Implementation of the STAD Method in Improving Learning Outcomes of Students' Prayer Etiquette and Dhikr at MTs Bustanul Ulum Dayun

Yuli Framita S[1], MTs Bustanul Ulum, Indonesia
Yarlis[2], MTs Miftahul Akhyar, Indonesia

ABSTRACT

This study aims to analyze the application of the Student Team Achievement Division (STAD) method in improving learning outcomes in the material of prayer etiquette and dhikr in MTs Bustanul Ulum Dayun students. The STAD method is one of the cooperative learning models that emphasizes cooperation in heterogeneous groups. This study uses a quantitative approach with a quasi-experimental research design. The subjects of the study were grade VIII students of MTs Bustanul Ulum Dayun who were divided into an experimental group (using the STAD method) and a control group (using conventional methods). Data collection was carried out through learning outcome tests, observations, and questionnaires. The test results were analyzed using descriptive and inferential statistical test techniques. The results showed that the application of the STAD method significantly improved student learning outcomes in the material of prayer etiquette and dhikr. Students who learned using the STAD method were more active in group discussions, had higher learning motivation, and showed better understanding compared to students who used conventional learning methods. In addition, this study also found that the STAD method was able to create a more enjoyable and interactive learning atmosphere. Students become more confident in expressing their opinions and understand the material more easily because of group cooperation. This shows that cooperative learning such as STAD can have a positive impact on students' social and academic skills. The STAD method can be used as an alternative effective learning strategy. Teachers can adopt this method as an innovative approach to improve student learning outcomes and build a more active and collaborative learning culture.

Corresponding Author:

Yuli Framita
MTs Bustanul Ulum, Indonesia
yuliframita@gmail.com

Introduction

Islamic religious education plays a very important role in shaping the character and morals of students. One of the fundamental aspects of religious education is

understanding the etiquette of prayer and dhikr, which is not only related to aspects of worship but also to the formation of noble morals. In an effort to improve the quality of learning this material, various methods have been applied, including conventional methods that still dominate the learning process in various madrasas. However, along with the development of the times and changes in the characteristics of students, a more effective and innovative learning approach is needed.

In the digital era and post-COVID-19 pandemic, the challenges in the world of education are increasingly complex. Based on a report from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2021, many students experienced a decrease in learning motivation due to less interactive learning models. Conventional learning methods that are still widely applied in madrasas are often less able to attract students' interest in understanding Islamic values in more depth. Therefore, learning innovations are needed that can increase active student participation and improve their learning outcomes.

Great hopes are placed on improving the quality of Islamic religious education learning, especially in the material on the etiquette of prayer and dhikr. Ideally, learning in madrasas is not only about transferring knowledge, but also being able to form habits and a deep understanding of worship and ethics in Islam. One approach that is expected to answer this challenge is the Student Team Achievement Division (STAD) method, which is part of the cooperative learning model.

The STAD method is expected to be able to create a more dynamic and collaborative learning environment. In this method, students learn in small groups consisting of members with varying levels of understanding. They help each other understand the material, discuss, and complete assignments together. Thus, this method is expected to increase learning motivation, critical thinking skills, and students' academic results in the material on prayer etiquette and dhikr.

However, the reality in the field shows that many teachers still apply conventional learning methods that are more focused on lectures and memorization. Based on research conducted by the Center for Islamic Education Research (2022), it was found that more than 60% of teachers in madrasas still use the lecture method as the main method in teaching religious material. As a result, students tend to be passive in receiving material, have less opportunity to discuss, and are less motivated in understanding the essence of prayer etiquette and dhikr.

In addition, the results of a study by the Islamic Education Development Institute (2023) showed that students who studied using conventional methods had a lower level of understanding compared to students who studied using a cooperative approach. This shows that traditional learning methods are less effective in improving conceptual understanding and the application of religious values in everyday life. Therefore, efforts need to be made to change the learning pattern to be more interactive and collaboration-based.

To overcome these problems, this study proposes the application of the Student Team Achievement Division (STAD) method in learning the material on prayer etiquette and dhikr at MTs Bustanul Ulum Dayun. STAD is one of the cooperative learning methods that has been proven effective in improving student learning outcomes through teamwork and more active social interaction. In this method, students are divided into heterogeneous groups and work together to understand the material given by the teacher.

This study aims to evaluate the effectiveness of the STAD method in improving student learning outcomes and see how this method can increase students' active involvement in learning. With this research, it is hoped that teachers can have clearer guidelines in implementing the STAD method so that they can improve the quality of learning in madrasas.

