Application of Cooperative Learning Type of Student Team Achievement Divisions in Fiqh Subjects at MIMA 42 Wuluhan

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Abstract

Learning is a process of interaction that occurs between teachers and students. The learning process requires a way or method so that interaction occurs reciprocally and can achieve the desired learning goals. This research uses a descriptive qualitative approach, and the type of research is a case study. Data collection techniques using observation, interviews, and documentation. While the data analysis with an interactive analysis model (interactive analysis)—the validity of this research data uses the triangulation technique. The results of this study indicate (1) Planning for STAD Type Cooperative Learning Methods in Fiqh Subjects at MIMA 42 Wuluhan, namely: The teacher makes a Learning Implementation Plan (RPP), makes observation sheets and score assessment sheets, choose learning media, makes materials and questions. group and individual assignments, and designing study groups. (2) Implementation of STAD Type Cooperative Learning Method in Fiqh Subjects at MIMA 42 Wuluhan: Initial activity: the teacher explains the material that will be given to students. The core activities are: The teacher explains the method to be used, divides students into several groups, plays videos as material, asks students to observe pictures/videos of people, and discusses the material in the video. And all groups present the results of their discussions. Closing activities, namely: providing reinforcement to the material presented by

students, the teacher and students reciting prayers, and the teacher planning follow-up learning. (3) Evaluation of STAD Type Cooperative Learning Method in Class Fiqh Subjects at MIMA 42 Wuluhan Jember, namely: Evaluation of observation and performance (demonstration) on group performance. Meanwhile, individual evaluation is in the form of homework (PR).

Pembelajaran adalah proses interaksi yang terjadi antara guru dan peserta didik. Dimana dalam proses pembelajaran membutuhkan cara atau metode agar supaya interakasi terjadi secara timbal balik dan bisa mencapai tujuan pembelajaran yang dinginkan. Penelitian ini menggunakan pendekatan kualitatif deskriptif dan jenis penelitian studi kasus. Tehnik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Sedangkan analisis data dengan model analisis interaktif (interactive analysis). Keabsahan data penelitian ini menggunakan teknik trianggulasi. Hasil penelitian ini menunjukkan: (1) Perencanaan Metode Pembelajaran Kooperatif Tipe STAD Pada Mata Pelajaran Fiqih Di MIMA 42 Wuluhan, yaitu: Guru membuat Rencana Pelaksanaan Pembelajaran (RPP), mebuat lembar observasi dan lembar penilaian skor, memilih media pembelajaran, membuat materi dan soal tugas kelompok dan individu, dan mendesain kelompok belajar. (2) Pelaksanaan Metode Pembelajaran Kooperatif Tipe STAD Pada Mata Pelajaran Fiqih Di MIMA 42 Wuluhan, yaitu: Kegiatan awal: guru menjelaskan materi yang akan di berikan kepada peserta didik. Kegiatan inti yaitu: Guru menjelaskan metode yang akan digunakan, membagi peserta didik dalam beberapa kelompok, memutar video sebagai bahan materi, menyuruh peserta didik untuk mengamati gambar/video orang, siswa mendiskusikan materi yang ada di video. dan semua kelompok memaparkan hasil diskusinya. Kegiatan penutup, yaitu: memberikan penguatan terhadap materi yang disampak oleh sisiwa, Guru bersama peserta didik melafalkan doa dan Guru merencanakan tindak lanjut pembelajaran. (3) Evaluasi Metode Pembelajaran Kooperatif Tipe STAD Pada Mata Pelajaran Fiqih Kelas Di MIMA 42 Wuluhan Jember, yaitu: Evaluasi observasi dan unjuk kerja (demonstrasi) terhadap kinerja kelompok. Sedangkan Evaluasi individu berupa pekerjaan rumah (PR).

Keywords: *Cooperative Learning; STAD Type; Madrasah Ibtidaiyah*

Introduction

Learning is an essential part of the success of educational goals. Several elements influence the success of learning, including the selection of models, planning, implementation, availability of media, infrastructure, to

the evaluation process (measuring tools).[1] Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in students can occur. In other words, learning is a process to help students learn well. Learning is a process of effort by a person to obtain a new change in behavior as a result of his experience in interaction with his environment. This is as stated by Baharuddin (2010), learning is an activity carried out by a person to get a change in himself through training or experiences.[2]

Producing quality graduates with noble character is the dream of many parties, from school principals, teachers, and parents, to the government. For this reason, various ways are carried out by schools, ranging from additional remedial, providing special tutoring to teachers giving private lessons to students who need special attention. One of the reasons why learning outcomes are not optimal is that the learning model used is not following the material being discussed. Therefore, teachers must look for appropriate learning models and suitable media. so that the learning process carried out in the classroom will direct students to be able to explore their abilities.

