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THE STAD LEARNING MODEL: A SOLUSTION FOR IMPROVING AKIDAH AKHLAK LEARNING OUTCOMES AT MTS DARUL ULUM KARANG SARI

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Kata Kunci:
Akidah Akhlak, Hasil belajar, *Student Team Achievement Division* (STAD)

**Abstra : ** Penelitian ini didasarkan pada kenyataan bahwa hasil belajar siswa masih rendah, yang disebabkan oleh penggunaan metode pembelajaran konvensional yang cenderung tidak mendorong keterlibatan aktif siswa dalam proses belajar. salah satu alternatif yang bisa digunakan adalah model pembelajaran kooperatif dengan tipe *Student Teams Achievement Division* (STAD). Penelitian ini bertujuan untuk menganalisis dampak penerapan model pembelajaran STAD terhadap pencapaian hasil belajar siswa kelas VIII di MTs Darul Ulum Karang Sari. Penelitian menggunakan pendekatan kuantitatif dengan desain quasi eksperimen. Penelitian ini melibatkan dua kelompok sampel: kelas VIII.3 sebagai kelompok eksperimen dengan penerapan model STAD, dan kelas VIII.1 sebagai kelompok kontrol yang tetap menggunakan pendekatan pembelajaran konvensional. Instrumen yang digunakan dalam penelitian ini adalah tes untuk mengukur hasil belajar siswa. Analisis data dilakukan menggunakan Uji Mann-Whitney, karena distribusi data tidak normal dan tujuan analisis adalah untuk membandingkan hasil belajar antara dua kelompok siswa. Hasil pengujian menunjukkan adanya perbedaan yang signifikan antara kedua kelompok, dengan nilai signifikansi sebesar 0,043 (di bawah 0,05). Temuan ini mengindikasikan bahwa penerapan model pembelajaran STAD efektif dalam meningkatkan hasil belajar siswa.

Keywords:
Creed Morals, Learning Outcomes, Student Team

Abstract: The motivation behind this study lies in the low student learning outcomes, primarily caused by the dominance of traditional instructional methods that do not promote active student participation. One alternative solution that can be applied is Learner teams

Achievement Division (STAD)	Achievement Division (STAD) cooperative learning model. The purpose of this study was to determine the effect of the STAD model on the learning outcomes of class VIII students at MTs Darul Ulum Karang Sari. The study used a quantitative method incorporating a quasi-experimental design. The sample was composed of two classes: class VIII.3 Served as the experimental group implementing the STAD model, and Class VIII.1 served as the control group employing outcome test. The prerequisite The preliminary test indicated that the data did not follow a normal distribution; therefore, the Mann-Whitney U test was employed for the analysis. The analysis revealed a significant difference between the two groups, indicated by a significance level of 0.043 (<0.05). This shows that the implementation.

INTRODUCTION

The learning process is fundamental in education, acting as the main pathway for reaching intended educational goals. Students' success in learning is greatly influenced by their achievements throughout the process. However, obstacles such as low student grades often arise due to teaching methods that lack variety and innovation. Therefore, it is necessary to introduce improvements in teaching approaches, especially in the subject of Islamic Religious Education. (Hidayati et al. 2024; Pratiwi et al. 2025 ; Ratna Wulandari, 2023 ; Saputra et al., 2021). To enhance student learning outcomes optimally, the rapid development of technology in the era of globalization influences various aspects of life, including education, demanding an education system that is adaptive and responsive to changing times. Education likewise holds an essential role a vital plays a part in shaping students natural talents, helping them achieve happiness and security, as well as preparing them to become part of a highly competitive society. (Munir 2022; Kulsum & Muhid, 2022 ; Ujud et al., 2023 ; Zagoto, Yarni, and Dakhi 2019; Syafrin et al. 2023 ; Kesuma Ulfa 2020 ; Musnaeni, 2022)