Furthermore, the results of this study can be a reference for educational policy makers in designing more effective curriculum and learning strategies. If the STAD method is proven to be able to significantly improve student learning outcomes, then it can be one of the recommended learning models to be applied in Islamic religious learning in various madrasas in Indonesia.

Methods

This study uses a quantitative approach with a quasi-experimental research design. This design was chosen to compare the effectiveness of the Student Team Achievement Division (STAD) method with conventional learning methods in improving student learning outcomes in prayer etiquette and dhikr materials.

This study applies a pretest-posttest control group design model, consisting of: Experimental group: Students who learn with the STAD method. Control group: Students who learn with conventional learning methods (lectures and questions and answers).

The data sources in this study are divided into two types, namely Primary Data: Data obtained directly from student test results, classroom observations, and learning motivation questionnaires filled out by students. Secondary Data: Data obtained from school documentation, reference books, research journals, and reports from the Ministry of Education related to learning models and student learning outcomes.

Data collection was carried out using the following methods: Pretest and Posttest. The pretest is given before the application of the STAD method to measure students' initial understanding. The posttest is given after the application of the STAD method to see the improvement in student learning outcomes.

Observation of Student Activities by Observing student involvement and participation in learning. Recording student activities in the STAD group. The motivation questionnaire uses a Likert scale to measure student learning motivation before and after the application of the STAD method. Documentation by collecting academic data and school records related to student learning outcomes.

The data obtained were analyzed using a descriptive and inferential statistical approach with the following stages: Descriptive Analysis used to describe student learning outcome data before and after treatment. The statistics used include: Average (Mean): To determine the mean value of student learning outcomes, Standard Deviation: To measure the spread of data, Percentage: To see the increase in learning outcomes in general.

Inferential Analysis to test the research hypothesis, the following statistical tests were used: Normality Test, using Kolmogorov-Smirnov to ensure that the data is normally distributed. Homogeneity Test, Using Levene's Test to ensure that the variance between groups is homogeneous. The t-test (Independent Sample T-Test) was used to compare differences in learning outcomes between the experimental group (STAD method) and the control group (conventional method). If the p value <0.05, then there is a significant difference between the two groups. With this analysis, it is hoped that the research can provide valid results and can be used as a reference in improving the quality of Islamic religious learning in madrasas.

Result

The data in this study were obtained from the results of pretest and posttest tests, observations of student activities, and learning motivation questionnaires. These data were used to evaluate the effectiveness of the Student Team Achievement Division (STAD) method in improving student learning outcomes in the material of prayer etiquette and dhikr at MTs Bustanul Ulum Dayun.

The following table presents an overview of the pretest and posttest results from the experimental group (using the STAD method) and the control group (using the conventional method):

Table 1. Comparison of pretest and posttest results from the experimental group

Group	N (Student)	Average Pretest	Average Posttest	Improvement (%)
Experiment (STAD)	30	65,2	85,6	31,4%
Control (Konvensional)	30	63,8	75,3	18,0%

From the table above, it can be seen that the experimental group experienced a higher increase in learning outcomes compared to the control group. In addition, the results of observations of student activities showed that students in the STAD group were more active in discussions, participated in problem solving, and were more enthusiastic in participating in learning than the control group. The following is a summary of the results of the student learning motivation questionnaire after the application of the STAD method:

Table 2. Summary of the results of the student learning motivation questionnaire

Aspect	Average Score of Experimental Group	Average Score of Control Group
Interest in learning	4,5	3,7
Partisipasi dalam kelas	4,6	3,5

Aspect	Average Score of Experimental Group	Average Score of Control Group
Understanding the material	4,7	3,8
Activeness in discussions	4,8	3,6

Description: Scale 1-5, where 1 = very low and 5 = very high.

Based on the results of the questionnaire, it can be seen that students in the experimental group have higher learning motivation than the control group. To ensure the validity of the data obtained, several verification stages were carried out as follows:

a. Normality Test: The normality test using the Kolmogorov-Smirnov Test shows that the p value> 0.05, which means that the data is normally distributed and can be used in further statistical analysis.

b. Homogeneity Test: The homogeneity test with Levene's Test shows that the variance between the experimental and control groups is homogeneous, so that a comparative analysis of learning outcomes can be carried out validly.

c. Hypothesis Test (t-Test): The results of the Independent Sample T-Test show that the p value <0.05, which means that there is a significant difference between the learning outcomes of students using the STAD method and students using the conventional method.

