in learning various steps and tools or methods are needed so that learning goes according to a plan prepared by a teacher.

The success or failure of a learning process can be seen through the final results in teaching and learning activities, one of which is to evaluate and obtain learning outcomes from students. Sudijono (in Sarkadi , 2020), said that learning outcomes are a reference for the success of the learning process, so learning outcomes are often seen as very important even though learning outcomes are not the most important, but in the 2013 curriculum it prioritizes the learning process itself. whereas according to Sudjana (2005), the definition of student learning outcomes is a change in behavior, a deeper understanding includes the cognitive, affective and psychomotor fields. (Wurjanti, 2022)

Based on several expert opinions regarding learning outcomes, it can be concluded that learning outcomes are the abilities possessed by students, both in terms of cognitive, affective and psychomotor which can be seen from the evaluation activities provided by educators. The results of this study serve to determine the level of ability of students and provide motivation, while for educators learning outcomes are to determine the progress of their students and as information for educators, parents or guardians of students as well as guidance and counseling agencies.

Qur'an Hadith subject, where the learning process in class XII Al- Qur'an Hadith subject at MA Putri Ma'arif Ponorogo used conventional learning methods. . Conventional or traditional learning methods are considered as appropriate methods according to one of the teachers. However, after I went straight into the field by teaching at the first meeting using conventional learning methods in the form of lecture methods, many students did not focus on listening to the explanation of the material. And when researchers give *pre test* to students, they still find learning outcomes that have not reached the Minimum Completeness Criteria (KKM).

Based on the first *real teaching* carried out by researchers in the class and conducting observations and tests, several problems emerged that could affect student learning outcomes, one of which was the learning method provided. The learning method that is planned and given by the teacher to students greatly influences the process of teaching and learning activities, especially in the final results received by students. So the researchers designed a learning method at the next meeting, namely using the cooperative learning method whose learning system focuses on students from various aspects.

Cooperative learning model or also called *cooperative learning* is a learning model that is carried out in which students learn and work in small groups consisting of 4-6 children and are heterogeneous. The meaning of this trait is that each member of the group has different abilities, different genders, even different races and ethnicities. The purpose of the heterogeneous nature is to train students to be able to accept the differences that exist in their groups, so that the cooperation of ideas in groups can still be carried out. The following is the understanding of the cooperative learning model according to some experts:

1. carving Taniredja, et al (2011: 55), cooperative learning (*cooperative learning*) is a teaching system that provides opportunities for students to work together with fellow students in structured tasks.
2. Slavin (Isjoni, 2011: 15), "*In cooperative learning methods, students work together in the ember teams forum to master material initially a by the teacher.*" This means that *cooperative learning* or cooperative learning is a learning model in which the system of learning and working in small groups will become resource persons for students who are less able, who have the same orientation and language.
3. Sunhaji (2016), *cooperative Learning* requires more active students to convey ideas or ideas in the form of fellow students. in this case the atmosphere becomes very dynamic, it will even form an increase in students' thinking skills. students' thinking abilities, ranging from simple thinking skills to complex thinking skills.
4. M. Nafiur Rofiq (2010: 1), cooperative learning is a learning method that is carried out by working together among students, so that later students do not only achieve success individually or support each other among students. But they can also help their study partners who are capable below the minimum standard. Thus grows the social spirit in students. (Bastian & Reswita, 2022)

Based on some of these expert opinions, it can be concluded that the cooperative learning method is an effective learning method with learning that focuses on students. Because in learning students are divided into several groups and each group consists of 4-5 people by exchanging ideas looking for appropriate answers to a problem or problem given by the teacher. This can also foster the nature of cooperation between students in order to get maximum results for the group.

Qur'an Hadith subject, have found several things that are the main problem in the lack of learning outcomes students as previously mentioned. Based on this, the researcher coordinated with the teachers of the Al- Qur'an Hadith subject and took the initiative to carry out learning methods that collaborated with the game system. Because students easily get bored receiving explanations in lectures and in a very hyper active class, the researchers tried the STAD (*Student Team Achievement*) cooperative learning method. Division).

