

## STUDENT TEAM ACHIEVEMENT DIVISION (STAD) AND COOPERATIVE LEARNING MODEL IN BALAGHAH LEARNING

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### Abstract

This study aims to determine the effect of the Student Team Achievement Division (STAD) learning model on Balaghah subjects on student learning outcomes. This research is a type of quantitative research using an experimental model. The model used was a Quasi Experiment by applying a pre-test and post-test control group design involving two groups as research subjects at Madrasah Aliyah Bahrul Ulum Tambakberas Jombang class XI A as the control class and class XI B as the experimental class, each consisting of 30 students. The test uses multiple-choice questions designed according to indicators of learning outcomes. Data analysis techniques were used SPSS 25 with the t-test (Independent Sample T-Test). The results showed that the average value of the experimental class was higher than that of the control class. It is known that the average in the practical course is 80.7, while in the control class, it is 71.3, so there is a difference between the two. Based on the results of the t-test analysis (Independent Sample T-test) it resulted in  $H_0$  was rejected; thus,  $H_a$  was accepted, which suggests that the application of the STAD learning model is better than conventional learning on learning outcomes of class XI students of Madrasah Aliyah Bahrul Ulum Tambakberas Jombang.

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### Keywords:

STAD; Cooperative Learning; Balaghah Learning.

### مستخلص البحث

هذا البحث يهدف في معرفة تأثير الدراسة بطراز شعبة إنجاز فريق الطلاب في مادة البلاغة تجاه نتائج الدراسة للتلاميذ. هذا البحث من نوع البحث الكمي باستخدام الطريقة التجريبية. أما الطراز الذي يستخدم في فهو شبه تجريبية بتطبيق تصميم مجموعة التحكم قبل الاختبار وبعد الاختبار بتوريط الفئتين كموضوع البحث في الصف الحادي عشر -أ- كصف المراقبة، والصف الحادي عشر -ب- كصف التجربة. وكل صف يتألف من ٣٠ طالبا. أجري الاختبار بإلزام الأسئلة المختارة المضاعفة كما هو المخطط حيث تناسب مؤشرات نتيجة الدراسة. أما الطريقة التي تستخدم لتحليل المواد هي "سفسس ٢٥" باختبار (عينة مستقلة اختبار ت). دلت نتيجة البحث أن القيمة المعدلة لصف التجربة ارفع قيمة من الصف المراقبة. يعرف أن معدل صف التجربة ٨٠,٧ أما صف المراقبة ٧١,٣ فيظهر التفاوت بينهما. بناء على تحليل الاختبار (مستقل) عينة اختبار ت حيث يحصل ه-٠ مردود، بينما ه-أ مقبول ويصرح أن تطبيق طراز الدراسة شعبة إنجاز فريق الطلاب أحسن من الدراسة التقليدية في نتيجة الدراسة البلاغية للفصل الحادي عشر مدرسة عالية بحر العلوم تمباك براس جومبانج.

كلمات أساسية: شعبة إنجاز فريق الطلاب؛ دراسة تعاونية؛ دراسة البلاغة.

## Introduction

Learning outcomes are benchmarks for students to successfully explore material the teacher introduces throughout the learning period.<sup>1</sup> When a student gets a satisfactory grade, it is considered that the study has been completed. Benjamin Bloom said that the evaluation of learning values is divided into three areas, namely the cognitive, affective, and psychomotor domains.<sup>2</sup> The cognitive domain is the most binding domain for teachers in schools because it is related to the ability of students to master the subject matter.<sup>3</sup>

The facts in the field after being observed by researchers show that the learning outcomes of Balaghah students at Madrasah Aliyah Bahrul Ulum Tambakberas Jombang are classified as moderate with an average score of 72.38 with a percentage of 8% in the outstanding category, 48% in the excellent category, 40% in the good category and 4% the less type is caused by the use of the model applied by the teacher in the tedious learning process, namely conventional teaching, namely by teaching lectures from the teacher and being heard directly by students. Teachers need more creativity and are more excited when using learning models, resulting in moderate academic performance for students participating in Balaghah learning. As well as another factor, namely, because the activities of the cottage are too crowded, they have to divide between activities at the house and school. Learning outcomes can vary and are also influenced by the causes of education, including 1) factors contained in organisms known as individual factors, including maturity, intelligence, training, enthusiasm, and personal aspects; 2) factors that exist outside the individual, known as social factors, including family conditions, teachers and their teaching lifestyle, learning media, environment, available opportunities, and social motivation.

The lack of complete understanding of learning Balaghah at school is caused by many students needing help understanding the essence of learning Balaghah, which must realize its implicit meaning. Balaghah science is a branch of Arabic language disciplines, for example, Nahwu, Sharaf, Ashwat, and others.<sup>4</sup> Balaghah

<sup>1</sup> Bella Nur Afinda, Ratna Sari Siti Aisyah, and Imas Eva Wijayanti, "Cooperative-STAD Dengan Word Square: Dampaknya Terhadap Motivasi Dan Hasil Belajar Siswa," *JIPVA (Jurnal Pendidikan IPA Veteran)* 3, no. 1 (2019): 17–27, <https://doi.org/10.31331/jipva.v3i1.773>; Muhammad Afthon Ulin Nuha, "The Effectiveness of Using the SQ3R Method in Improving Maharah Qira'ah in Balaghah Learning at Al-Muhibbin Islamic Boarding School Tambakberas Jombang," *Al-Tadris: Jurnal Pendidikan Bahasa Arab* 10, no. 2 (2022): 278, <https://ejournal.uinsatu.ac.id/index.php/tadris/article/view/6644>.

<sup>2</sup> Muhammad Afthon Ulin Nuha, "Ara' Mahdi Al-Makhzumi Fii Taisir al-Nahw wa Taudhifuha Fii l'dad Kitab al-Nahw al-Ta'lim Li Thulab al-Jami'ah Kyai al-Haj Abdul Halim Pacet Mojokerto" (Thesis, Universitas Islam Negeri Maulana Malik Ibrahim, 2020), <http://etheses.uin-malang.ac.id/21287/>.

<sup>3</sup> Mashaël AlAjmi, "A Cognitive Study of Metaphors in the Glorious Qur'an: From a Linguistic to a Conceptual Approach," *Arab World English Journal For Translation and Literary Studies* 3, no. 2 (2019): 114, <https://doi.org/10.24093/awejtls/vol3no2.10>.