Improving the quality of education can begin with enhancing student learning outcomes which reflect academic achievement through active learning processes. (Zahroh et al., 2024). Learning outcomes encompass changes in knowledge, attitudes, and skills that do not occur naturally and serve as a reference for educators in designing future learning activities. (Wicaksono & Iswan, 2019). The cooperative learning strategy enables support the achievement of learning outcomes by fostering collaboration, confidence, and student achievement (Somayana, 2020; Lestari, 2015 ; Agusti & Aslam, 2022 ; Alzahrani et al., 2022 Virta, 2021). Learning outcomes reflect competency mastery and function as markers of the success of the learning process. (Yusra et al., 2021). These outcomes are optimally achieved if positive changes occur in knowledge and behavior through learning interactions that involve cognitive, affective, and psychomotor aspects. (A. Setiawan et al., 2022 ; H. R. Setiawan, 2021)

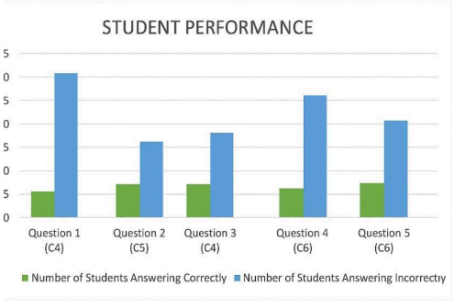

Figure 1.
Recapitulation of Students' Learning Outcome Test Results in the Pre-Research Implementation

As illustrated in Figure 1, it is clear that the quantity of students who answered incorrectly is still greater than those who answered correctly, particularly in question 1 (C4) and question 4 (C6). The most prominent issue is found in question 4 (C6), where very few students answered correctly, while the number of incorrect responses was

significantly higher. This indicates that the C6 indicator in question 4 requires serious attention, as students' abilities in analysis and evaluation aspects (measured by C6) are still very low. The learning process designed by the teacher greatly influences student learning outcomes. A teacher who can facilitate and deliver engaging lessons will indirectly stimulate students to be more active and focused during the educational process. (Desi & Hani, 2020). Overall, these results indicate that students still struggle to understand material at higher cognitive levels, especially on questions requiring analysis and evaluation. Therefore, improvements in the learning model and more intensive practice exercises are needed to increase students' complex thinking skills.

The Achievement Division of Student Teams Divisions he STAD approach is a learning method centered on student enjoyment and engagement, thereby encouraging participation and creating a more meaningful learning experience. (Hartono, 2022). The STAD cooperative learning type encourages students to share knowledge, collaborate, and actively communicate in order to foster collaboration between pupils and teachers. (Suardiana, 2021). The execution of the learning model by educators is expected to motivate and engage students, foster enthusiasm and participation during the educational process, and ultimately attain the educational goals. (Nirmana, Azizah et al., 2025). The STAD model represents a cooperative learning approach where students work together in small groups to comprehend the material and attain academic success. This strategy fosters a sense of togetherness, and groups that meet the criteria receive rewards. The STAD cooperative learning approach has been proven effective in boosting students' self-confidence..(Ismunandar et al., 2023; Wulandari, 2022)

The STAD model of cooperative learning is considered one of the most straightforward instructional strategies, easy to implement in the classroom, and serves as a valuable alternative for teachers aiming To boost student achievement levels. This approach aims to encourage students to support and assist each other in understanding The content delivered by the instructor. (Purwati et al., 2024). In order for their team to earn rewards, Learners are expected to support one another master the lesson material, especially in the subject of Akidah Akhlak. (Annisa Siswanti et al., 2022). The STAD cooperative learning model aims to develop academic cooperation, strengthen group relationships, boost self-confidence, and support student achievement to ensure optimal learning outcomes. The implementation of the STAD method creates a dynamic learning environment, encourages innovation, fosters creativity, and provides an enjoyable learning experience for students throughout the entire learning process..(Wirta 2021 ; Sari, Yamin, and Khairuddin 2023)

Previous studies by Sifa et al. (2020), Abrori et al. (2023), and Tsabita et al. (2023) indicate that the STAD cooperative learning model effectively enhances collaboration, engagement, and academic achievement, especially in elementary education and core subjects like science and mathematics. However, limited research has explored its application in different educational contexts, variables, or with innovative learning media. This study offers novelty in context, approach, and focus to support more relevant cooperative learning practices for today's educational needs. Through group interactions, Learners are motivated to engage actively in the process, support one another, and take responsibility for shared learning.(Ayu Novianti et al., 2022)

