



STAD Method as an Effort to Improve Student Learning Outcomes on Etiquette and Dhikr Material at Mts S Al-Qornis Pamarayan

Murti¹, MTs S Al-Qornis Pamarayan, Indonesia

ABSTRACT

This study investigates the effectiveness of the Student Team Achievement Division (STAD) method in enhancing student learning outcomes on the topic of prayer etiquette and dhikr at MTs S Al-Qornis Pamarayan. As a cooperative learning model, STAD emphasizes collaborative learning within heterogeneous student groups. Employing a quantitative approach with a quasi-experimental design, the research involved eighth-grade students divided into an experimental group (taught using the STAD method) and a control group (taught using conventional methods). Data were collected through learning outcome tests, observations, and questionnaires, and analyzed using both descriptive and inferential statistical techniques. The findings revealed that students in the STAD group demonstrated significantly higher learning outcomes, greater participation in group discussions, increased motivation, and improved understanding of the material compared to the control group. Moreover, the STAD approach fostered a more interactive and enjoyable classroom environment, encouraging students to confidently express their ideas and benefit from peer collaboration. These results suggest that STAD not only enhances academic performance but also supports the development of social skills. Therefore, the STAD method presents a viable and effective alternative for educators seeking to promote active, cooperative, and meaningful learning experiences in the classroom.

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Corresponding Author:

Murti

MTs S Al-Qornis Pamarayan, Indonesia
murtispd27@gmail.com

Introduction

Islamic religious education holds a vital role in shaping the moral character and ethical behavior of students, particularly through core teachings such as the etiquette of prayer and dhikr. These aspects of learning not only pertain to the fulfillment of religious obligations but also serve as a foundation for the internalization of noble values and spiritual discipline. However, despite its importance, the teaching of religious material in many madrasas continues to rely heavily on conventional instructional methods, such as lectures and rote memorization. These traditional approaches often fall short in

engaging students meaningfully, especially in the context of modern educational challenges brought about by the digital era and the lasting impacts of the COVID-19 pandemic. According to a 2021 report by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), a significant number of students experienced a decline in learning motivation, which was attributed to the limited interactivity of existing teaching models.

In light of these challenges, there is an increasing demand for innovative and more effective teaching strategies that can foster active student participation and enhance learning outcomes in Islamic religious education. One such approach is the Student Team Achievement Division (STAD) method, which is part of the cooperative learning model. This method emphasizes structured teamwork, where students of varying academic abilities collaborate in small, heterogeneous groups to master the learning material. The STAD model encourages mutual support, critical thinking, peer teaching, and shared responsibility for academic success. It is designed not only to improve cognitive outcomes but also to promote social interaction and communication skills among students.

Research has shown that cooperative learning models like STAD can lead to significant improvements in student engagement and academic performance. However, despite these benefits, implementation in the field remains limited. A 2022 study by the Center for Islamic Education Research found that over 60% of madrasa teachers still primarily employ lecture-based instruction when teaching religious content. This overreliance on passive learning methods has resulted in students being less motivated, less participatory, and less able to grasp the deeper meanings and applications of prayer etiquette and dhikr. Similarly, a 2023 study by the Islamic Education Development Institute concluded that students taught using conventional methods demonstrated lower comprehension levels compared to those taught through cooperative learning strategies.

To address these pedagogical shortcomings, the present study proposes the application of the STAD method in the teaching of prayer etiquette and dhikr at MTs S Al-Qornis Pamarayan. The primary objective is to evaluate the effectiveness of this method in enhancing students' learning outcomes and to examine its impact on increasing student involvement in the learning process. Through structured group collaboration and peer-to-peer interaction, the STAD approach is expected to create a more dynamic and enjoyable classroom environment, where students feel more confident in expressing their ideas and are more deeply engaged with the subject matter.

In addition, this research seeks to provide practical insights for educators on how to implement the STAD method effectively within the madrasa context. It is hoped that

the findings will serve as a useful reference for teachers aiming to adopt more student-centered and participatory teaching methods. Furthermore, the outcomes of this study may offer valuable input for educational policymakers in shaping curriculum and instructional strategies that align with contemporary educational needs. Should the STAD method prove effective in significantly improving student learning, it could be recommended as a model of best practice for Islamic religious education across a broader range of educational institutions in Indonesia.

