# Optimization of Student Learning Activities of SMA Negeri 1 Pulau Banyak in Islamic Education Learning through the STAD Type Cooperative Model

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## ABSTRACT

This study aims to improve student learning outcomes in Islamic Religious Education subjects on the material of Islamic Law on Maintaining Honesty as a Reflection of Personality through the application of the Student Teams Achievement Division (STAD) cooperative learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were class IX of SMA Negeri 1 Pulau Banyak, Aceh Singkil Regency, in the 2023/2024 academic year. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The results of the study showed that there was a significant increase in student learning completeness after the implementation of the STAD learning model. Before the implementation of the STAD model, the level of student learning completeness only reached 13.04%. After cycle I, completeness increased to 73.91%, and in cycle II it reached 95.65%. These findings prove that the application of the STAD type cooperative learning model is effective in improving student learning activities and outcomes, especially in understanding and applying the values of honesty as part of the character that must be possessed. Thus, the STAD model can be used as a relevant learning strategy in teaching Islamic Religious Education at the secondary school level.

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## Introduction

Islamic Religious Education is one of the subjects at the Senior High School (SMA) level that plays an important role in religious learning and character building of students. This subject not only functions as a medium to understand Islamic teachings, but also as a means to apply religious values in everyday life. Thus, Islamic Religious Education has a broad relationship with the life of Muslims as a whole. In the learning process, students are expected to play an active role in seeking information, exploring material

independently or in groups, and interacting with fellow students and teachers. Meanwhile, the teacher acts as a facilitator and guide to direct students in understanding and mastering the subject matter. With this approach, it is hoped that students can express their opinions, actively participate in discussions, and dare to ask questions when they experience difficulties. However, in reality there are still many obstacles in learning Islamic Religious Education, especially in terms of student participation.

Student interest in group learning is still low, and collaborative learning activities are rarely carried out. Even if implemented, the results obtained are still less than optimal. Most students are more passive, only listening to the teacher's explanation without daring to ask questions or give opinions. When the teacher asks questions, only 4-5 students dare to answer, while the others tend to be silent. In addition, many students are reluctant to ask questions even though they have difficulty understanding the material. The impact of this low participation can be seen in student learning outcomes. Most of the scores obtained are still below the minimum completion standard, which is 72. Data shows that around 60% of students get scores in the range of 25-72, which indicates the need for efforts to improve learning effectiveness so that student learning outcomes can improve. Based on the problems above, efforts to improve student learning outcomes in Islamic Religious Education learning at SMA NEGERI 1 Pulau Banyak Aceh Singkil are problems that must be addressed. One learning model that is thought to be able to overcome this is the cooperative learning model. Through this cooperative learning model, students can learn more actively to express their opinions and a conducive atmosphere to develop knowledge, attitudes, activeness and social skills such as cooperation skills that are useful for their lives in society.

According to Slavin (in Nurasma, 2008:1), the cooperative learning method has the main principle that students learn together, share ideas with each other, and are responsible not only for their own learning achievements, but also for the success of their group mates. There are various cooperative learning models that can be applied in the teaching and learning process, one of which is the STAD (Student Teams-Achievement Divisions) model, which is the focus of this study. The STAD model is designed to improve learning outcomes, accept individual differences, and develop social skills. According to Slavin (in Nurasma, 2008:50), the STAD model requires students to work in groups of four to five people with varying academic levels. Each group includes students with high, medium, and low achievements, and considers diversity in terms of gender, race, ethnicity, or other social backgrounds. Based on this opinion, the STAD learning model can be concluded as a group learning method with heterogeneous members to achieve learning goals. This model helps motivate students to work together in solving problems. STAD is also one of the simplest cooperative learning models, so it can be applied by teachers, especially for those who are new to cooperative learning methods.

