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## Implementation Of The Stad Learning Model In Improving Student Learning Outcomes In Pai Subjects At Sman 2 Tambun Utara

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### **Keyword:**

Learners, Learning Methods, STAD

### **ABSTRACT**

This study is oriented to the saturation of students in the following subjects PAI. Many students are not focused and tend to get bored during the lesson. Teacher-centered learning methods will eliminate the stimulus of learners to the lesson. The purpose of this study was to examine the efficiency in the implementation of the STAD (Student Teams Achievement Division) method in order to increase the academic achievement of students at the secondary school level. The research aimed to focus on measuring the evaluation of academic achievement progress, interaction between students in groups, and understanding of concepts in learning materials. The approach in this study uses a descriptive quantitative approach. Implementation activities begin with planning, implementation, observation and reflection. The results showed that there was an increase in significance by using the STAD type. Pre PTK, sirkus 1, sirkus 2, sirkus 3 with the acquisition of the first cycle score, which is Nine students (25.70%) were able to meet the minimal required value, with an average score of 69.8. Moreover, in Cycle 2, twenty-five students (71%) obtained an average score of 79.71, which was the minimum criterion. Nevertheless, the pupils have not met the success indicator of 85, thus the researcher moves on to cycle stage 3. The number of students that met the minimal standard score in this cycle grew to 35, or 100%, with an average score of 91.11.

## 1. INTRODUCTION

Implementing active and progressive learning, still found a fairly complex obstacle. Ideally, learning can be absorbed and implemented by all learners. Ironically, there are still many students who still do not understand and practice the sciences that have been taught by teachers at school. Starting from this, empirical evidence that many students who obtain grades below average are even far from average.

This study is oriented to the saturation of students in the following subjects PAI. Many students are not focused and tend to get bored during the lesson. Metode pembelajaran yang berpusat pada guru akan menghilangkan stimulus peserta didik terhadap pelajaran (Rizkiana et al., 2023). Learners experience weak interest in learning due to monotonous learning methods that center only on noting and listening to teachers. There are so many students who are sleepy and cool alone with their peers so they don't pay attention to the teacher who is explaining the material in front of them. Problematika tersebut, guru diharapkan mampu menciptakan suasana belajar aktif dan progresif untuk meningkatkan hasil belajar peserta didik dalam mengamalkan ilmu-ilmu yang sudah didapatkan (Cahyaningsih, 2019).

Based on government regulation No. 19 of 2005 in Chapter Iv related to the national standard of Education said that the learning process in the unit level of Education held in the form of active, Engaging, stimulating, enjoyable, demanding, encouraging students to take part fully, and offering chances for them to grow in their creativity, initiative, and independence in line with their interests, skills, and psychological as well as physical growth. According to Sudjana in the Firdaus studying outcomes—which are the skills that students possess after completing their learning experience—are the most crucial aspect of learning (Hasanuddin & Arief, 2018). After undergoing pengalaman a learning experience, students experience changes both secara directly and tidak indirectly. Learning outcomes can be seen from two points of view, namely from the student's point of view and from the teacher's point of view. From the student's point of view, learning outcomes are a better level of intellectual development than before learning. According to Nasution (2006), The teacher's exam results often serve as an indicator of the learning outcomes, which are the product of the interplay between teaching and learning activities. In the meantime, learning outcomes show learning success, and learning success shows how much pupils' behavior has changed, claims Hamalik (2001). Learning outcomes, according to Dimiyati and Mudjiono (2002), are the product of an interaction between learning acts and are typically shown by test scores provided by the instructor.

According to Wulandari (2022:18), Student Team Achievement Division (STAD) is a type of co-operative learning that focuses on interaction between students, motivating each other and helping them master the material and achieve maximum performance. Slavin, who lives in Ulandari, said that STAD learning is a collaborative learning model where teachers divide students into small groups of four to five students consisting of men and women with different abilities (Wulandari, 2022). According to Maulana & Akbar (2017:52), Model STAD (Student Teams Achievement Division) is a learning system for learning collaboratively while helping each other in groups. Activities in model pembelajaran this learning model can stimulate the activeness of students in expressing opinions, thoughts, and ideas during learning. Erman (2004) describes model the STAD (Student Teams Achievement Division) model as learning models a cooperative learning model, consisting of Groups small groups yang working together as a team to solve problems, complete tasks, and complete tasks together. model pembelajaran (Maulana, P., & Akbar, 2017).