<sup>4</sup> Maryam Amini and Ali Amini, "Interpretive Tendency of Existentialism in Allameh Jafari's Description on Nahj Al-Balaghah with an Emphasis on the Meaning of Life," *A Research Quarterly in Islamic Theology (Kalam) and Religious Studies* 17, no. 66 (2021): 7–26,

learning focuses more on concept transfer so that it can be applied directly to existing standards. Students must understand many ideas to learn in developing models and analysis. Their skills stem from learning and development. Balaghah learning is integrated into Arabic language disciplines. The mindset of people when learning Balaghah is that they memorize instead of understanding its meaning and analysis.<sup>5</sup>

A teacher should be able to create more varied learning activities. Most teachers only apply conventional learning, where the exchange of information is only unidirectional, so the teacher is the resource person while the students are listeners.<sup>6</sup> If the teacher can involve students in each lesson, it will create learning in an even better direction.<sup>7</sup> Students are unique and diverse because, in a teacher's study, there is only one teacher who teaches many students; they must be able to unite the many contents of the students' heads. Each student has their uniqueness. Not all of them can receive learning quickly; of course, they have levels.<sup>8</sup>

This is where the role of the teacher is needed in learning requires a conducive atmosphere and can adapt learning efficiently so that it allows students to be active in asking questions, giving opinions, and discussing seriously.<sup>9</sup> The teacher must be able to carry out his role by trying to make students achieve their learning goals.<sup>10</sup> Not infrequently during lessons, students are asked to discuss.

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<http://andishe.maaref.ac.ir/article-1-1835-en.html>; Muhammad Afthon Ulin Nuha, "Wajh Al-Hajah Ila Dirasah Al-Balaghah," *An-Nas* 5, no. 1 (2021): 14–26, <https://doi.org/10.36840/annas.v5i1.388>.

<sup>5</sup> Hasan Ansori, "The Problem of Learning Balaghah; Observation of The Problem and The Solution," *Multaqa Nasional Bahasa Arab* 3, no. 1 (2020), <http://munasbauai.com/index.php/mnba/article/view/82>; Muhammad Afthon Ulin Nuha and Nurul Musyafaah, "Majaz Isti'arah Analysis Terms of Mulaim in Arabic Oral Perspective," *Lisanudhad: Jurnal Bahasa, Pembelajaran Dan Sastra Arab* 9, no. 2 (2022): 164, <https://doi.org/10.21111/lisanudhad.v9i2.8909>.

<sup>6</sup> Nur Ahmadi, Atri Dewi Azis, and Arafiq Arafiq, "Pendampingan Pengembangan Pembelajaran English For Young Learner Bagi Guru-Guru Sekolah Dasar Islam Terpadu (SD IT) Mataram," *Jurnal Pendidikan Dan Pengabdian Masyarakat* 5, no. 1 (2022): 62–66, <https://doi.org/10.29303/jppm.v5i1.3033>; Rifda Amalia, Muhammad Afthon Ulin Nuha, and Afif Kholisun Nashoih, "Development of Kosbarab Learning Media to Improve Arabic Vocabulary Mastery of Elementary Level Students Based on Android Construct 2," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 10, no. 2 (2022): 145, <https://doi.org/10.23971/altarib.v10i2.4529>.

<sup>7</sup> Akhsani Sholihati Yasri and Yoyo Yoyo, "Kesulitan Pembelajaran Nahwu Dengan Model Blended Learning Pasca Pandemi Covid-19," *An Nabighoh* 24, no. 2 (2022): 199, <https://doi.org/10.32332/an-nabighoh.v24i2.4803>.

<sup>8</sup> Dinie Anggraeni Dewi et al., "Menumbuhkan Karakter Siswa melalui Pemanfaatan Literasi Digital," *Jurnal Basicedu* 5, no. 6 (2021): 5249, <https://doi.org/10.31004/basicedu.v5i6.1609>.

<sup>9</sup> Mariyatul Qibtiyah and Walfajri Walfajri, "Pengajaran Bahasa Arab Menggunakan Media Gambar Bergerak Untuk Meningkatkan Penguasaan Kosakata," *An Nabighoh* 22, no. 01 (2020): 71–86, <https://doi.org/10.32332/an-nabighoh.v22i01.2076>.

<sup>10</sup> Fandy Ahmad et al., "Peran Guru Pesantren dalam Transformasi Akhlak Santriwati melalui Pembelajaran Kitab al-Tahliyat wa al-Tarhib fi Tarbiyat al-Tahdhib," *Jurnal Pendidikan Islam* 6, no. 1 (2022): 11–37, <https://mail.journal.unipdu.ac.id/index.php/jpi/article/view/3022>; Leli Fertiana Dea and

They are even engrossed in themselves; they instead depend on their friends; it is their friends who they think are more intelligent than they have to do during discussions. This makes it unbalanced, so it will have a harmful impact when they face exams.

Therefore, the teacher must develop a learning model to create learning conditions so students can study actively and happily for the best learning value. In teaching, the priority that must be faced is the process because the method determines the learning objectives to be achieved or not.<sup>11</sup> Achievement is marked by changes in behavior during the teaching and learning process. Behavior change involves changes (cognitive), skills (psychomotor), and changes related to values and behavior (affective). This often happens in the teaching and learning process, ignoring the process and only focusing on results, which causes the quality of education to be neglected. In the learning process, some impacts can affect the achievement of learning objectives, namely teachers, students, environment, methods, and learning media/devices.<sup>12</sup>

Constructivism learning gives today's students more independence, not dependent on the teacher.<sup>13</sup> The paradigm shifts from teaching and learning activities or guiding teacher-centered actions to student-centered learning activities, and student-focused learning is a guide for implementing education today. Innovative and creative teachers must carry out learning activities so students can develop their potential through learning experiences. Many students have educational advantages, but it is common for them to show less of their abilities. Here the teacher's role as an intermediary is to bring out their talents. The teacher must know what students need because in learning, especially in Balaghah learning, so that it is not dull, an innovative learning model is needed because previously, it only used a learning model in the form of lectures and questions and answers.

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Agus Setiawan, "Peran Guru Dalam Mengembangkan Nilai Moral Agama Pada Anak Usia Dini Di Raudlatul Athfal Ma'arif 1 Metro," *SELING: Jurnal Program Studi PGRA* 5, no. 1 (2019), <http://www.jurnal.stitnualhikmah.ac.id/index.php/seling/article/view/359>.