In STAD cooperative learning, students are expected to work together with their group mates. Through interaction with peers and teacher guidance, students' understanding of the material will become easier and faster. This is in line with the opinion of Nur Asma (2008:3), who stated that students find it easier to understand a concept when they discuss it with friends. This opinion is reinforced by Ari (2007:96), who argues that children understand the language of other children better than the language of adults. Thus, learning in groups can help students understand the material more easily and make it more meaningful, both for themselves and for others around them. In addition, group-based learning also has a positive impact on student development. In accordance with the results of Slavin's research (in Nur Asma, 2008:44), the elements of cooperation in groups and individual responsibility have been shown to have a significant positive influence on student learning outcomes from grade two to grade twelve in various subjects and types of schools. In this study, the application of the STAD type cooperative learning model is focused on the material "Maintaining Honesty as a Reflection of Personality" in the subject of Islamic Religious Education for class IX students in semester I. Based on this background, the researcher is interested in conducting Classroom Action Research (CAR) with the title "Optimizing Learning Activities of Class IX Students of SMA Negeri 1 Pulau Banyak in Honesty Material Through the STAD Type Cooperative Learning Model for the 2023/2024 Academic Year

Honesty is one of the fundamental values that must be instilled in students as part of character education. In the learning process, fostering honesty is not only about teaching moral values but also about creating a classroom environment that encourages ethical behavior. However, many students still struggle to internalize honesty in their daily academic activities, such as in completing assignments and assessments. This challenge requires an effective learning model that can actively engage students while promoting moral development. One such model is the Student Teams-Achievement Divisions (STAD) cooperative learning model. STAD is a cooperative learning approach that encourages collaboration among students in small, heterogeneous groups. This model not only enhances students' academic performance but also fosters social skills, including honesty, responsibility, and teamwork. Through structured group activities, students are encouraged to help each other understand the subject matter while maintaining academic integrity. Given its effectiveness, STAD has the potential to optimize student learning activities, particularly in moral education topics such as honesty. This study focuses on optimizing the learning activities of ninth-grade students at SMA NEGERI 1 Pulau Banyak in understanding honesty through the implementation of the STAD cooperative learning model. By integrating cooperative learning strategies, this study aims to analyze how this approach can enhance students' engagement, comprehension, and application of honesty in their academic and personal lives.

## Methods

Honesty is one of the fundamental values that must be instilled in students as part of character education. In the learning process, fostering honesty is not only about teaching moral values but also about creating a classroom environment that encourages ethical behavior. However, many students still struggle to internalize honesty in their daily academic activities, such as in completing assignments and assessments. This challenge requires an effective learning model that can actively engage students while promoting moral development. One such model is the Student Teams-Achievement Divisions (STAD) cooperative learning model.  STAD is a cooperative learning approach that encourages collaboration among students in small, heterogeneous groups. This model not only enhances students' academic performance but also fosters social skills, including honesty, responsibility, and teamwork. Through structured group activities, students are encouraged to help each other understand the subject matter while maintaining academic integrity. Given its effectiveness, STAD has the potential to optimize student learning activities, particularly in moral education topics such as honesty.  This study focuses on optimizing the learning activities of ninth-grade students at SMA Negeri 1 Pulau Banyak in understanding honesty through the implementation of the STAD cooperative learning model. By integrating cooperative learning strategies, this study aims to analyze how this approach can enhance students' engagement, comprehension, and application of honesty in their academic and personal lives.

According to Winarno Surachmad, the population in this study is all objects that will be studied in a study. While the sample is a portion taken from the population that is used as the object of research. In this study, the population is all students of SMA NEGERI 1 Pulau Banyak Aceh Singkil. Considering that the population is too large and it is impossible to study it as a whole, the researcher determines a portion to be used as a sample. The sample in this study was determined to be students of CLASS IX SMA NEGERI 1 Pulau Banyak Aceh Singkil. There are two types of data in general, namely quantitative data and qualitative data which will be explained below, the author focuses more on quantitative data in conducting this analysis: a) Quantitative data. Quantitative data is data or information obtained in the form of numbers. In this numerical form, quantitative data can be processed using mathematical formulas or can also be analyzed with a statistical system; b) Qualitative data. Qualitative data is data in the form of words or verbal. The way to obtain qualitative data can be done through interviews.

