

Efforts to Improve The Learning Outcomes of Islamic Education Through The Cooperative Imprisonment Model of Students Teams Achievement Division (STAD)

Mochammad Syafiuddin Shobirin^{1*}, Laila Viki Hildiana²

¹Agricultural Engineering Biosystems, Universitas KH. A. Wahab Hasbullah

²Islamic Education, Universitas KH. A. Wahab Hasbullah

*Email: syafiuddinshobirin@unwaha.ac.id

ABSTRACT

This study aims to improve the learning outcomes of grade X students through the cooperative learning model of Student Teams Achievement Division (STAD) in Islamic Religious Education subjects at high school Negeri 1 Jombang. This study uses qualitative research with the research subjects of Islamic Religious Education teachers and grade X students. Prior to the implementation of the Student Teams Achievement Division (STAD) cooperative model, the learning model applied by teachers using lecture methods resulted in students being less active in learning, lack of interaction between students, and less conducive classroom atmosphere. With this problem, the learning results obtained are less than maximum. To improve the learning outcomes of students teachers make efforts in the hope that the learning results obtained maximum results. Based on the results of the study, it is known that in an effort to improve the learning outcomes of grade X students in Islamic Religious Education subjects there is an increase in learning outcomes with the number of students 33 research results obtained with an average of 70.0 with a pre percentage of 33.33% increased to 84.01% with an average of 84. In the implementation of the cooperative learning model Student Teams Achievement Division (STAD) teachers apply 3 stages, namely the planning, implementation and evaluation stages. To find out the results of students' learning is done through pretest and posttest assessment. Based on the results of the study, showed that the model is very effective to improve student learning outcomes through the right Student Teams Achievement Division (STAD) cooperative learning model in Islamic Religious Education subjects because students are easy to accept learning, active in learning, cooperation between students.

Keywords: *Islamic Religious Education; Cooperative Student Teams Achievement Division; Learning Outcomes.*

INTRODUCTION

Education is an effort made with a specific purpose in the hope of developing the potential of human beings (Nurkholis, 2013). In accordance with the National Education Objectives stated in the Law of the Republic of Indonesia No. 20 of 2001 article 3 namely "National Education serves to develop the ability and form the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of learners to become human beings who believe in God almighty, noble character, healthy knowledge, a steady and independent personality, and a sense of responsibility" (Noor, 2018).

In an education a very important factor in the learning process is the educator, because educators are required to teach in the hope that it can be well received by the learner. Islamic education as a very essential subject for students who are Muslims in it contained the science of the world and the hereafter and at the same time is a must-do worship by Muslims. The purpose of Islamic religious education contains the understanding that the process of Islamic education that is passed and experienced by students in school begins the stage of cognition, namely from the knowledge and understanding of

students to the teachings of Islam next stage of effectation that is the process of internalizing the teachings and religious values that is to internalize and believe it from this stage of effectation is expected students are motivated in themselves and move to practice islamic teachings. Thus will be formed Muslim people who believe, fear and noble character. In the learning process of Islamic Religious Education class X at high school Negeri 1 Jombang there are still problems experienced by an educator. One of the problems concerning the learning outcomes of some students who have not been able to achieve a score above 70.0. The students focus more on vocational subjects so that the results obtained have not reached completion.

This is due to 2 factors, namely teachers and students. From the teacher allows the learning model applied is still passive so that the learners are saturated with the model applied, while from the students among others the lack of motivation to learn Islamic religious education, the lack of activeness in learning, students like to chat alone while learning and students still difficult to understand the material delivered. From this it is possible to influence the learning outcomes of grade X students at high school Negeri 1 Jombang.