In the process learning activities still use the lecture method as a start, this is due to the use of the STAD (*Student Team Achievement*) method Division) is a type of cooperative learning model. As said by Trianto (2009: 68), that type STAD cooperative learning is a cooperative learning model using small groups with the number of members in each group of 4-5 students heterogeneously, which is a mix according to level of achievement, gender and ethnicity. Beginning with the delivery of learning objectives, delivery of material, group activities, quizzes and group awards. (Goddess, Putu Yulia Angga. Kusumawati, Niniek. Pratiwi, 2021)

Model STAD (*Student Team Achievement Division*) which was developed by Robert Slavin and his friends at Johns Hopkin University requires students to be divided into groups of four with diverse abilities, gender and ethnicity. The teacher gives a lesson and students in the group ensure that all group members can master the lesson.

Finally, all students took individual quizzes on the material and at that time they were not allowed to help each other. Students' quiz scores are compared to their self-acquired average, and grades are awarded based on how much it surpasses their previous score. These values are then added up to get a group score and the group that can reach certain criteria can get a prize.

Slavin explained, "the main idea behind STAD (*Student Team Achievement Division*) is to spur students to actively encourage and help one another to master the skills taught by the teacher. If students want the group to earn prizes, they must help their group mates in learning the lesson. They must encourage group mates to do their best, displaying the norms that learning is important, valuable and fun. (Goddess, Putu Yulia Angga. Kusumawati, Niniek. Pratiwi, 2021)

The use of STAD type cooperative learning methods (*Student Team Achievement Division*) has advantages and disadvantages. According to Roestiyah (2001: 17) the advantages of the STAD cooperative learning model (*Student Team Achievement Division*) is as follows:

1. Can provide opportunities for students to use the skills to ask questions and discuss a problem
2. Can provide opportunities for students to more intensively conduct investigations on a problem
3. Can develop leadership talent and teach discussion skills
4. Students are more actively involved in their lessons and they are more active in discussions
5. Can provide opportunities for students to develop a sense of respect, respect the personal respect of their friends and respect the opinions of others

While the shortcomings of the STAD type cooperative learning model are:

1. Requires more natural time for students so it is difficult to achieve curriculum targets
2. Requires longer time for teachers so that in general teachers do not want to use cooperative learning
3. Demanding certain characteristics from students, for example the nature of cooperating (Dewi, Putu Yulia Angga. Kusumawati, Niniek. Pratiwi, 2021)

The method developed by Robert Slavin (2008) is used by teachers to teach new academic information to students every week, either through verbal or written assessments. STAD method steps as follows:

1. Individually or in teams, every week or every two weeks will evaluate to determine their mastery of the academic material that has been studied
2. Each student and each team is given a score for their mastery of teaching materials and individual students or teams who achieve high achievements or obtain perfect scores are rewarded. Sometimes some or all of the teams get awards if they are able to achieve certain criteria or standards
3. The students in the class are divided into several groups or teams, each consisting of 4 or 5 members. Each group has heterogeneous members, both gender, race, ethnicity, and ability.
4. Each team or group member uses an academic worksheet and then helps each other to master the teaching material through questions and answers or discussion among fellow team or group members . (Sitorus & Harahap, 2019)

To determine the success of using the STAD type cooperative learning method (*Student Team Achievement Division*) to improve student learning outcomes in class XII A Al- Qur'an Hadith subject at MA Putri Ma'arif Ponorogo, researchers used a series of learning processes repeatedly or cycles to find results that match the learning method used. In the research cycle used to find the results of 2 cycles.

Student Team Achievement cooperative learning method Division) . As explained and explained above, that the STAD type cooperative learning method emphasizes group work. By doing group work, it is hoped that students can increase their understanding of the concept of Al- Qur'an Hadith material with the help of their friends and train students to express their opinions and can bring out the innovation and creativity of each individual.

Group work is given about 15 minutes and is continued by presenting the results in front of the class. Group discussions in the form of making concept maps are also given a time limit for each individual. Each individual was also asked to provide his creativity which was written on each of the branches on the concept map. With this, you can find out where the group work is and can give each individual responsibility for being able to contribute to group work. After the group work is completed, students will be given an evaluation in the form of *pre test* however, it is not permissible for them to work together but to work on their own without even looking at the book. This aims to see the results of the group work carried out and see which group gets the highest score.