Traditional learning models in educational institutions have begun to be abandoned by changing to more modern models because this will result in students being less involved in learning activities. Student activities are sitting, silent, listening, taking notes, and memorizing. This causes students to participate less in learning activities which tends to make them bored and lazy to study.[3]

One of the modern learning models is cooperative learning, following human nature as social beings who are full of dependence on others, have

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[1]Nasilah, and Ahmad Winarno. "Implementasi Strategi Student Team Achievement Divisions Dalam Pembelajaran Tematik Terpadu Di SD Darus Sholah Jember". *EDUCARE: Journal of Primary Education* 2, no. 1 (June 21, 2021), 40. https://doi.org/10.35719/educare.v2i1.49.

[2]Baharudin, *Teori Belajar dan Pembelajaran*, (Yogyakarta: AR-Ruzz Media, 2010), 12.

[3]Isjoni, *Cooperative Learning: Efektifitas Pembelajaran Kelompok*, (Bandung: Alfabeta, 2007), 5.

shared goals and responsibilities, assignment of tasks, and a sense of fate. By taking advantage of that reality, cooperative learning in groups, students are trained and accustomed to (sharing) knowledge, experiences, tasks, and responsibilities. Help each other and practice interacting-communicating-socializing because cooperatives are a miniature of social life, and learn to be aware of each other's strengths and weaknesses.[4]

So the cooperative learning method is a learning activity using groups to work together to help each other construct concepts, solve problems, or inquire. According to theory and experience, so that groups are cohesive (compact-participatory), each group member consists of 4-5 people, students are heterogeneous (ability, gender, character), there is control and facilitation and asks for responsibility for the results.

The learning model is one of the essential learning components and is very decisive in the success of the learning process. The learning model that should be an interaction between teachers and students, as well as interactions between students, will form a mutually beneficial synergy for all members. So that history learning can produce optimal results, teachers should be good at choosing learning models that can involve students playing an active role in the learning process.[5] Therefore, however appropriate and suitable the teaching materials are, it does not guarantee the achievement of educational goals. One of the essential factors in achieving these goals is the learning process which emphasizes the optimal involvement of students.

Implementing learning in the classroom determines that the teacher must have a strategy so that students work effectively and efficiently, right on the expected goals. Many learning models can be used in learning history but not every learning model can be applied in every material, so the

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[4]Syahraini Tambak, "Metode Cooperative Learning dalam Pembelajaran Pendidikan Agama Islam", *Jurnal Al-hikmah* Vol. 14, No. 1, April 2017, 1.

[5]Lie Anita, *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang-Ruang Kelas*, (Jakarta: Grasindo, 2008), 33.

selection of learning models is essential to achieve learning objectives. Therefore, before implementing learning activities, careful thinking is needed in choosing the suitable learning model for a critical competency to be presented.

The STAD type cooperative learning model is one of the most straightforward learning methods that emphasizes activities and interactions among students to motivate and help each other understand a subject matter. In learning with the STAD model, students are trained on how to express their opinions and learn to respect the views of others. It will make students more accustomed to trying to solve problems so that the material provided will be understood more quickly. The STAD learning model is appropriate for teachers who have just implemented cooperative learning strategies. In this case, the teacher guides students in learning to create a fun, active, and effective learning atmosphere. If the STAD learning model is applied to students with high learning interest, then students will get high learning outcomes.[6]

Cooperative Learning can also be referred to as a method or model of Cooperative Learning or Cooperative Learning. This learning strategy focuses on grouping students with different levels of academic ability into small groups.[7] Students are taught special skills to work well in groups, such as explaining to their groupmates, respecting friends' opinions, discussing regularly, good students helping those who are weaker, and so on. The learning strategy with cooperative learning is used because it teaches students the importance of group cooperation but still pays attention to individual efforts. This is following the nature and nature of humans as social beings. In addition, if it is associated with a profession in the field of information technology, they often work in groups or teams. Therefore, it is

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[6]Wawancara Wuluhan Jember, Tanggal 09 September 2021
[7]Sigit Saptono, *Strategi Belajar Mengajar Biologi*, (Semarang: UNNES, 2003), 32.

necessary for learning to be given an understanding of the importance of cooperation and teamwork in groups.