<sup>11</sup> Beni Junedi, Isnaini Mahuda, and Jaka Wijaya Kusuma, "Optimalisasi Keterampilan Pembelajaran Abad 21 Dalam Proses Pembelajaran Pada Guru MTs Massaratul Mut'allimin Banten," *Transformasi: Jurnal Pengabdian Masyarakat* 16, no. 1 (2020): 63–72, <https://doi.org/10.20414/transformasi.v16i1.1963>; Muhammad Afthon Ulin Nuha and Nurul Musyafa'ah, "Improving the Understanding of Maharah Qira'ah Students of MTsN 3 Jombang Using the Question-Answer Relationships Method," *Al-Arabi: Jurnal Bahasa Arab Dan Pengajarannya* 6, no. 2 (2022): 120, <https://doi.org/10.17977/um056v6i2p120-133>.

<sup>12</sup> Qurrotul A'yuni et al., "Creative Arabic Learning Based On Quizizz: Model And Impact," *An Nabighoh* 24, no. 1 (2022): 47–64, <https://doi.org/10.32332/an-nabighoh.v24i1.4537>.

<sup>13</sup> Nurlaila Nurlaila and Muassomah Muassomah, "Analisis Pembelajaran Bahasa Arab Berbasis Konstruktivisme di MAN 1 Pamekasan," *Taqdir* 6, no. 2 (2020): 45–70, <https://doi.org/10.19109/taqdir.v6i2.5945>; Muhammad Afthon Ulin Nuha and Nurul Musyafa'ah, "Implementation of Quality Management Curriculum in Arabic Learning," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 2 (2022): 417, <https://doi.org/10.29240/jba.v6i2.5137>.

For this reason, the researcher wants to know how active or enthusiastic the students are if the STAD learning model is applied to learning, especially in Balaghah learning. The learning model of the Student Team Achievement Division is learning in small groups (cooperative), a prioritizing collaboration between group students to achieve a lesson.<sup>14</sup> This learning model is needed to be implemented because learning is student-centered, and unintentionally the teacher has also taught character education to students, namely mutual help or collaboration between groups.

The above problems must be immediately sought for solutions to avoid impacts resulting in low levels. To overcome the issues above, researchers apply appropriate tools, media and learning resources, and learning models that can affect student learning outcomes. It is hoped that later when offline learning can improve student learning outcomes. According to Adnyana, the learning model is generally prepared based on various principles or theories of knowledge.<sup>15</sup> Several experts prepare to learn models based on learning principles, sociological and psychological ideas, systems analysis, or other supporting theories. Adnyana believes that a learning model is a plan or model used to create curricula, design learning materials, and guide learning in class or other methods.

The educational process of the STAD-type cooperative model can be divided into five stages, namely: a) material presentation stages, b) group activity stages, c) individual test stages, d) individual development score calculation stages, and e) group award stages.<sup>16</sup> The STAD-type cooperative education model focuses on student activities and interactions to provide mutual motivation and assistance to achieve maximum achievement in subject abilities. Based on these characteristics, the STAD-type cooperative model has the advantage of combining academic skills to learn knowledge, learn to do something, and learn to be (learn knowledge, remember to do something) with social skills to learn and live together.<sup>17</sup>

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<sup>14</sup> Taufik Sidiki Al-Haq, Nur Ahyani, and Ida Suryani, "Perbedaan Model Pembelajaran Student Teams Achievement Divisions (STAD) Dengan Model Pembelajaran Jigsaw Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Sejarah Di SMA Negeri 2 Mesuji," *Kalpataru: Jurnal Sejarah Dan Pembelajaran Sejarah* 7, no. 1 (2021): 19–27, <https://doi.org/10.31851/kalpataru.v7i1.6277>; Ayu Andira, Hasmawati Hasmawati, and Mantasiah R, "Penerapan Model Pembelajaran Kooperatif Tipe STAD (Student Team Achievement Division) dalam Keterampilan Menulis Kalimat Sederhana Bahasa Jerman," *Interference: Journal of Language, Literature, and Linguistics* 1, no. 2 (2020): 128, <https://doi.org/10.26858/interference.v1i2.14699>.

<sup>15</sup> Made Eka Adnyana, "Implementasi Model Pembelajaran STAD Untuk Meningkatkan Motivasi Dan Prestasi Belajar," *Indonesian Journal of Educational Development (IJED)* 1, no. 3 (2020): 496, <https://ojs.mahadewa.ac.id/index.php/ijed/article/view/828>.

<sup>16</sup> M. Yusuf As, "Influence of STAD Cooperative Learning Model to Improving Physics Learning Process and Learning Outcomes," *Jurnal Pijar Mipa* 16, no. 4 (2021): 519, <https://doi.org/10.29303/jpm.v16i4.2346>.

<sup>17</sup> Pipit Putri Hariani Md, Agus Wiranda, and Ijah Mulyani Sihotang, "Analisis Model Pembelajaran Kooperatif Tipe STAD Dengan Media Pembelajaran Ular Tangga Terhadap Minat Belajar," *Liabilities (Jurnal Pendidikan Akuntansi)* 4, no. 1 (2021): 38–49, <https://doi.org/10.30596/liabilities.v4i1.7496>.

The STAD educational model can improve student learning outcomes. Muhammad Wahyudi et al. research results support this; this study indicates that The data showed that the STAD is more straightforward than other cooperative learning strategies; it is a good model for teachers who are just starting to apply suitable strategies in learning. The teachers should give attention to each stage in STAD innovatively so that students do not feel bored and can increase their learning motivation and learning outcomes.<sup>18</sup> Meanwhile, Dede Muharamsyah et al. research The increase in the average value of the first cycle was 68.2% to 72.7% for the value of al-Kalam, and 77.3% to 81.8% for the value of al-Kitabah. Besides, students look active and enthusiastic in the teaching and learning process using the STAD and TPS learning models. These values were achieved after conducting classroom action research through a 4-step process: planning, implementing, observing, and reflecting. The difference in this research is that the researchers hope that the learning outcomes of Balaghah students will increase.<sup>19</sup>

In this STAD model, students are required to help and support each other in the lessons given by the teacher.<sup>20</sup> When the teacher gives an award, the team must help their friends to learn the material. Also, presenting an interlude award will make students more excited. However, students must take a couple of turns answering when an award is given. The students will flock actively to win the best prize in a group so that there is a feeling of pleasure in learning.