In collecting data sources, researchers collect data sources in the form of primary data and secondary data. a) Primary data. Primary data is a type of data and research data source obtained directly from the first source (not through intermediaries), either individuals or groups. So the data obtained directly. Primary data is done to answer the researcher's questions. The author collects primary data using survey methods and observation methods; b) Secondary data. Secondary data is a source of research data

obtained by researchers indirectly through intermediary media (obtained or recorded by other parties). This secondary data is in the form of evidence of historical records or reports that have been arranged in archives or document data. In this study, tests were used to obtain data on students' understanding in participating in Islamic Religious Education learning activities. The results are used as a reference to see students' progress in participating in the learning process, as well as to analyze and reflect on subsequent actions. The data collection tools are: 1) Student written tests, consisting of 10 questions; and 2) Camera.

Presentation of data regarding the implementation of STAD Type Cooperative Learning Model learning strategies used in an effort to improve student learning outcomes, analyzed to develop data characteristics or data categories. Apart from that, analysis was also carried out to obtain data reduction. Data selection is carried out using analytical techniques in order to obtain a presentation of research data for drawing verification nodes. Drawing conclusions through verification in order to answer research problems. After the data is collected, the next step is analysis of all the data obtained during the research. The data analysis stage is the most important stage in research, because at this stage the researcher can formulate the results of his research. The purpose of this data analysis is to answer research problems that have been formulated which are processed using appropriate statistics. This analysis was carried out to find out whether there was an increase in learning through the application of STAD Type Cooperative Learning in the Material of Maintaining Honesty as a Reflection of Personality. To see the increase in students' learning abilities after being taught with STAD Type Cooperative Learning using a percentage test based on what was applied by Sudjono, namely: Conducting an initial test (pre-test), then implementing STAD Type Cooperative Learning on Islamic Religious Teaching Materials About Honesty and finally conducting a final test (post-test).

This study aims to improve student learning outcomes in Islamic Religious Education, specifically on the topic of Islamic law concerning maintaining honesty as a reflection of character, through the implementation of the Student Teams-Achievement Division (STAD) cooperative learning model. The research was conducted as a Classroom Action Research (CAR) at Grade IX of SMA NEGERI 1 Pulau Banyak, Aceh Singkil Regency, during the 2023/2024 academic year. The study was carried out in two cycles, each consisting of four stages: planning, implementation, observation, and reflection. In the planning phase, lesson plans, learning materials, and assessment instruments were developed in alignment with the objectives of the study. During the implementation phase, the STAD model was applied, where students were divided into heterogeneous groups and engaged in structured cooperative learning activities. Observations were conducted to assess students' participation, engagement, and interaction during the learning process. The reflection phase involved analyzing the findings from each cycle to determine necessary improvements for the following cycle.

The results of the study indicate a significant improvement in students' mastery of the subject matter after the implementation of the STAD model. Prior to the intervention, the student learning mastery rate was only 13.04%. After the first cycle, this rate increased to 73.91%, and in the second cycle, it reached 95.65%. These findings demonstrate that the STAD cooperative learning model is highly effective in enhancing students' learning activities and academic achievement, particularly in understanding and applying honesty as an essential character trait.  Based on these results, the STAD model can be considered a relevant and effective teaching strategy in the instruction of Islamic Religious Education at the secondary school level. The cooperative nature of STAD not only fosters academic improvement but also strengthens moral values among students, making it a suitable approach for character education.

## Result

The findings of this study indicate that the implementation of the Student Teams-Achievement Division (STAD) cooperative learning model significantly improved students' learning outcomes and engagement in the Islamic Religious Education subject, particularly in the topic of maintaining honesty as a reflection of character. The study was conducted in two cycles, each consisting of planning, implementation, observation, and reflection. The results showed a gradual increase in student participation and academic performance throughout the research process.  Before the application of the STAD model, the initial assessment revealed that only 13.04% of students had achieved the minimum competency standard (KKM). Many students struggled to grasp the concept of honesty within the context of Islamic law, and their level of engagement in learning activities was relatively low. Some students displayed passive learning behavior, relying on teacher explanations without actively participating in discussions or group activities. This situation indicated the need for a more interactive and student-centered approach to learning.

