

## **The Implementation of the Student Teams Achievement Division (STAD) Model in Islamic Education (PAI) Learning at SMP Ma'arif Bandung**

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### **Abstract**

This study aims to describe the implementation of the cooperative learning model STAD (Student Teams Achievement Division) in Islamic Education (PAI) learning at SMP Ma'arif Bandung. The research uses a qualitative method that describes the phenomena observed in the field. Data collection was conducted through direct observation, in-depth interviews with respondents, and documentation studies of relevant materials. The findings indicate that effective lesson planning is crucial for teachers to achieve the learning objectives. This planning includes various activities involving both teachers and students, such as selecting appropriate methods, media, and learning resources to support the learning process. In the implementation phase, the lesson begins with greetings and prayers, followed by checking student attendance and asking about their well-being. The teacher then motivates students to stay engaged in the learning process. The evaluation of the STAD model's application at SMP Ma'arif Bandung is conducted by assessing student participation in discussions, task completion, and presentation performance.

**Keywords:** STAD Learning Model, Islamic Education, SMP Ma'arif

### **1. Introduction**

Education is essential for humans to adapt and interact effectively with the surrounding community. It also serves as a vital tool for preparing individuals to face the future. The significance of education requires attention due to its ability to shape personal character, provided it is pursued earnestly. Education plays a crucial role in advancing a nation. With optimal education quality, a country's progress is likely to increase. Conversely, poor education quality can hinder a nation's development. The role of education is vital as it involves the development of high-quality human resources (HR).

Educators need to understand this before planning lessons. In Indonesia, educators typically use classical teaching methods. Lectures and memorization are still the primary choices, which often result in students feeling bored with the learning process. This situation is due to a lack of creativity from educators in adapting teaching methods to meet students' needs, creating a monotonous and uninspiring learning environment. As a result, students become disinterested and unwilling to listen to the teacher's explanations. Creativity or individual ability to take actions involving creativity, as well as generate new ideas and solutions, is crucial in addressing specific challenges or situations. Considering the challenges future generations will face, educators must prepare students with skills known as the 4Cs: Critical Thinking, Communication, Creative Thinking, and Collaboration.

Educators bear the responsibility of implementing the right teaching models to support students in acquiring the necessary skills. An appropriate learning model can boost students'

enthusiasm, leading to the desired learning outcomes. One cooperative learning model that fosters a supportive learning environment and aims to enhance student achievement is the Student Teams Achievement Division (STAD) model. The STAD model involves training students to work together in small groups of four to five people collaboratively and interactively.

The Role of Teachers and Implementation of STAD Model in Islamic Religious Education (PAI). In the learning process, teachers act as facilitators, presenting material while collaborating with each group to assess the level of understanding among team members. After group activities, all students take individual quizzes based on the material. Teachers can then reward groups that achieve high scores. This cooperative learning model is highly effective in promoting active participation, stimulating critical thinking, and adding an element of enjoyment for students. Such an approach increases students' interest and enthusiasm, particularly in Islamic Religious Education (PAI).

Islamic Religious Education is a deliberate effort to guide, teach, and train students in matters related to Islam. This is conducted by Islamic religious teachers with well-planned lessons and clear objectives aimed at developing students' faith. The approach involves the acquisition of knowledge, understanding, practice, habits, and awareness related to Islam. Its primary goal is to foster students' faith and devotion to Allah SWT. PAI serves to enhance students' motivation, interest, and desire to continue learning while inspiring them to engage actively in Islamic studies. Thus, Islamic Religious Education is an interactive process between teachers and students with the objective of providing understanding and explanations about Islam.

## **2. Literature Review**

Implementation typically refers to the process of executing activities aimed at achieving a specific objective. It involves applying policies, ideas, concepts, or innovations in a way that results in changes in skills, knowledge, attitudes, and values. According to Browne and Wildavsky, implementation is the means by which various activities are coordinated and adjusted to function harmoniously. The cooperative learning model, \*\*Student Teams Achievement Division (STAD), is a concept used to foster learning through structured group collaboration.

Gagne defines learning as a series of planned external events aimed at supporting internal learning processes. He further elaborated that the goal of learning is to create processes where external conditions are designed to stimulate, support, and sustain internal learning events. Joyce, Weil, and Calhoun also describe learning models as representations of the learning environment that include teacher actions during instruction. Jamal Mirdad defines learning models as guidelines for educators in preparing lesson plans, selecting media, and organizing tools for classroom instruction.