According Neli Laa et al. (2017: 142), the *student teams achievement division* (STAD) In order to accomplish the Expected Goals, students are placed in learning teams to collaborate in groups to finish the tasks assigned by the teacher. The model places an emphasis on activities and interactions between siswa to help each other and grasp the subject matter (Laa, N., Winata, H., & Meilani, 2017). According Suryana & Somadi (2018:136), model *student teams achievement division* (STAD) this is models kooperatif learning The STAD model, which is applied in the learning process in the classroom,

uses groups of 4-5 heterogeneous students. This STAD model is more concerned with the attitude of learner participation in order to develop cognitive and affective potential (Y. R. Suryana & Somadi, 2018). According Aswirna (2018:57), model pembelajaran tipe STAD adalah model pembelajaran kelompok dengan anggota yang heterogeny untuk mencapai tujuan pembelajaran. The idea of the Stad type cooperative learning model is to motivate students to support and help each other so that they can improve learning activities, which in turn will increase learning outcomes. Pembelajaran dengan model ini dilaksanakan dengan membagi siswa ke dalam kelompok-kelompok kecil yang bersifat heterogen (P. Aswirna, 2018).

Some of the results of previous studies show that the implementation of STAD-type learning models can improve student learning outcomes. The results of Sekarini's research (2022) showed that PAI learning outcomes in grade VI elementary school students increased after the implementation of the STAD type cooperative learning model (Sekarini, 2022). Selsaid in Diah's research, the implementation of cooperative learning model of STAD type is provento improve PAI learning outcomes for students who have high achievement motivation (I.G.A Diah Maharini & Utama, 2013). The same results are also seen from Mariangke's research which shows that the implementation of STAD-type cooperative learning can improve learning outcomes in defendersjaran PAI (I.G.A Diah Maharini, W. L., & Utama, 2013). Previous research conducted by Ibn Sina, kthis learning difficulty has a serious effect on students, this can be seen from the motivation and achievement of their learning outcomes that are still low. There are many factors that indicate learning difficulties, while the dominant factor is sorting and using learning methods and models. This research aims to: 1. Pengembangan model pembelajaran Cooperative tipe Student Teams Achievement Divisions (STAD) to improve student motivation and learning achievement (Sina, 2011).

The purpose of this study was to examine the efficiency in the implementation of the STAD (Student Teams Achievement Division) method in order to increase the academic achievement of students at the secondary school level. The research aimed to focus on measuring the evaluation of academic achievement progress, interaction between students in groups, and understanding of concepts in learning materials. By evaluating the impact of STAD, this study hopes to have an impact on students ' academics and contribute to the development of more effective and collaboration-oriented learning strategies in the educational environment.

## **2. RESEARCH METHODS**

This study is a class action study. Plan to conduct classroom action research with Stad collaborative learning methods in Islamic religious education learning. The study was conducted at SMAN 2 Tambun Utara. The research was carried out from October to November 2023. The study population of this study was a student group of 35 students in Class 12 IIS 1. The approach in penelitanthis study used a descriptive quantitative approach. Implementation activities begin with planning,implementation, observation and reflection,then the researcher conducts learning activities according to the lesson plan while observing learning activities. The stages of implementation of Stad-style collaborative learning methods include 6 stages, including: (1) grouping, (2) providing information; (3) Discussion; (4) questions or quizzes; (5) drawing conclusions and (6) rewarding (Wibowo, 2013).

The study was conducted in 2 cycles, each cycle there are 2 meetings. Data collection techniques are carried out through providing tests, observations and values of learning outcomes. Data analysis was conducted by analyzing quantitative data obtained from the test results of students in 3 cycles and then described in the form of narrative descriptions to describe the learning situation. At the end of cycle I and II given a test of learning outcomes in the form of quantitative data. The sample of descriptive statistical analysis includes the average score (average), the level of completeness of learning activities and learning outcomes.