In the educational institution MIMA 42 Hidayatuddiniyah Gawok Dukuh Dempok Wuluhan Jember as an educational institution located in rural areas, it does not necessarily mean that the implementation of learning runs as usual (just study) without any innovation and creativity carried out by the teacher. However, on the contrary, what is done by classroom teachers aims to foster enthusiasm and motivation to learn from students. the teacher does this by looking at the condition of the child when he is in the madrasa; many seem less enthusiastic in following the lesson, especially the Fiqh subject, which then the teacher reflects on making the child excited in learning.

Based on the researcher's observations, the STAD type of cooperative learning used by the Fiqh subject teacher at MIMA 42 Wuluhan in the learning process aims to foster enthusiasm and motivation to teach students in taking Fiqh subjects. Furthermore, in addition to studying in groups with this model, the teacher then gives assignments to students independently by doing chores in the form of homework assignments; the teacher does this to determine the results of individual student abilities. This can be seen from the existence of group-based learning, which creates its motivation for students to show their group to be the best group.[8]

Based on the interviews and observations of researchers at MIMA 42 Wuluhan, researchers were interested in researching what teachers had done in the process of learning Fiqh subjects at MIMA 42 Wuluhan about how teachers carried out creativity and innovation to foster enthusiasm and motivation to know students.

Research Method

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[8]Observasi dan Wawancara di MIMA 42 Wuluhan Jember, Tanggal 09 September 2021

This study uses a descriptive qualitative approach to describe and reveal research data. According to Margono, quantitative research is a process of finding knowledge that uses data in the form of numbers as a tool to find information about what we want to know.[9] The type of research used is a case study, which is qualitative research that seeks to find meaning, investigate processes, gain a deep understanding and understanding of a single, group, or situation.[10] The data collection techniques used interviews, observation, and documentation. In this study, researchers used data analysis with an interactive analysis model (interactive analysis), namely data condensation, data presentation, and concluding. And the validity of the data using triangulation of sources and techniques.

Results And Discussion Of Findings

Planning in the STAD Type Cooperative Learning Method in Fiqh Subjects at MIMA 42 Wuluhan

Based on the observations and interviews conducted by researchers at MIMA 42 Wuluhan in planning cooperative learning with the STAD type for Fiqh subjects at MIMA 42 Wuluhan for the 2019/2020 academic year. First, the teacher makes a Learning Implementation Plan (RPP) following the STAD Cooperative Learning type. Second, the teacher compiles and prepares observation sheets and score assessment sheets. Third, Prepare learning media. Fourth, Prepare material questions for group and individual assignments. Fifth, the teacher designs heterogeneous student study groups.

Learning planning that the teacher must do is the main factor that will bring success in carrying out the learning process in the classroom. This is important for a teacher to do in preparing themselves before teaching the material in the school, planning in the lesson plans, the method to be used, and so on.

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[9]S. Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: PT Rineka Cipta, 2005), 105.
[10]John W.Creswell. *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed.* (Yogyakarta: Pustaka Pelajar, 2016). 38.

Learning planning, as explained by Hamzah B. Uno in Hamid Darmaji explained that it needs to be done so that the goal of making learning improvements can be achieved.[11] The researcher explains the STAD type of cooperative learning planning at MIMA 42 Wuluhan: First, the teacher makes a Learning Implementation Plan (RPP) according to the STAD type of collaborative learning. The essential thing before carrying out the teaching carried out by the teacher is to make a learning implementation plan. Learning planning using the STAD type of cooperative learning model in learning Fiqh subjects is to create a Learning Implementation Plan (RPP) with components according to the standard implementation guidelines for primary and secondary education as follows; "identity, competency standards, essential competencies, learning objectives, teaching materials, learning methods, learning activities, indicators of competency achievement, and assessment.[12] In making the Learning Implementation Plan (RPP), many things are considered by the teacher, especially the learning process in Class II Fiqh subjects using this STAD type cooperative learning strategy. The teacher first makes a careful plan by looking at the Silabus Competency Standards (SK) and Basic Competencies (KD).

Second, the teacher composes and prepares the observation and score assessment sheets. Teachers as intermediaries and facilitators in the teaching and learning process must be creative and innovative in managing the class during the learning process to create a comfortable and fun class atmosphere. Many things need to be prepared in learning, one of which is observation sheets and student score assessment sheet*s*.

Third, The teacher prepares learning media. Learning media is one component of learning that has an essential role in teaching and learning activities. Media use is a part that must get the teacher's attention in every

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[11]Hamid Darmadi, *Kemampuan Dasar Mengajar*, (Bandung: Alfabeta, 2009), 3.
[12]Kemendiknas, *Implementasi Standar Proses untuk Pendidikan Dasar dan Menengah*. (Jakarta: Kemendiknas, 2019), 21.

learning activity. Teachers need to make the suitable learning media to achieve the learning objectives effectively.

