



Application of the stad cooperative model to improve learning outcomes on asmaul husna in islamic education

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ABSTRACT

This This research aims to conduct classroom action research on the implementation of the Stad Type Cooperative Model (Student Teams Achievement Division) in learning material closer to the names of Allah in improving student learning outcomes in class V at SDN 150 Barru. This type of research is classroom action research using models from the Kemmis and MC Taggart models. The subjects of this research are class 5 of SDN 150 Barru, totaling 20 students. Data collection techniques and tools are tests to measure the success of students' knowledge before and after implementing the Stad Type Cooperative Learning Model (Student Teams Achievement Division). The data analysis technique uses descriptive statistical techniques to obtain conclusions about the implementation of the Stad Type Cooperative Model (Student Teams Achievement) Division) in learning material closer to the names of Allah in improving student learning outcomes in class V at SDN 150 Barru. Based on the findings from cycle I to cycle II regarding the Implementation of the Stad Type Cooperative Model (Student Teams Achievement Division) in learning PAI Material Closer to the Names of Allah in Increasing Student Learning Outcomes in Class V Sdn 150 Barru there was an increase, namely in cycle 1 learning outcomes students, namely 68.3, while in the second cycle it was 83.2.

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Introduction

Globalization in this modern era has not only impacted the industrial and economic sectors but has also gradually influenced the educational landscape (Nashihin et al., 2020). The digital era, often seen as a consequence of globalization, connects individuals and nations across boundaries of time and geography (Aliwan, 2024). Empowerment in education involves mobilizing, organizing, and directing human potential to optimize existing resources in achieving defined objectives (Aliwan, Moh Fahsin, Abdul Latif Zen, 2025). Improving the quality of education in Indonesia can be achieved by reforming both learning and teaching systems (Maskur, Muhammad Khoirul Anwar, 2021) (Aliwan, 2025). Today, most of Indonesian society—and even globally—relies heavily on information technology, as it enables faster and more efficient access to information (Hidayati et al., 2020). These findings reinforce the relevance of deep learning as a learning model that is not only responsive to changing times but also firmly rooted in strong spiritual values. The theocentric humanistic educational approach emphasizes that the learning process should not only focus on cognitive skills but also foster spiritual character that places God at the center of all values (Panuntun, 2024).

The learning process activities that occur in educational institutions involve interactions between students and teachers, in which there are specific objectives to be achieved. Teachers conduct the learning process by delivering material to students, and students receive this material, resulting in the acquisition of new information or what is referred to as knowledge. To ensure a learning process that supports the achievement of learning objectives, teachers can make various preparations, including the use of a variety of teaching aids and efficient, effective methods. In addition to preparing teaching materials, teachers must also employ strategies and methods that align with the expected learning outcomes. (Oemar Amalikh, 2013)

The current national education system faces highly complex challenges, particularly concerning the quality of human resources (HR), where our education system is expected to be competitive in the global era. (Kosasih, 2014). Education is one of the key ways to improve the quality, potential, and thinking skills of students. As stated in the Constitution of the Republic of Indonesia No. 20 of 2003 on the National Education System, Article 1: "Education is a conscious and planned effort to create a learning atmosphere and learning process in which students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state." (Aris Shoimin, 2014) The achievement of learning objectives is not merely measured by understanding alone, but also through various student activities that help realize learning goals, such as student participation, cooperation, and creativity. To achieve these goals, a learning model is needed, and one such model that enhances student cooperation and creativity is the Cooperative Learning Model: Student Teams Achievement Division (STAD)

Cooperative learning is a concept of collaborative learning, in which students are given the opportunity to work together through structured tasks and instructions. (Rusman, 2012). A learning model is one of the strategies teachers can use to enhance learning outcomes, including students' academic achievements, learning motivation, study attitudes, critical thinking skills, social skills, and the optimal achievement of learning outcomes. (M. Nafiur Rofiq, 2010). Cooperative Learning is a student-oriented learning model, especially useful in addressing issues encountered by teachers related to inactive students or students who struggle to collaborate with their peers. (Isti Fatonah, 2015)

Learning outcomes are the students' abilities acquired through participation in the learning process, which includes cognitive, affective, and psychomotor skills. (Nana Sudjana, 2010). The success of the learning process can also be measured by students' academic achievements. Based on this explanation, it is understood that the use of the

Cooperative Learning Model: Student Teams Achievement Division (STAD) can be applied in the Islamic Religious Education (PAI) learning process. (Wahyudi, Dedi, and Nelly Agustin, 2018). This is in line with classroom observations where student participation in PAI lessons has been lacking. Additionally, students' learning outcomes still show some students failing to meet the minimum criteria. Therefore, this study seeks to conduct Classroom Action Research on the implementation of the STAD Cooperative Learning Model in PAI lessons, specifically on the topic Getting Closer to the Names of Allah, to improve student learning outcomes in Grade V at SDN 150 Barru.