For this reason, researchers have a goal so that students can develop their learning outcomes with teachers through the STAD learning model. Later, a comparison will be given between students given the STAD and conventional learning models. Applying such learning models is essential to understand changes in student learning. Therefore, the researcher is interested in the research title "Student Team Achievement Division (STAD) Learning Model in Balaghah Learning at Madrasah Aliyah Bahrul Ulum Tambakberas Jombang." Through the application of this model, it is hoped that students will have an understanding of Balaghah learning and can stimulate student learning activities. In this way, students can exchange ideas, and intelligent students can assist less able students.

<sup>18</sup> Muhammad Wahyudi and Abdul Rasyid Hidayat, "Strategi Cooperative Learning Tipe Student Teams Achievement Division (STAD) Pada Mata Pelajaran Bahasa Arab," *Asatiza: Jurnal Pendidikan* 2, no. 3 (2021): 197, <https://doi.org/10.46963/asatiza.v2i3.340>.

<sup>19</sup> Dede Muharamsyah, Soewarto Hardhienata, and M. Entang, "Penerapan Model Student Teams Achievement Divisions (STAD) Dan Think Pair Square (TPS) Untuk Meningkatkan Ketrampilan Berbicara Dan Menulis Bahasa Arab Pada Siswa Kelas X SMA Terpadu Al-Ma'shum Mardiyah Cianjur," *Jurnal Manajemen Pendidikan* 4, no. 1 (2017): 27–37, <https://doi.org/10.33751/jmp.v4i1.416>.

<sup>20</sup> Avifatul Avidah, "Pengaruh Model Pembelajaran Kooperatif Tipe Student Teams Achievement Division (STAD) Terhadap Hasil Belajar Tematik Peserta Didik Kelas V MI Hidayatul Mubtadi'in Tegalsari Barat Kecamatan Ampelgading Kabupaten Pemalang Tahun Ajaran 2019-2020," *Jurnal Ilmiah Ibtida: Jurnal Prodi PGMI STIT Pemalang* 1, no. 1 (2020): 1–20, <https://journal.stitpemalang.ac.id/index.php/ibtida/article/view/182>.

## Method

The location of this research is Madrasah Aliyah Bahrul Ulum Tambakberas Jombang, which is located at Jl. Kh Wahab Chasbulloh 192 Tambakberas Jombang, East Java Province, Indonesia. The researcher chose to study in that place because the school is based in a boarding school, and students in the boarding school are seen as students with many activities. This research was made to obtain information relating the STAD learning model to the learning outcomes of Balaghah students.

The type of research used by researchers is quantitative research. Quantitative research methods are research methods that require data or numbers. In general, a study whose analysis uses statistical analysis is called quantitative research.<sup>21</sup> Quasi-experiment is a type of research using pre-test and post-test control group design models that can show whether or not there is a relationship between the STAD learning model and Balaghah learning outcomes.<sup>22</sup> So that it can be seen how much influence the independent variables have, namely the application of the STAD learning model (X) and the learning outcomes of Balaghah students (Y).

The research population is a generalized area, with objects or subjects with specific qualities and characteristics determined by researchers for research and conclusions drawn. This study's participants were class XI Madrasah Aliyah Bahrul Ulum Tambakberas Jombang. The sample is only a tiny part of the population, and sampling using a purposive sampling technique, amounting to 60 students.<sup>23</sup> Purposive sampling is a method based on specific considerations or objectives and certain features or traits that have been known before.<sup>24</sup> In this study, the researcher chose class XI as the sample, considering that students in class XI could carry out the research in more depth because students were still adjusting to the new learning environment, so many experienced learning difficulties. Apart from these reasons, the population in class XI has several similar characteristics.

Data sources in research are very influential in obtaining data in the field. The data source is the subject from which the data is received. Data requirements include: 1) Data must be accurate; 2) Data must be relevant; and 3) Data must be

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<sup>21</sup> Muslich Anshori and Sri Iswati, *Metodologi Penelitian Kuantitatif* (Surabaya: Airlangga University Press, 2009); Amir Hamzah, *Metode Penelitian & Pengembangan (Research & Development)* (Malang: Literasi Nusantara, 2021).

<sup>22</sup> Agus Zaenul Fitri and Nik Haryanti, *Metodologi Penelitian Pendidikan: Kuantitatif, Kualitatif, Mixed Method, Dan Research and Development*, vol. 1 (Malang: Madani Media, 2020), <http://repo.uinsatu.ac.id/23533/>.

<sup>23</sup> Adhi Kusumastuti, Ahmad Mustamil Khoiron, and Taofan Ali Achmadi, *Metode Penelitian Kuantitatif* (Yogyakarta: Deepublish, 2020).

<sup>24</sup> Slamet Riyanto and Aglis Andhita Hatmawan, *Metode Riset Penelitian Kuantitatif Penelitian Di Bidang Manajemen, Teknik, Pendidikan Dan Eksperimen* (Yogyakarta: Deepublish, 2020).

up to date.<sup>25</sup> The data in this study include 1) Primary data, which is data obtained directly or collected by researchers from informants or consultants. In this study, primary data was obtained directly from the research location through a questionnaire survey of several students and researchers' observations; 2) Secondary data is data taken indirectly from data collectors. Secondary data in this study were in the form of archival data and documents (in the form of lesson plans, syllabi, and a list of values).

This instrument is a tool to use a method in research.<sup>26</sup> Devices for testing methods use tests or test questions. The test contains a series of questions or exercises given to students. In terms of the goals or objects to be evaluated, the difficulties in this study belong to the achievement tests or achievement tests, which are tests used to measure student achievement after learning lessons using the STAD learning model. In this study, there was an experimental class and a control class. Multiple choice questions are used to measure the learning outcomes of the dependent variable in this study. The questions were made based on indicators of student learning outcomes totaling 20 questions. There is a table of categories of student learning outcomes below.

**Table 1.** Learning Outcomes Ability Category

Qualification Value	Classification	Description
86-100	A	Excellent
71-85	B	Good
56-70	C	Enough
41-55	D	Less
< 40	E	Very Less

Before carrying out the experimental or control class, the questions will be tested first. The test is to determine the feasibility of the instrument. The tests used in this study were tested for validity and reliability.