Fourth, Prepare Materials and Questions for Group and Individual Assignments. Learning media is an essential element in the learning process. Learning media is a learning resource that can assist teachers in enriching students' insights; various types of learning media by teachers can be used as material in providing knowledge to students. Using learning media can foster student interest in learning new things in the material presented by the teacher so that it can be easily understood. Engaging learning media for students can stimulate students in the learning process. Management of learning aids is very much needed in formal educational institutions. Learning media can be used as a tool in teaching and learning activities. As a teacher, you must be able to choose learning media that are appropriate and suitable for use so that the teaching objectives set by the school are achieved.

Fifth, The teacher designs heterogeneous student study groups. Teachers must know more about the abilities and potential of their students. Of course, this is not easy in practice, especially for teachers teaching with varying student abilities, so teachers are required to be able to design varied groups. Where greeting groups, there are various kinds of children with different potentials. This is what the Fiqh teacher at MIMA 42 Wuluhan does, intends to provide learning friction to students who have low abilities. The formation of this group trains the ability of students to work together. Wina Sanjaya explains this; teachers need to design learning that directs students to be willing and able to interact and communicate with other members. Students need to be helped to overcome various obstacles in

interacting and sharing so that each student can convey ideas, express opinions, and contribute to the success of the group.[13]

Implementation of STAD Type Cooperative Learning Method in Fiqh Subjects at MIMA 42 Wuluhan

Cooperative Learning Model is a group learning model that trains students to be able to work together in a group to improve their understanding of a concept and trains students to be able to accept the differences in the backgrounds of their friends, both academic, ethnic, religious, and social levels, as well as train students' social skills. in terms of respecting the opinions of others, provoking friends to ask questions, being willing to explain ideas or thoughts, and working in groups.

Based on the researcher's findings of the implementation of STAD-type cooperative learning at MIMA 42 Wuluhan, namely: 1) The teacher conducts preliminary activities by opening greetings, reading prayers, and explaining the learning objectives. 2) The core learning activities are: The teacher explains the learning model that will be applied, the teacher divides the students into several groups, the teacher plays a video of people, instructs the students to observe the pictures/videos of people, the students ask the content of the video, and the students discuss the story. And all groups paste the results of their discussions, which the teacher and students correct together. 3) Closing activities, namely: The teacher and students recite a prayer, and the teacher plans a follow-up lesson.

The Student Teams Achievement Divisions (STAD) learning model is cooperative learning in which several small groups of students with different levels of academic ability work together to complete learning objectives.[14] The implementation of learning carried out by the Fiqh subject

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[13]Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. (Jakarta: Kencana, 2013), 244.

[14]Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, 201.

teacher at MIMA 42 Wuluhan follows Rusmana's opinion about the stages teachers in implementing STAD-type cooperative learning must pass[15], include:

a. Material Presentation Stage

The teacher presents the material through lecture, demonstration, expository, or discussion mathematics textbooks. In this stage, the teacher conveys specific learning objectives and motivates students' curiosity about the concepts to be studied so that students can relate what they already have to what the teacher says.

b. Group Activity Stage

The teacher distributes worksheets to each student as material to be studied for group work. The teacher informs that the LKS must be truly understood, not just filled out and handed over to the teacher. Worksheets are also used as students' collaborative skills. In this case, if group members do not understand, then their group mates are obliged to explain again because the teacher is only a facilitator who monitors the activities of each group.

c. Individual Test Stage

Individual tests or learning outcomes are used after group activities are over and done individually. This test aims to show students what they understand during group activities and donate them as group scores.

d. The calculation stage of Individual Development Value

The calculation of the value of individual development is intended so that each student is motivated to achieve maximum achievement. The importance of a particular product is calculated based on the initial score. The initial score represents the student's average score on the

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[15]Rusman, *Model-Model Pembelajaran*, (Depok: PT Rajagrafindo Persada, 2012), 216.

previous quizzes. If you start the STAD cooperative model after giving three or more examinations, the student's last year's results are used.