### 3. RESULTS AND DISCUSSION

In the initial condition that has not been held implementasi STAD method on PAI material in Class 12 IIS 1 semester 1 with basic competence in understanding the essence of gratitude to God. The most important step before implementing an active learning model learning tipe student team achievement division STAD. Researchers held an initial test session on students totaling 35 students of Grade 12 IPS 1 it aims to determine the knowledge and understanding of students on Islamic religious education materials. Describing the data, the average value of students obtained 61.94 consisting of 4 students with standard scores, while 31 students get low scores so that it can be written that student learning achievement before applying the STAD method is classified as low categorization. This low categorization was initiated because of the standardization of the value of students, namely 75 as the standard value of KKM.

The results of pre PTK showed that the students who did not pass because it does not comply with the standardization of the specified value with the acquisition of an average value of 61.9%. Before implementing the STAD learning model, only 4 peserta students graduated from pre PTK. Therefore, to increase the motivation of students, teachers use methods in learning with the STAD model. Problems that occur due to low interest in student learning on student learning outcomes occur because the methods used by teachers are classified as conventional methods such as lecture methods, discussions and providing questions to students the impact of students becoming bored and less enthusiastic on learning materials. Dimiyathi and Mujino revealed that learning motivation is an intermediary in delivering subject matter that is implemented through internal and external stimuli in the realm of behavior and all aspects that can be detailed as follows: 1 has goals and hopes for the future, 2 has a need for enthusiasm in learning, three has a high willingness and stimulus to succeed, four have appreciation in the learning process, Number 5 Number 6 has a supportive space for learning so that students are able to absorb learning well (Dimiyati & Mujiono, 2006)

An educator needs to be directed to be able to create conditions and situations that create a progressive learning process, active, effective, creative, innovative and conducive. The constraints that occur in such problems are very challenging that need to be faced by teachers so that it will cause the stagnancy of the learning process. As less innovative for teachers in the active and effective and efficient learning process so that learning is oriented towards monotony so that many students feel bored and bored during learning, it is not uncommon for them to often skip subjects (Hamid et al., 2022). Consequently, it is imperative that an active learning model such as the STAD learning model which is considered effective and innovative in increasing student activity and critical thinking skills in discussions during the learning process. Hamdani revealed that the activities of students with STAD learning model allows students to be able to learn and play casually and energetically so as to invest the same performance, responsibility and participation in the learning process (Hamdani, 2011).

The implementation of this class action research implemented Students' level of progress and comprehension at the conclusion of the application of the learning model is ascertained by administering tests after three cycles in three meetings utilizing the STAD model.

#### 1. Implementation Of Cycle 1

In Cycle 1, it is implemented with systematic stages, namely the first stage (1) is to formulate a plan for the implementation of lesson plans at one meeting as the main indicator in the guidelines for research in researchers to implement learning models; (2) Write the formulation of student worksheets; (3) Make students in groups in Cycle 1; (4) Make item questions on the question card for tournament-based learning and games; (5) Provide sheets for observation of learning activities

used for PTK; (6) Documenting learning with camera media for documentation; (7) guide each group of students who have been made to answer 10 questions quickly and right then the implementation of the activity begins with various steps including the following:

a. Pre Activity

Pre activities include: (1) teachers start pembelessons in advance by greeting students followed by greetings; (2) Memabsen the presence of students in the classroom; (3) formulate and identify and explain the direction of the learning process that will be implemented; (4) provide advice and stimulus to students in improving the ability to think critically and knowledge related to the material to be discussed is grateful to allah; (5) classify students into several random group classifications as making a team consisting of 6 learners in each group. In this group division is determined based on the results of pre PTK then classified according to the level of knowledge of students fairly and thoroughly on the other hand preparing groups and teams collectively by teachers. In addition, the teacher prepares various and several questions given to students in the tournament-based learning process.

b. Core activities

The core activities include: (1) the teacher explains several steps of the learning process with *the Student Team Achievement Division (STAD)*; (2) The teacher explains about the material of gratitude to Allah. When the teacher defines and defines the material, some of the students there who have not been able to absorb the lessons well delivered by the teacher in your classroom point especially on male students who focus on chatting and sleeping. In the process of this cycle, many students are less conducive to following learning. As a manifestation to stimulate again in increasing the attention and concentration of learners in the learning process, the teacher reprimanded him in a subtle and humanistic way. This is so to revive the purpose of the focus of learning so that learners are able to follow the learning process and get maximum value; (3) each group makes several questions from the material that has been explained by the teacher. Each group looked very active and discussed each other well, they worked together looking for questions. The activity of working together between groups through *the Student Team Achievement Division (STAD) model* is so impressive; 4) the next activity is to enter the game session between groups.

