IMPROVING STUDENTS' LEARNING OF THE MATERIAL OF THE SHAHADA SENTENCE THROUGH THE STAD COOPERATIVE LEARNING

PENINGKATAN HASIL BELAJAR PESERTA DIDIK PADA MATERI KALIMAT SYAHADAT MELALUI PEMBELAJARAN KOOPERATIF STAD

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Abstract

This study explores the use of Student Teams Achievement Divisions (STAD) of the cooperative learning model to improve students' learning outcomes on the shahada sentence material in primary education. The study was conducted at SD Negeri 58 Ulo in Bone Regency using a quantitative approach using Class Action Research (CAR) and involved 15 grade 1 students. Data were collected through observation and learning outcome tests. The findings indicated that the application of the STAD cooperative learning model improved learning outcomes on the shahada sentence material. This research highlighted the importance of effective teaching methods in Islamic education at the primary school level. The results contribute to the development of more beneficial approaches in the field of primary education.

Keywords: STAD Cooperative Model, Learning Outcome, Shahada Sentence

Abstrak

Penelitian ini mengeksplorasi penggunaan model pembelajaran kooperatif Student Teams Achievement Divisions (STAD) untuk meningkatkan hasil belajar siswa pada materi kalimat syahadat di pendidikan dasar. Penelitian yang dilakukan di SD Negeri 58 Ulo di Kabupaten Bone ini menggunakan Penelitian Tindakan Kelas (PTK) dengan pendekatan kuantitatif dan melibatkan 15 siswa kelas 1 SD. Data dikumpulkan melalui observasi dan tes hasil belajar. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran kooperatif tipe STAD dapat meningkatkan hasil belajar siswa pada materi kalimat syahadat. Penelitian ini menyoroti pentingnya metode pengajaran yang efektif dalam pendidikan agama Islam di tingkat sekolah dasar. Hasil penelitian ini memberikan kontribusi pada pengembangan pendekatan yang lebih bermanfaat di bidang pendidikan dasar.

Kata Kunci: Model Kooperatif STAD, Hasil Belajar, Kalimat Syahadat

1. Introduction

Education is all conscious efforts made by families, schools, communities, and governments through teaching and training guidance activities organized in formal, non-formal, or informal institutions. Education is a joint effort to realize that a complete human being is important, so the progress of a nation can be seen from the back and forth of education (Sutikno, 2006). One of the most important aspects of education that must be taught is the Islamic teachings. The purpose of Islamic education is to guide and educate someone to understand the teachings of Islam. Students are expected to have thinking, emotional, and spiritual intelligence to provide for life toward success in this world and the hereafter (Nabila, 2021). This is in line with what is expressed by Hujair in Husaini (2021), who calls the purpose of Islamic religious education as Rahmatan Lil 'Alamin with the intention that the purpose of education cannot be separated from the purpose of human life even though it is influenced by other aspects such as culture, mindset, or others.

In the current era of globalization, the spread of moral issues among young people, such as drug use, damaging other people's property, deprivation, fraud, abortion, persecution, gambling, prostitution, murder, and others, has become a social problem that has not yet been completely resolved (Taufik & Apendi, 2021). The consequences are quite serious and can no longer be considered simple problems because these actions have led to criminal acts. This condition is of great concern to the community, especially parents and teachers (educators) because the perpetrators and victims are teenagers, especially college and university students (Kurnia & Edwar, 2021; Safira, 2023). By instilling religious values among adolescents, it will be very helpful in reducing the impact of the progress of this sophisticated. This can be started with education in schools and adolescents' environments, which mobilizes them to become humans who have faith and morals and obey religious teachings (Firmansyah, 2019).

Many people believe that such conditions begin with what is produced by the world of education. In fact, education contributes the most to this situation (Amelia, 2019). Those who have gone through the educational system so far, starting from education in the family, neighbourhood, and school, cannot process conflict and chaos, so children and adolescents are always victims of conflict and chaos (Riyadi, 2016). As an educator, the teacher has the main task, including the responsibility of forming children's morality to avoid the negative influence of socialization. As the spearhead of education, teachers create a learning process in the school environment (Alpian, Anggraeni, Wiharti, & Soleha, 2019). One of the learning materials teachers teach in the context of their responsibility to form children's morals is the material of the shahada sentence found in Islamic education subjects.