The use of the STAD cooperative learning strategy consists of crucial because it encourages active student participation In the course of instruction, improves the quality of instruction, and creates an enjoyable and meaningful learning environment. This model also facilitates positive social interactions such as cooperation, tolerance, and empathy among students, which significantly influence the learning process, Learner involvement

and academic achievement. The STAD learning model has a positive impact on enhancing classroom learning quality, particularly in terms of collaboration, self-confidence, and students' critical thinking skills. Additionally, teachers can more easily assess student understanding, make the learning process more interactive and less monotonous, and strengthen students' social skills through small group discussions. The novelty of this research lies in the application of the STAD learning model within a religious-based educational setting, which has unique characteristics and specific needs in its learning process. This aspect has not been extensively studied before, so this research is expected to contribute new insights into understanding the effectiveness of STAD in different educational contexts. (Annisa Siswanti et al., 2022)

METHOD

The purpose of this research is to examine the impact of the Student Teams Achievement Division (STAD) learning model on student academic performance in the subject of Akidah Akhlak at MTs Darul Ulum Karang Sari.The method used is a quantitative method utilizing a quasi-experimental design, specifically adopting a post-test-only control group format.

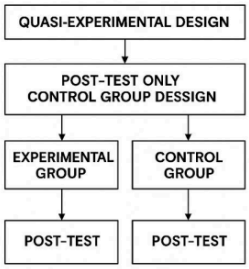

Figure2.
Quasi-Eksperimental Design

The research was conducted with two classes: Class VIII.3 served as the experimental group implementing the STAD model, while Class VIII.1 functioned as the control group using traditional instructional methods. Participants were chosen through simple random sampling. The assessment tool comprised 15 multiple-choice items that underwent validity and reliability testing. The validity analysis confirmed that 10 items were valid, and the reliability test produced a Cronbach's Alpha coefficient of 0.731, indicating that the instrument was adequately reliable for evaluating students' learning outcomes.

The data analysis involved prerequisite testing, specifically assessments of normality and homogeneity. The results indicated that the data did not meet the criteria for normal distribution but exhibited homogeneous variance. As a result, the analysis employed both the non-parametric Mann-Whitney test and the t-test. The Mann-Whitney test produced a significance value of .003, while the t-test returned a value of 0.043. Since both are below the 0.05 threshold, they reveal a statistically significant difference in learning outcomes between the experimental and control groups. These findings confirm that implementing the STAD model positively affects students' academic performance in the Akidah Akhlak subject. Moreover, the model contributes not only to cognitive development but also enhances student participation and fosters meaningful social interaction during the learning process.

The STAD-based teaching model consists of five main steps: (1) the teacher presents the objectives and delivers the material to the whole class; (2) group activities where students collaborate in small heterogeneous groups; (3) individual tests to assess each student's understanding; (4) calculation of group improvement scores and awarding group rewards; and (5) evaluation and reflection on the learning process. This model emphasizes cooperation, individual responsibility, and learning motivation. By actively involving students in the learning process, STAD helps enhance conceptual understanding, critical thinking skills, and overall learning outcomes. Therefore, STAD is a viable alternative as an effective teaching method, especially for subjects related to religious and moral values such as Akidah Akhlak.