Cooperative learning, as explained by Johnson, involves students working together in small groups to maximize their own and each other's learning experiences. Wagitan believes that cooperative learning is a suitable choice as it promotes active interaction and enhances learning efficiency. Based on these definitions, cooperative learning can be understood as a concept or framework in which active interaction among individuals with diverse abilities is structured to achieve educational objectives.

## **3. Research Methodology**

Research methodology refers to a scientific approach to data collection with specific goals and purposes. This study employs a field research method, involving direct observation and data collection from the research location.

### 3.1. Research Object and Subjects

- a. Research Object: The implementation of the STAD cooperative learning model in Islamic Religious Education (PAI) at SMP Ma'arif Bandung.
- b. Research Subjects:
  - 1) The PAI teacher at SMP Ma'arif Bandung, Mr. Zain Lutfi, S.Ag., was interviewed to gather information about the implementation of the STAD model in the ninth-grade Fiqh class. The focus was on understanding how the STAD model was applied.
  - 2) Ninth-grade students served as crucial participants, as they experienced and implemented the cooperative learning model.
  - 3) The principal of SMP Ma'arif Bandung provided school-related data for the research.
  - 4) The vice-principal of curriculum affairs shared insights on the school's curriculum.

### 3.2. Data Collection Techniques

Data collection is a process of gathering information to support the research.

- a. Observation: In research, observation involves focusing attention on a specific object using the senses. Observation tools include guidelines, tests, questionnaires, and audio-visual recordings.
- b. Interviews: This method is used to obtain detailed information through verbal statements from individuals or groups.
- c. Documentation: This technique involves collecting and analyzing written documents, images, or other artifacts relevant to the implementation of the STAD model in PAI at SMP Ma'arif Bandung.
- d. Data Triangulation: This approach combines different techniques and data sources to enhance the validity of the research. Triangulation ensures that data is diverse and reliable, using multiple methods to gather information from the same source.

### 3.3. Data Analysis Techniques

Qualitative data analysis is an integrated process that occurs alongside data collection. It involves several stages, including data reduction, data presentation, and drawing conclusions, all of which are interconnected and contribute to a deeper understanding of the phenomenon under study. Analysis begins during the preliminary stages and informs the focus of the research. However, this focus may shift and evolve as the researcher engages in fieldwork. The analysis is typically conducted once a certain period of data collection has been completed. During this phase, the researcher assesses the interview responses, and if the data is deemed insufficient or unsatisfactory, additional questions are posed to gather more credible information.

## 4. Results and Discussion

Based on the research findings, data collection methods used included observation, interviews with relevant parties, and documentation. These methods provided insights into the

implementation of the STAD (Student Teams Achievement Division) cooperative learning model in Islamic Religious Education (PAI) at SMP Ma'arif Bandung. The researcher presented the data in narrative form, covering aspects of planning, implementation, and evaluation of the STAD model in PAI instruction.

#### **4.1. Planning of the STAD Cooperative Learning Model in PAI at SMP Ma'arif Bandung**

Effective planning is essential for the smooth execution of the learning process. Lesson planning is a decision-making process involving a series of steps aimed at achieving predetermined objectives. This process includes defining goals, policies, programs, methods, procedures, and activities. To ensure successful learning outcomes, teachers must prepare effective lesson plans, outlining activities for both teachers and students, and selecting appropriate methods, media, and learning resources. The primary focus is to achieve the learning objectives.

In the planning phase, the researcher observed PAI teachers preparing various instructional materials, such as Lesson Plans (RPP), Student Worksheets (LKS), assessment instruments, and observation sheets to track student and teacher activities. These observations were gathered through direct observation and interviews at the school. Before starting the lessons, teachers prepared the RPP, teaching media, LKS, and textbooks, particularly for PAI classes in grade IX. The cooperative learning model STAD is detailed in the RPP.

The interviews revealed that PAI lessons only began once all necessary materials were ready. Teachers also prepared discussion topics and questions in line with the STAD model. In applying this model, PAI teachers carefully selected teaching methods that aligned with the subject matter. The use of STAD promotes active learning and enhances student communication through peer interaction.