During the first cycle, students were introduced to the STAD cooperative learning model, where they were divided into small heterogeneous groups. Within these groups, they worked together to understand the lesson material, discuss key concepts, and complete collaborative assignments. The role of peer tutoring became evident, as students with a stronger grasp of the material helped their peers, fostering a supportive learning environment. As a result, student participation increased, and by the end of the first cycle, the mastery level had risen significantly to 73.91%.  Observations during the first cycle also highlighted some challenges. Some students were still adjusting to the cooperative learning format, and a few groups struggled with effective communication and task division. Additionally, while the improvement in learning outcomes was notable, some students still required additional reinforcement to fully comprehend the material. These insights were used to refine the approach for the second cycle, focusing

on enhancing group dynamics and reinforcing key concepts through more structured discussions and feedback sessions.

In the second cycle, modifications were made to improve the effectiveness of the STAD model. The teacher provided clearer guidance on group collaboration, assigned specific roles within teams, and incorporated more interactive learning activities, such as case studies and real-life examples of honesty in various contexts. These adjustments led to a more structured and efficient learning process, further increasing student engagement and comprehension. By the end of the second cycle, the student learning mastery rate had reached 95.65%, demonstrating a significant improvement from the initial 13.04%. Most students showed a deeper understanding of the concept of honesty in Islamic law, as evidenced by their ability to explain and apply these values in discussions and written assessments. Additionally, students exhibited greater confidence in expressing their opinions and actively participated in group activities. The impact of the STAD model extended beyond academic achievement. Interviews and observations revealed that students developed stronger interpersonal skills, such as teamwork, communication, and responsibility. They became more aware of the importance of honesty not only in academic settings but also in their daily lives. Some students even reported changes in their attitudes, stating that they became more mindful of ethical behavior in their interactions with peers and teachers.

Another notable finding was the positive response from students regarding the STAD learning experience. Many students expressed that they found the cooperative learning approach more engaging and enjoyable compared to traditional lecture-based methods. They appreciated the opportunity to work collaboratively, share ideas, and learn from their peers, which made the learning process more dynamic and meaningful. Teachers also observed improvements in classroom dynamics. The interactive nature of the STAD model created a more inclusive learning environment where students felt comfortable asking questions and expressing their thoughts. The cooperative setting helped reduce anxiety related to learning, especially among students who previously hesitated to participate in class discussions. This shift contributed to a more positive and supportive classroom culture. In conclusion, the findings of this study strongly suggest that the STAD cooperative learning model is an effective strategy for improving both academic performance and character development in students. The significant increase in learning mastery, along with the enhancement of student engagement and interpersonal skills, highlights the potential of STAD as a valuable instructional method in Islamic Religious Education. Given these positive outcomes, the model can be further explored and adapted in other subjects to optimize student learning experiences at the secondary school level.

Furthermore, the success of the STAD model in this study aligns with previous research that emphasizes the benefits of cooperative learning in fostering both cognitive and social development. The structured group interactions allowed students to engage

in meaningful discussions, clarify misunderstandings, and reinforce their knowledge through peer explanations. This collaborative process not only enhanced academic achievement but also promoted a sense of responsibility among students, as they were accountable for both their individual learning and their contributions to the group's success. Another key aspect of the study's findings is the role of motivation in student performance. Before the implementation of STAD, many students exhibited low motivation due to a lack of engagement with the material. However, the cooperative learning environment encouraged active participation, which in turn increased students' intrinsic motivation. The competitive yet supportive structure of STAD, where students worked together to improve their team's performance, helped create a more stimulating and rewarding learning experience. As a result, students were more eager to learn and demonstrated a higher level of perseverance in understanding complex concepts.

In addition to student outcomes, the study also highlighted the role of the teacher as a facilitator in cooperative learning. The teacher's role shifted from being the primary source of knowledge to acting as a guide who monitored group activities, provided feedback, and ensured that all students were actively participating. This shift allowed for a more student-centered learning experience, where students took greater ownership of their education. The teacher's strategic interventions, such as providing scaffolding and guiding discussions, played a crucial role in maximizing the effectiveness of the STAD model. Moreover, the long-term implications of this study suggest that cooperative learning models like STAD can contribute to character education beyond the classroom. The emphasis on honesty, collaboration, and mutual respect in group activities helps students internalize these values, which can influence their behavior in other areas of life. By practicing honesty in academic settings such as completing assignments with integrity and providing truthful assessments of their own understanding students develop ethical habits that can extend to their social and professional lives in the future.