Information is a raw material that needs to be processed to produce qualitative or quantitative data representing reality.<sup>27</sup> The method of collecting information is obtained by testing (pretest and posttest) the results of the student's Balaghah learning which is given after all the educational processes have ended, and test questions totaling 20.

<sup>25</sup> I. Made Laut Mertha Jaya, *Metode Penelitian Kuantitatif dan Kualitatif: Teori, Penerapan, dan Riset Nyata* (Yogyakarta: Anak Hebat Indonesia, 2020).

<sup>26</sup> Hamzah, *Metode Penelitian & Pengembangan (Research & Development)*.

<sup>27</sup> Kusumastuti, Khoiron, and Achmadi, *Metode Penelitian Kuantitatif*.



## Result and Discussion

Information on the research results described is obtained from two classes through different treatments, namely type XI B as an experimental class using the STAD educational model. Class XI A, as a control class using The discovery learning educational model, uses the Windows shopping method, a group work-based educational model by shopping around and looking at the work of other groups to broaden their horizons.<sup>28</sup> The information collected in this study is information on student learning outcomes.

### Control Class Data

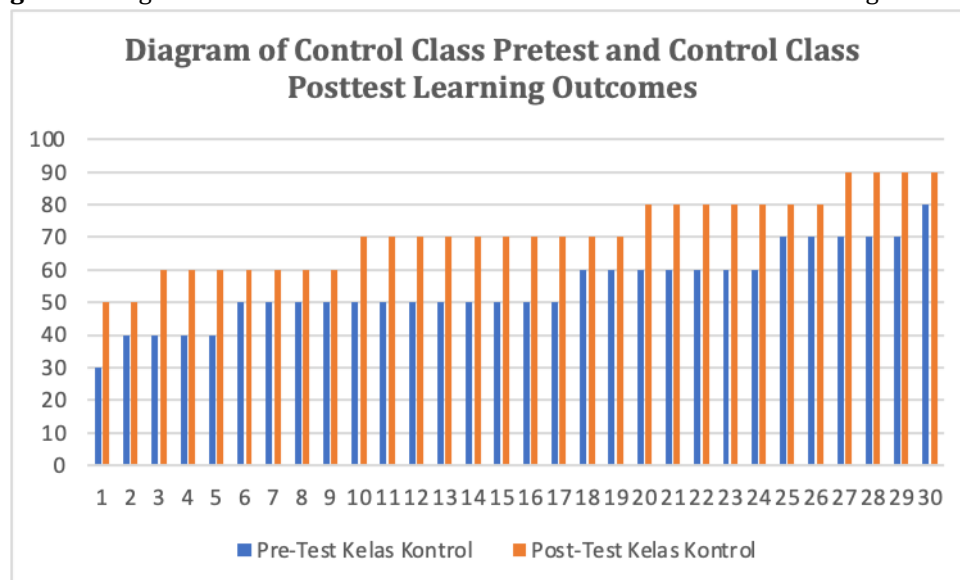
The data presented is information on the results of multiple option tests tested in the control class. Explanation of this information, the minimum, maximum, and average values obtained in each category after the pre-test and post-test were carried out using SPSS 25.0. The cause of the control class values is as follows.

**Table 2.** Calculation of Control Class Descriptive Test Values

Result	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Control	30	30	80	54.7	11.18
Post-test Control	30	40	80	71.3	7.34

Based on Table 4.1, it can be seen that the mean value of the control class is 54.7 pretest and 71.3 on the post-test. Next, in the control class, the minimum score for the pretest is 30, and the post-test is 40, whereas the maximum score for the control class is 80 for the pretest and 90 for the post-test, with 30 students.

**Figure 1.** Diagram of Control Class Pretest and Control Class Posttest Learning Outcomes



<sup>28</sup> Siti Aminah, "Implementasi Model Pembelajaran Cooperative Integrated Reading and Composition dalam Meningkatkan Keterampilan Membaca dan Menulis al Qur'an pada Siswa," *EL-BANAT: Jurnal Pemikiran dan Pendidikan Islam* 9, no. 2 (2019): 177, <https://doi.org/10.54180/elbanat.2019.9.2.177-196>.

The data presented is information on test results working on multiple options—control class students after being given the conventional model. I am judging based on the information that has been obtained displays the average student. This information can be found in Table 3. below.

**Table 3.** Distribution of Ability Frequency of Control Class Students

Classification	Classification Value	Description	Pre-Test Frequency	Pre-Test Percentage	Post-Test Frequency	Post-Test Percentage
A	86-100	Excellent	0	0%	4	13.3%
B	71-85	Good	1	3.3%	7	23.3%
C	56-70	Enough	12	40%	17	56.7%
D	41-55	Less	12	40%	2	6.7%
E	< 40	Very Less	5	16.7%	0	0%
Total			30	100	30	100%

Based on the table, the distribution of the ability of control class students in the pretest frequency of students who get excellent grades is one student with a percentage of 3.3%, the good category is 12 students with a ratio of 40%, the less type is 12 students with a rate of 40%. As many as five students are categorized as significantly less, with a percentage of 16.7%. While the post-test scores were four students who got excellent grades with a rate of 13.3%, seven students who got good category scores with a percentage of 23.3%, and 17 students got average category scores of 56.7%. 2 students got grades through the less category through the rate of 6.7%. No one got the significantly less type.

#### Experiment Class Data

The information that has been tried in the experimental class will be presented, namely, information overriding the multiple-choice test results. Presentation of the minimum, maximum, and average value information obtained in each category after the pre-test and post-test was done using SPSS 25.0. An explanation of the value of the experimental class is as below.