The STAD model is well-suited to the natural social tendencies of students, fostering mutual dependence, shared goals, responsibility, and solidarity. By working in groups, students help one another, share responsibilities, and practice both verbal and non-verbal skills. The cooperative learning model also stimulates healthy competition and helps students recognize their strengths and weaknesses.

#### **4.2. Implementation of the STAD Cooperative Learning Model in PAI at SMP Ma'arif Bandung**

The STAD cooperative learning model was chosen by teachers to improve students' critical thinking and communication skills, encouraging them to apply effective communication when sharing information with classmates. The first step in the STAD model is to divide students into heterogeneous groups, with each group consisting of four to five members.

Based on interviews with PAI teachers at SMP Ma'arif Bandung, several steps are involved in the STAD model. First, students are given motivational encouragement to study harder, followed by a review of the previous material. Next, the teacher explains the steps for conducting group discussions and forms groups of four to five students. Each group is then assigned a specific topic for discussion. After the group presentations, students engage in a Q&A session. To conclude the lesson, the teacher administers a quiz for evaluation and rewards active participants.

The first step of the lesson involves greeting, checking attendance, and providing motivational support. The teacher then reviews previous lessons, introduces the new material, and outlines the assessment plan. Afterward, the teacher forms random groups in class IX D, each consisting of four to five students, ensuring that the groups are heterogeneous.

For this session, the material covered was on personal refinement through etiquette, courtesy, and modesty. Group 1 was tasked with explaining the concept of etiquette in social media communication, Group 2 discussed Islamic dress codes, Group 3 focused on politeness toward parents, and Group 4 analyzed a case study to draw meaningful lessons. After the group presentations, students were invited to ask and respond to questions, fostering an interactive and engaging learning environment.

The use of the STAD model in PAI lessons at SMP Ma'arif Bandung has been shown to enhance both student participation and communication, leading to better overall learning outcomes. The teacher invited the students to respond or add to Group 4's answer, but since no one did, it was assumed that the students had understood the presentation from Group 4. The session then proceeded with Group 5's presentation on the concept of shame and examples of feeling ashamed before Allah. After their informative presentation, the teacher opened the floor for questions to the fastest group. Group 4 was the first to ask a question to Group 5: "What is the difference between feeling ashamed before Allah and feeling ashamed before other people?" This was followed by a question from Group 3, "How can we demonstrate shame before Allah during acts of worship like prayer?" Then, Group 6's representative, Selina Putri, asked, "Where does the feeling of shame originate?"

Group 5 received questions from Groups 4, 3, and 6. They were given five minutes to discuss and formulate accurate answers. Dian Ayu Septi, a representative from Group 5, responded: "Feeling ashamed before Allah comes from our acknowledgment that we are His creation, while feeling ashamed before others happens when we commit wrongdoings. As for Group 3's question, demonstrating shame during prayer requires focus and devotion. Regarding Group 6's question, shame stems from faith and the recognition of Allah's greatness. The feeling of shame arises when we truly believe that Allah is all-powerful over everything."

After Group 5's informative session, the teacher opened the floor for the fastest group to ask questions. Group 4 started by asking, "Why did the shepherd choose to tell the truth even when tempted to lie?" Group 5's representative, Intan Habbatun Najwa, followed up with, "Why did Ibn Umar want to test the shepherd's honesty?" Group 2's representative, Alvin Kurniawan, then asked, "Why did Ibn Umar decide to free the shepherd after hearing about the incident?"

Group 6 answered questions from Groups 4, 5, and 2. They were also given five minutes to discuss before providing their answers. Group 6 responded: "The shepherd was ashamed to lie before Allah. As for Group 5's question, Ibn Umar wanted to test how much the shepherd loved Allah. For Group 2's question, Ibn Umar freed the shepherd because of his honesty." The teacher then invited students to challenge or add to Group 6's answers. Group 4 requested to elaborate on Group 5's question, adding that Ibn Umar tested the shepherd's faith. Since no one else added further, it was assumed that the students understood the discussion.

The fifth stage of the learning process involved giving a quiz to all students. This stage provided an opportunity for students to test their understanding of the material discussed. It is important to note that students were not allowed to assist each other during the quiz, ensuring that each student individually comprehended the material and honed their ability to answer questions without peer help.

The learning process also included recognizing the best-performing group. Such recognition aims to motivate students by acknowledging their dedication, hard work, and active participation in the learning process. The awards serve to encourage students to become more diligent and resilient in their studies. Throughout the discussions, the teacher observed which groups were active in asking questions, challenging responses, and adding insights.