Method

The data analysis technique in this study uses the interactive model of Miles and Huberman, which includes data reduction, data presentation, and conclusion drawing. Data reduction is carried out by selecting and focusing on important information from interviews, observations, and documentation. The reduced data is then presented in the form of descriptive narratives that illustrate behavioral patterns and social meanings in the educational practices at the madrasa. This analysis process takes place simultaneously throughout the data collection period, allowing the researcher to continuously verify and adjust the findings (Creswell, 2016: p.238). The conclusions of the study are drawn after the data has been compared and analyzed comprehensively, while still paying attention to context and the integrity of meaning. The validity of the research results is strengthened through the use of source and method triangulation, which helps avoid interpretive bias and improves the credibility of the data (Sugiyono, 2019: p.409)

This type of research is classroom action research using the model developed by Kemmis and McTaggart. The subject of the research is the 5th-grade class of SDN 150 Barru, consisting of 20 students. (Wina Sanjaya, 2013). The data collection techniques and instruments include tests to measure the success of students' knowledge after implementing the Cooperative Learning Model: Student Teams Achievement Division (STAD). (Sugiyono, 2017). The data analysis technique used is descriptive statistical analysis (Anas Sudjiono, 2005). This is done to draw conclusions about the implementation of the STAD Cooperative Learning Model in Islamic Religious Education (PAI) lessons, specifically on the topic Getting Closer to the Names of Allah, aimed at improving the learning outcomes of 5th-grade students at SDN 150 Barru. The classroom action research design model is as follows:



Based on the diagram of the classroom action research model, it can be explained that this research consists of two cycles. Cycle 1 begins with the planning stage, where the teacher prepares by selecting appropriate learning resources and developing a detailed learning plan. Next, during the implementation stage, the teacher carries out the learning activities according to the plan. In the observation and reflection stage, the teacher evaluates the level of success of Cycle 1. After analysis, Cycle 2 is conducted, following the same systematic steps as the previous cycle.

Result and Discussion

Implementation of Cycle I

Cycle I was carried out during one learning session on June 6, 2023, with the following breakdown:

Planning Stage

Before implementing learning activities using the STAD (Student Teams Achievement Division) method, various preparations were made, including:

- 1) Preparing the learning tools to be used (syllabus, lesson plan, and teaching materials).
- 2) Preparing the necessary resources, materials, and media for learning.
- 3) Preparing observation sheets for monitoring the learning activities.
- 4) Preparing evaluation tools or tests to assess students' learning outcomes.

Implementation of the Action

The action was implemented on June 6, 2023, with 20 students in attendance. The main topic for the lesson was Chapter 3: Getting Closer to the Names of Allah.

1) Opening Activities

The session began with the teacher initiating the lesson through an apperception activity and motivating the students. The teacher also checked student readiness and managed the classroom environment to support the learning process. Students were directed to pray together, and attendance was taken. The teacher then communicated the learning objectives to be achieved and conducted a pre-test to assess students' prior knowledge regarding the topic Getting Closer to the Names of Allah.

2) Main Activities

In the main activity, the teacher delivered the lesson material using the student textbook. Students were invited to read and observe the topic on Getting Closer to the Names of Allah. The teacher then administered a quiz to each student, aimed at assessing their learning outcomes and using the results as a basis for forming groups. Students were divided into 4 groups, each consisting of 4 members with varying academic levels (high, medium, and low). The teacher also ensured attention to gender equity and cultural or ethnic diversity. Each group was assigned a task: they received a paper containing randomized names of Allah and their meanings, which they had to match correctly through discussion. At the end of the session, students and the teacher evaluated each group's work by inviting representatives to present their results.

The teacher then reinforced the key points of the lesson and conducted a Cycle I test. The learning outcomes are explained in the following table:

Number	Name	Scores of cycle 1
1	Andi ainun ramadhany	72
2	Annisa magfirah	72
3	Asyam zakiyy kahfi	65
4	Aufa rijal rasyad	70
5	Diva tri lestari	72
6	Irfandi muhtar	65

7	Muhammad ababil putra	70
8	Muhammad abyan	65
9	Muhammad arsyil malik	72
10	Muhammad fadil	65
11	Muhammad fahri amran	72
12	Muhammad isra rajab	70
13	Muhammad khaerunnas	70
14	Muhammad syawal diansyah	60
15	Narendra erabbani	70
16	Nur arifah	72
17	Nur bashirah kaprawi	60
18	Sinar	70
19	Siti al-thafunnisa	72
20	Syfahu rahma	72
Total		1376
Average		68.8

3) Closing Activities

The teacher and students engaged in a question-and-answer session to address any unclear points related to the material presented. The teacher then provided a conclusion to summarize the lesson and assigned homework to be completed at home. Finally, the session was closed with greetings and a prayer led by the class leader.