From the findings made by researchers conducted at MIMA 42 Wuluhan, Sugandi's opinion is that cooperative learning (cooperative learning) is a teaching system that provides opportunities for students to work with fellow students in structured tasks. Cooperative learning is known as group learning. But cooperative learning is more than just group learning or group work because, in cooperative learning, there is a cooperative drive or task structure that allows open interaction and effective interdependent relationships among group members.[16]

Meanwhile, according to Tukiran, cooperative learning with the STAD model can be implemented as follows: 1) Students are divided into groups of four people with various abilities, types, and ethnicities. 2) The teacher gives about the lessons that students will learn. 3) The students in the group ensure that all members of the group can master the lesson. 4) All students take individual quizzes about the material. They can help each other. 5) Students' quiz scores are compared with their previous average. 6) The grades are rewarded based on how high an increase they can achieve or how high it exceeds their previous score. 7) The values are added up to get a group score. 8) Groups that meet specific criteria can get certificates or other prizes.[17]

In this type of STAD cooperative learning, the Fiqh teacher at MIMA 42 Wuluhan divides students into several study groups. Then each group member helps each other learn various materials through tutoring. To measure students' conceptual understanding, students individually give a written test that is done at home in the form of a written test. Based on the

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[16]Achmad Sugandi, *Teori Pembelajaran*, (Bandung: PT. Remaja Rosdakarya, 2002), 14.
[17]Tukiran Taniredja, dkk, *Model-Model Pembelajran Inovatif*, (Bandung, Alfabeta, 2012), 64-65.

researcher's explanation of the learning model that will be applied in this accounting lesson, the teacher gave a positive response.

In a cooperative learning system, students learn to work together with other members; that is, they know for themselves and help fellow group members to learn. And in cooperative learning, the learning process does not have to be learned from the teacher to the students, but students can learn from each other, namely peer-teaching, which is more effective than learning by teachers. Cooperative learning accommodates how students can work together in groups; group goals are common goals.

Evaluation of Cooperative Learning Methods with STAD Type in Fiqh Subjects at MIMA 42 Wuluhan

In essence, evaluation is a systematic and continuous process to determine the quality (value and meaning) of something based on specific considerations and criteria to make a decision. Evaluation is a process, not a result (product). The results obtained from evaluation activities describe the quality of something, both concerning value and meaning. While the movement to arrive at the value and purpose is evaluation. The quality description in question is a logical consequence of the evaluation process. The process is undoubtedly carried out systematically and continuously, in the sense of being planned, in accordance with procedures and rules, and continuously.[18]

Evaluation of cooperative learning types STAD at MIMA 42 Wuluhan Jember in conducting evaluations with two evaluation models. (1) evaluation model of observation and group performance with the terms of the intelligent group, great group, and supergroup. (2) in individual evaluation with a written test in the form of homework given to students to know the abilities of students.

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[18]Asrul, Rusydi Ananda dan Rosnita, *Evaluasi Pembelajaran*, (Bandung, Citapustaka Media, 2014), 4.

The evaluation activity carried out by the Fiqh subject teacher at MIMA 42 Wuluhan aims to determine whether students have gained a complete insight into a concept or material that has been taught to them. So that teachers can find out the abilities of students after participating in learning. The teaching and learning process is an interaction that occurs between teachers and students to achieve learning objectives.

Evaluation of STAD-type cooperative learning was carried out at MIMA 42 Wuluhan by evaluating group and individual activity. In group activities, the evaluated group work such as student activities, sharing tasks, helping each other provide solutions so that all group members can understand the material discussed, and one sheet is collected as a result of group work. At this stage, the teacher acts as a facilitator and motivator of the activities of each group. In the group evaluation, the teacher gave awards with the terms Smart group, great group, and supergroup. While in the individual assessment, which is done by providing homework (PR) to determine the child's ability with the material that has been discussed in class.

Conclusion

From the data presentation and analysis regarding the application of cooperative learning methods with the STAD Type for Fiqh Subjects at MIMA 42 Wuluhan, namely: (1) Planning for STAD Type Cooperative Learning Methods for Fiqh Subjects at MIMA 42 Wuluhan, namely: The teacher makes a learning implementation plan (lesson plans) make observation sheets and score assessment sheets, choose learning media, make materials and questions for group and individual assignments, and design study groups. (2) Implementation of STAD Type Cooperative Learning Method in Fiqh Subjects at MIMA 42 Wuluhan: Initial activity: the teacher explains the material that will be given to students. The core activities are: The teacher explains the method to be used, divides students

into several groups, plays videos as material, asks students to observe pictures/videos of people, and discusses the material in the video. And all groups present the results of their discussions. Closing activities, namely: reinforcing the material presented by students, the teacher and students reciting prayers, and the teacher planning follow-up learning. (3) Evaluation of STAD Type Cooperative Learning Method in Class Fiqh Subjects at MIMA 42 Wuluhan Jember, namely: Evaluation of observation and performance (demonstration) on group performance. Meanwhile, individual evaluation is in the form of homework (PR).

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