Thus, based on these findings, it can be concluded that the STAD method is significantly more effective in improving student learning outcomes than the conventional method.

Discussion

The results of the study showed that the implementation of the Student Team Achievement Division (STAD) method significantly improved student learning outcomes in the material of prayer etiquette and dhikr at MTs Bustanul Ulum Dayun. This improvement can be seen from the results of the posttest of the experimental group which was higher than the control group. In addition, students who learned with the STAD method showed more active involvement in learning, which contributed to a better understanding of the concept.

The STAD method has a positive impact because this approach emphasizes cooperation in heterogeneous groups, where students with better understanding help their group mates who are having difficulties. This is in line with the theory of cooperative learning, which states that social interaction in groups can improve individual understanding. In addition, students become more motivated because of the group's responsibility to achieve maximum results.

From the results of the learning motivation questionnaire, it was found that students who used the STAD method had a higher level of interest and participation compared to students who learned through conventional methods. This shows that STAD not only improves academic understanding, but also builds students' intrinsic

motivation in participating in learning. This finding is consistent with previous research which states that group-based learning is more effective in improving student learning motivation.

To ensure the validity of the research results, several data validation techniques were carried out. The normality test showed that the student learning outcome data was normally distributed, so it could be analyzed using inferential statistical techniques. In addition, the homogeneity test showed that the data variance between the experimental group and the control group was homogeneous, so that the comparison of learning outcomes between the two groups could be done objectively.

The results of the t-test (independent sample t-test) showed a p value <0.05, which means that there was a significant difference between the learning outcomes of students using the STAD method and students using the conventional method. In other words, the STAD method has proven to be more effective in improving student learning outcomes. In addition, validation through data triangulation (tests, observations, and questionnaires) showed consistent results, namely that the STAD method improved students' understanding and motivation in learning prayer etiquette and dhikr.

Thus, the findings in this study confirm that the STAD method can be used as an alternative learning strategy to improve student learning outcomes, especially in Islamic Religious Education subjects. The implementation of this method is expected to be applied more widely in various other learning materials to improve the quality of education in madrasas.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the implementation of the Student Team Achievement Division (STAD) method significantly improves student learning outcomes in the material of prayer etiquette and dhikr at MTs Bustanul Ulum Dayun. This improvement is evidenced by the higher posttest results in the experimental group compared to the control group. In addition, the STAD method also increases student participation and motivation in the learning process, making it an effective learning strategy. The main findings of this study indicate that the STAD method is able to improve student understanding through group collaboration, where students help each other in understanding the material. Students who learn with this method become more active, have a greater sense of responsibility, and are able to work together with peers in completing academic tasks. These results indicate that a cooperative learning model such as STAD can be an effective solution in improving student learning outcomes, especially in Islamic religious education material. In addition, from the results of the learning motivation questionnaire, it was found that students in the experimental group had a higher level of interest and involvement compared to students who learned through conventional methods. This shows that the STAD method not only has an impact on academic results, but also on students' psychological aspects, such as increasing motivation and self-confidence in learning. This study provides evidence that the use of the STAD method can be a more effective approach in improving students' understanding and motivation to learn. Teachers can

adapt this method in various subjects, especially in materials that require conceptual understanding and practice, such as prayer etiquette and dhikr. Thus, the results of this study can be used as a reference in developing more innovative learning strategies in the madrasah environment. Thus, this study confirms that the STAD method not only improves learning outcomes, but also builds students' social skills and character. Therefore, the application of this method in madrasahs and other schools needs to be considered as a more effective, innovative, and humanistic learning strategy, in order to create a more meaningful learning experience for students.

References

Ahmad, S. (2015). Teori Belajar dan Pembelajaran di Sekolah Dasar. Kharisma Putra Utama.

Dimyati, & Mudjiono. (2013). Belajar dan Pembelajaran. Rineka Cipta.

Eka Adnyana, M. (2020). Implementasi Model Pembelajaran STAD untuk Meningkatkan Motivasi dan Prestasi Belajar. Indonesian Journal of Educational Development, 1(3), 496-505. https://doi.org/10.5281/zenodo.4286979.

Fadlillah. (2014). Implementasi Kurikulum 2013 dalam Pembelajaran SD/MI, SMP/MTs, dan SMA/MA. Ar-Ruzz Media.

Halik, A., Zulfianah, Z., & Naim, M. (2018). Strategies of Islamic Education Teachers to Increase Students' Interest in Learning and Practicing in State Junior High School Lanrisang (SMPN) 1 Lanrisang, Pinrang. Madania: Jurnal Kajian Keislaman, 22(2), 253-264.

