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Improving student learning outcomes through the application of cooperative learning models (student teams achievement divisions type) in islamic religious education subjects, (case study: class IV SDN 1 Kraksaan, Probolinggo Regency)

Dewi Wahyuning Hikmah*, Kholifatul Aliyah
Sekolah Dasar Negri 1 Kraksaan, Indonesia
e-mail: dewiwahyuning@gmail.com
*Corresponding Author.

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Abstract: In connection with this vision, a set of principles for implementing education has been established to be the basis for implementing education reform. One of these principles is that education is held as a process of civilizing and empowering students that lasts throughout life. Islamic Religious Education is a religious education which is a condition of moral and commendable behavior. With the establishment of Islamic Religious Education is expected to be able to sustain the development of good character of students so as to produce educational products that are of perfect character. Further discussing some of the notions of Islamic Religious Education which include Islamic Religious Education is interpreted as a conscious and planned effort in preparing students to recognize, understand, appreciate to believe, have faith, and have good morals in practicing the teachings of Islam from its main source al- Qur'an and Hadith, through the activities of guidance, teaching, training, and the use of experience. Accompanied by guidance to respect adherents of other religions in relation to harmony between religious communities in the community to realize the unity and integrity of the nation
Keyword: Islamic Religious Education, good morals

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Introduction

With the existence of education must be really directed to produce qualified human beings and able to compete, in addition to having noble character and good morals through learning that develops in Indonesia, namely character-based education (Budimansyah et al, 2010: 16). In relation to this vision, a series of principles for organizing education have been established to serve as the basis for implementing education reform. One of these principles is that education is organized as a process of civilization and empowerment of learners that lasts throughout life (Rusman, 2010: 3). Islamic Religious Education is a religious education that requires morals and commendable behavior. With the strengthening of Islamic Religious Education, it is hoped that it will be able to support the development of good character of students so as to produce educational products with perfect character.

Furthermore, it discusses several definitions of Islamic Religious Education, including Islamic Religious Education which is defined as a conscious and planned effort in preparing students to recognize, understand, understand to believe, fear, and have noble character in practicing Islamic religious teachings from the main sources of the Qur'an and H{adi>th, through guidance, teaching, training, and the use of experience. Accompanied by guidance to respect adherents of other religions in relation to inter-religious harmony in society to realize national unity and integrity. (Ministry of National

Education, 2001: 4) As is the case in teaching and learning activities in Class IV SDN 1 Kraksaan, Probolinggo Regency in the subject of Islamic Religious Education, classically, student learning outcomes are still low, this is caused by several factors, one of which is the low student learning activeness which leads to low overall student learning outcomes in the classroom.

Based on the results of the preliminary study, the learning model used by teachers uses traditional learning models, namely using mixed teaching methods based on the classroom model. The opinion of the class teacher when the researcher conducted an initial interview with the question, "How is the student teams achievement divisions (STAD) type cooperative learning model based on your experience while teaching?". The class teacher stated "All models are the same in application, but only the name is different". According to researchers, each learning model is not the same in application, because each model has different stages or characteristics.

So that a problem was found during the learning process of 25 students who could answer the right and correct questions from the teacher only 10 students, while those who could not answer questions from the teacher were 15 students. With this problem, students who are less clever tend to make noise in the classroom so that the class is not conducive to learning. This condition also results in low student learning activeness, so that it has an impact on low student daily grades and even student daily test scores. Basically, student learning activeness is needed in the achievement of the results of teaching and learning activities in the classroom. One of the learning activities carried out based on the results of the preliminary study to overcome the above problems is to use a cooperative learning model of the Student Teams Achievement Division (STAD) type which is considered appropriate to overcome the problems experienced by Class IV students of SDN 1 Kraksaan.

As'ari (in Hobri, 2009: 43) states that in cooperative learning, students are not only required to individually strive to achieve success or try to beat their colleagues, but are required to work together to achieve common results, social aspects are very prominent and students are required to be responsible for the success of their group. Based on the preliminary study, researchers also chose the STAD learning model from cooperative learning. According to Slavin (in Rusman, 2012: 213), STAD is a variation of cooperative learning, the most widely researched. This model is also very adaptable, this model is used in learning Islamic Education, PAI, Social Studies, English, engineering and many other subjects, ranging from elementary school to college level.

Another reason this research uses the STAD type cooperative learning model, so that students are more interested in learning. Because the STAD model consists of various types of work in groups including class presentations, quizzes or tests, individual scores, and group awards. So it is expected that students' learning activeness will increase and students' limited understanding of Islamic Religious Education material will be overcome by the application of the STAD type cooperative learning model. Based on the background that has been stated above, the following problems can be formulated

1. How is the application of the STAD learning model in Islamic Religious Education subjects in Class IV SDN 1 Kraksaan?
2. 2. Do student learning outcomes improve after the implementation of the Student Teams Achievement Divisions (STAD) learning model in Islamic Religious Education Class IV SDN 1 Kraksaan in the 2018-2019 school year?

