Implementation of the STAD Type Cooperative Model to Increase Student Motivation in Islamic Education Learning at SD Negeri 0205 Binanga

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ABSTRACT

This study aims to analyze the effectiveness of the implementation of the Student Teams-Achievement Division (STAD) cooperative model in improving the learning motivation of fifth grade students of SD Negeri No. 0205 Binanga in the subject of Islamic Religious Education (PAI) with the material "Loving Orphans." This study uses the Classroom Action Research (CAR) method which is carried out in two cycles, with stages of planning, implementation, observation, and reflection. Data collection techniques include observation, student motivation questionnaires, learning outcome tests, and interviews. The results showed that the implementation of the STAD type Cooperative model significantly increased student participation in discussions (from 45% to 80%), student interest in learning (from 50% to 85%), and student learning outcomes (the average value increased from 65 to 80 with the percentage of students achieving KKM increasing from 50% to 90%). In addition, students gave a positive response to this learning model, feeling more enthusiastic, confident, and comfortable in learning collaboratively. Thus, the STAD type Cooperative model has proven effective in increasing students' motivation and learning outcomes on the material "Loving Orphans."

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Introduction

Learning motivation is an important factor in successful learning. High motivation can encourage students to be more active in participating in learning, understand the material better, and apply it in everyday life (Slameto, 2013). Conversely, low learning motivation can be an obstacle in achieving learning objectives, especially in Islamic Religious Education (PAI) subjects, which aim to shape students' character and personality in accordance with Islamic values (Hamzah, 2019).

One of the materials that requires in-depth understanding in PAI is "Loving Orphans." This material aims to instill the values of social concern and compassion for orphans. A good understanding of this material is expected to encourage students to develop an attitude of empathy and concern for others. However, in practice, there are still many students who are not motivated to participate in this learning, so their understanding of the importance of loving orphans is still low.

Based on the results of initial observations in class V of SD Negeri No. 0205 Binanga, it was found that student motivation in participating in PAI learning was still relatively low. This can be seen from several indicators, such as lack of participation in discussions, passive attitudes during learning, and low student learning outcomes in this material. In addition, many students consider the material "Loving Orphans" as an abstract concept and difficult to apply in real life.

One of the factors causing low student learning motivation is the learning method which is still conventional. Learning that uses more lecture and memorization methods tends to make students feel bored and less actively involved in the learning process (Trianto, 2017). A more innovative and interactive learning approach is needed to increase student motivation and understanding of this material.

The Cooperative model of the Student Teams-Achievement Divisions (STAD) type is one learning approach that can be used to increase student learning motivation. PBL emphasizes solving real problems that are relevant to students' lives, so that they are more motivated to learn (Arends, 2012). With the STAD method, students work in small groups to solve a problem collaboratively, which can increase their active involvement and learning motivation.

Therefore, this study aims to analyze the effectiveness of the application of the STAD type Cooperative) model in increasing student motivation towards the material "Loving Orphans." With this approach, it is expected that students can better understand the importance of loving orphans and applying these values in everyday life. The purpose of the study is to describe the application of the STAD type Cooperative model in Islamic Religious Education learning on the material "Loving Orphans." And to analyze the effectiveness of the STAD type Cooperative model in increasing student motivation in Islamic Religious Education learning.

Methods

This study uses the Classroom Action Research (CAR) method. CAR aims to improve and enhance the quality of learning through actions carried out systematically in the classroom (Kemmis & McTaggart, 1988). CAR has a repetitive cycle, allowing teachers to evaluate the effectiveness of actions and make improvements based on the results of reflection from each cycle (Arikunto, 2017).

In this study, CAR was carried out in two cycles, where each cycle consisted of four main stages: 1). Planning: Preparation of the Learning Implementation Plan (RPP) based on STAD-type Cooperative, making observation instruments, and preparing learning tools and materials. 2). Implementation (Acting): The teacher applies the STAD-type Cooperative model in Islamic Religious Education learning. Students are given relevant problem scenarios, then work in groups to find solutions. 3). Observation: Observations are made on student involvement, levels of interaction, and indicators of learning motivation. 4). Reflection: Analyzing the success of the actions that have been taken and making improvements to the strategy in the next cycle.