Overall, this study demonstrates that the STAD cooperative learning model is not only an effective approach for improving academic performance but also a valuable tool for character development. The significant increase in learning mastery, combined with enhanced student engagement, motivation, and ethical awareness, underscores the potential of this model as a best practice in Islamic Religious Education. As schools continue to seek innovative teaching strategies that integrate academic excellence with character building, the findings of this research provide strong support for the continued use and adaptation of cooperative learning models in secondary education.

## Discussion

The findings of this study demonstrate that the implementation of the Student Teams-Achievement Division (STAD) cooperative learning model significantly improved student learning outcomes in the Islamic Religious Education subject, particularly on the topic of honesty as a reflection of character. The substantial increase in student mastery levels—

from 13.04% before the intervention to 73.91% in the first cycle and 95.65% in the second cycle—indicates the effectiveness of this learning model in enhancing students' understanding and engagement. These results align with previous studies emphasizing the advantages of cooperative learning in fostering active participation, critical thinking, and character development. One of the primary reasons for the success of STAD in this study is its structured cooperative framework, which allows students to learn collaboratively in small, heterogeneous groups. This approach encourages peer-to-peer interaction, enabling students to explain concepts to one another, reinforce their understanding, and support their peers in grasping complex material. The social nature of cooperative learning creates a dynamic classroom environment where students feel more comfortable expressing their ideas, asking questions, and participating actively in discussions.

The study also highlights the role of peer tutoring in enhancing student comprehension. In STAD, high-achieving students are given the opportunity to mentor their peers, reinforcing their own knowledge while assisting others. This method not only strengthens the academic skills of the students being tutored but also cultivates leadership, responsibility, and empathy among those acting as tutors. The reciprocal learning process creates a sense of shared responsibility, ensuring that all students contribute to and benefit from the learning experience. Another crucial factor contributing to the effectiveness of STAD is its ability to foster student engagement. Before the implementation of this model, many students displayed passive learning behaviors, relying heavily on teacher explanations and showing limited interest in classroom activities. However, after adopting STAD, students became more involved in discussions, actively participated in group work, and demonstrated increased motivation to learn. The interactive nature of cooperative learning helped make the subject matter more relatable and engaging for students, leading to improved comprehension and retention of knowledge.

The findings also reveal that the STAD model has a significant impact on students' moral and character development. Since the study focused on the topic of honesty in Islamic law, the cooperative learning process reinforced ethical values through both content and practice. By working in groups, students were encouraged to demonstrate honesty in their interactions, such as accurately reporting their progress, acknowledging mistakes, and fairly contributing to group discussions. These experiences helped students internalize the importance of honesty not only in academic settings but also in their daily lives. One of the notable observations in this study is the shift in student attitudes toward learning. Initially, some students struggled to adjust to the cooperative format, particularly those who were accustomed to individual or teacher-led instruction. However, as the study progressed, students became more comfortable with teamwork, learned to communicate effectively, and developed a greater appreciation for collaborative learning. This shift suggests that while cooperative learning may require an

initial adjustment period, it ultimately enhances students' confidence, independence, and willingness to participate in classroom activities.

The study also identifies some challenges encountered during the implementation of STAD, particularly in the first cycle. Some groups faced difficulties in managing discussions, dividing tasks, and ensuring equal participation among members. Additionally, a few students exhibited reluctance to engage in cooperative learning, either due to a lack of confidence or limited prior experience with group work. These challenges were addressed in the second cycle by providing clearer group roles, offering guidance on effective collaboration, and incorporating structured activities that encouraged all students to contribute actively.  An important aspect of STAD's success in this study is the role of the teacher as a facilitator. Unlike traditional teacher-centered instruction, cooperative learning requires the teacher to guide rather than directly instruct students. In this study, the teacher played a crucial role in monitoring group activities, providing feedback, and ensuring that all students were actively participating. The shift from a directive to a facilitative teaching approach allowed students to take greater ownership of their learning, fostering a more student-centered and engaging classroom environment.