According to Oemar Hamalik in (Risdiawati, 2012). the result of learning is that if a person has learned there will be a change in behavior in the person, for example from ignorance to knowing and from not understanding to understanding. Based on Benjamin S. Bloom's taxonomy theory, in (Magdalena et al., 2020) there are three areas of learning outcomes, namely cognitive, affective and psychomotor. First cognitive learning outcomes are related to learning objectives oriented to thinking ability. Both affective learning outcomes relate to feelings, emotions, value systems, and attitudes of the heart. The three psychomotor learning outcomes are oriented towards the learner's skills. So it can be concluded that the learning results are the achievement of a form of behavior change that tends to settle from the cognitive, affective and psychomotor realm of the learning process that has been done.

Based on the above problems in an effort to improve students' learning outcomes in islamic religious education subjects class X at high school Negeri 1 Jombang need to be improved learning by applying a learning model, one of the learning models applied is cooperative Student Teams Achievement Division (STAD). According to Slavin in (Laa et al., 2017) the Student Teams Achievement Division (STAD) is the simplest method of cooperative learning, and is the best model for starting out for teachers who are new to the cooperative approach. Students are placed in a learning team of four to five people which is a mix of performance levels, gender and ethnicity. Slavin explains that If students want their team to be rewarded, they should help their teammates learn the material. Students must support their teammates to do their best, showing that learning is important, valuable and fun. The students work together after the teacher delivers the lesson materials. They may work in pairs and compare each other's answers, discuss each discrepancies, and help each other if there is something wrong with understanding the material. According to Slavin in (Raharja et al., 2017) STAD method consists of 5 components namely 1) Class presentation, 2) group division, or team 3(quiz), 4) individual score, 5) group award.

METHOD

This research is field research through qualitative approach. Qualitative research starts from determining sub jek research then asked with research questions related to the problem studied. The research site was conducted at high school Negeri 1 Jombang. As the data source in this study are Teachers and students. Data collection techniques in the form of Interviews, observations (Sugiyono, 2010).

RESULT AND DISCUSSION

In the results of this study will explain the interview excerpts accompanied by a discussion on the learning outcomes of Islamic Religious Education subjects, learning outcomes through the application of cooperative learning models Student Teams Achievement Division (STAD) and how to improve learning outcomes through the learning model Cooperative Student Teams Achievement Division in grade X student at high school Negeri 1 Jombang.

Table 1. The Data Of Students' Learning Outcomes Can Be Seen In The Table Below

Interval	category	Pretest N.	%	Posttest N.	%
87-100	Excellent	2	6%	15	46%
73-87	good	9	27%	13	39%
60-73	enough	18	55%	4	12%
<60	less	4	12%	1	3

Judging from the table of study results of grade X students at high school Negeri 1 Jombang on the pretest score of Islamic Religious Education subjects shows that the learning outcomes of learners are in the category of excellent there are 2, the category is good there are 9, there are enough categories 18 and there are 4 categories with an average score of 70.6 with a percentage of completion 33% of 11 students. Based on interview excerpts this is due to several factors including: (1) students are less active in learning, (2) the learning model applied using the lecture model, (3) the lack of interaction between students (4) the less conducive classroom conditions (5) the acceptance of materials that have not been maximized. So the learning results obtained are also less than maximum. In order to optimize learning outcomes in the learning activities of Islamic Religious Education subjects required a learning model that students expect to more easily accept the learning of Islamic Religious Education, teachers apply cooperative / group learning models in order to complete the tasks given and cooperate with each other.

With the learning model teachers also expect the learning outcomes of students to achieve grades above completion and achieve goals in learning, because during the learning process the results achieved still have not reached the value above completion which is above 70.0. In accordance with the objectives of the Dediknas cooperative model has 3 objectives, namely firstly improving academic results that are able to complete the tasks given by teachers, both individual admissions that each student is expected to receive against other individuals means they accept differences in background of each individual and third interact / cooperation between members of this destination group is the most important goal because in cooperative learning learners are required to be active and cooperate with each other between group members (Tarore, 2020).