The subjects of this study were 30 fifth grade students of SD Negeri No. 0205 Binanga. The selection of this class was based on the results of initial observations which showed that students had a low level of learning motivation in the subject of Islamic Religious Education (PAI), especially in understanding the material "Loving Orphans."

Data Collection Techniques are 1). Observation: To observe student involvement and participation in learning activities. 2). Student Motivation Questionnaire: To measure changes in student motivation levels before and after the implementation of STAD type Cooperative. 3). Learning Outcome Test: To determine the increase in student understanding of the material being taught. 4). Interview: To explore student and teacher responses regarding the effectiveness of the STAD type Cooperative model.

This study uses a classroom action research (CAR) method which is carried out in two cycles. Each cycle consists of the planning stage, action implementation, observation, and reflection (Kemmis & McTaggart, 1988). The learning model applied in this study is Cooperative type Student Team Achievement Division (STAD). This model was chosen because it can improve students' understanding of the material, improve cooperation in groups, and foster empathy for others (Slavin, 1995). In the first cycle, the teacher applies the STAD type Cooperative model with the following steps: 1). Problem Identification: The teacher conveys problems related to the importance of caring for orphans based on Islamic teachings. This problem is presented in the form of a case study or trigger questions that encourage students to think critically. For example, the teacher can raise the story of the life of an orphan around the school environment or in a global context (Arends, 2012). 2). Group Formation: Students are divided into several small heterogeneous groups. Each group consists of students with diverse academic abilities to support effective collaboration (Slavin, 1995). 3). Investigation and Discussion: Students work together in their groups to find solutions to the problems given. They can seek information from various sources, such as the Qur'an, Hadith, reference books, or interviews with community leaders who care about orphans (Sanjaya, 2010). 4). Presentation and Class Discussion: Each group presents the results of their discussion in front of the class. The teacher acts as a facilitator by providing direction and feedback on the solutions they propose. 5). Evaluation: The teacher assesses students'

understanding through individual tests, reflective discussions, and observations of students' attitudes in working together and responding to this social problem (Trianto, 2011). After the implementation of the first cycle, a reflection is carried out to evaluate the effectiveness of the learning model applied. If there are still obstacles in students' understanding or their participation in the group, improvements will be made in the next cycle.

In the second cycle, learning is focused on the application of the values that have been learned in the form of real actions. This cycle aims to increase students' social awareness of orphans and build a deeper sense of caring. The steps in the second cycle include: 1). Social Project Challenge: Students are given the task of carrying out a social project related to caring for orphans. For example, they can visit an orphanage to interact directly with orphans, raise funds for them, or create a caring campaign through social media (Johnson & Johnson, 2002). 2). Project Implementation: Each group designs and implements their project independently with guidance from the teacher. The teacher provides direction so that this project can run well and in accordance with learning objectives. 3). Preparation of Reports and Reflections: After the project is completed, students are asked to prepare a report containing their experiences during the social project. This report includes the background of the problem, the steps that have been taken, and reflections on changes in their attitudes and understanding of the importance of caring for orphans (Arends, 2012). 4). Presentation and Evaluation: Each group presents the results of their project in front of the class. The teacher assesses the reflection report and provides feedback on the process and impact of the activities that have been carried out by students.

With the implementation of this second cycle, it is expected that students will not only understand the concept of caring for orphans from a cognitive perspective but can also internalize these values in real life. The final evaluation is carried out to see the extent to which students' attitudes and understanding have changed after going through the entire learning process. This study uses a descriptive qualitative approach to describe changes in students' learning motivation and their responses to learning after the implementation of the STAD type Cooperative model in the subject of Islamic Religious Education (PAI) on the material "Caring for Orphans." Thus, this study is expected to provide concrete solutions in increasing students' learning motivation and shaping their character to care more about orphans through a more interactive and problem-based learning approach.