RESULTS AND DISCUSSION

This study was conducted at MTs Darul Ulum Karang Sari. Data collection was carried out using various techniques, one of which involved distributing multiple-choice tests designed based on learning outcome indicators. These test items were subsequently Assessed for accuracy and consistency. The following are the Findings from the validity assessment and reliability tests obtained:

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Table 1. Description of Validity Test Results

NO	Rtable	Rcalculated	Description
1	0.3610	0.935	VALID
2	0.3610	0.431	VALID
3	0.3610	0.039	INVALID
4	0.3610	0.126	INVALID
5	0.3610	0.073	INVALID
6	0.3610	0.472	VALID
7	0.3610	0.935	VALID
8	0.3610	0.935	VALID
9	0.3610	0.935	VALID
10	0.3610	0.782	VALID
11	0.3610	0.075	INVALID
12	0.3610	0.075	INVALID
13	0.3610	0.935	VALID
14	0.3610	0.935	VALID
15	0.3610	0.935	VALID

Tabel 2. Reliability Results Description

Statistical Measures of Reliability

Cronbach's Alpha	N of Items
.731	15

According to the outcomes of the validity and reliability testing, 10 out of the 15 items were deemed valid, while 5 were considered invalid due to their correlation coefficients (r-calculated) being lower than the critical value from the r-table (0.3610). To determine the appropriate r-table value, the number of participants (n) and the significance level (commonly $\alpha = 0.05$) must first be established. Subsequently, the degrees of freedom (df) are calculated using the formula $df = n - 2$. The corresponding critical r-value is then obtained by referencing the Pearson correlation table based on the derived degrees of freedom and selected significance level. For example, if there are 30 respondents, then df = 28, and the r table value at the 0.05 significance level is approximately 0.361. To calculate the r count (used for validity testing), the following formula is used: $r = [n(\Sigma XY) - (\Sigma X)(\Sigma Y)] / \sqrt{\{[n\Sigma X^2 - (\Sigma X)^2][n\Sigma Y^2 - (\Sigma Y)^2]\}}$ If the r count is greater than or equal to the r table value, the item is considered valid. However, if the r count is lower than the r table value, the item is deemed invalid ndicating that some items were not yet able to accurately measure the variable. The reliability analysis resulted in a Cronbach's Alpha score of 0.731, indicating that the instrument demonstrates acceptable levels of consistency and reliability. Nonetheless, the existence of invalid items may compromise the instrument's overall quality, as they have the potential to influence the accuracy and stability of the findings. An evaluation of student learning outcomes in the subject of Akidah Akhlak was carried out for both Class VIII.3 (experimental group) and Class VIII.1 (control group), leading to the following interpretations:

1. Normality test

The purpose of the normality test is to assess whether the dataset conforms to a normal distribution. A dataset is deemed normally distributed when the significance value (P-value) obtained from the One-Sample Kolmogorov-Smirnov test exceeds the established alpha level of 0.05..(Suryani et al., 2019) The test was executed through SPSS 16.0 for Windows, and its findings are summarized in the table below.

Table 3. Description of Findings from the Normality Analysis

Normality Analysis

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Kelas A	.320	32	.000	.649	32	.000
	Kelas B	.328	12	.001	.724	12	.001

As shown in Table 3, the results of the normality test indicate that the data from both the control and experimental groups do not follow a normal distribution, as evidenced by significance values from both the Kolmogorov-Smirnov and Shapiro-Wilk tests being below the 0.05 threshold. This finding suggests that the use of parametric statistical tests is not suitable. Consequently, the data were analyzed using a non-parametric method. Given that the control group data violated the assumption of normality, further analysis was carried out using the Mann-Whitney U test as an appropriate non-parametric alternative.

2. Homogeneity Test

The purpose of the homogeneity test is to assess whether the variances across multiple populations are comparable. The analysis was performed using SPSS 16.0 for Windows. According to the test criteria, if the significance value exceeds 0.05, it indicates that the variances of the two datasets are equal. (Usmadi, 2020). Presented below are the results of the homogeneity analysis

Table 5. Description of Homogeneity Test Results

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.405	1	60	.527
	Based on Median	1.373	1	60	.246
	Based on Median and with adjusted df	1.373	1	58.937	.246
	Based on trimmed mean	.500	1	60	.482

Referring to the homogeneity test results displayed in Table 5, all significance values exceed the 0.05 threshold, with values of 0.527 (mean-based), 0.246 (median-based), 0.246 (median with adjusted degrees of freedom), and 0.482 (trimmed mean). These findings indicate that there are no significant differences in variance among the groups, confirming that the data satisfy the homogeneity of variances assumption.

