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Implementation of the Cooperative Learning Model Type (STAD) in Improving Student Learning Outcomes in PAIBP Subjects in Class XI TITL 1 SMKN 1 Purwakarta

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ABSTRACT

This study aims to improve student learning outcomes in Islamic Religious Education and Ethics (PAIBP) in class XI TITL 1 at SMKN 1 Purwakarta through the application of the Student Team Achievement Division (STAD) cooperative learning model. This study used the Classroom Action Research (CAR) method, which was carried out in two cycles. The research subjects consisted of 36 students. Each cycle consisted of the planning, implementation, observation, and reflection stages. The STAD model was applied through five main components: class presentations, teamwork, individual quizzes, progress scores, and team awards. In cycle I, the average student score was 69 with a classical mastery level of 50%. After improvements were made in cycle II, the average score increased to 81 and the classical mastery level reached 92%. Student learning activities also increased significantly, marked by active participation in group discussions and increased learning motivation. The STAD cooperative learning model is effective in improving student learning outcomes and motivation. This approach encourages cooperation, critical thinking, and a passion for knowledge in accordance with Islamic values.

Keywords: STAD Cooperative Learning Model, Learning Outcomes

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INTRODUCTION

Education plays a crucial role in the development process of a country, as it serves as the main means of improving the quality of human resources. Efforts to advance education in line with the times and technological developments have the potential to raise Indonesia's standing in the international arena. Therefore, renewal and improvement in the world of education must continue to be carried out so that the ideals of national education can be realized. The learning process also needs to be active and comprehensive, involving various activities aimed at educating people. This challenge is the main responsibility of educators, especially teachers who are at the forefront of educating the nation's future generations (Alaudin & Herson Anwar, 2022).

The selection of appropriate learning methods and models plays a strategic role in increasing the effectiveness of the teaching and learning process. The right approach can not only create an interesting and enjoyable learning atmosphere, but also contribute to increasing the motivation and active participation of students, especially in Islamic Religious Education subjects. As a compulsory subject in formal educational institutions, Islamic Religious Education aims to shape the character of students to be pious, have noble morals, and be able to internalize and practice the values of Islamic teachings sourced from the Qur'an and Hadith in a comprehensive and contextual manner (Ramayulis, 2014).

Based on the results of observations conducted by researchers at SMKN 1 Purwakarta, it was found that teachers still delivered material using the lecture method. This method is considered to involve students less directly in the learning process, resulting in students feeling bored and less

enthusiastic about the learning process. This is due to the teaching methods or models used , which do not involve student activities, resulting in teachers being the most dominant during the learning process. Therefore, the researcher applied the STAD cooperative learning model to improve student learning outcomes.

The Student Team Achievement Division (STAD) cooperative learning model is an approach that emphasizes the formation of student learning groups to study material collaboratively before individual evaluation. The main objective of this model is to develop students' social skills in working together and discussing, while also improving their mastery of the subject matter. In its application, STAD involves small groups consisting of students with varying academic abilities, who support each other in achieving the learning objectives set by the teacher. STAD is known as one of the simplest forms of cooperative learning and is very suitable for educators who are just starting to apply a collaborative approach in the learning process. The STAD learning model consists of five main components, namely class presentation, teams, quizzes, individual progress scores, and team recognition (Johariah, B., 2018).

The STAD learning model was chosen for several reasons, namely (1) with the STAD learning model, interaction among students is formed, which is expected to increase students' interest in learning, and (2) this model can bring about motivational, social, and cognitive development perspectives (Sanjaya, 2006).

RESEARCH METHOD

This research is a classroom action research (CAR) conducted in class XI TITL 1 SMKN 1 Purwakarta, which consisted of 36 students, including 9 females and 27 males. This research was conducted in two cycles, with minimal student learning outcomes, so the researcher wanted to find out and improve student learning outcomes by using the STAD cooperative learning model. Classroom action research is research conducted by teachers and their teams in the classroom through repeated or cyclical activities in order to solve a problem until it is resolved. Each cycle consists of four stages: planning, implementation, observation, and reflection.

RESEARCH RESULTS AND DISCUSSION

This classroom action research aimed to improve the learning outcomes of grade XI TITL 1 students at SMKN 1 Purwakarta in the subjects of Islamic Education and Ethics, particularly in the material "Getting Used to Critical Thinking and the Spirit of Loving Science and Technology," through the application of the Student Team Achievement Division (STAD) cooperative learning model. This research was conducted over two cycles, with each meeting lasting 3 × 45 minutes. Each cycle included the stages of planning, implementation, observation, and reflection.