The next steps the teacher explains the rules that must be followed by each student. After learning, students return to their small groups. Group meeting. Through small group discussions, students have the opportunity to exchange ideas, consolidate their understanding, and apply newly learned material in a more focused context. It also allows students to ask additional questions or discuss aspects that they may not yet fully understand. Small group activities can increase student involvement in learning the material taught.

Make sure each member of the group understands the material that has been submitted. Each member of the group understands the material presented, the teacher can use various methods such as asking questions, organizing group discussions, giving thinking tasks or taking short quizzes to assess the level of understanding. Through active interaction and varied methods, the teacher can ensure that all members of the group understand the material. After students discuss the material in groups, students are expected to immediately come forward to pass the gasil answers from group discussions, thus the group that answers the question the fastest will get an additional score. In addition, to stimulate the spirit of students in group

discussions, the teacher accompanied a very complex problem that was given a high score to refer to ardenalin and the power of Group thinking.

### c. Evaluation Activities

Evaluation activities include; (1) The Teacher focuses on assessing each score from each group then after getting the highest score from each group, the teacher gives a gift as a form of appreciation of the activity and success that has been carried out by the students; (2) after that the teacher submits a test to explore the learning outcomes that have been implemented using STAD Method; (3) teachers and learners take the essence of the first meeting and end the lesson with a greeting.

Based on the test results in the first cycle can be seen that the percentage of completeness of learning outcomes of students is 25.7% with an average value of 69.8. The number of students who can be categorized passed a number of 9 while who have not been able to provide answers to questions given by teachers as many as 26 students. The test results in this first cycle showed that the STAD-based learning process was able to significantly improve the learning outcomes of y students. In this acquisition the researchers took a comparative comparison between pre PTK and test results implemented in the first cycle by showing an increase of up to 25.7%. The result is enough to have a significant enough level because in pre PTK can be studied with the results of 11.40%.

Based on the results of the PTK research in Cycle 1, the researchers continued again in Cycle 2 because according to the researchers, all students had not received the standard and maximum results set by the researchers, namely 85 points worth of researchers conducting data analysis on the results and evaluation of class action research in Cycle 1. The researcher plans the next action in Cycle 2. Weaknesses encountered in Cycle 1 such as teachers are less motivated and overcome students who do not obey the rules of learning, teachers are not fully able to manage the class, students are not so familiar with the STAD method, in a team there are some members who are so dominant, there are some passive group members, so that such weaknesses will be given Cycle 2, with the aim of increasing students' understanding of learning can be achieved so that student learning achievement can increase.

## 2. Implementation Of Cycle 2

The following are the steps outlined in the second cycle actions: (1) based on the content to be learnt, developing a learning implementation plan (RPP); this planning process entails watching the analysis and reflection of the first cycle's outcomes and organizing the activities that will be conducted in the second cycle. This lesson plan's reference is used in the classroom during instructional activities; (2) creating and organizing questions on papers that students will respond to; (3) managing time effectively so that each team may make appropriate and prudent use of the time allotted; (4) In order to facilitate speedier discussion and prompt students to bring their answers to the class and provide an explanation, researchers write questions in advance; (5) The instructor went into greater detail on the lesson; (6) Students who participated in the second session are gathered with fresh faces in order to facilitate smooth activities. Since some students may find it awkward to be in a group due to the presence of heterogeneous grouping, the teacher begins by emphasizing the value of cooperating and continuing to discuss group goals in order to achieve

team victories. The second step involves carrying out the activities, namely carrying out educational activities using the subsequent protocols:

a. Pre activity

The pre-activity consists of the following steps: (1) the teacher welcomes the students before the lesson begins; (2) the teacher notes the students' attendance; (3) the teacher provides stimulation by asking students to consider filial piety as a way to express gratitude to God in daily life; (4) the instructors reads the learning objectives; and (5) teachers encourage students to be more engaged in the lesson.