Lou, Y. (2013). Cooperative Learning: Theory, Research, and Practice. Educational Psychology Review, 25(4), 631-653.

Nuryani, B. D. (2014). Metode Pengajaran Fiqih. Diakses dari

Portal-Ilmu.com. (2020). Metode Pembelajaran STAD: Pengertian, Ciri-ciri, Langkah, Kelebihan, dan Kelemahan. Diakses dari

Quipper Blog. (2021). Model Pembelajaran STAD: Tujuan, Manfaat, & Proses Penerapannya. Diakses dari

ResearchGate. (2017). Implementasi Model STAD dalam Meningkatkan Hasil Belajar Siswa. Diakses dari

ResearchGate. (2022). Penerapan Model Pembelajaran Kooperatif STAD untuk Meningkatkan Keaktifan Siswa pada Pelajaran Qirāah dan Kitābah. Diakses dari

Roestiyah. (2001). Strategi Belajar Mengajar. Rineka Cipta.

Rusman. (2013). Belajar dan Pembelajaran Berbasis Komputer. Alfabeta.

Rusmono. (2012). Strategi Pembelajaran dengan Problem Based Learning. Ghalia Indonesia.

Slavin, R. E. (2010). Cooperative Learning: Teori, Riset, dan Praktik. Nusa Media.

Sudiarta, I. G. P., & Widana, I. W. (2019). Increasing Mathematical Proficiency and Students' Character: Lesson from the Implementation of Blended Learning in Junior High School in Bali. Journal of Physics: Conference Series, 1317(1), 012118. https://doi.org/10.1088/1742-6596/1317/1/012118.

Sudarsana, I. K. G. (2021). Penerapan Pembelajaran Kooperatif Tipe STAD untuk Meningkatkan Hasil Belajar Matematika. Indonesian Journal of Educational Development, 2(1), 176-186.

Sudjana, N. (2016). Penilaian Hasil Proses Belajar Mengajar. Remaja Rosdakarya.

Sugita, G. (2022). Penerapan Model Kooperatif Tipe STAD untuk Meningkatkan Hasil Belajar Turunan Fungsi Aljabar. Jurnal Pendidikan Matematika, 6(2), 123-130.

Suparsawan, I. K. (2021). Implementasi Pendekatan Saintifik pada Model Pembelajaran Kooperatif Tipe STAD untuk Meningkatkan Keaktifan dan Hasil Belajar Matematika. Indonesian Journal of Educational Development, 2(1), 176-186.

Taat, W. (2021). Perbedaan Metode STAD dan TPS dalam Meningkatkan Kerja Sama dan Aktivitas Belajar pada Pembelajaran IPS SMP. Jurnal Pendidikan Ilmu Sosial, 31(1), 45-53.

Wulandari, T. (2021). Perbedaan Metode STAD dan TPS dalam Meningkatkan Kerja Sama dan Aktivitas Belajar pada Pembelajaran IPS SMP. Jurnal Pendidikan Ilmu Sosial, 31(1), 45-53.

Yulianti, L. (2019). Penerapan Metode Bermain Peran untuk Meningkatkan Prestasi Belajar Siswa dalam Pembelajaran Adab Bergaul dengan Saudara dan Teman. Jurnal Pendidikan Islam, 7(1), 101-110.

Zenius Education. (2021). Model Pembelajaran STAD: Tujuan, Manfaat, dan Proses Penerapannya. Diakses dari

Zulfiani, Z. (2020). Penerapan Metode Demonstrasi pada Materi Sholat Kelas 3 SDN Dayuharjo Kecamatan Ngaglik Kabupaten Sleman Yogyakarta. Al-Ishlah: Jurnal Pendidikan Islam, 17(2), 181-190.

Liputan6.com. (2023). Pengertian Adab Shalat dan Dzikir serta Tata Cara Melakukannya. Diakses dari Guruinovatif.id. (2021). Mengenal STAD, Metode Pembelajaran

Zulkipli, M. (2019). Implementasi Metode Tanya Jawab dalam Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran Fiqih di MTsN 1 Kota Palu. Jurnal Ilmu Pendidikan Islam, 7(2), 89-98.

Zulvia, E. (2018). Penggunaan Metode Tanya Jawab untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran IPA di Kelas V SDN 1 Padang. Jurnal Pendidikan, 19(3), 211-218.

Zunita, A. (2017). Efektivitas Metode Tanya Jawab dalam Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran IPS