Based on temporary observations at SD Negeri 58 Ulo class I, students' ability to solve questions about the shahada sentence was minimal. The above fact is caused by the students' lack of independence and enthusiasm in learning the material of the shahada phrase, and this is because the teacher has so far only used the lecture method, which pays less attention to students' activeness in learning. Students participate less in learning activities, so they feel bored and lazy to learn. If left unchecked, it will result in low mastery of students in learning the shahada Sentence and its application in everyday life. Considering this condition, it is necessary to have an alternative learning method based on how students learn to find their information and can interact multi-directionally with the teacher and fellow students in a fun and friendly atmosphere.

Another alternative that can be used in learning the shahada sentence is through the STAD cooperative model. Learning through this model was chosen because it has provided maximum results in other learning materials. The STAD cooperative model is one of the learning models that emphasizes the interaction process between students and students and between students and teachers. This model will allow students to discuss in class groups to create a more active, effective, and fun learning atmosphere (Suparmini, 2021). Therefore, STAD cooperative learning is applied to Islamic education and cultivation subjects, especially the material of the shahada sentence.

Research conducted by Darniwanti, Raehang, Pairin, & Kadir (2022) found the application of the STAD cooperative learning model in Islamic education subjects can improve the learning outcomes of class X students of SMK Negeri I Kaledupa. There appears to be good interaction in learning, so the percentage of teacher activity in cycles I and II has increased, improving student learning outcomes. In another study by Fitri (2018), there were several obstacles during Qur'an and hadith learning process using the STAD cooperative learning model. These obstacles can be overcome through teacher efforts, including motivating students to encourage their enthusiasm for learning and controlling group discussions so that all students are actively involved, and group communication is well developed. The effectiveness of the STAD cooperative learning model in both studies strengthens the reason for applying the same model in different subjects, namely Islamic education on the material of the shahada sentence. Therefore, it is necessary to intensively study the material of the shahada sentence, both in learning and its application in everyday life, to improve student learning outcomes through Islamic education.

2. Research Method

The research was conducted at UPT SD Negeri 58 Ulo, Bone Regency. This research used Class Action Research (CAR) to improve students' learning outcomes in Islamic education and ethics, especially in interpreting the two sentences of the creed by applying the STAD cooperative learning model. The method in this study was carried out in four stages: planning, implementation, observation, and reflection (Lastia, 2020).

Data sources of learning outcomes and student activities in the teaching and learning process both at school and at home in this study were 15 students consisting of 5 boys and 10 girls, as well as teachers, to see the success rate of using the learning model used. Data collection was carried out using observation sheets and learning outcomes tests. The observation sheet was used to collect data on implementing Islamic Education and Ethics learning using the STAD cooperative learning model following the learning design (Muliani, 2019). Observations were made by direct observation of the learning process carried out by researchers (Satriani & Fahmia, 2019). Learning outcome tests were used to determine the success of learning. The data that has been collected is then analyzed descriptively.

3. Results and Discussion
3.1 Results
3.1.1 Cycle I

This research was conducted in the odd semester of 2022 in class I, SD Negeri 58 Ulo. There were 15, consisting of 5 male and 10 female students. The cycle I test was

prepared to measure the students' understanding of thematerial explained. In the learning scenario, the steps in the core activities contain the learning components of the STAD cooperative learning model. Teaching and learning activities were using the STAD model of cooperative learning. The activity was allocated 6 x 35 minutes by holding a test/evaluation at the end of the session, including the learning material about Islam's pillars. The core activities of the learning process were carried out through the STAD model of cooperative learning; namely, images related to the material of the pillars of Islam were displayed, and students observed and asked questions about what they saw on the slide.

Based on the observation of students' activities, data were obtained that 9 out of 15 students reached KKTP (Criteria for Achieving Learning Goals). Thus, the percentage of completion was 60%. After the implementation of the cycle I learning process, the results of the learning outcomes test were analyzed. The results of the descriptive analysis of the students' learning outcomes after going through the cooperative model can be seen in table 1 as follows:

Table 1. Results of Cycle I Assessment

No	Student Name	Mark
1	Aistah Mikaila	60
2	Akram Yazin Maulana	50
3	Alifa Yumna	90
4	Iftitah Ramadhani	60
5	Keysha Anugrah	70
6	Khanza Fathiyah Salsa	80
7	Mira Mutmainnah Assah	60
8	Muh. Ikhlas	60
9	Nadhif Aslam Hambali	80
10	Naila	80
11	Naina Najma	50
12	Novia Azzahra	70
13	Nur Afifa Nayla	80
14	Nur Asria	80
15	Ris wan	80
	Average	70
	The Highest Score	90
	Lowest Score	50