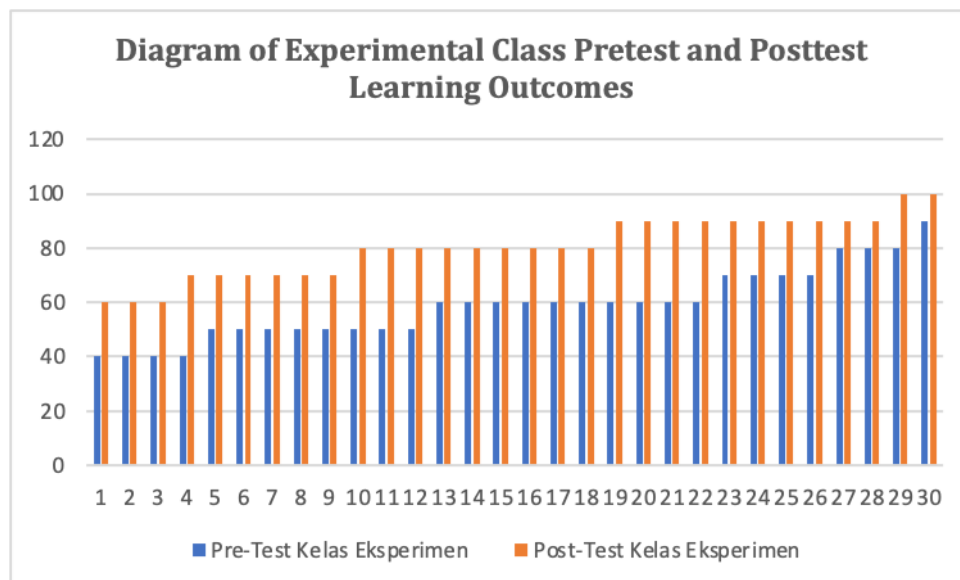
**Table 4.** Calculation of Experimental Class Descriptive Test Values

Result	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	30	40	90	59	12.95
Post-test Experiment	30	60	100	80.7	9.76

Based on Table 4., it can be seen that the mean value of the experimental pretest class was 59, and the posttest was 80.7. Then he explained that the practical course had a minimum pretest score of 40 and a posttest of 90, the maximum value of the suitable pretest class was 60, and the posttest was 100, with

a total of 30 students. The following is a diagram for the pretest and posttest learning outcomes of experimental class students, namely as follows:

**Figure 2.** Diagram of Experimental Class Pretest and Posttest Learning Outcomes



The data presented is information on the results of the multiple option test of experimental class students after being given the Student Team Achievement Division (STAD) model. Judging from the information that has been obtained, it shows the average practical class students. Some students scored very well, reasonably, and adequately, and no students cut through the criteria of less and significantly less. This information can be found in the table below.

**Table 5.** Distribution of Ability Frequency of Experiment Class Students

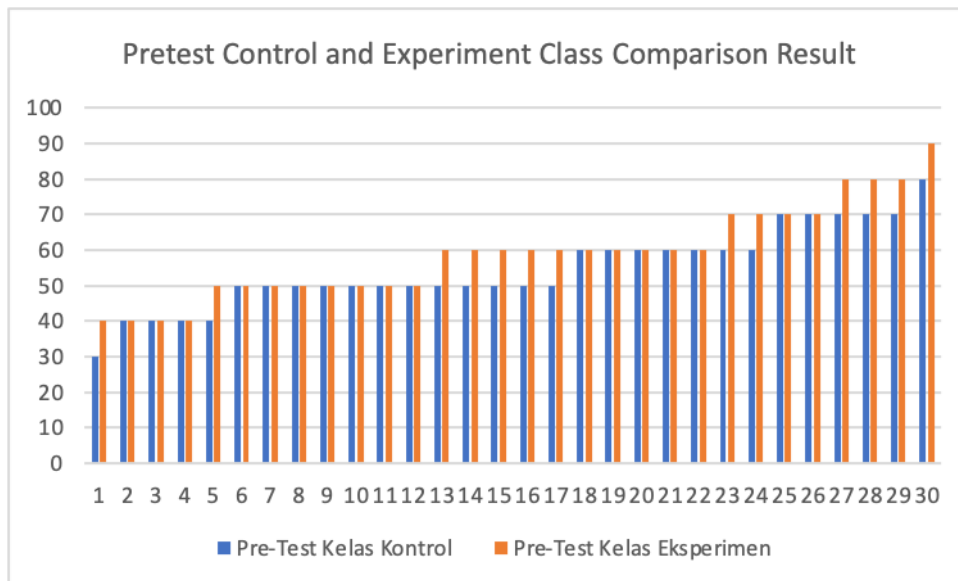
Classification	Classification Value	Description	Pre-Test Frequency	Pre-Test Percentage	Post-Test Frequency	Post-Test Percentage
A	86-100	Excellent	1	3.3%	12	40%
B	71-85	Good	3	10%	9	30%
C	56-70	Enough	14	46.7%	9	30%
D	41-55	Less	8	26.7%	0	0%
E	< 40	Very Less	4	13.3%	0	0%
	Total		30	100	30	100%

Based on Table 5 regarding the known distribution, the pretest scores of 4 students received the inferior category with a percentage of 13.3%, as many as eight students received the poor type with a rate of 26.7%, as many as 14 students received the good category with a percentage of 46.7%, as many as three students received the good type with a rate of 10%, and one student gets a very good

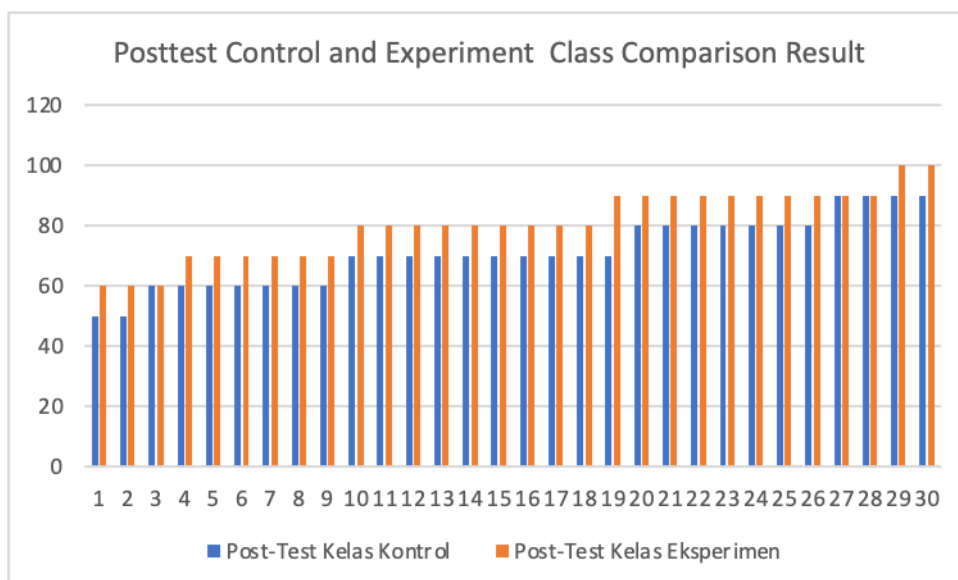
category with a percentage of 3.3%. In the posttest scores, as many as nine students got a good type through a rate of 30%, nine students got a good category value through a percentage of 30%, and 12 students got perfect category scores through a ratio of 40%.