From table 1 above in an effort to improve the maximum learning outcomes, there needs to be action, in order for students' learning outcomes to achieve the success that has been set. Based on the next action posttest score of Islamic Religious Education subjects showed that the learning outcomes of learners are in the category of excellent there are 15, the category is good there are 13, there are 1 categories and there are fewer categories 1 with an average score of 84.0 with a percentage of completion 84% of the 28 students it can be seen that there is an increase in learning outcomes through the cooperative model Student Teams Achievement Division (STAD).

Based on the excerpts of this fact interview proves that the application of the cooperative model of Student Teams Achievement Division (STAD) is very effectively applied in the subjects of Islamic Religious Education with the model of cooperative learning in teaching and learning activities, students are more active, critical and interact with each other. If there is material that has not been understood between students they ask each other to give each other an understanding that has been understood so that there is activeness in the learning process. Cooperative learning can indirectly make students active in learning, the classroom atmosphere is conducive and can explore the understanding of each individual. In the process of cooperative learning teachers act as resource persons and facilitators if needed. In accordance with (Jesmita, 2019) Teachers only act as facilitators if there are students who are experiencing difficulties and teachers provide opportunities for students to be motivated in the learning process.

In the application of the cooperative model of students at high school Negeri 1 Jombang can improve cooperation between group members in learning so that between students help each other and fill each other if there are difficulties in learning so that there is activeness in the learning process of Islamic Religious Education. The application of yang is done by teachers, namely forming groups. According to Johnson in (Hayat, 2017) argues that cooperative learning is a learning model with a small group division that works together to maximize students both in groups and individuals. Johnson's definition explains that cooperative learning applied by students uses social skills to work together in order to contribute to the cognitive, affective and psychomotor development of students. The use of this learning model begins with the heterogeneous division of groups of 4-5 people. The next stage is the teacher to get around the learning taught.

According to Slavin in (Suryana et al., 2018) the learning model of Student Teams Achievement Division (STAD) is one of the simplest cooperative learning methods, it is said that because the learning activities carried out are still closely related to conventional learning.) This model is the best model for starters for teachers who are new to the cooperative approach. Teachers who use the Student Teams Achievement Division (method refer to learning groups of students and present new academic information to students every week that uses variable percentages and texts.) Students in a particular class are broken down into groups of 4-5 members. Each group must be heterogeneous, consisting of males and females, of different ethnicities, of high, medium and low ability.

Way improved learning outcomes through the implementation of the cooperative model student teams achievement division (STAD) class at high school Negeri 1 Jombang. In the process of applying the model of cooperative learning Student Teams Achievement Division (STAD) class X SMK Negeri 1 Jombang teachers have 3 stages, namely: (a) The planning stage includes: preparing the learning rencana class X, determining the material, preparing the material summary, compiling lks and quizzes, and preparing test instruments.) (b) The Implementation Phase includes: opening learning, forming groups, delivering materials, dividing lks to students and working, teachers guiding discussions, giving quizzes and scoring, concluding materials, closing prayers and greetings. (c) Evaluation stage is the provision of test instruments in the form of multiple choice and essay.

In line with Slavin in (Syamsu et al., 2019) there are 5 components of the implementation of Student Teams Achievement Division (STAD) namely: 1) the presentation of classes that is the presentation of materials conducted by teachers that will be discussed in learning, 2) the division of groups namely Groups in the learning model of Student Teams Achievement Division (STAD) has a function to convince each member of the group can work together in learning.) The group consists of 4-5 people formed heterogeneously, 3) quizzes i.e. Students are given individual tests after carrying out one or two class presentations. Between individuals should not help each other. In cooperative STAD efforts and success of each member determines the success of the group, 4) individual scores i.e. Individual improvement scores are useful to motivate the results achieved better than the previous results 5) group awards i.e. Group awards are done by rewarding the efforts that have been made during the study

To find out the improvement of learning outcomes through cooperative learning model STAD will be presented in the following figure:

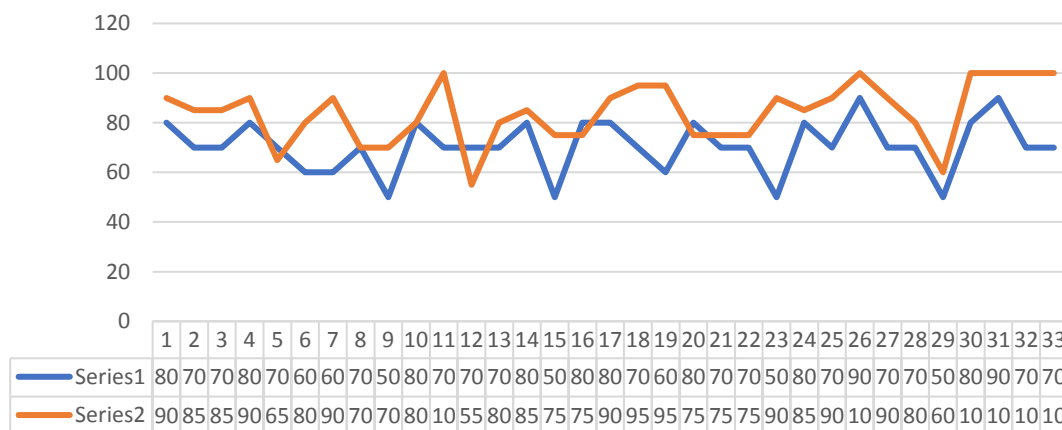


Figure 1. Results of Learning Pretest and Posttest Subjects Islamic Religious Education

From the figure presented that there was an increase in the results of learning subjects Islamic Religious Education class X Multimedia through the learning model cooperative Student Teams Achievement Division (STAD) with the number of students 33 research results obtained with an average of 70.0 with a preentase of 33.33% increased to 84.01% with an average of 84.

This research is in line with those conducted by (Akhmad et al., 2020) The results of this study were able to improve the learning outcomes of grade XI TKR 3 students in pmkr subjects high school Negeri 2 Yogyakarta odd semester of the 2019/2020 school year with a total of 31 students. The average student learning outcome increased from 59.58 before action to 88.52 in cycle II. When looking at the completion of the initial data percentage of student completion 3.20% increased to 90.30 through the learning model cooperative Student Teams Achievement Division (STAD) then the research conducted

by (Wardana et al., 2017) based on the results of the study showed that the results of students' learning on basic acidic materials completed in cycle I by 31.03% and cycle II by 75.86%, that means there was an increase of 44.83% through the student teams achievement division (STAD) cooperative learning model in students at high school Negeri 2 Pangkajene semester II of the 2014/2015 learning year as many as 29 people consisting of 9 male students and 20 female students. Furthermore, research conducted by (Rostika, 2020) based on the results of the study showed that the classically achieved learning of students in cycle I amounted to 76.47% with an average grade score of 78.32 and in cycle II increased to 91.18% with an average grade score of 86.41.

CONCLUSION

The results of the students of grade X at high school Negeri 1 Jombang on the pretest score of Islamic Religious Education subjects showed that the learning outcomes of the students were in the category of very good there were 2, the good category there were 9, there were enough categories 18 and the category there were 4 with an average score of 70.6 with a percentage of completion 33% of 11 students. The results of studying on the posttest value of Islamic Religious Education subjects showed that the learning outcomes of learners were in the category very well there were 15, the category of good there were 13, the category there were enough 4 and the category there was less 1 with an average score of 84.0 with a percentage of completion 84% of the 28 students it can be seen that there is an increase in learning outcomes through the cooperative model Student Teams Achievement Division (STAD). How to improve learning outcomes through the application of cooperative learning model Student Teams Achievement Division (STAD) class X at high school Negeri 1 Jombang teachers have 3 stages, namely: (a) Planning stages include: preparing the learning rencana class X, determining the material, preparing material summary, compiling LKS and quizzes, and preparing test instruments. (b) The Implementation Stage includes: opening learning, forming groups, delivering materials, dividing lks to students and working, teachers guiding discussions, giving quizzes and scoring, concluding materials, closing prayers and greetings.. (c) The Evaluation stage is the provision of test instruments in the form of multiple choice and essay.

