

## **Student Team Achievement Division Method To Increase Motivation To Learn The History Of Islamic Culture Class VI**

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**Abstract.** This study aims to determine and analyze the effectiveness of the method of sharing the achievements of student teams in improving student learning motivation in history subjects. MI Terpadu Ar Roihan Lawang, Jalan Monginsidi No. 2 Lawang, Malang through the method of sharing the achievements of the student team used in studying the history of Islamic culture, is expected to overcome a large decrease in motivation because from the perspective that the history of Islamic culture is a complicated and boring lesson, especially in the material know Walisongo. This research is motivated by the number of students who are less enthusiastic about participating in learning activities to get to know Sunan Drajat. Students of Class VI Gaza as a subject of study. During the implementation of the study was conducted three times. Data collection techniques through observation methods, interview methods, and documentation methods. The findings of the study, student learning motivation in the first cycle by 20%, increased in the second cycle by 73.3%, and continues to grow as expected, up to 86.7%, in the third cycle, 13 of 15 students who attended classes have had excellent and good learning motivation. Because the increase in learning motivation has reached more than 75%, it is considered effective and successful

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## **1. INTRODUCTION**

The process of learning in the world of education (starting from primary, secondary, and higher education) requires innovation and the creation of a serious renewal because in fact there are still many learning models that are still conventional, there is no visible improvisation in learning, far from modern learning models in accordance with the demands of the Times and environmental conditions around where students or students are [1]. Learning materials at the level of Madrasah Ibtidaiyah Class VI contains about the spread and development of Islam in Java, both East Java, Central Java, and West Java. Then the discussion on this material certainly dwell on the introduction of Walisongo. One of the materials studied is to determine the kinship of Sunan Drajat with other Walisongo figures, understand the condition of the community faced by Sunan Drajat, compile and understand the Da'wah struggle carried out by Sunan Drajat, and select the relevant da'wah struggle to be applied as a solution to overcome the problems of modern society.

Seeing the amount of information that must be delivered, then this material is delivered by conventional methods through lectures, but in practice this method is not entirely relevant, even seem boring and less challenging for learners who have entered the early age of puberty. The next option is to switch to the Mind Mapping method, which turns out in practice to cause a new problem, namely the learners' disinterest in reading textbooks, as evidenced by the results of work that is less neat, less structured, and less efficient.

Reviewing the problems as mentioned above, it would need to be formulated the right solution so that these problems can be solved, for it is expected that the Student Team Achievement Division method can increase the motivation to learn the history of Islamic culture by creating a pleasant atmosphere and can hone the social spirit of students to be able to cooperate and respect. The solution to overcome these problems is by applying Stad cooperative learning model. The role of each individual can be maximized in cooperative learning STAD (Student Team Achievement Division)[2].

Student Team Achievement Division, is one of the learning methods included in the scope of cooperative learning approach [3], which prioritizes the implementation of the learning process of participants in groups. Group activities are formed through active interaction in discussions, one of whose functions is to find solutions or problem solving related to the problems faced. This method is also quite relevant to the scientific approach [4], because learners are actively involved in the activities of observing, questioning, trying, reasoning, and presenting. The characteristics of this method include learning materials presented by teachers in the form of worksheets and handouts learners teaching materials, the next material to be learned by learners. Second, the formation of learning teams in the form of small groups with members of four to five people, heterogeneous or diverse both ethnically, ethnically, learning abilities, learning styles, and so forth, the formation of learning groups is highly recommended with the provisions of the teacher.

Research conducted by [5] found that the condition of less active students led to low student activity on attitude assessment during the learning process to the material of the branch control structure, namely 2 students 6.45% percentage of good activity and 29 students 93.55% sufficient and less activity. Then from the low activity resulted in low student learning outcomes based on re-examination of the branch control material every day, only 8 students 26% percentage reached KKM and 23 students 74% percent did not reach KKM. The purpose of this study was to improve the activities and learning outcomes of students of Class X TKJ B SMK Muhammadiyah 1 Banjarmasin after applying cooperative learning model Stad type on the Material Control Structure of the branch. The research method used is Classroom Action Research. The study was conducted two cycles with six meetings. The subjects of this study were students of Class X TKJ B with a total of 31 students consisting of 23 men and 8 women. The object of this study is the activities and learning outcomes of students. Data collection techniques used are testing and observation techniques. Data analysis techniques used are percentage and mean. The results of this study indicate that: increased activity and learning outcomes of students to the branch control structure of basic programming learning materials after applying cooperative learning model Stad type.

