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## STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) METHOD AS A TOOL TO IMPROVE STUDENT LEARNING OUTCOME OF CHRISTIAN RELIGION

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### Abstrak

The purpose of this study was to determine the increase in learning outcomes of Christian Religious Education for students of Class X SMA Negeri 84 West Jakarta through the implementation of cooperative learning type Student Teams Achievement Division (STAD). Using the classroom action research method, this research is directly involved in the classroom action process. Researchers act as teachers to teach and assess student learning outcomes. This study consisted of the initial conditions of 2 meetings, the first cycle of 4 meetings, and the second cycle of 2 meetings. The sample set was 18 students of class X to practice eight times. From the results of tests that researchers have carried out, it can be seen that the STAD method can successfully influence student learning outcomes such as: (i) In the initial conditions of the first meeting, the average score of students is 76 & the value of completeness of student learning outcomes is 75 while the score is not complete is 60, (ii) Then the first cycle is the fourth meeting the average value of students is 82 and the value is included in the excellent category and has a learning completeness value is 92 & (iii) the last show's cycle II is the ninth meeting the overall average value of students is 90 and is included in the excellent category and has a learning completeness value of 100%.

**Keywords:** Student Teams Achievement Division; Christian Education; Method

### Abstrak

*Tujuan penelitian ini adalah untuk mengetahui peningkatan hasil belajar Pendidikan Agama Kristen bagi peserta didik Kelas X SMA Negeri 84 Jakarta Barat melalui pelaksanaan pembelajaran kooperatif tipe Student Teams Achievement Division (STAD). Dengan menggunakan metode penelitian tindakan kelas maka penelitian ini terlibat secara langsung dalam proses tindakan kelas. Peneliti bertindak sebagai guru untuk mengajar dan menilai hasil belajar siswa. Sampel yang ditetapkan adalah siswa kelas X berjumlah 18 orang untuk melakukan praktik mengajar sebanyak 8 kali. Penelitian ini terdiri dari kondisi awal sebanyak 2 kali pertemuan, siklus I sebanyak 4 kali pertemuan dan siklus II sebanyak 2 kali pertemuan. Dari hasil tes yang telah dilakukan oleh peneliti maka dapat diketahui bahwa metode STAD dapat berhasil mempengaruhi hasil belajar*

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*peserta didik seperti: (i) Pada kondisi awal pertemuan pertama nilai rata-rata siswa adalah 76 & nilai ketuntasan hasil belajar peserta didik adalah 75 sedangkan nilai tidak tuntas adalah 60, (ii) Lalu siklus I adalah pertemuan keempat nilai rata-rata siswa adalah 82 dan nilai termasuk kategori cukup dan memiliki nilai ketuntasan belajar adalah 92 dan (iii) terakhir menunjukkan siklus II adalah pertemuan kesembilan nilai rata-rata keseluruhan peserta didik adalah 90 serta termasuk dalam kategori baik dan memiliki nilai ketuntasan belajar adalah 100%.*

***Kata Kunci:*** *Student Teams Achievement Division; Pendidikan Agama Kristen; Metode*

## INTRODUCTION

Education that produces quality human resources can occur if there are substantial efforts. This must-do because education has an essential power in the development and survival of the national (Sugiono et al., 2021). In other words, a nation's progress can see from the quality of education in that nation (Awulle, 2020). Education is the spearhead in giving birth to the young generation and the successor of the Indonesian nation (Sumarno, 2008). One of the educations that support this goal is Christian Religious Education. Christian Religious Education is a conscious and planned effort to lay the foundation of Jesus Christ (2 Cor. 3:13) (Sugiono, 2008). This foundation enables students to experience the growth of faith toward Christ.

Christian Religious Education can achieve the purpose of the learning process's atmosphere is pleasant (Sugiono, 2014). An active and open learning atmosphere will develop students' potential to have spiritual strength. Spiritual strength reflects solid self-control, polite personality, proper intelligence, noble character, and skills needed by

himself and society (Pantan et al., 2021).

Christian education is like any other secular education (Betakore, 2021). The hallmark of Christian Religious Education is to direct students to be like Jesus (Amos Hosea, 2019; Pantan, n.d.). This goal is a combination of character, spirituality, and knowledge (Betakore, 2021).