At the end of the lesson, the teacher and students concluded the discussion by summarizing the material, which focused on developing personal excellence through manners, respect, and shame. The steps in the Student Team Achievement Division (STAD) approach started with

the teacher outlining the goals and motivating students, followed by a review of previous lessons. Students were then randomly divided into groups of four to five, where they discussed assigned questions and prepared answers for the class discussion. After group discussions, the teacher selected a group to present its answers, with other groups then given the opportunity to ask questions or provide feedback on the presentation.

#### **4.3. Evaluation of the Implementation of the STAD Cooperative Learning Model in PAI at SMP Ma'arif Bandung**

There are naturally challenges in implementing learning processes at school, which can significantly affect both the learning process and outcomes. Therefore, adjustments in educational management are necessary to adapt to modern developments, especially regarding the learning process. As professionals, teachers are expected to be skilled in designing and managing learning programs.

The application of the STAD (Student Team Achievement Division) model in Islamic Religious Education (PAI) is fundamentally aimed at promoting teamwork among students and developing communication skills. However, some challenges were observed during its implementation, as outlined below, based on interviews and observations at SMP Ma'arif Bandung:

- a. **Time Constraints:** The learning process requires a considerable amount of time due to the various stages involved, such as delivering material, conducting group activities, and individual assessments. These stages take significant time to ensure that students grasp the material, engage in peer interaction, and complete the final evaluation of their individual achievements. Despite the random group assignments, the process was seen as complex, with some students, particularly girls, reluctant to join boys in mixed-gender groups due to a belief that boys tend to be lazy and less cooperative. This issue arose even though there were more girls than boys in each class, resulting in groups that were not as heterogeneous as intended.
- b. **Teacher Efficiency:** Teachers are required to complete their tasks efficiently, especially in grading student work. The ability of the teacher to work quickly and accurately in managing the classroom learning process is essential to ensuring a smooth learning experience.
- c. **Student Participation:** Random group assignments necessitate that students develop teamwork skills. However, it was observed that some group members were more passive while others took on more active roles. This variation in participation indicates that some students are less confident in group discussions and presentations, often resorting to reading directly from textbooks during presentations.

The evaluation of the STAD model at SMP Ma'arif Bandung was based on student participation in discussions, completion of tasks, and the quality of their presentations. This aligns with Haryanto's book, evaluation of learning concepts and management, which emphasizes that learning evaluation should focus on the academic achievements of students and their ability to engage in various activities, complete tasks, pay attention, participate actively, stay motivated, develop positive attitudes, show interest, receive feedback, and similar factors.

## **5. Discussion**

The STAD (Student Teams Achievement Division) method is one of the simplest and easiest cooperative learning models to implement for teachers and educators. At SMP Ma'arif

Bandung, the cooperative learning model STAD has been one of the methods used. Below is an analysis of the implementation of the STAD model in Islamic Religious Education (PAI) classes at SMP Ma'arif Bandung, covering planning, process, and evaluation.

### **5.1. Analysis of the Planning for the Implementation of the Cooperative Learning Model STAD (Student Teams Achievement Division) in Islamic Religious Education (PAI) at SMP Ma'arif Bandung**

Effective lesson planning is essential for teachers to achieve the desired learning objectives. This planning includes various activities for both teachers and students, such as selecting methods, media, and learning resources that will support the learning process. Based on research on the planning of Islamic Religious Education (PAI) lessons using the STAD cooperative learning model at SMP Ma'arif Bandung, prior to classroom instruction, the PAI teacher prepares a lesson plan (RPP), teaching materials, and learning tools. The lesson planning used at SMP Ma'arif Bandung aligns with the theory proposed by Rusydi Ananda (2023), in his book on Lesson Planning, which highlights the importance of planning that involves activities for both the teacher and students, selecting appropriate teaching models, learning resources, and media to support the learning process, and defining clear learning objectives.

An analysis of the lesson plans (RPP) for Islamic Religious Education (PAI) for ninth-grade students reveals that they align with the elements of the STAD (Student Teams Achievement Division) model. In addition to incorporating the STAD model, these lesson plans also emphasize cooperative learning strategies, focusing on small group collaboration among students to enhance the learning environment and achieve optimal learning outcomes. The STAD elements visible in these lesson plans include phases such as presenting objectives and motivation to students, forming student groups, assigning tasks to each group, explaining material to other groups, conducting quizzes for all students, awarding the best-performing group, and providing teacher evaluations during PAI instruction.