REFERENCES

- Akhmad, F. (2020). Penerapan Model Pembelajaran Kooperatif Tipe Student Teams– Achievement Division (STAD) untuk Meningkatkan Hasil Belajar Siswa pada Mata. *Jurnal Pendidikan Vokasi Otomotif*, 2(2), 35–48.
- Hayat, T. (2017). Penerapan Metode Pembelajaran Kooperatif Berbasis Learning Together Mata Pelajaran Pkn Pada Siswa Sma Negeri 10 Kota Ternate. *Edukasi*, 15(2), 215–229.
- Jesmita, J. (2019). Penerapan Model Pembelajaran Kooperatif Tipe Stad untuk Meningkatkan Hasil Belajar Siswa di Sekolah Dasar. *Jurnal Basicedu*, 3(4), 2137–2143. <https://doi.org/10.31004/basicedu.v3i4.291>
- Magdalena, I., Islami, N.F., Rasid, E. A., & Diasty, N.T. (2020). Tiga Ranah Taksonomi Bloom Dalam Pendidikan. *Jurnal Edukasi dan Sains*, 2(1), 132–139.
- Noor, T. (2018). Rumusan Tujuan Pendidikan Nasional Pasal 3 Undang-Undang Sistem Pendidikan Nasional No 20 Tahun 2003. *Wahana Karya Ilmiah Pendidikan*, 2(1), 123–144.
- Nurkholis, N. (2013). Pendidikan dalam upaya memajukan teknologi. *Jurnal kependidikan*, 1(1), 24–44.
- Raharja, I. G. N. K. R., Gitakarma, M. S., & Ariawan, K. U. (2017). Penerapan Model Pembelajaran Kooperatif Tipe STAD Berbantuan Video Animasi untuk Meningkatkan Hasil Belajar Perakitan Komputer. *Jurnal Pendidikan Teknik Elektro Undiksha*, 6(3), 96–105.
- Risdiawati, Y. (2012). Implementasi Model Pembelajaran Kooperatif Tipe Student Teams Achievement Divisions (STAD) Untuk Meningkatkan Motivasi Dan Hasil Belajar Akuntansi Siswa Kelas XI IPS 4 SMA Negeri 1 Imogiri Tahun Ajaran 2011/2012. [Thesis]. <https://journal.uny.ac.id/index.php/jkpai/article/view/879>
- Rostika, D. (2020). Penerapan Model Pembelajaran Kooperatif Tipe. *JEMs Emasains*, 1(2), 240–251. <https://doi.org/10.5281/zenodo.4004041>
- Sugiyono. (2010). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung : Alfabeta.
- Syamsu, N. F., Rahmawati, I., & Suyitno, S. (2019). Keefektifan Model Pembelajaran STAD terhadap Hasil Belajar Matematika Materi Bangun Ruang. *International Journal of Elementary Education*, 3(3), 344. <https://doi.org/10.23887/ijee.v3i3.19450>

- Tarore, R. S. (2020). Upaya Peningkatan Minat Belajar Peserta Didik dengan Menggunakan Metode Cooperative Learning. 2, 1–15. <https://doi.org/10.31219/osf.io/c86gt>
- Wardana, I., Banggali, T., & Husain, H. (2017). Penerapan Model Pembelajaran Kooperatif Tipe Student Team Achivement Division (STAD) untuk Meningkatkan Hasil Belajar Siswa Kelas XI IPA Avogadro SMA Negeri 2 Pangkajene (Studi pada Materi Asam Basa) The Implementation of Cooperative Learning Student. *Chemica: Jurnal Ilmiah Kimia Dan Pendidikan Kimia*, 18(1), 76–84.