Method

The research that will be used is classroom action research with two cycles. While what was studied was the learning outcomes of students in applying the STAD type cooperative learning model in Islamic Religious Education subjects. The implementation of the action is carried out in four stages, which include: planning stage, action implementation, observation stage, and reflection. If the first cycle has not achieved the completeness of learning outcomes, it is continued in the second cycle, but the first

cycle has achieved the completeness of student learning outcomes, so cycle II is still carried out as a reinforcement in this class action research.

This class action research was conducted at SDN 1 Kraksaan, Kraksaan sub-district, Probolinggo Regency in November 2019. The subjects in this class action research were fourth grade students of SDN 1 Kraksaan in the 2018/2019 school year. Class IV was chosen as the research subject which amounted to 21 students because of the problems in learning in the class that caused student learning activeness to decrease and had an impact on student learning outcomes not maximized.

Research Design

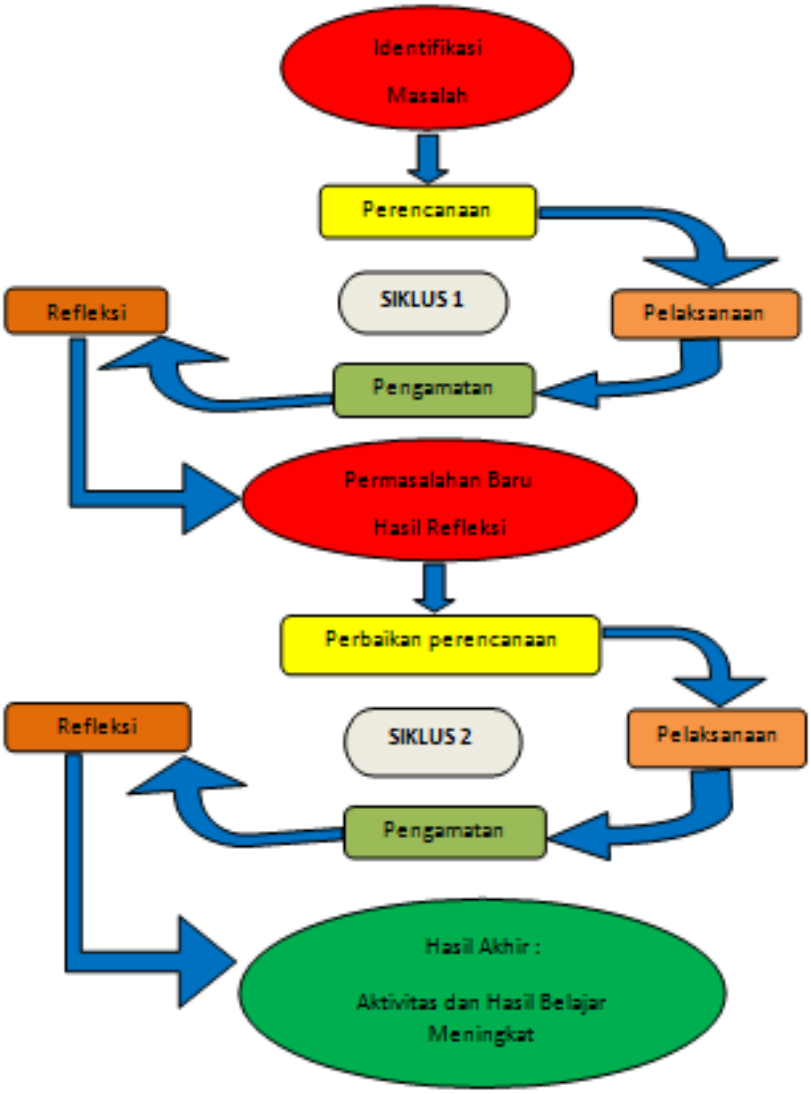

Figure 1. Classroom Action Research (PTK) Cycle Model

Data Analysis Method

The data collected in each observation activity from the implementation of the PTK cycle were analyzed descriptively using the percentage technique to see the trends that occurred in learning activities.