Implementation of Cycle II

Cycle II was carried out during one learning session on June 13, 2023, with the following explanation:

Planning Stage

After completing Cycle I, the learning process still required several planning steps, which referred back to activities in Cycle I as part of the evaluation process. When implementing the learning activities using the STAD (Student Teams Achievement Division) method, several preparations were made, including:

- 1) Preparing the learning tools to be used (syllabus, lesson plans, and learning materials).
- 2) Preparing the necessary sources, materials, and learning media.
- 3) Preparing observation sheets for learning activities.
- 4) Preparing evaluation tools or tests to assess the students' learning outcomes.

Implementation of the Action

This was carried out on June 13, 2023, with 20 students present. The main material taught was the same as in Cycle I, which was Chapter 3: Getting Closer to the Names of Allah.

1) Opening Activities

The learning session began with the teacher initiating the lesson through apperception and providing motivation to the students, as well as conducting an initial "ice breaking" activity to stimulate their readiness and enthusiasm for learning. The teacher then checked students' preparedness and managed the classroom environment to meet learning needs. Next, the students were directed to recite a prayer together. The teacher conveyed the learning objectives to be achieved. A pre-test was then administered again to measure students' understanding before starting the lesson on Getting Closer to the Names of Allah.

2) Main Activities

During the main activity, the teacher presented the lesson material using the student textbook. The teacher guided the students to read and observe the topic Getting Closer to

the Names of Allah. Then, the teacher gave a direct-answer quiz to each student to assess their level of understanding, which served as a basis for forming groups. The students were divided into 4 groups, each consisting of 4 members with mixed academic abilities (high, medium, and low). Gender equality and cultural or ethnic diversity were also considered when forming the groups. The teacher then assigned tasks and instructions to each group. The prepared task involved a paper containing questions related to the material. Students were called one by one to go to the whiteboard and answer the questions in a relay-style manner. Students who came forward had to follow the teacher's instructions to jump over any objects in their path before answering the question on the board. At the end of the session, the students and teacher evaluated each group's work by reviewing the answers written on the whiteboard. The teacher then administered a test for Cycle II. The students' learning outcomes are presented in the following table:

3) Closing Activities

The teacher and students held a Q&A session to clarify any material that was not fully understood. The teacher summarized the lesson and assigned homework. Finally, the class president led the closing greeting and prayer.

Number	Name	Score
1	Andi ainun ramadhany	80
2	Annisa magfirah	82
3	Asyam zakiyy kahfi	88
4	Aufa rijal rasyad	77
5	Diva tri lestari	88
6	Irfandi muhtar	85
7	Muhammad ababil putra	82
8	Muhammad abyan	74
9	Muhammad arsyil malik	91
10	Muhammad fadil	85
11	Muhammad fahri amran	82
12	Muhammad isra rajab	80
13	Muhammad khaerunnas	85
14	Muhammad syawal diansyah	77
15	Narendra erabbani	88
16	Nur arifah	85
17	Nur bashirah kaprawi	82
18	Sinar	80
19	Siti al-thafunnisa	91
20	Syfahu rahma	82
Total		1664
Average		83.2

Based on the findings from Cycle I to Cycle II regarding the implementation of the Cooperative Learning Model of the STAD (Student Teams Achievement Division) type in Islamic Religious Education (PAI) learning on the topic Getting Closer to the Names of Allah to improve student learning outcomes in Grade V of SDN 150 Barru, there was a noticeable improvement. In Cycle I, the average student learning outcome was 68.3, whereas in Cycle II, it increased to 83.2

Conclusion

Cooperative learning is a concept of learning through mutual collaboration, a system in which students are given the opportunity to work together by being assigned tasks and instructions in a structured manner. A learning model is one of the strategies that can be utilized by teachers to enhance their instructional objectives, including improving student learning outcomes, motivation to learn, learning attitudes, critical thinking abilities, social skills, and the achievement of optimal learning results. Cooperative Learning is a learning model in which the teaching and learning activities are student-centered (student-oriented), especially in overcoming issues encountered by teachers in activating students who are not yet able to collaborate with their classmates. Learning outcomes refer to the students' abilities acquired through participation in the learning process, encompassing cognitive, affective, and psychomotor skills. The success of the learning process can also be measured by student learning outcomes. Based on findings from Cycle I to Cycle II regarding the implementation of the Cooperative Learning Model of the STAD (Student Teams Achievement Division) type in Islamic Religious Education (PAI) on the topic *Getting Closer to the Names of Allah* to improve the learning outcomes of fifth-grade students at SDN 150 Barru, there was an improvement: in Cycle I, the students' average learning outcome score was 68.3, while in Cycle II it increased to 83.2.

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