Methods

This research employs a quantitative approach through a quasi-experimental design to evaluate the effectiveness of the Student Team Achievement Division (STAD) method compared to conventional teaching methods in enhancing student learning outcomes on the topic of prayer etiquette and dhikr. The study utilizes a pretest-posttest control group design, comprising two groups: the experimental group, which receives instruction using the STAD method, and the control group, which is taught through traditional lecture and question-and-answer techniques.

Data sources are categorized into two types. Primary data are collected directly from student test scores, classroom observations, and learning motivation questionnaires, while secondary data are drawn from school documentation, academic literature, and relevant reports from the Ministry of Education. Data collection methods include pretests and posttests to assess students' initial understanding and subsequent learning gains; observational techniques to monitor student engagement and participation in STAD group activities; Likert-scale questionnaires to evaluate changes in learning motivation; and documentation analysis for supplementary academic records.

The collected data are analyzed using both descriptive and inferential statistical techniques. Descriptive analysis includes calculating the mean, standard deviation, and percentage increases in student performance to describe learning outcomes before and after the intervention. Inferential analysis involves hypothesis testing using a series of statistical procedures: the Kolmogorov-Smirnov test for normality, Levene's Test for homogeneity of variances, and the Independent Sample t-Test to determine whether differences in learning outcomes between the experimental and control groups are statistically significant. A p-value of less than 0.05 indicates a meaningful difference between the groups. Through this rigorous methodology, the study aims to generate valid and reliable findings that can inform educational practices and support efforts to enhance the quality of Islamic religious instruction 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 S Al-Qornis Pamarayan.

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 |
| 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:

- 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.
- 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 findings of this study demonstrate that the application of the Student Team Achievement Division (STAD) method significantly enhanced student learning outcomes in the subject matter of prayer etiquette and dhikr at MTs S Al-Qornis Pamarayan. This improvement was evident through the higher posttest scores achieved by the experimental group in comparison to the control group. Furthermore, students taught using the STAD method exhibited greater engagement and active participation during lessons, contributing to a deeper understanding of the material. The effectiveness of the STAD approach is attributed to its emphasis on collaborative learning within heterogeneous groups, where students with stronger comprehension assist their peers, aligning with cooperative learning theories that highlight the role of social interaction in fostering cognitive development. The sense of shared responsibility within the group setting also served to boost student motivation.

The motivation questionnaire results further supported this conclusion, revealing that students in the STAD group displayed higher levels of interest and involvement compared to those taught through conventional methods. These findings align with previous research indicating that cooperative learning strategies can enhance both academic performance and intrinsic motivation. To ensure the reliability of the results, data validation techniques were employed, including normality testing, which confirmed that the data were normally distributed, and homogeneity testing, which verified that the variances between the experimental and control groups were comparable. Inferential analysis through the independent sample t-test yielded a p -value below 0.05, indicating a statistically significant difference in learning outcomes favoring the STAD method.

Additionally, data triangulation—using test results, classroom observations, and questionnaire responses—consistently supported the conclusion that the STAD method led to improvements in both understanding and motivation. These findings affirm that the STAD method is a viable and effective alternative instructional strategy in Islamic Religious Education, particularly for topics such as prayer etiquette and dhikr. Its broader implementation across different subject areas is recommended to further enhance educational quality in madrasas.

Conclusion

The findings of this research demonstrate that the implementation of the Student Team Achievement Division (STAD) method significantly enhances student learning outcomes in the subject of prayer etiquette and dhikr at MTs S Al-Qornis Pamarayan. This improvement is evidenced by the higher posttest scores achieved by the experimental group compared to the control group, indicating the effectiveness of the STAD approach in fostering academic achievement. Furthermore, the method promotes increased student engagement, motivation, and collaborative learning, as students work in heterogeneous groups to support one another in mastering the material. This cooperative structure not only strengthens conceptual understanding but also cultivates a greater sense of responsibility, active participation, and peer interaction. Additionally, the results of the motivation questionnaire reveal that students taught using the STAD model exhibit higher levels of interest, confidence, and involvement than those who received instruction through traditional methods. These outcomes affirm that the STAD method has a positive impact not only on cognitive performance but also on affective aspects of learning, thereby contributing to the development of students' academic, social, and character competencies. Consequently, the study underscores the potential of STAD as an effective, innovative, and humanistic instructional strategy that can be widely applied in Islamic religious education and other subjects to foster a more meaningful and student-centered learning experience.

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