Research conducted by [6] which explains that education in the United Arab Emirates (UAE) faces major problems that may hinder its development in the future. These include low science achievement and a negative attitude towards science subjects, resulting in a high number of students dropping out on the science track in high school. Among UAE educators it is believed that the main reason is the way science is taught in its schools. The solution to this problem depends on finding effective teaching methods, which maintain student achievement, improve student attitudes, and provide opportunities to develop essential scientific skills. The effectiveness of the Student Team-Achievement Division (STAD) for teaching science to high school classes in the UAE was investigated. The sample is randomly selected. A representative group of UAE

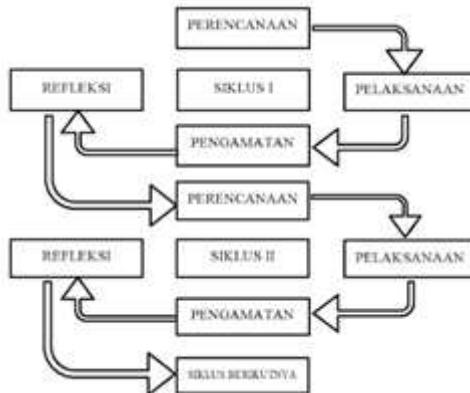
High School students was selected from the northern province, which includes urban areas, and from the eastern province, which includes rural areas. The study involved sixteen tenth grade classes. During the second semester of the 1998/1999 academic year, three units of the chemistry curriculum were discussed. The study was designed to investigate the effectiveness of STAD in teaching high school chemistry in the UAE and to find out which groups, genders, fields, and abilities benefited the most.

Learning together can be done as an effort to improve the behavior of working together where learning together is formed through the formation of small groups in different classes, consisting of four to five learners in each group selected with the provision of individual assistance for those who need it. The types of cooperative learning are Team Game Tournament, jigsaw, Investigation Group, and Student Team Achievement Division (STAD)[7]. In Student Teams Achievement Divisions, or study students work in mixed-ability teams to master material initially presented by the teacher. Following this, students take individual quizzes on the material, and the teams may earn certificates based on the degree to which team members have improved over their own past records. The only way the team can succeed is to ensure that all team members have learned, so the team members' activities focus on explaining concepts to one another, helping one another practice, and encouraging one another to achieve. In contrast, if group rewards are given based on a single group product (for example, the team completes one worksheet or solves one problem), there is little incentive for group members to explain concepts to one another, and one or two group members may do all the work. motivational theorists build group rewards into their cooperative learning methods[8].

Student Team Achievement Divisions (STAD) are one of the simplest types of cooperative learning. Students are placed in a four-member study team that is a mix according to their performance level, gender and ethnicity. The teacher presents the lesson then students work in teams to ensure that all team members have mastered the lesson. Finally all students are subjected to a quiz about the material with notes, when the quiz they should not help each other. This type of learning will be applied in learning the history of Islamic culture [9]. The Student Team Achievement Division method is applied systematically through the delivery of learning objectives by teachers; second, the delivery of information or learning materials; third, organize or place students in study groups; fourth, teachers assist and help make the discussion process in each group run smoothly; fifth, facilitate group representatives to socialize the results of the discussion to all friends in the classroom; and sixth, give appreciation for learners both individually and in groups. This study aims to determine and analyze the effectiveness of the method of sharing the achievements of student teams in improving student learning motivation in history.

## 2. RESEARCH METHODS

The study uses Classroom Action Research, which is taken through a cyclical learning system to determine the effectiveness of the learning methods tested, in each cycle that is applied includes four components, namely planning, implementation, observation, and reflection. The research was conducted in the classroom as usual schedule, the researcher in this case is the teacher involved with the students to formulate steps to improve and enhance the learning process. The mechanism of PTK implementation can be seen through the chart below:



Researchers set the students of Class VI MI Terpadu Ar Roihan Lawang, because the students are fun and can be invited to work well together, located on Jl. Monginsidi No.2 Doors-Landscape. The study time was held on November 30, 2022 to December 21, 2022, during the 7th and 8th class hours, face-to-face meetings every Wednesday, with a duration of 2 x 35 minutes. Researchers involved and involved directly to collect data, in addition the researcher also serves as the main instrument, and supporting instruments in

the form of data to be obtained by researchers, when the study took place. The main Instrument in this study is human, the presence of researchers menajdi main factor in the collection and conclusion of data in a comprehensive and true. Researchers use supporting instruments such as observation sheets, interview guidelines, field notes sheets, learning implementation plans, cameras, mobile phones, and others.

### **3. RESULTS AND DISCUSSION**

Education today is not only focused on improving the academic field, but other abilities also greatly contribute to the success of the student learning process. The learning cycle and learning model of the Student Teams Achievement Division (STAD) can influence children's learning motivation towards students' social skills [10]. One of the disciplines found in elementary school is history, especially the history of Islamic culture. the history of Islamic culture has a contribution in providing motivation to students to know, understand, Live, the history of Islamic culture, which contains values of wisdom that can be used to train intelligence, shape the attitude, disposition, and personality of students. One of the benefits of using collaborative learning is enhancing learning achievement and increasing social skills, and the second benefits is as the more students work together in collaborative groups, the more they understand, retain, and feel better about themselves and their peers, moreover working together in a collaborative environment encourages student responsibility for learning [11].