Christian Religious Education can be carried out according to developments and demands to produce quality human resources. If the educators have the skills and maturity to teach, the learning outcomes will maximize. In the teaching and learning process, the teacher acts as the main exhibit in the overall implementation of education in formal educational institutions, influencing students' quality (Sugiono, 2014). It is undeniable that Christian Religious Education learning still does not improve student learning outcomes in its implementation. It can see that teachers do not upgrade themselves so that learning becomes dull and unattractive to students as a whole (Sumarno et al., 2021). Students are

bored and do not take lessons seriously (Tefbana et al., 2022).

A Christian religion teacher must have educational disciplines, in addition to being tasked with delivering lesson materials, but trying to make the teaching and learning process run well. (Benyamin et al., 2020) If it goes well, it will create an effective learning atmosphere in which students can achieve the goals desired by the teacher (Maria Setiani Putri et al., 2021). Teachers can improve student learning outcomes by giving assignments and giving assignments individually and in groups. The purpose of making groups is to exchange ideas and train themselves to think critically. Thus the teacher becomes the spearhead in every formal education (Runesi et al., 2021).

Optimizing student learning outcomes can implement by improving teaching, which the teacher largely determines (Wartoni & Benyamin, n.d.). Teaching is a system, so its improvement includes all components in the form of curriculum, teaching objectives, teaching materials, teaching and learning activities, and evaluation or

assessment—the ins and outs of the skills above (Pantan, 2008).

Thus improving the exemplary teaching to consider all aspects, not only based on the ability of the teacher to educate but also the readiness of students. (Lasut et al., 2021).

Mastery of teacher skills in learning can apply with the cooperative learning model of the Student Teams Achievement Division (STAD) type as a learning model that uses word games. The game does by arranging letters scrambled to become the right words to acquire specific skills excitingly.

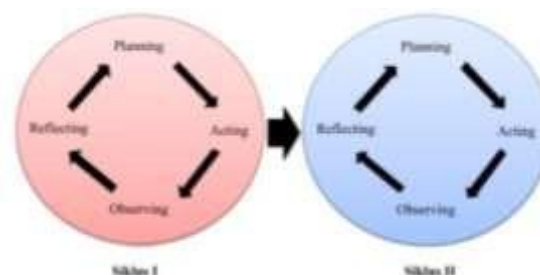
This method the researcher wants to implement in the learning process of Christian Religious Education. So the researchers tried to implement a learning system using a Cooperative Learning model approach of the Student Teams Achievement Division (STAD) type through classroom action research activities to improve learning outcomes of Christian Religious Education students of the State Religion High School 84 West Jakarta.

## RESEARCH METHOD

Data collection techniques with documentation were used to find data on the initial conditions of learning outcomes for Christian Religious Education. The research method used is Classroom Action Research (CAR) which consists of two cycles. Cycles I and II took place in 6 meetings (3 hours of lessons). The variables studied were recitation and presentation methods as the cause of learning outcomes. Second, the observation technique was used to obtain data on the learning outcomes of Christian Religious Education in cycles I and II. Third, the test technique was used to obtain data on learning outcomes of Christian Religious Education in cycles I and II.

The data collection tool used is a score list document for learning outcomes for initial conditions. Student's record document for data on the initial condition of Christian learning outcomes. Observation sheet or observation to find data on Christian Religious Education cycle I learning outcomes. Next, written test items for learning outcomes of Christian Religious Education cycle I. Observation or observation sheet to find data on learning outcomes of the

Christian religion in cycle II. Furthermore, the last is the written test items for learning the Christian religion in cycle II. The following is an overview of the two cycles:



**Figure 1. Classroom Action Research Cycle**

Data analysis used comparative descriptive followed by reflection. Comparative descriptive compares the initial condition data, cycle I and cycle II, learning outcomes (Chandra, 2019). Comparing the data does not use statistics through t-test but by description. Reflection means drawing conclusions based on comparative descriptives and providing reviews and follow-up steps.

## RESULTS AND DISCUSSION

### Cooperative Learning Model Type Student Teams Achievement Division

The Student Teams Achievement Division (STAD) Cooperative

Learning Model has steps in its implementation. According to Rusman, the STAD model cooperative learning steps are: (i) the teacher conveys the lesson objectives to be achieved in the learning and motivates students to learn; (ii) students are divided into groups of 4-5 students who prioritize diversity (heterogeneity) both in academic achievement, gender or gender, race or ethnicity (Lasut et al., 2021; G. K. Pakpahan et al., 2021; Setyobekti et al., 2021); (iii) the teacher conveys the subject matter by first explaining the lesson objectives to be achieved (Sugiono & Hardori, 2020). This submission should direct why it is necessary to study the material (Mahendra et al., 2022); (iv) students study in groups that have been formed teacher prepares worksheets as a guide for group work. The teacher provides a guide sheet so that students do not experience confusion when conducting discussions (Salman et al., 2021); (v) teachers evaluate learning outcomes by giving quizzes about the material studied. Evaluation carries out so that students can provide conclusions from various opinions in discussion groups (Benyamin, Salman, et al., 2021) and;

(vi) after the quiz, the teacher checks the students' work and is given a number in the range of 0-100 (Rusman, 2016). Furthermore, giving awards for the group's success can be done by the teacher.