Table 1 shows the description of students' learning outcomes through the STAD cooperative learning model, with the subject of 15 participants obtaining an average class value of 70%. Furthermore, based on the results of the learning outcomes test, the frequency distribution and percentage are obtained as follows:

Table 2. Frequency Distribution and Percentage of Cycle I of Learning Score

Value Range	Category	Frequency	Percentage (%)
100	Very Good	-	
90	Good	1	7%

Value Range	Category	Frequency	Percentage (%)
80	Pretty Good	6	40%
70	Enough	2	13%
60	Less	4	27%
50	Very Less	2	13%
Total		15	100%

Table 2 shows that out of 15 learners, 60% have achieved KKTP, although no learners have reached the very good category. However, there was 1 learner in the good category, 6 in the pretty good category, 2 in the enough category. Unfortunately, there are still 4 learners in the less category and 2 in the very less category.

3.1.2 Cycle II

Planning of cycle II material knew two sentences of shahada with learning objectives, namely after seeing the pictures and discussion, students can correctly mention the meaning of shahada *tauhid* sentence, can correctly mention the meaning of shahada *rasul* sentence, and can correctly pronounce the two sentences of shahada and their meanings. Researchers prepared and developed the plan through learning scenarios (teaching modules), LKPD (Student Worksheets), and cycle II tests.

Researchers provided media that students used in learning to interpret the two phrases of shahada to improve students' learning outcomes on the taught material. The media prepared were powerpoint, LCD projector, and laptop. Preparation of cycle II tests to measure the students' level of understanding of the material that has been explained. In the learning scenario, the steps in the core activities included the learning components of the STAD cooperative learning model.

In this session, the observer observed and paid attention to students in the learning process. Based on the observation of students' activities, data were obtained that 15 students had reached KKTP. So, the percentage of completeness was 100%. After the implementation of cycle II, a learning outcome test was conducted again. The results of the descriptive analysis of the acquisition value of the students' learning outcomes after going through the STAD cooperative model can be seen in table 3 as follows:

Table 3. Results of Cycle II Assessment

No	Student Name	Mark
1	Aistah Mikaila	100
2	AkramYazin Maulana	80
3	Alifa Yumna	100
4	Iftitah Ramadhani	100
5	Keysha Anugrah	90
6	Khanza Fathiyah Salsa	90
7	Mira Mutmainnah Assah	90
8	Muh. Ikhlas	80
9	Nadhif Aslam Hambali	100
10	Naila	90
11	Naina Najma	100
12	Novia Azzahra	100

No	Student Name	Mark
13	Nur Afifa Nayla	100
14	Nur Asria	90
15	Riswan	90
	Average	94
	The Highest Score	100
	Lowest Score	80

Table 3 describes students' learning outcomes through the STAD cooperative learning model, with 15 students obtaining a class average score of 94%. The highest score is 100, and the lowest score is 80. Furthermore, based on the scores of the learning outcomes test, the frequency distribution and percentage are obtained as follows:

Table 4. Frequency Distribution and Percentage of Cycle II of Learning Score

Value Range	Category	Frequency	Percentage (%)
100	Very Good	8	54%
90	Good	5	33%
80	Pretty Good	2	13%
70	Enough	-	-
60	Not Enough	-	-
50	Very few	-	-
	Total	15	100%

Based on table 4, it appears that 15 students have reached the KKTP. The research consisted of teacher and student activities in interpreting the two sentences of the creed through the STAD cooperative model in class I, UPT SD Negeri 58 Ulo, Tellusiattinge District, Bone Regency. This research is intended to determine students' learning outcomes by interpreting the two phrases of the shahada and then obtaining general information that the value of student learning outcomes is still lacking, then getting improved after conducting cycle II.