Result

Based on the results of the research that has been conducted, it was found that the application of the Cooperative model of the Student Teams Achievement Division (STAD) type in the Islamic Religious Education subject with the material "Loving Orphans" in

class V of SD Negeri No. 0205 Binanga has a positive impact on increasing student learning motivation. The main findings of this study indicate an increase in student participation, learning motivation, learning outcomes, and positive responses to the learning model applied.

1. Increasing Student Participation

Before the application of the Cooperative model of the STAD type, student participation in discussions and questions and answers was still low, with only around 45% of students being active. After the application of this model, student participation increased to 80%, which was indicated by active involvement in group discussions and courage in expressing opinions.

Aspect	Pre cycle	Post cycle
Percentage of active students in discussions	45%	80%
Courage to express opinions	Low	High
Interaction between students in groups	Limited	More active and collaborative

2. Increased Learning Motivation

Students' learning motivation also experienced a significant increase. Before the implementation of the STAD type Cooperative model, around 50% of students showed a lack of interest in understanding the material, but after its implementation, the results of the motivation questionnaire showed an average increase from 60% to 85%.

Aspect	Pre cycle	Post cycle
Percentage of students with high interest	50%	85%
Activeness in participating in learning	Low	High
Interest in the material	Less attractive	More interesting and interactive

3. Improvement in Learning Outcomes

The initial evaluation results showed that the average student score before the implementation of the STAD-type Cooperative model was 65, with only 50% of students achieving the Minimum Completion Criteria (KKM). After the implementation of this model, the average student score increased to 80, with 90% of students achieving or exceeding the KKM.

Aspect	Pre cycle	Post cycle
Average student grades	65	80
Percentage of students achieving KKM	50%	90%

4. Student Responses to the STAD Type Cooperative Model

In addition to the quantitative results, student responses to this learning model also showed positive changes. Based on the results of interviews and observations, students felt more motivated and enthusiastic in learning because this method provided them with the opportunity to learn collaboratively. Students who were previously passive became more confident in expressing their opinions.

Aspect	Pre cycle	Post cycle
Student enthusiasm in learning	Low	High
Confidence in your opinion	Low	Increase
The comfort of learning in groups	Less comfortable	Comfortable and more interactive

Discussion

This finding is in line with the theory that states that the STAD type Cooperative model can increase student engagement in learning. In this study, several factors that support increased student motivation include contextual problem-based learning, collaboration in learning, changes in teacher teaching styles, and impacts on learning outcomes. The application of the STAD type Cooperative model helps students understand the importance of caring for orphans through case studies and group discussions. Students find it easier to understand the material because they are given an active role in finding solutions to the problems given.

The STAD method encourages cooperation between students in heterogeneous groups, allowing them to help each other and improve mutual understanding. Interaction in this group not only improves students' social skills but also builds a sense of responsibility in learning. The teacher acts as a facilitator who guides students in solving problems, not just a provider of material. Thus, students feel freer to express their opinions without fear of being wrong.

This model has a positive impact on increasing students' conceptual understanding of the importance of caring for orphans. With this method, students are more interested in learning because they feel more involved and have an active role in learning. Overall, the implementation of the STAD type Cooperative model has proven effective in improving student motivation and learning outcomes. This shows that problem-based learning methods with a collaborative approach can be the right alternative in improving the quality of Islamic Religious Education learning in elementary schools.

Conclusion

The application of the STAD type Cooperative model in Islamic Religious Education learning on the topic "Loving Orphans" in grade V of SD Negeri No. 0205 Binanga showed a positive impact on students' motivation and learning outcomes. This study

found that the STAD type Cooperative method increased students' participation in discussions, activeness in learning, and understanding of the material. The evaluation results showed a significant increase in student engagement, interest in learning, and academic achievement. Students also showed a more confident attitude, enthusiasm, and had a better understanding of the importance of loving orphans. Therefore, the STAD type Cooperative model is recommended as an alternative innovative learning to improve the quality of Islamic Religious Education learning and shape the character of social concern in students.

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