Description of Cycle I

Planning

In the initial stage, the researcher observed the school and interviewed the principal and PAI teachers to obtain an initial picture of the ongoing learning process. The results showed that the lecture method still dominated, and student activities were relatively passive.

Next, the researcher prepared learning tools in the form of lesson plans, observation sheets for teacher and student activities, group discussion sheets, quiz questions, and learning outcome evaluation instruments. Before the action, the researcher also gave a pretest to students to determine their initial abilities in the material to be studied.

Implementation

The implementation of the action in cycle I was carried out in one meeting lasting 3 x 45 minutes. The teacher began by presenting the learning objectives and apersepsi regarding the importance of critical thinking in Islam. After presenting the core material, students were divided into heterogeneous STAD groups. Each group discussed task sheets related to verses from the Qur'an about science and the application of critical thinking in everyday life.

After the group discussion, students took an individual quiz to measure their understanding of the material.

Observation and Evaluation

Based on the observation results, student learning activities began to increase, although there were still some who were passive in the group. The results of the Cycle I evaluation can be seen in the following table:

Table 1. Student Evaluation Results Cycle 1

No	Student Name	Cycle I Score	Remarks
1	Adam Malik Parulian	65	Incomplete
2	Aldi Novandra	70	Completed
3	Aldi Rizqi Supriyadi	60	Not Completed
4	Bayu Pajar Mubaroq	75	Completed
5	Fadil Nur Saepulloh	70	Completed
6	Fajar Hidayat	65	Not Completed
7	Ferdian Arifin	70	Completed
8	Fikri Azmi	67	Not Completed
9	Helviena Pratiwi	65	Incomplete
10	Hikmah Auliyan	70	Complete
11	Irsyad Nurwahid	60	Not Completed
12	Keylis Rahma	65	Incomplete
13	Lilis Nuraeni	70	Completed
14	Lutfir Rahman	67	Not Completed
15	Manna Mailani	80	Complete
16	Mardani	60	Not Completed
17	Marvel Mardiyani	65	Incomplete
18	Mochamad Daffanza	80	Completed
19	Muhamad Hasanudin	85	Completed
20	Muhamad Rival	62	Not Completed
21	Muhammad Faisal	70	Completed
22	M. Ridho Kardiansyah	65	Not Completed
23	Nabil Fiqri	69	Incomplete
24	Okan Ashril	70	Complete
25	Pitria	55	Not Completed
26	Rafli Firmansah	90	Completed
27	Rapli Juniansah	75	Completed
28	Ratna Ningsih	65	Not Completed
29	Renta Gustafa	80	Completed
30	Revina Putri	62	Not Completed
31	Riko Yanuar	70	Completed
32	Rizki Pratama	60	Not Completed
33	Ruby Kamil	75	Complete
34	Syaiful Islam	80	Completed
35	Syeina Davreisya	67	Not Completed
36	Yudi Nugraha	70	Completed
TOTAL		2,494	
AVERAGE		69	

Number of students who completed : 18
Number of students who did not complete : 18
Classical completion rate : 50%

Reflection

The results of cycle I show that most students have not achieved the minimum passing grade of 70. This is because some students are not yet accustomed to group work, some are still passive and rely on their friends in discussions, and teachers have not been optimal in providing reinforcement or positive feedback. Therefore, in the next cycle, several improvements were made, including clarifying the roles of each group member, increasing critical thinking exercises based on real cases, and improving teacher guidance during the discussion process.

Description of Cycle II

Planning

The planning stage in cycle II was carried out by improving on the shortcomings of the first cycle. The lesson plans were refined, and teachers prepared more contextual teaching materials so that students could more easily understand the concept of critical thinking from an Islamic perspective. The observation and evaluation instruments were also updated to be more focused.

Implementation

The learning process was carried out by following a more optimal STAD structure. Teachers provided initial motivation through short videos about Muslim scientists who contributed to the development of science and technology, then students actively discussed in groups the Islamic values that encourage a love of science.

Each group then presented the results of their discussion and gave each other feedback. After the group activity was completed, an individual quiz was conducted.