b. Core Activities

Core activities amongnya them are: (1) Every stage of the learning process is guided for learners and they are urged to join a group that was formed after the first cycle's implementation outcomes were taken into account; In order to show kids their thanks, teachers take the time to thoroughly explain to both parents what filial piety entails; (3) The Teacher repeats the steps in the implementation of Cycle 2 with *the Student Team Achievement Division (STAD) type learning model*; (4) the teacher provides several questions for each group and each question is given the highest score according to the complexity of the question; (5) Each group has a delegate who will present the outcomes of the discussion with his team in front of the class after receiving ideas from the teacher's instructions for them to assist one another in the group while completing tasks and discussing how to find answers. This encourages students to actively participate in the process of sharing ideas.

c. Closing Activities

It is the most successful and pleasurable stage for the pupils and includes the following activities: (1) The instructor reads the game's rules out loud; (2) the teacher computes the students' correct answers to the questions within a set amount of time; (3) the teacher presents a gift to the group with the best result in Cycle 2 as a token of appreciation; and (4) the teacher administers an assessment test to gauge the students' level of learning from Cycle 2 and the outcomes of improving achievement. pupils to comprehend the lesson, with a normal score of 79.771 representing the percent of of Cycle 2 assessment findings having a gain of 71%. Ten pupils were unable to meet the nilai minimum requirements because they were unable to comprehend the lesson, leaving a total of twenty-five kids below the required level.

The Student Team Achievement Division (STAD) model can enhance student learning outcomes, as seen by the test results in Cycle 2 that show an increase from the adoption of Cycle 1. In contrast to Cycle 1, the figure obtained in Cycle 2 of the results demonstrated a 45% rise in percentage, namely 25.70% to 71%. As an instance in Cycle 3, the results have been carried over since certain pupils have not attained the required threshold of 85.

In response to the results of the analysis and reflection of the acts of Cycle 2, the researcher redesigned for implementation in Cycle 3. With the goal of addressing the shortcomings identified in the preceding cycle and optimizing student achievement of enhanced learning outcomes. Regarding the observation of Cycle 2 results, which intensify the learning process, some of the things that stand out are teachers' ability to maximally manage classes while adhering to the STAD

method of learning, students' enthusiastic expressions during the learning process, which motivates them to appear more engaged and capable of voicing their opinions.

### 3. Implementation Of Cycle 3

Implementation of the third cycle's actions includes, among other things: (1) planning activities using the analysis and reflection of the second cycle's results as a guide; (2) creating a learning execution strategy (RPP) based on the material being studied; (3) organizing and forming cards with questions for students to answer; (4) considering time effectively so that each team can make effective use of the time allotted; (4) Researchers supply prepared questions so that students can discuss them more quickly and hand in their answers and explanations to the class right away; (5) The instructor explains the material in more detail; (6) In order to ensure that the activities proceed smoothly, students in the third session form new groups with the intention of bringing some students out of their comfort zones. To that end, the teacher begins by reminding the students of the value of cooperating and maintaining open communication within their groups in order to accomplish shared objectives and team victories. The second step is activity implementation, specifically using the following procedures to implement learning activities:

#### a. Pre Activity

Before the lesson begins, teachers greet the class; (2) record attendance; (3) provide stimulus by asking the students to consider what it means to be filial pious to both adults as a way to show gratitude to God in daily life; (4) read the learning objectives; and (5) spread enthusiasm among the students so that they will be more engaged in the material.

#### b. Core activities

At the core activities include: (1) teachers divide students into small groups to facilitate collaboration, discussion, and student learning in the classroom. This can help increase student engagement, strengthen collaboration skills, and encourage the exchange of ideas and insights among classmates. In small heterogeneous groups, students can interact in a more interesting way, support each other, and deepen their understanding through various activities such as discussions, group projects, or structured assignments given by the teacher; (2) The teacher explains in detail the material thank God and continued in a question and answer session with students; (3) The teacher goes through the same procedures as in Cycle 2 implementation using the Student Team Achievement Division (STAD) type of learning model: (4) the educator reads out a few inquiries for each group; (5) the teacher gives instructions to students on how to assist one another in the group while completing tasks and discussing solutions; he also encourages students to actively participate when sharing ideas.