Qur'an Hadith subject in class XII A MA Putri Ma'arif Ponorogo using the STAD type cooperative learning method experienced an increase in learning completeness in students, which was originally from cycle I of 43.75% increased in cycle II to 87.5%. Based on observations made by researchers, the achievement of learning mastery in cycle I was caused by several things, namely:

1. Found some students who do not focus on learning
2. It was found that some students did not contribute to group discussions
3. The planned time allocation exceeds the planned time

Based on the results of reflection on the learning process in cycle I, improvements were made to the learning process in cycle II. The actions given are almost the same as in cycle I, but efforts are made to fix the problems that arise. These efforts are:

1. Always monitor the time or be able to manage the time given
2. Providing a learning start in the form of a game which also provides communicative questions related to the material to be delivered
3. Strengthening the learning plan and process using the STAD type cooperative learning method

Looking at the results of data analysis and observations made by researchers, by looking at the final results, it shows that in the Al- Qur'an Hadith subject, positive thinking and patience in facing tests and trials in class XII A MA Putri Ma'arif Ponorogo has experienced an increase in results. learn by using the STAD type cooperative learning method. So this class action research was stopped until cycle II.

CONCLUSION

Qur'an Hadith class XII A subject at MA Putri Ma'arif Ponorogo, namely the lack of improvement in student learning outcomes , can experience a better improvement by using the STAD type cooperative learning method (*Student Team Achievement Division*) . This is evidenced by the use of learning cycles in classroom action research and descriptive quantitative data analysis, which was originally from cycle I of 43.75%, increased in cycle II to 87.5%.

REFERENCES

- Arsyad Azhar. (2011). *Media Pembelajaran*, Jakarta: Rajawali Pres.
- Aqib Zainal. (2009). *Penelitian Tindakan Kelas Untuk Guru SD, SLB, TK*, (Bandung: CV Yrama Widya.
- Bastian, A., & Reswita. (2022). *Model dan Pendekatan Pembelajaran* (S. Wahyuni (ed.)). CV. Adanu Abimata.
- Dewi, Putu Yulia Angga. Kusumawati, Niniek. Pratiwi, E. N. (2021). *Teori dan Aplikasi Pembelajaran IPA SD/MI* (T. Fairuz (ed.)). Yayasan Penerbit Muhammad Zaini.
- Johar, R., & Hanum, L. (2021). *Strategi Belajar Mengajar: Untuk Menjadi Guru yang profesional* (C. R. Zahara (ed.); revisi). Syiah Kuala University Press.
<https://www.unsyiahpress.unsyiah.ac.id>
- Mudjiono Dimiyati. (2009). *Belajar dan Pembelajaran*, Jakarta: Rineka Cipta.
- Nisa' Avita Khoirun', etc. (2022). *Jurnal Upaya Meningkatkan Hasil Belajar Al-Qur'an Hadist Melalui Penerapan Model Pembelajaran Quantum Teaching*, Development, Volume 1 Nomor 2, Oktober.
- Restian, A. (2020). *Psikologi Pendidikan Teori dan Aplikasi* (Cetakan ke). Universitas Muhammadiyah Malang. <http://ummpress.umm.ac.id>
- Setyani Sulis. (2019). Al I'tibar: Jurnal Pendidikan Islam, Vol. 6 No. 2, Halaman: 64-69, Agustus.

- Sitorus, A., & Harahap, H. A. (2019). *Gerakan Inovasi Mendidik Berkarakter* (A. Hastono (ed.)). CV. Perahu Litera Group.
- Suprpto Paul. (2001). *Teori Perkembangan Kognitif Jean Piaget*, Yogyakarta: Kanisius.
- Yusuf Munir, (2018). *Pengantar Ilmu Pendidikan*, Bara Kota Palopo: IAIN Palopo.
- Wurjanti, E. (2022). *Study Group Solusi Meningkatkan Motivasi dan Hasil belajar* (M. Hidayat & Miskadi (eds.)). Pusat Pengembangan Pendidikan dan Penelitian Indonesia.