According to (Kurniasih & Sani, 2016), the steps of the STAD learning model can do in the following ways: (i) conveying goals and motivating students, namely the teacher conveys the objectives of learning and essential competencies that must achieve by students and motivates students; (ii) The teacher presents information to students, namely to form groups consisting of 3-5 students; (iii) Presenting information. In motivating students, the teacher must also facilitate the work of students in study groups and explain everything about the material to be taught, and explain the learning model to be implemented (Maria Setiani Putri et al., 2021); (iv) The teacher gives assignments to the group so that group members can do it. Students who are considered capable of doing the task can explain to other group members so that all members in the group understand; (v) The teacher gives quizzes or questions to all students. When

answering quizzes, students are not allowed to help each other (Benyamin, Sumarno, et al., 2021); (vi) The teacher rewards groups with scores or points. The teacher gives an evaluation.

### **Strengths and Weaknesses of the Student Teams Achievement Division Cooperative Learning Model**

The advantages of Cooperative Learning of the Student Teams Achievement Division (STAD) type are as follows: (i) in groups of students are required to be active so that with this model, students will automatically be confident and improve their skills; (ii) Social interactions that are built-in groups, students automatically learn to socialize with their environment (groups); (iii) with the existence of groups, students are taught to build commitment in developing their groups; (iv) teach respect for others and mutual trust. In groups, students are taught to understand each other with the existing material to help each other and reduce competitiveness. In addition to various advantages, this STAD model also has disadvantages. All learning models indeed provide

excellent and positive benefits in the learning process, and the STAD learning model is no exception. However, sometimes from a certain point of view, the steps of the model do not rule out the possibility of opening a weakness, as described below. Because there is no competition among members of each group, children who excel may lose their enthusiasm. If the teacher cannot direct the child, the child who excels can be more dominant and uncontrollable.

### **Results of Classroom Action Research at SMA Negeri 84**

The results of the written test material on Christian Religious Education class X State Senior High School 84 showed an average score of 72 with six incomplete and 12 students completing. This shows that the learning outcomes of Christian Religious Education are high but have not yet reached a high level because there are still six students who have not reached the Minimum Completeness Criteria (KKM). The low ability of students can see in table 1.

**Table 1.** Learning Outcomes Initial

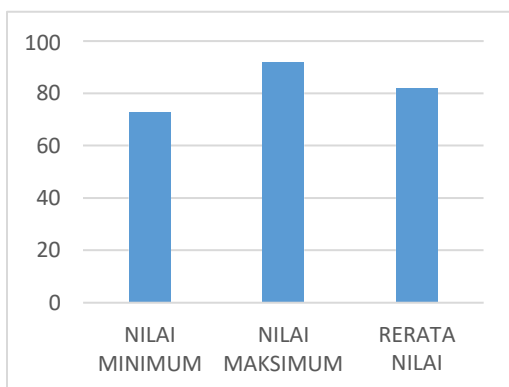
No	Qualification	Score
1	Lowest score	60
2	The highest score	85
3	Range score	25
4	Average score	72

conditions

### **Results of Observation Cycle I**

In this first cycle, the researcher applied the common lessons. The following are the results of the first cycle. The following graph can visualize the learning outcomes of Christian Religious Education in the first cycle.

**Graph 1.** Learning Outcomes Cycle I

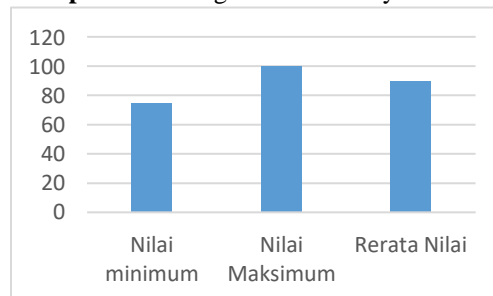


### **Observation result circle II**

The end-of-semester test in the form of a written test is carried out at the end of the second cycle to get the results of learning Christian Religious Education. Cycle II

learning outcomes can visualize with the following graph.