Additionally, the study highlights the importance of formative assessment in cooperative learning. Through quizzes, group discussions, and peer evaluations, students received continuous feedback on their progress. This ongoing assessment process helped students identify areas for improvement, refine their understanding, and enhance their overall academic performance. The combination of formative assessments and cooperative learning strategies contributed to the significant increase in student mastery levels observed in the study.  Beyond academic performance, the findings suggest that STAD has broader implications for character education. By emphasizing values such as honesty, responsibility, and teamwork, cooperative learning helps instill ethical principles that extend beyond the classroom. Many students reported that their understanding of honesty deepened through both theoretical discussions and practical applications in group work. This reinforces the idea that effective character education requires active student engagement rather than passive memorization of moral concepts.  The positive impact of STAD on student motivation was also evident in this study. Many students expressed that they found the cooperative learning experience more enjoyable and engaging compared to traditional lecture-based methods. The element of teamwork, combined with the goal-oriented nature of STAD, created a more dynamic and stimulating learning environment. This increased motivation translated into higher levels of persistence, enthusiasm, and interest in the subject matter.

Moreover, the study provides insights into how cooperative learning can be integrated into other subjects beyond Islamic Religious Education. The principles of STAD—collaborative learning, peer support, and active engagement—are applicable to

various disciplines, including mathematics, science, and social studies. The success of this model in teaching honesty suggests that it can also be used to reinforce other character values, such as responsibility, respect, and cooperation, making it a valuable pedagogical tool for holistic education. From a pedagogical perspective, this study emphasizes the need for teachers to adopt flexible and student-centered teaching strategies. The traditional lecture method, while useful in certain contexts, may not always be the most effective way to promote deep learning and character development. Cooperative learning models like STAD provide an alternative approach that encourages critical thinking, collaboration, and personal growth, all of which are essential skills for students in the modern educational landscape. Another significant implication of this study is its relevance to educational policy and curriculum development. As schools continue to seek innovative teaching methods that balance academic achievement with character education, cooperative learning models like STAD offer a promising solution. Policymakers and educators can consider integrating cooperative learning into the curriculum as a way to enhance both cognitive and ethical development in students.

In conclusion, the findings of this study highlight the effectiveness of the STAD cooperative learning model in improving student learning outcomes, engagement, and character development. The substantial increase in student mastery levels, combined with enhanced motivation, interpersonal skills, and ethical awareness, demonstrates the value of this approach in Islamic Religious Education. Given these positive results, STAD can serve as a powerful instructional strategy for fostering both academic excellence and moral integrity in students, making it a relevant and beneficial teaching model for secondary education.

## Conclusion

The findings of this study confirm that the implementation of the Student Teams-Achievement Division (STAD) cooperative learning model significantly enhances student learning outcomes in Islamic Religious Education, particularly on the topic of honesty as a reflection of character. The substantial increase in student mastery levels from 13.04% before the intervention to 73.91% in the first cycle and 95.65% in the second cycle demonstrates the effectiveness of this approach in fostering deeper understanding and active engagement among students. The cooperative learning environment created by STAD encouraged students to work collaboratively, support one another, and develop essential social and academic skills. Through structured group discussions, peer tutoring, and collaborative problem-solving, students not only improved their comprehension of honesty in Islamic law but also developed a sense of responsibility, teamwork, and ethical awareness. The shift from passive learning to active participation contributed significantly to these improvements. Furthermore, this study highlights the broader impact of cooperative learning on student motivation and character development. Students exhibited higher levels of enthusiasm, engagement, and self-

confidence when learning through the STAD model. The experience of working in teams helped reinforce moral values such as honesty, integrity, and cooperation, demonstrating that cooperative learning is an effective method for integrating character education into academic subjects. The study also emphasizes the crucial role of teachers as facilitators in cooperative learning. By guiding discussions, providing structured activities, and offering continuous feedback, teachers can create a more student-centered learning environment that fosters both academic success and moral growth. The findings suggest that STAD can serve as a valuable pedagogical tool not only in Islamic Religious Education but also in other subjects where collaborative learning and character development are important. In conclusion, the STAD cooperative learning model has proven to be an effective strategy for improving both cognitive and moral aspects of student learning. Given its success in enhancing academic performance, motivation, and ethical values, this model can be recommended for broader implementation in secondary education. Schools and educators should consider integrating cooperative learning approaches like STAD to create a more engaging, inclusive, and character-driven learning experience for students.

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