1). Implementation of actions in the Student Teams Achievement Division (STAD) Cooperative Learning Method by analyzing the level of success, then categorized in the classification of very skilled, skilled, quite skilled, less skilled and very less skilled.

$$\text{Final Grade (NA)} = \frac{Jumlah\ Skor\ Total\ Perolehan}{Jumlah\ skor\ Maksimal} \text{ X } 100$$

Table 1. Criteria for teacher success in using the method

Persentase Aktivitas	Criteria
$85\% \leq N_A \leq 100\%$	Highly Skilled
$70\% \leq N_A < 85\%$	Skilled
$55\% \leq N_A < 70\%$	Moderately Skilled
$40\% \leq N_A < 55\%$	Less Skilled
$N_A < 40\%$	Very Less Skilled

Source: SDN 1 Kraksaan

1. Student activity in the teaching and learning process, by analyzing the level of student activeness in the teaching and learning process through the Student Teams Achievement Division (STAD) Cooperative Learning Method, using the percentage of student activeness. (P_a) with the formula:

$$P_a = \frac{A}{N} \text{ x } 100\%$$

Description:

P_a = Percentage increase in student learning activities

A = Total score of each activity indicator obtained by students

N = The maximum number of scores for each indicator of student activity

Tabel 2. Student Learning Activity Criteria

Activity Percentage	Criteria
$85\% \leq P_a \leq 100\%$	Very Active
$70\% \leq P_a < 85\%$	Active
$55\% \leq P_a < 70\%$	Moderately Active
$40\% \leq P_a < 55\%$	Less Active
$P_a < 40\%$	Very Less Active

1) Student learning outcomes by analyzing the average daily test scores are then categorized into classifications of very good, good, quite good, less good, and very poor.

$$\text{Pt} = \frac{n}{N} \text{ x } 100\%$$

Description:

Pt = Percentage increase in student learning outcomes

n = Number of students who completed

N = Total number of students

Table 3. Category of percentage increase in student learning outcomes

Activity Percentage	Criteria
85% ≤ Pt ≤ 100%	Very Good
75% ≤ Pt < 85%	Good
65% ≤ Pt < 75%	Good enough
55% ≤ Pt < 65%	less good
Pt < 55%	Very poor

Minimum Completion Criteria (KKM) for student learning:

a. Individual absorption, a student can be said to be complete if he has reached a score of 70 from the maximum score.
b. Classical absorption, a class can be said to be complete if there are 75% of students who have reached the maximum score of 100.

Results and Discussion

1. Cycle I

Based on the results of observations of the implementation of actions on the Student Teams Achievement Division (STAD) Cooperative learning method in cycle 1, the percentage result is 71.4% with skillful criteria. So the researcher in implementing the action of the Cooperative Learning Method of Student Teams Achievement Division (STAD) on learning the theme Clean is Beautiful with indicators Understanding how to wash from small and large impurities according to Islamic law can be said to be successful. These criteria illustrate that researchers have carried out learning well, but researchers still have not responded positively to student participation. This can be proven by the fact that there are some students who still do not respond to the learning carried out by the researcher. For example, talking to themselves and making noise in the classroom during learning.

Table 4. Acquisition of Student Activity Score in LKS PBM Cycle 1

No	Group	Acquisition Score	Maximum Score	Percentage (%)	Description
1.	Anggrek	10	20	50	Lowest
2.	Melati	18	20	90	Highest
3.	Mawar	16	20	80	
4.	Flamboyan	14	20	70	
5.	Teratai	12	20	60	
	Rata-rata	14	20	70	

In Table 4 the results of the acquisition of student activity scores in the teaching and learning process, this is obtained when students with their groups work on the LKS questions given by the researcher, each group has a different acquisition score. There is the highest acquisition score, namely the score of 90% correct all questions answered by the jasmine group, the lowest acquisition score is 50% correct among 10 questions that are answered correctly only 5 questions. The results of these observations in addition to being shown in table 5.4 students' mastery of the material presented is fairly good because the acquisition score that has been obtained from the results of the student worksheet work done with their respective groups has reached an average percentage acquisition of 70% and the average percentage of activity is 55.6% with a fairly active category.

Reflection activities were carried out by researchers as teachers and class teachers as observers after the learning process. Based on the observation results in cycle 1, it can be seen that there was an increase in student learning activities compared to before the action. This can be seen from the behavior of students who are already quite active in learning. However, in cycle 1 there were some shortcomings that had to be corrected in cycle 2, namely student activities that were still in the less

active category and student learning outcomes that were not complete and the researcher's activity in responding positively to student participation which was still lacking. To improve the weaknesses and maintain the successes achieved in cycle 1, the implementation of cycle 2 can be planned as follows:

1. Provide motivation to groups that are having difficulty.
2. More intensively guide groups that are having difficulty.
3. Provide recognition or reward

2. Cycle II

Based on the results of observations of the implementation of actions on the Student Teams Achievement Division (STAD) Cooperative learning method in cycle 2, the percentage results were 90% with very skillful criteria. So the researcher in implementing the action of the Cooperative Learning Method of Student Teams Achievement Division (STAD) on learning the theme Clean is Beautiful with indicators Understanding how to wash from small and large impurities according to Islamic law, has improved a lot and can be said to be very successful.