Learning Cycle learning and the Student Teams Achievement Division (STAD) method are examples so that students also have motivation for a more enjoyable learning process. Student Teams Achievement Division (STAD) is a method or approach in cooperative learning that is simple and good for teachers who are just starting to use a cooperative approach in class, STAD is also an effective cooperative learning method. STAD-type cooperative learning was developed by Slavin and his friends at John Hopkins University. Teachers using STUDY, also referring to student group learning, present new academic information to students each week using verbal or text presentations. The teacher divides the students into small groups consisting of 4-5 people and consists of men and women who come from various tribes, have high, medium, and low abilities [10].

Based on observations before the action on Wednesday, November 23, 2016 the 8th and 9th lesson hours, when learning to SKI with Sunan Drajat material in Class VI Gaza Mi Terpadu Ar Roihan Lawang. The teacher starts the lesson by giving a little explanation, the use of learning support media is also lacking, so the learning seems monotonous.

Before carrying out the first cycle of action, it is necessary to have a series of planning, namely the preparation of lesson plans with learning methods intended in PTK, sorting out and drafting the division of student groups, preparing observation sheets, preparing LCD projectors and their reflective screens, laptops that are compatible with LCD projectors, preparing video learning resources in offline versions to anticipate internet network problems. Learning activities in Cycle 1 consist of 2 hours of meetings, namely at the 8th and 9th hours, held on Wednesday, December 7, 2022, carrying out activities in accordance with the learning implementation plan that has been made, both preliminary, core activities, and closing. In the implementation of research teachers become facilitators during learning. From the observations that have been collected shows that some of the students in the class are excited by this Student Team Achievement Division method, which seems to make them less excited because of the lack of emergence of a competitive spirit in order to be superior to other groups. Based on observations, the implementation of the Student Team Achievement Division method to increase learning motivation is still unsatisfactory. learners who have very good motivation as much as 1 person, good learning motivation as much as 2 people, learning motivation is good enough as much as 6 people and less good learning motivation as much as 5 people. This shows that there is still a lot of motivation to learn learners who are not good and who are good enough motivation has not reached the maximum level. it just 20%. So that the learning in first cycle has not been completed and the research must be continued in the next cycle, namely second cycle.

In the second cycle, the same preparation is carried out as before, but there is an increase in action by applying mutual assessment activities between groups in the process of delivering the results of the hearing, so that indirectly the spirit of competition lives in the learners to show their best performance, in order to get the value as expected. The implementation of learning activities in Cycle 2 consists of 2 hours of meetings, namely at the 8th and 9th hours, held on Monday, December 12, 2022. Looking at the spirit of learning, there is an increase from Cycle 1. In Cycle 1, some of the learners in the classroom are excited by this STAD method, but in Cycle 2 with the innovation in learning activities through the process of assessing between groups, a competitive spirit appears. Students with the group try as much as possible in order to be superior

to other groups. Broadly speaking based on observations, the implementation of the Student Team Achievement Division method, to increase learning motivation is quite satisfactory students ' learning motivation has developed according to expectations, because 11 students out of 15 or as many as 73.3 percent have had very good and good learning motivation. however, to further establish the validity and effectiveness of the method, the study will be continued in third cycle.

In the third cycle, the same preparation is carried out as second cycle. Looking at the spirit of learning, there is an increase from Cycle 2. In Cycle 2, most of the students in the class are excited by the Student Team Achievement Division method, and in Cycle 3, while maintaining innovation in learning activities through the process of assessing between groups, a competitive spirit is increasingly emerging. Students with the group try as much as possible in order to be superior to other groups. Broadly speaking based on observations, the implementation of the Student Team Achievement Division method to increase learning motivation is quite satisfactory. and showed that the motivation to learn learners have developed as expected, because 13 learners of a total of 15 learners present in the classroom, around 86.7%, have had a very good learning motivation and good.

#### **4. CONCLUSIONS**

The Student Team Achievement Division Method applied to learning the history of Islamic culture is carried out by taking three cycles. The first cycle of using the method has not shown results as expected. In the second cycle, innovation is given to learning activities through the process of assessing between groups, which is able to bring out a competitive spirit, because learners with the group try their best to be superior to other groups, an increase of 73%. The third cycle continued to solidify the results of increased motivation to learn in 13 of the 15 students who attended, which if diprosentase reached 86.7%. This shows that students ' learning motivation has developed according to expectations.

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