The following is a bar chart of pretest and posttest comparisons between the experimental and control classes.

**Figure 5.** Pretest Control and Experiment Class Comparison Results Diagram



**Figure 6.** Posttest Control and Experiment Class Comparison Results Diagram



After the research, the instrument was tested on the experimental and control classes; the next step was to analyze the information obtained in the form

of values. The initial stage in the research information analysis session is through this prerequisite test carrying out data analysis through normality and homogeneity testing.

The first is the Normality Test, which uses the Shapiro-Wilk normality test and is tested with the SPSS 25.0 application. Analysis of the normality test using the Shapiro Wilk method by looking at the significance (Sig.), an explanation of the normality test can be seen:

**Table 6.** Tests of Normality

Class	Shapiro-Wilk		
	Statistic	Df	Sig.
Experiment Class	.974	30	.742
Control Class	.953	30	.251

Based on the table, it can be seen that the value of the degrees of freedom (df) for the STAD and conventional model classes is 30. This means that the number of data samples for each group is <50. So that the use of the Shapiro-Wilk technique to detect the normality of the data in this study can be declared appropriate or correct late. Furthermore, from the output, it is known that the significance for the experimental group is 0.742, and the significance value for the control class is 0.251. Because the significance value for the two groups is more significant than 0.05, as a basis for decision-making in the Shapiro-Wilk normality test, it can be concluded that the data on Balaghah student learning outcomes for the experimental and control classes have a normal distribution.

The second is the Homogeneity Test, conducted using SPSS 25.0 through Levene's statistical method. The homogeneity calculation is based on the mean or average.

**Table 7.** Homogeneity Test with (Lavene's Statistics)

Levene Statistic	df1	df2	Sig.
.56	1	58	.874

Based on the table, it can be seen that the significance value, the learning outcomes variable for students in classes XI A and XI B, is 0.874. Because the significance value is  $0.874 > 0.05$ , as the basis for making decisions on the homogeneity test above, it can be concluded that the variance of the Balaghah learning outcomes data for students in classes XI A and XI B are the same or homogeneous.

Next is hypothesis testing, used to test the existing hypothesis, namely the learning outcomes of Balaghah students in the STAD learning model. Hypothesis testing using SPSS 25.0 through the t-test.

**Table 8.** T-Test Calculation Results

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2 tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Balaghah	Equal Variances Assumed	.56	.874	2.547	58	.018	9.36895	3.527836	2.32566	23.73494
	Equal Variances Not Assumed			2.547	57.968	.018	9.36895	3.527836	2.32543	23.73498

Based on the provisions of hypothesis testing, if the t-test significance level is  $<0.05$ , it is better. Still, it is not better if the significance value is more significant than 0.05. The explanation regarding the results of the t-test is that there is an influence of the STAD learning model on the learning outcomes of Balaghah students. This can be seen in the experimental and control classes as evidenced by the hypothesis testing table, which has a significance value (2-tailed), namely several 0.018, with a confidence level of 98.7%. This presentation can conclude that  $H_0$  is rejected. Thus  $H_a$  is accepted, which suggests that the application of the STAD learning model is better than cooperative learning on the learning outcomes of class XI students of Madrasah Aliyah Bahrul Ulum Tambakberas Jombang.

### Discussion

Based on the researcher's data analysis, the findings resulted in the STAD (Student Team Achievement Division) learning model being better than cooperative learning on student learning outcomes. It is proven that the average value of the experimental class is higher than the control class. In the practical course, the STAD learning model was used for learning. Some of the learning stages that have been carried out include that students are grouped heterogeneously in a group that provides for 4 to 5 mixed students from various backgrounds (ability, ethnicity, gender, and race), educators divide student activity sheets, educators guide students in groups doing searching or collecting data with literature review, educators guide students to complete student activity sheets, one student represents each group to present the results of group discussions, others respond, educators offer reinforcement for the course of presentations, students and teachers provide conclusions together, giving rewards to the group that gets the highest score.

The discovery learning model can be used by the theory put forward by Jerome S. Bruner, stating that the learning process will run well and creatively if the teacher provides opportunities for students to discover a concept, idea, rule, or

understanding through examples encountered in life.<sup>29</sup> This theory believes that the best way to learn is to understand the concepts, meanings, and relationships that conclude. The stages of learning in the control class, namely, learning, begin with the provision of Tashbih material, the same as the experimental class but using the discovery learning model with Windows shopping techniques; students can describe the pillars of Tashbih and its examples. From the first lesson to the end, the material was given in groups but with a different discussion of the material in each group. The results of the independent sample test for the calculated t coefficient were 2.547, and the rejection rate was 0.018, which means that there is a statistically significant difference between the two groups. This means that compared to the control class using the discovery learning model, the scores obtained by the experimental type using the Student Team Achievement Division (STAD) learning model could have been better.

Based on the study's results, the analysis shows that the STAD learning model significantly influences social learning and student learning outcomes. Learning outcomes can be increased with STAD; when students are distributed material to be filled in, they will discuss it and do their best.<sup>30</sup> In theory, STAD provides an increased understanding of the material. The cooperative learning model is a method or a series of strategies designed to encourage students to work together in the learning process.<sup>31</sup> This is in line with Hidayat; in the cooperative learning model, Hidayat sits in groups of four to master the material introduced by the teacher. As the inventor of collaborative learning methods or models, Hidayat believes that suitable strategies can increase student participation in learning and improve learning outcomes. STAD is a straightforward group cooperative learning method.<sup>32</sup> The STAD cooperative is almost the same as the other cooperatives. Namely, students are divided into small groups (4 to 6 people) through different learning, intelligence, gender, and regional ancestry.

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<sup>29</sup> Ni Wayan Nonik Asriningsih, I. Wayan Sujana, and I. Gusti Ayu Putu Sri Darmawati, "Penerapan Model Discovery Learning Berbantuan Media Powerpoint Meningkatkan Hasil Belajar IPS Siswa SD," *Mimbar Ilmu* 26, no. 2 (2021): 251, <https://doi.org/10.23887/mi.v26i2.36202>.