Table 4. Description of Mann-Whitney Test Results

Test Statistics[a]

	Hasil
Mann-Whitney U	291.50
Wilcoxon W	819.500
Z	-2.937
Asymp. Sig. (2-tailed)	.003

a. Category Variable: Class

The Mann-Whitney U test was conducted to compare the variable 'Results' between the classes. The analysis yielded a U value of 291.500, a Z-score of -2.937, and a significance level of p = 0.003. Because p is less than 0.05, the difference between the two classes is statistically significant. The effect size (r ≈ 0.38) suggests a moderate practical impact. Therefore, it can be concluded that there is a meaningful difference in 'Results' between the two groups.

DISCUSSION

The Student Teams Achievement Division (STAD) learning model has been demonstrated to significantly enhance student learning outcomes, as evidenced by a study conducted at MTs Darul Ulum Karang Sari within the Akidah Akhlak subject. Statistical analysis revealed a notable difference in achievement between the experimental group, which utilized the STAD model, and the control group, which employed conventional instructional methods. The Mann-Whitney test yielded a significance level of 0.003 (below the 0.05 threshold), indicating a statistically significant difference, with the experimental group attaining a higher mean rank. Furthermore, results from the independent t-test, showing a significance value of 0.043, support the conclusion that the difference in average scores is statistically significant and unlikely to be due to chance. The homogeneity test confirmed equal variances across both groups, which further validates the robustness of the comparison

The beneficial effects of the STAD model on learning outcomes extend beyond statistical evidence and are rooted in the model's fundamental principles. STAD is a cooperative learning approach that organizes students into small, heterogeneous groups,

fostering peer support and promoting both individual and collective responsibility. Within this framework, students actively assist each other in mastering the material, shifting from passive reception to active participation in the learning process. This engagement enhances their motivation, self-confidence, and social skills, which collectively contribute to better academic achievement.

These findings are consistent with prior research. According to (Rofi'ah, 2021) STAD has been proven to improve students' involvement, their ability to ask questions, problem-solving skills, and active participation in discussions. Sutarti (2021) It also demonstrates that the STAD method effectively improves students' academic performance as well as their character growth. A recent study conducted by Arjeni, (Farhurohman et al., 2025) Research indicates that this model not only boosts student engagement in learning but also fosters optimal academic achievement. Gustin et al. (2020) further highlight that STAD cultivates critical thinking, teamwork, leadership skills, and collaborative problem-solving. Consequently, the STAD model provides a more holistic and integrated approach to learning compared to traditional methods. It prioritizes not only academic performance but also the development of essential social and cognitive competencies within the educational setting. Therefore, the implementation of STAD has been demonstrated to significantly enhance student learning outcomes and is highly recommended as an effective instructional strategy, particularly for subjects that emphasize values and attitudes, such as Akidah Akhlak.

CONCLUSION

The Student Teams Achievement Division (STAD) learning model greatly influences student academic performance by combining cooperative group work, individual accountability, and active student engagement throughout the learning process. Through the formation of diverse student groups, peers assist one another in grasping the subject matter, which not only deepens their conceptual understanding but also promotes mutual reliance and enhances learning motivation. The statistical analysis in this research reveals a significant disparity between the experimental and control groups, indicating that the use of the STAD model effectively improves academic outcomes. In addition, this approach motivates students to participate actively, take ownership of their learning, and build important interpersonal skills.. Its effectiveness makes STAD a strategic approach for creating more meaningful learning experiences, making it highly relevant for application across various educational levels and subjects.

This study indicates that students' learning interest remains a challenge, causing the implementation of the STAD model to be not yet fully optimal. Therefore, future researchers are encouraged to broaden the scope of their studies not only focusing on cognitive learning outcomes but also including affective aspects and students' social skills. Additionally, it is recommended to apply the research across different educational levels and subjects to test the consistency of STAD's effectiveness. Supporting factors such as the role of the teacher, student characteristics, and the learning environment should also be considered to ensure more comprehensive and practical results in improving the quality of education..

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