#### c. Closing Activities

After carrying out the learning with the STAD model, the first step is: (1) the teacher provides positive and constructive feedback to each member of the group. Providing positive and constructive feedback to each team member after completing individual assignments is an important step in supporting student growth. By praising student achievement and providing constructive feedback, teachers can recognize students' efforts and help them understand areas that need improvement or improvement. Clear and encouraging feedback allows students to

improve their performance in the future and maintain confidence in their studies; (2) Over the course of the tournament, the teacher determines the score derived from the questions that students successfully answer; (3) The teacher awards a trophy to the group that achieved nilai tertinggi in Cycle 3; (4) guru provide evaluation tests as a stage to determine the cycle 2 pemahan pupils' level and the outcomes of their enhanced achievement. The average score of 91.11 is the percentage of Cycle 3 test results that are 100%. Thirty-five pupils received at least the minimum required grades. The limitations of Cycle 3 include the fact that students are still unaccustomed to searching through a variety of learning resources for reference material, relying solely on their mobile phones and student module books. Nonetheless, it can be concluded from Cycle 3 data that using the STAD learning model is a highly successful way to enhance student learning outcomes.

Based on several tests that have been implemented by researchers starting from Cycle 1 to cycle 3, the gains in Cycle 3 can reach a value of 100% and then an increase in Cycle 2 to cycle Level 3 by 29%, as well as the overall aspects that have been implemented very well. The comparison of any increase in the activity of students during the learning process can be analyzed to make significant changes so that the post-learning and teaching activities become more fun and effective. This is because the implementation of the STAD method on students who are able to improve students' learning outcomes can be analyzed in the form of the table below:

Implementation of activities	completed	percentage	of incomplete	percentage	of average value of
pre PTK	4	11.40%	31	88.50%	61.94
Siklus 1	9	25.70%	26	74.20%	69.8
Siklus 2	25	71%	10	28.50%	79.71
Siklus 3	35	100%	0	0%	91.11

**Chart 1. Comparison of learning outcomes pre PTK, Sirklus 1, Siklus 2, Siklus 3**

Based on the table above, it can be concluded that the STAD learning method is able to increase the interest and learning outcomes of learners in the learning process. The success of teachers in educating students can be viewed from several aspects including student learning outcomes. Student learning outcomes that showed a significant increase from Cycle 1 to cycle 2 and the last cycle 3 that the STAD method managed to achieve a standardization value of 75. Can be presented in the form of the following table diagram :

It is evident from the preceding graphic that the learning outcomes of students in Cycle 1 are 25%, while Cycle 2 shows results of 71%, until the 3rd cycle reaches 100%. The results of this class action research show that the progressiveness experienced by students increased significantly due to the implementation of active learning learning methods tope STAD. According to Rusman, the STAD learning method is a method that implements the student cooperative learning model to stimulate students to increase cooperation in completing joint tasks (Aisyah, 2020). The implementation of the STAD method in the learning process is by dividing students into groups containing multicultural members without distinction from their conditions.

#### 4. CONCLUSION

Based on Hasil obtained from this follow-up study, it can be concluded that the STAD method implemented through three cycles can improve the Hasil learning of Class XII IIs 1 students at SMAN 2 Tambun Utara. The results of the analysis of the first cycle, which amounted to nine students scored (25.70%) with perolehan an average score of 69.88. The value can be said to be able to meet the minimum standard value, but there are still many students who have not reached the maximum score. Researchers continued in Cycle 2, as evidenced from the acquisition of value based on 25 students obtain a value of (71%) with an average of 79.771. Oeneliti continue in the next cycle that is so as to obtain the minimum standard simal so increased to 35 people atau 100% with an average value of 91.11. It can be said mthat this STAD method is so effective in improving hstudent learning outcomes, sso it can be used as a recommendation for educatorsto apply the STAD method when implementing the learning process in the classroom.

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