**Graph 2.** Learning outcomes of cycle II



There are 20 students (100%) who get a learning outcome score of 70 or complete the Minimum Completeness Criteria (KKM).

### **Discussion of Research**

The low learning outcomes of Christian Religious Education are, of course, mainly due to teacher factors. This is because teachers do not want to upgrade themselves. This will be seen in the use of inappropriate methods so that in learning activities such as percentages, students assume that Christian Religious Education is difficult, dull, and unattractive. The teacher ignores the intonation of the voice when teaching to make students sleepy (Marbun & Nasution, 2021; Marbun, 2021; Marbun et al., 2019). Christian Religious Education must develop towards effective change because it must be taught and applied

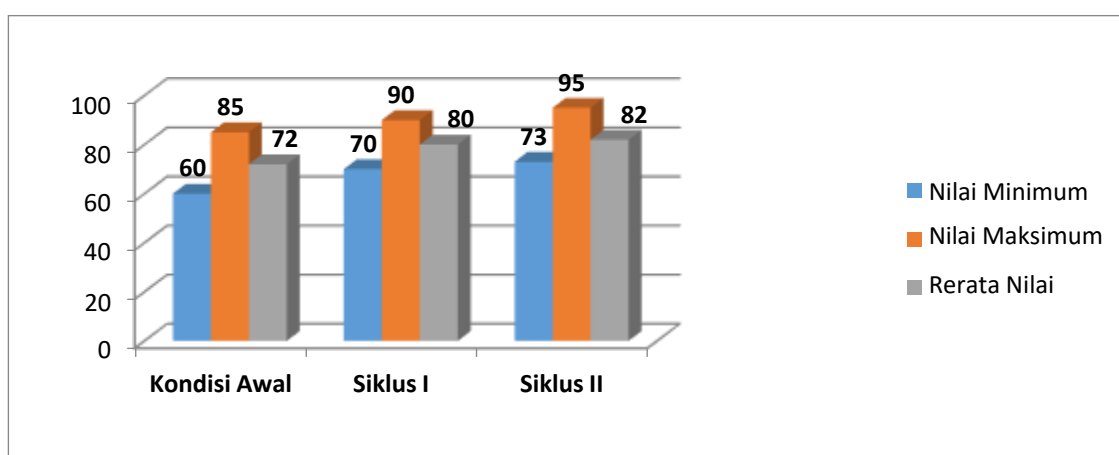
to the educational process to not dull (Lasut et al., 2021). To reduce unattractiveness in the learning outcomes of Christian Religious Education, it is necessary to choose the correct method to solve the problem. The STAD method is the answer to the above problems.

The observations showed an increase from the initial conditions, cycle I and cycle II. With the increase in data, Christian Religious Education can increase human resources

(Ekayani, 2020). If the human resources that are born have character, spirituality, and complete knowledge, the future of the nation and the church will be guaranteed (Betakore, 2021; G. K. R. Pakpahan, 2012; PAKPAHAN, 2019).

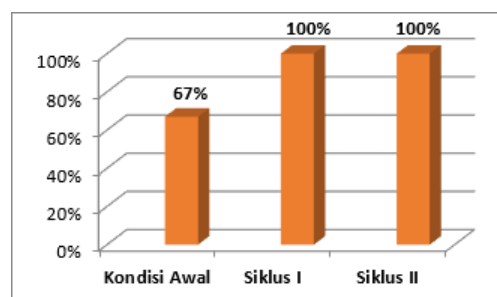
However, this must still be maintained and developed. I cannot be satisfied with the current results (Runesi et al., 2021). The increase in student learning outcomes can see in the following table.

**Graph 3.** Learning outcomes for Cycles I and II



The mastery of learning outcomes of Christian Religious Education has also increased. The following graph illustrates the completeness of Christian Religious Education learning outcomes in percentages.

**Graph 4.** Percentage of learning outcomes



In research performance indicators, success indicators reflect 100% of students getting a learning

outcome score of 70 in the first and second cycles. 67% rose to 100% in cycles I and II from the initial condition. The value of 70 is the minimum completeness value in ongoing learning.

## CONCLUSION AND RECOMMENDATION

The research results above can be concluded that using the Student Teams Achievement Division method improves the learning outcomes of Christian Religious Education for students in class X SMA Negeri 84 West Jakarta. The improvement from the initial condition to Cycle II shows that this method is appropriate for upper secondary schools. Through this method, the diversity of teachers in teaching becomes more. This diversity can apply according to the context in which educators teach.

## APPRECIATION

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