In applying the cooperative learning model STAD (Student Teams Achievement Division) in the learning process, the teacher meticulously prepares, selecting a model that fits the material to be taught. By choosing the appropriate model, students' understanding of STAD can be fostered effectively and optimally. In this approach, the teacher uses a cooperative learning model that places students at the center of the learning process, allowing them to develop discussion, thinking, and collaboration skills while encouraging active participation throughout the learning experience.

### **5.2. Analysis of the Implementation Process of the Cooperative Learning Model STAD (Student Teams Achievement Division) in Islamic Religious Education (PAI) at SMP Ma'arif Bandung**

The learning process implemented at SMP Ma'arif Bandung is consistent with the theory presented by Shilphy A. Octavia in her book on learning models. Below is a comparison of the steps in the STAD (Student Teams Achievement Division) method according to Shilphy A. Octavia's theory and the steps of cooperative learning in the STAD model as implemented in the learning process at SMP Ma'arif Bandung:

Table 2: Comparison of STAD (Student Teams Achievement Division) Steps at SMP Ma'arif Bandung

No.	Steps of STAD (According to Shilphy A. Octavia's Theory)	STAD Steps (As Implemented in Classroom Learning at SMP)
1	Presenting the learning objectives and motivating students	Introduction: Presenting the learning objectives and motivating students while linking to previous material.
2	Forming heterogeneous student groups based on the abilities of each group member	Group Formation Randomly forming student groups, dividing them between male and female students.
3	Assigning tasks to each student group	Task Assignment Assigning tasks to each student group.
4	Having each group explain the material to other groups	Material Explanation Having each group explain the material to other groups.
5	Administering quizzes to all students	Quizzes Administering quizzes to all students.
6	Awarding recognition to the best-performing group	Recognition Awarding recognition to the best-performing group.

From the table above, it can be concluded that the learning process at SMP Ma'arif Bandung aligns with the theory of instructional models. However, there is a slight difference in the introduction phase and the group formation process, where groups at SMP Ma'arif are still divided by gender, separating male and female students.

### 5.3. Evaluation of the Implementation of the Cooperative Learning Model Student Teams Achievement Division (STAD) in Islamic Religious Education (PAI) at SMP Ma'arif Bandung

The evaluation of the STAD model in PAI classes shows that one of the primary challenges is the complex process of group formation, which consumes a significant amount of time. Additionally, since the model involves group discussions, achieving effective and enjoyable discussions requires extended time. Throughout the teaching process, teachers continuously strive to improve their performance to enhance the quality of learning, inspire students, and motivate them to develop better.

## 6. Conclusion and Suggestion

### 6.1. Conclusion

Based on the research conducted on the implementation of the STAD cooperative learning model in Islamic Religious Education at SMP Ma'arif Bandung, several conclusions can be drawn:

- a. Planning stage this involves preparing lesson plans for implementing the STAD cooperative learning model and selecting the instructional media to be used during the learning process.
- b. Implementation stage the process includes the following steps:
  - 1) Presenting learning objectives and motivating students,
  - 2) Forming student groups,
  - 3) Assigning tasks to each group,
  - 4) Having groups explain the material to others,
  - 5) Administering quizzes to all students,
  - 6) Awarding the best-performing group,

- 7) Teacher evaluation.
- c. Evaluation stage this focuses on assessing student participation in discussions, task completion, and presentation performance.

## 6.2. Suggestion

Based on the research conducted at SMP Ma'arif Bandung, the researcher provides the following recommendations:

- a. For the principal it is recommended to continue motivating teachers and improving the learning facilities and infrastructure to align with the instructional models used by the teachers.
- b. For Islamic religious education (PAI) Teachers should maintain their efforts to inspire students to study diligently, and continue being creative and collaborative in implementing student-centered learning models to achieve learning objectives, particularly in PAI subjects.
- c. For students are encouraged to utilize the existing student-centered learning models to enhance their critical thinking and communication skills.
- d. For future researchers it is suggested that future studies expand upon this research by integrating the discussed learning approaches with other methods and incorporating innovative practices.

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