Tabel 5. Perolehan Skor Aktivitas Siswa dalam LKS PBM Siklus 2

No	Kelompok	Skor Perolehan	Skor Maksimal	Persentase (%)	Keterangan
1.	Anggrek	18	20	90	
2.	Melati	20	20	100	Tertinggi
3.	Mawar	20	20	100	Tertinggi
4.	Flamboyan	16	20	90	
5.	Teratai	14	20	70	Terendah
	Rata-rata	18	20	90	

In Table 5, the results of the acquisition of student activity scores in the teaching and learning process, this is obtained when students with their groups work on cycle 2 LKS questions given by researchers, each group has a different acquisition score. There is the highest acquisition score, namely the score of 100% correct all questions answered by the jasmine and lotus groups. The lowest acquisition score was 70% correct among 10 questions that were answered correctly, only 7 questions were correct. The results of the evaluation in cycle 1 of student activity in the learning process and student mastery of the material presented are already fairly good because the acquisition score that has been obtained from the results of the student worksheet work done with their respective groups has increased enough, namely the average percentage acquisition of 90% and the average percentage of activity is 70.3% with the active category.

Reflection activities were carried out by researchers as teachers and class teachers as observers after the learning process. Based on the observation results in cycle 2, it can be seen that there is an increase in student learning activities compared to cycle 1. This can be seen from the behavior of students who are mostly active in learning. The percentage of student activity was 70.3% in the active category.

The results of interviews with the two students, Citra Kamelia and Nur Huda. According to the two students, they really liked the learning that the researchers did using the Student Teams Achievement Division (STAD) Cooperative learning method and got a very satisfying score of 100. While the results of interviews with class teachers as observers show that the learning that researchers do runs smoothly in accordance with the lesson plan, students better understand and understand the material with indicators Understand how to wash from small and large impurity according to Islamic law.

Based on the analysis of the results of observations, interviews, and tests, it can be concluded that the implementation of cycle 2 in an effort to improve student learning activities and results has

shown good results, this is evidenced by the increase in student learning activities and results. From the research results of cycle I and cycle II that the problem in class IV SDN 1 Kraksaan with a total of 20 students is the low learning outcomes of students, especially in the content of Islamic Religious Education and Budi Pekerti lessons. The initial condition of the learning outcomes achieved by 38% of students who completed the score of ≥ 75. After the action taken by the researcher using the Student Teams Achievement Division (STAD) Cooperative learning method through 2 cycles showed an increase in activity and learning outcomes from cycle to cycle. The individual test results from cycle 1 to cycle 2 have increased and can be declared complete because they have reached the KKM of SDN 1 Kraksaan, which is 75%.

Conclusion

Based on the results of Classroom Action Research (PTK) it can be concluded: The application of the Student Teams Achievement Division (STAD) Cooperative learning method can improve and increase student learning activities and results. The Student Teams Achievement Division (STAD) learning method can make students build their own knowledge, find steps in finding solutions to material that must be mastered by students, both individually and in groups. With the application of the Student Teams Achievement Division (STAD) Cooperative learning method, learning Islamic Religious Education and Ethics is more fun. This can be seen when researchers apply the Student Teams Achievement Division (STAD) Cooperative learning method, researchers are declared successful with a score of 71.4% including the skilled category in the application of these methods in cycle 1. Whereas in cycle 2 researchers showed an increase in the application of these methods, namely with a score of 89.2% which can be categorized as very skilled. From the observation results, it shows that there is an increase in student activity which can be seen from each cycle, starting from cycle 1 with an average of 43.4% to 70.3% in cycle 2. The increase in student learning activities affects student learning outcomes during learning. Student learning outcomes can be seen from students' abilities in This can be seen from the fact that students are getting used to learning in groups. The increase in student learning outcomes is indicated by the students' acquisition score in working on the worksheet with the group of 70% in cycle 1 and 90% in cycle 2. Thus, the application of the Student Teams Achievement Division (STAD) type cooperative method can increase student learning activities and outcomes and can be declared successful or complete because it has achieved mencapai ≥ 70%.

As a follow-up suggestion, the researcher suggests the following:

1. In teaching and learning activities, teachers are expected to make Cooperative Learning Type Student Teams Achievement Division (STAD) as an alternative in Islamic Religious Education and Ethics subjects to improve student learning activities and results.
2. Because this activity is very useful, especially for teachers and students, it is hoped that this activity can be carried out on an ongoing basis in Islamic Education and Ethics lessons and other lessons.

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