<sup>30</sup> Mela Dewi Putri Berlyana and Yunastiti Purwaningsih, "Experimentation of STAD and Jigsaw Learning Models on Learning Achievements in Terms of Learning Motivation," *International Journal of Educational Research Review* 4, no. 4 (2019): 517, <https://doi.org/10.24331/ijere.628311>; Desnita Desnita, Rr Sri Kartikowati, and Makhdalena Makhdalena, "Application of Stad Type Learning Models to Improve Activity and Student Learning Outcomes," *Journal of Educational Sciences* 5, no. 1 (2021): 119, <https://doi.org/10.31258/jes.5.1.p.119-129>.

<sup>31</sup> Ismun Ali, "Pembelajaran Kooperatif (Cooperativelearning) Dalam Pengajaran Pendidikan Agama Islam," *Jurnal Mubtadiin* 7, no. 01 (2021): 247, <http://journal.an-nur.ac.id/index.php/mubtadiin/article/view/82>.

<sup>32</sup> Shin-Il Han and Hyesook Son, "Effects of Cooperative Learning on the Improvement of Interpersonal Competence among Students in Classroom Environments," *International Online Journal of Education and Teaching* 7, no. 1 (2020): 17–28, <https://eric.ed.gov/?id=EJ1244247>.

This study's results align with the results of Avidah.<sup>33</sup> The results of this study are that STAD learning is more effective than cooperative learning. A'yun et al.<sup>34</sup> Likewise, Andira et al., There is an influence of the STAD learning model compared to the conventional.<sup>35</sup> The existence of a positive influence on students' understanding of concepts provides evidence that implementing the STAD-type cooperative learning model in the experimental class can increase the comprehension of learning outcomes, as evidenced by the high average value compared to students in the control class using conventional learning models. In the STAD type of cooperative learning model, if a group of friends has difficulty understanding textbooks, students can actively collaborate and help each other. Besides that, student activities in group learning implemented by the teacher focus on social attitudes, leadership, and student responsibilities personally and as leaders of group members because group progress is the responsibility of all members and the value each one gets. Therefore, all group members have the same rights and duties to get the best learning outcomes.

The maximum learning outcomes of the experimental group in the form of mastery of knowledge, attitudes, and skills are certainly better than the control group. So because of that, this can certainly be a reference for teachers to apply the STAD-type cooperative learning model, which has been proven to give better learning outcomes because each effort must have the best result, and in the teaching and learning process that meets the learning objectives, the term learning outcomes are often also known as learning achievement. Realizing learning outcomes will always be linked to learning evaluation activities, which are follow-up activities or ways to measure the level of student mastery, so there is a need for learning evaluation techniques and procedures and the results obtained to evaluate the learning process effectively.<sup>36</sup> The progress of student learning outcomes depends not only on the mastery of knowledge but also attitudes and skills.<sup>37</sup>

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<sup>33</sup> Avidah, "Pengaruh Model Pembelajaran Kooperatif Tipe Student Teams Achievement Division (STAD) Terhadap Hasil Belajar Tematik Peserta Didik Kelas V MI Hidayatul Muftadi'in Tegalsari Barat Kecamatan Ampelgading Kabupaten Pemalang Tahun Ajaran 2019-2020."

<sup>34</sup> Dya Qurotul A'yun, Trapsilo Prihandono, and Sri Wahyuni, "Penerapan Model Pembelajaran Kooperatif Tipe STAD Berbasis Multimedia Audio Visual Dalam Pembelajaran Fisika Di SMP," *Jurnal Pembelajaran Fisika* 1, no. 2 (2021): 152, <https://jurnal.unej.ac.id/index.php/JPF/article/view/23152>.

<sup>35</sup> Andira, Hasmawati, and R, "Penerapan Model Pembelajaran Kooperatif Tipe STAD (Student Team Achievement Division) dalam Keterampilan Menulis Kalimat Sederhana Bahasa Jerman."

<sup>36</sup> Nurul Musyafa'ah and Muhammad Afthon Ulin Nuha, "Gestalt Psychological Theory on Learning Arabic in The Metaverse Era," *Abjadia* 7, no. 2 (2022): 187, <https://ejournal.uin-malang.ac.id/index.php/abjadia/article/view/18269>.

<sup>37</sup> Muhammad Afthon Ulin Nuha and Faedurrohman Faedurrohman, "Manajemen Perencanaan Kurikulum Bahasa Arab (Tinjauan Ontologi, Epistemologi dan Aksiologi)," *Al-Muyassar: Journal of Arabic Education* 1, no. 2 (2022): 203, <https://doi.org/10.31000/al-muyassar.v1i2.6488>.



The difference in learning outcomes between the experimental group and the control group is caused by the learning process in the experimental group. The learning process in the experimental group was more concentrated in groups of students formed by heterogeneous academic abilities, and the teacher always supervised and provided guidance on group work from students. Compared to the experimental group, the control group focused more on the teacher and the formation of uniform groups, and the teacher paid less attention to and guided the work of groups of students. Therefore, the experimental group can get perfect learning experiences, while the control group, which only gets information, cannot. This is supported by the results of data analysis using normality testing to determine whether the data is usually distributed. If the data has a normal distribution, then the following study will use parametric statistics.

According to observations made by researchers to students throughout the teaching and learning process, there are differences in student activity, namely that all students are responsible for group activities. The difference in student enthusiasm occurs because the STAD model greatly interests students. Students are interested in this learning model because it gives them more activity and learning opportunities. As we all know, the value of student learning outcomes in the experimental class is greater than that of students in the control class, so using the Student Team Achievement Division learning model is fruitful.

## Conclusion

Cooperative learning can be used as an effort to improve collective behavior, where cooperative learning is formed through the formation of small groups in heterogeneous classes. Types of cooperative learning are Team Game Tournaments, jigsaw, Group Investigation, and Student Team Achievement Division (STAD). Of the four types of cooperative learning, that type STAD is one of cooperative learning that is simpler than other suitable strategies and is a good model for teachers to start applying cooperative strategies in learning because STAD emphasizes giving awards to the best students or groups so that can stimulate students to be more enthusiastic in the learning process. From this, the STAD learning type can be used to improve collaboration skills. Arabic teachers can use it as an alternative method in the learning process, especially in learning Balaghah.

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