



## **Increasing Achievement in Learning the History of Islamic Culture Through the Student Teams Achievement Division Learning Method**

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### **Abstract**

The aim of this research is to improve learning achievement in Islamic Cultural History through the Student Teams Achievement Division learning method. The approach used in this research is a quantitative approach. Quantitative data was obtained from statistical data calculations regarding the increase in the use of the STAD (Student Teams Achievement Division) learning method on learning achievement. Based on research findings and discussion, it was concluded that from pre-cycle, cycle I, and cycle II there was an increase in the lowest, highest, and average values. This shows that the learning process using the STAD method runs well according to the specified syntax

**Keywords:** *Achievement in Learning, Learning Method, STAD*

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## INTRODUCTION

Some of the problems that arise in learning the History of Islamic Culture are the stereotype that the History of Islamic Culture material contains stories from the past which causes this subject material to be less popular with students. History subjects are only seen as complementary subjects, both by students and by educators. Learning materials are more focused on enriching knowledge (cognitive) and minimal in forming attitudes (affective).

SKI learning in Madrasas tends to be rote and merely informative (Fachrudin, 2019). This is in accordance with the statement (Rofik, 2015) which states that one of the criticisms of Islamic Cultural History Learning (SKI) in Madrasas/Schools is the stigma of memorizing. Learning SKI means having to memorize material on the History of Islamic Culture. To understand knowledge in the field of Islamic Cultural History, learning is needed as a means of transferring knowledge.

Learning achievement is the result achieved from training, experience which is supported by awareness. So learning achievement is the result of changes in the learning process (Gusmawati, Aisyah, and Habibah 2020). Sudjana (Atekan 2015) states that "student learning achievement is essentially a change covering the cognitive, affective and psychomotor fields that is oriented towards the teaching and learning process experienced by students. Student learning outcomes are successes achieved by students, namely student learning achievements at school which are expressed in the form of numbers. Learning achievement is the learning result achieved by students when participating in and carrying out assignments and learning activities at school.

According to (Salsabila and Puspitasari 2020) there are 2 factors to improve the quality of education, one of which is by applying appropriate learning methods according to the material being taught and applied in the process of learning the History of Islamic Culture. Learning the history of Islamic culture no longer prioritizes absorption through obtaining information, but prioritizes developing abilities and processing information.

For this reason, students' activities need to be increased through exercises or assignments on the History of Islamic Culture by working in small groups and explaining ideas to others. These steps require active participation from students. For this reason, there needs to be a learning method that involves students directly in learning. The method in question is the cooperative learning method. The STAD model learning method is a type of cooperative learning which emphasizes activities and interactions between students to motivate each other and help each other master the subject matter in order to achieve maximum achievement.

Cooperative learning places more emphasis on interaction between students. From here students will carry out active communication with their fellow students. In this communication, it is hoped that students can master the subject matter easily because it is easier for students to understand explanations from their friends than explanations from teachers because their level of knowledge and thinking is more in line and commensurate (Dwi Wahyuni, 2001:2). Based on the explanation above, the researcher conducted research with the title "Increasing Achievement in Learning the History of Islamic Culture through the Student Teams Achievement Division Learning Method

## **METHODOLOGY**

The approach used in this research is a quantitative approach. Quantitative data was obtained from statistical data calculations regarding the increase in the use of the STAD (Student Teams Achievement Division) learning method on learning achievement. Sampling was carried out using simple random sampling, that is, samples were taken randomly without paying attention to the strata in the population. The considerations used in this sample research are classes that have never used the STAD model learning method. The data analysis technique used in this research is the t-test.

## **RESULTS AND DISCUSSION**

The results of this research consist of three, namely pre-cycle, cycle I, and cycle II. Cycles I and II are a unified improvement and enhancement process consisting of planning, implementation, observation and revision. The pre-cycle results are the basis for implementing cycle I as the starting point for action design.

### **1. Pre Cycle**

The pre-cycle results describe the lowest score as 68 and the highest score as 83. The average student score is 73.05, meaning the average is still below the KKM, which is 75. The number of students whose score is below the KKM is 23 students or 57.5%.

### **2. Cycle I**

This implementation is a form of RPP realization in learning practice in SKI subjects using the STAD method. The implementation of cycle I was carried out on 7 August 2021 for the first meeting and 21 August 2021 for the second meeting. The learning process is carried out in class XI with a total of 40 students. The learning is carried out for 2 x 3 learning hours. The implementation of this action was attended by 100% of students.

The author's initial activity begins with orientation in the form of opening with an opening greeting, offering thanks to Almighty God and praying to begin learning; checking student attendance as a disciplinary attitude; and prepare students physically and psychologically to start learning activities. The core activities are carried out by; Students are given motivation or stimulation to focus attention on the material topic of understanding national income and the benefits of national income by viewing relevant images/photos/videos; The closing activity is carried out by making a resume with the teacher's guidance regarding the important points that emerged in the learning activities.

Observations are carried out by observing and writing down all student activities and learning outcomes after scientific activities. The results of student observations showed that students asked questions that were unclear and inappropriate in accordance with the problem being discussed. Students also do not show curiosity and are not enthusiastic in group activities.