3.2 Discussion
3.2.1 Cycle I

Cycle I began with greetings and a short prayer to create a positive and enthusiastic atmosphere. The teacher then checked students' attendance and invited students to sing and clap. The previous lesson is evaluated through questions to ensure students' understanding. The teacher explained the learning objectives and the learning model to be used. According to Yanda (2018) and Sugiaryo & Sutoyo (2020), in cooperative learning theory, the STAD model encourages students to work together in small groups to achieve shared understanding and help each other to improve individual and group learning outcomes. Therefore, the material in the core activities was explained with the help of powerpoint presentations interspersed with questions and answers from students, and students who answer are rewarded with stars. The core activities included presenting the material using powerpoint and interacting with students through questions and answers. Students who answered correctly were rewarded with stars. The fastest group presented the results of their discussion. Next, students memorized the pillars of

Islam in order. The cycle ends with an assessment to evaluate learning outcomes and improve performance. The teacher and students reflected on the material learned and asked further questions. Finally, the teacher provided reinforcement moral messages and conveyed the next learning material before closing the session with prayers and greetings.

Based on the activities carried out, researchers did reflection activities on the results of the final test in cycle I, so several aspects were reflected upon. First, the achievement of student learning outcomes in pre-cycle activities was only 2 students who reached the KKM (Minimum Completeness Criteria). Then, in the implementation of the cycle I, students who reached KKM were 9 people. This meant there was an increase in better learning outcomes than the pre-cycle conditions. Gillies (2016) stated that cooperative learning effectively improved learning outcomes by allowing students to discuss, exchange ideas, and solve problems. However, the results did not fulfill the success indicators set, where only some students reached the KKTP. Therefore, it still needs to be improved to achieve KKTP values. This happened because some students were still less focused on the learning process. Second, teacher and student activities had improved, and students were eager to learn. When the observer observed and paid attention to students during the learning process, there was a positive change in enthusiasm among them. Based on the observation of the teacher's teaching activities, the data obtained showed that the suitability of the teaching module with the implementation of learning was considered sufficient.

This result showed that although the STAD model can increase student engagement in cycle I, there were still shortcomings in the implementation that need to be improved. To improve learning achievement, conducting learning in cycle II was necessary. Cycle II lesson planning needs to be further refined by improving things considered successful but not optimal in cycle I. As a reflection of cycle I, it was necessary to improve the learning process to run well and provide better motivation in learning.

3.2.2 Cycle II

The results of observations and tests during the implementation of the action were analyzed at the reflection stage. The analysis was conducted to obtain the presentation of the material went well according to plan, students were able to complete the tasks given by the teacher, students did not experience difficulties during the learning process, and the results of the cycle II action test showed an increase from the cycle I test. Activities on the material of interpreting the two sentences of the shahada through the STAD cooperative learning model showed that the average value of student learning outcomes had increased from cycle I to cycle II. It can be seen from the completeness of student learning outcomes in cycle I, which was 60%, and an increase in cycle II, with a percentage of 100%. After reflecting and improving based on the results of cycle I, the implementation of cycle II showed a more significant improvement. Teacher and student activities in learning increased (Sitepu, Silaban, & Mahulae, 2021), and all students achieved KKTP with very satisfying scores. The learning test results at the end of cycle II showed that all students (100%) had achieved the set success standards. The improvements made in cycle II are in line with the principles of constructivist theory proposed by Vygotsky, where effective learning occurs through social interaction and collaboration with peers (Alkhudiry, 2022; Ghazali, Hardman, Ashari, Idris, & Mitchelle, 2024). STAD cooperative learning provides an environment that supports this interaction, thus helping students to build deeper and more meaningful understanding.

The results of this study indicated that the STAD cooperative learning model effectively improved student learning outcomes (Pradevi, Susanti, & Rustamti, 2021; Sumilat & Matutu, 2021) on the material of the shahada sentence. Consistent implementation and continuous improvement are essential to achieve optimal results. Therefore, it is recommended that teachers continue to develop and apply this cooperative learning model in various subjects to improve student engagement and learning outcomes. The cooperative learning approach improved academic outcomes and students' social skills (Othman & Idrus, 2019) because it emphasized the importance of working together in small groups to develop communication, teamwork, and conflict-resolution skills. Thus, the application of the STAD model provides holistic benefits for students' development.

4. Conclusion

The STAD cooperative learning model can improve learning outcomes in Islamic education subjects by knowing the two phrases of shahada in the class I of UPT SD Negeri 58 Ulo. Based on the results of research and discussion, it can be concluded that the ability of students to achieve KKTP in class I UPT SD Negeri 58 Ulo Tellu Siattinge District, Bone Regency, has increased. This can be seen from the learning in cycle I, which had an average score of 70%. The analysis results increased in cycle II with an average score of 94%.

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