Observation and Evaluation

Student activity increased significantly compared to cycle I. Students appeared more enthusiastic about discussing, expressing opinions, and helping each other understand the material. The results of the cycle II evaluation are shown in the following table:

Table 2. Student Evaluation Results for Cycle II

No	Student Name	Cycle I Score	Remarks
1	Adam Malik Parulian	80	Completed
2	Aldi Novandra	75	Completed
3	Aldi Rizqi Supriyadi	90	Completed
4	Bayu Pajar Mubaroq	75	Completed
5	Fadil Nur Saepulloh	95	Completed
6	Fajar Hidayat	78	Completed
7	Ferdian Arifin	70	Completed
8	Fikri Azmi	67	Not Completed
9	Helviena Pratiwi	85	Completed
10	Hikmah Auliyan	70	Completed
11	Irsyad Nurwahid	85	Not Completed
12	Keylis Rahma	65	Incomplete
13	Lilis Nuraeni	75	Completed
14	Lutfir Rahman	80	Completed
15	Manna Mailani	87	Completed
16	Mardani	90	Completed
17	Marvel Mardiyani	75	Completed
18	Mochamad Daffanza	80	Completed
19	Muhamad Hasanudin	85	Completed
20	Muhamad Rival	87	Completed
21	Muhammad Faisal	70	Completed
22	M. Ridho Kardiansyah	75	Completed
23	Nabil Fiqri	69	Not Completed
24	Okan Ashril	80	Complete
25	Pitria	85	Completed
26	Rafli Firmansah	95	Completed

27	Rapli Juniansah	75	Completed
28	Ratna Ningsih	89	Completed
29	Renta Gustafa	80	Completed
30	Revina Putri	87	Completed
31	Riko Yanuar	89	Completed
32	Rizki Pratama	90	Completed
33	Ruby Kamil	95	Completed
34	Syaiful Islam	80	Completed
35	Syeina Davreisya	85	Completed
36	Yudi Nugraha	85	Completed
TOTAL		2,802	
AVERAGE		81	

Based on the evaluation results in cycle II, the average learning outcome score increased to 81. Of the 36 students, 33 students completed the course and 3 students did not. Thus, the classical completion rate reached 92%, which means that it met the minimum completion criteria (≥ 85%).

This improvement shows that the implementation of learning using the STAD cooperative model has a positive impact on student learning outcomes. Students became more active in group discussion activities, helped each other understand the material, and were more motivated to participate actively in the learning process.

Reflection

In cycle II, there was a significant improvement compared to cycle I. The average student score rose from 68 to 81, and classical mastery increased from 50% to 92%. Student learning activities also showed improvement, with most students becoming accustomed to working together, discussing, and expressing their opinions with confidence.

With the achievement of the action success indicator in cycle II (classical mastery ≥ 85%), this classroom action research was terminated in cycle II, as the goal of improving learning outcomes had been achieved.

Discussion

The results of this study's analysis show that the application of the STAD cooperative learning model was able to significantly improve student learning outcomes and motivation. This can be seen from the increase in average scores and classical mastery in each cycle.

In cycle I, student learning mastery only reached 50% with an average score of 68. This condition shows that most students have not achieved the target set in the curriculum, which is a minimum of 85% of students obtaining scores above the minimum passing grade. Based on the observation results, several contributing factors include students not being accustomed to working in groups, still being passive in discussions, and tending to depend on their friends. In addition, teachers still need to adjust themselves in managing teamwork-based learning activities.

After reflection and improvement in cycle II, learning outcomes improved significantly. The average student score increased to 81, with a classical mastery level of 92%. This improvement was also accompanied by changes in student learning behavior, which became more active, enthusiastic, and courageous in expressing opinions. Group activities in the STAD model encourage positive interactions between students and foster a sense of shared responsibility to achieve the best results for the team.

Thus, the application of the STAD cooperative learning model has been proven to create a more collaborative learning atmosphere, improve critical thinking skills, and foster a love of knowledge as emphasized in Islamic teachings. Based on the results of the research in both cycles, it can be concluded that learning with the STAD model is effective in improving the learning outcomes of grade XI TITL 1 students at SMKN 1 Purwakarta in the subject "Getting Used to Critical Thinking and a Passion for Science and Technology."

CONCLUSION

The application of the Student Team Achievement Division (STAD) cooperative learning model has been proven effective in improving student learning outcomes in Islamic Education and Morality (PAIBP) subjects, particularly in the material "Habitual Critical Thinking and Enthusiasm for Science and Technology." Through two cycles of classroom action, there was a significant increase, namely, the average student score: from 69 in cycle I to 81 in cycle II, classical mastery: from 50% (18 students mastered) to 92% (33 students mastered), and learning activities: students became more active in discussions, dared to express their opinions, and showed enthusiasm for cooperation in groups.

The STAD model encourages positive interaction among students, strengthens learning motivation, and fosters critical thinking skills and a passion for science that is in line with Islamic values. With the achievement of success indicators in cycle II, this study concludes that STAD is suitable to be applied as a learning strategy that supports the improvement of religious education quality in vocational schools.

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