Reflection is carried out on the basis of observation results regarding student activities and learning outcomes. As for student activities, it can be described as having two weaknesses, namely not being optimal in asking questions and being curious. The results of the first cycle of action ended with student assessments and obtained the lowest score of 70 and the highest score of 85. The average student score was 75.05, meaning that the average had met the KKM, which was 75. The number of students whose scores were below the KKM was 23 students or 47.5%. Based on the results of observations of student activities and the final grades of cycle I,

it is necessary to continue with cycle II because it has not met the action achievement indicators with a minimum limit of 80%

### **3. Cycle II**

The implementation of cycle II is based on the 2nd RPP as a form of improvement for cycle I. The implementation of cycle II emphasizes efforts to improve learning in aspects of remaining questioning skills and fostering students' curiosity. The implementation of cycle II was carried out on September 4 2021 and September 18 2021 in class XI classrooms.

Preliminary activities are carried out by opening with an opening greeting, offering thanks to Almighty God and praying to start the lesson; checking student attendance as a disciplinary attitude; prepare students physically and psychologically in starting learning activities; linking the material/theme/learning activities that will be carried out with students' experiences with previous material/themes/activities; reminding you of prerequisite material by asking; Ask questions that are related to the lesson to be conducted; Inform the subject matter that will be discussed at the meeting at that time; informing about core competencies, basic competencies, indicators and KKM at the ongoing meeting; Division of study groups; and explain the mechanism for implementing the learning experience according to the learning steps.

Core activities include providing motivation or stimulation to focus attention on the material topics of components/concepts of national income and methods for calculating national income by showing relevant images/photos/videos; and observe the material worksheet. On this occasion students are given the opportunity to ask questions about what is not understood from what is observed or questions to obtain additional information about what is observed (starting from factual questions to hypothetical questions) to develop creativity, curiosity, and the ability to formulate questions. to form critical thinking that is necessary for intelligent living and lifelong learning. In this activity there is also a discussion between students and teachers together to discuss examples in the textbook regarding the subject matter.

The closing activity is the task of making a resume with teacher guidance regarding important points that arise in learning activities; schedule material or project/product/portfolio/performance assignments that must be studied at the next meeting outside school hours or at home. At the end of the learning implementation, an assessment is carried out.

Observations are carried out by observing and writing down all student activities and learning outcomes after scientific activities. Observation sheet there with observation sheet. Observation results show that students can ask questions clearly and precisely according to the problems discussed. Students also show curiosity and enthusiasm in group activities. The results of the second cycle assessment described that the lowest score was 76 and the highest score was 90. The average student score was 81.125, meaning that the average had met the KKM, which was 75. The number of students whose scores were below the KKM was 40 students or 100%. Based on data regarding learning activities and the final assessment, it can be stated that these achievements have exceeded the action research indicators so that the action research is declared complete at the end of cycle II.

The results of cycle I can be described as the lowest score being 70 and the highest score being 85. The average student score was 75.05, meaning that the average had met the KKM, which was 75. The number of students whose score was below the KKM was 23 students or 47.5%. The results of cycle II showed that the lowest score was 76 and the highest score was

90. The average student score was 81.125, meaning that the average had met the KKM, which was 75. The number of students whose scores were below the KKM was 40 students or 100%.

The results of the comparison of pre-cycle, cycle I and cycle II averages are presented in Table 1 below.

Table 1  
Average Comparison Per Cycle

No	Tahapan	Minimum	Maksimum	Mean
1	Pre Cycle	68	83	73,05
2	Cycle I	70	85	75,05
3	Cycle II	76	90	81,125

Based on table 1 above, it can be concluded that from the pre-cycle, cycle I and cycle II there was an increase in the lowest, highest and average values. This shows that the learning process using the STAD method runs well according to the specified syntax. Learning activities are carried out in two cycles. Each cycle consists of planning, implementation, observation and reflection. The results of pre-cycle observations were described as not running optimally. The increase in learning outcomes also shows that students' learning motivation is getting better by using the STAD learning method.

From a theoretical perspective, learning motivation is the drive that moves a student to be serious about learning to face lessons at school. This means that the STAD method is successful in encouraging students to study seriously. Achievement motivation is motivation that will encourage individuals to achieve the highest learning achievements. Those who have high achievement motivation are generally characterized by the characteristics of working hard or studying seriously, mastering the subject matter, not giving up in the face of difficulties, if they face a problem they try to find another way. The purpose of motivation is to move or inspire someone so that they have the desire and willingness to do something so that they can get results or achieve certain goal

## CONCLUSION

The results of cycle I can be described as the lowest score being 70 and the highest score being 85. The average student score was 75.05, meaning that the average had met the KKM, which was 75. The number of students whose score was below the KKM was 23 students or 47.5%. The results of cycle II showed that the lowest score was 76 and the highest score was 90. The average student score was 81.125, meaning that the average had met the KKM, which was 75. The number of students whose scores were below the KKM was 40 students or 100%. These results show success in learning SKI using the STAD method

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