

IMPROVE THE RESULTS OF LEARNING FIQH LESSONS WITH THE STAD CLASS VII METHOD AT MTS KANDEPAG MEDAN PROJECT

Rijal Sabri¹, Lia Raudhoni²

FAI Lecturer of Dharmawangsa University Medan¹

FAI Students of Dharmawangsa University Medan²

Abstract

The teaching results that students have with each other are different, some are experiencing improvements and there are children whose results are the same. These results are used as a reference by researchers to continue research in the next cycle. It can be seen that the achievement of student learning outcomes in pre-bullying is obtained on average a percentage of 51.83%, and in Cycle I obtained an average percentage of 56.66%. So that from these two achievements can be obtained the average difference is 4.83%. The results of measurements on pretindakan and Cycle, I showed that the achievement of learning outcomes in pretindakan to Cycle I showed an increase of 4.83%. The results of measurements in Cycle II showed that the achievement of learning outcomes increased. The learning outcomes that one child has with another are different, but most children have improved. It can be seen that the achievement of children's learning outcomes in Cycle I is obtained on average a percentage of 56.66%, and in Cycle II obtained an average percentage of 86.66%.

Keywords: Learning Outcomes, Fiqh, STAD Methods

I. INTRODUCTION

The implementation of the teaching and learning process is an effort for a teacher to transfer his knowledge to students who are realized through the delivery of certain subject matter in school. The teacher is one of the important components in the process to achieve the goal. In the subjects of Islamic Religious Education, 5 subjects include: *Qur'an Hadith, Fiqh, Aqidah Akhlak, Arabic Language, and History of Islamic Culture*. The relationship between one lesson and another is interrelated and is likened to one link.

The results of studying students of class VII-3 at Mts Project Kandepag even semester of the 2019/2020 school year in low *fiqh* subjects. This can be seen from the student's learning outcomes. Those who achieved minimal completion (KKM) only amounted to 6 people (20% of the number of existing students), while the

number of students who did not reach KKM was as many as 24 people (80% of the number of students).

This is certainly not good for student learning lessons, therefore as an important component in teaching, the teacher must be active in carrying out the teaching and learning process. As Syaiful Bahri Djamarah said that "teachers are partners of students in kindness. Good teacher, protégé. Therefore, pedagogical teaching and learning activities will be able to evaluate the extent of students' achievements in absorbing science from a teacher who applies interesting learning strategies. This evaluation process must continue to ensure that learning runs effectively and efficiently.

Facts in the field show that most students are passive / less enthusiastic when learning takes place in the classroom, especially *Fiqh* learning, this is because students are bored and saturated with the delivery of material delivered with the usual strategies of teachers. 4 factors cause students to get bored in learning, among others: the type of lesson, lack of stimulation of student activeness in learning, the wrong approach, psychiatric conditions that are worsening.

In this *Fiqh* subject, students only listen to what is conveyed without understanding or understanding what the Teacher is saying, this makes students bored with less active learning because The Teacher uses conventional learning so that it does not appeal to students.

Whereas in teaching and learning activities the final result is not only the teacher, but very dependent on many factors, among others: students themselves, learning facilities, and support from other parties including the principal and especially parents who must pay attention to their children.

Good learning outcomes are supported by the use of appropriate learning strategies. A good learning strategy is tailored to the material delivered. Approaches that are less by the nature of the material and the purpose of teaching can result in students being less passionate so lazy to follow the learning and less effective.

STAD is one type of cooperative learning by using small groups with the number of members of each group of 4-5 students heterogeneously. Starting with the delivery of learning objectives, material delivery, group activities, quizzes, and group awards. Slavin stated quoted by Taranto that at STAD students are placed in a 4-5 member learning team that is a mixture by achievement level, gender, and ethnicity.

STAD strategy is one of the learning strategies that can improve student learning outcomes and teamwork to produce good learning because the use of STAD can make students more active and cooperate in the team to realize tolerance towards their classmates.

II. RESEARCH METHODOLOGY

This research uses the Class Action Research (PTK) method which is "Research that combines research procedures with *substantive actions*, an action taken in the discipline of inquiry or teacher efforts to understand what is going on while engaging in a process of improvement and change". In addition, PTK is discernment of learning activities in the form of an action, which is deliberately raised and occurs in a class together.

III. RESULT AND DISCUSSION

During the conduct of research in the field, researchers have collected research data obtained based on observations or observations, tests, interviews, and field records. At the time of the study, there were several points of research findings, among others, namely:

1. Class VII-3 has a student count of 30 people. Characteristics of students in class VII-3 are classes that have poor learning outcomes, this can be proven by the existence of tests. These characteristics are the reason researchers choose to use STAD strategies to be used in learning.
2. From the results of measurements in Cycle I show that the achievement of learning outcomes has increased. The learning outcomes that students have with each other are different, some are experiencing improvements and there are children whose results are the same. These results are used as a reference by researchers to continue research in the next cycle. It can be seen that the achievement of student learning outcomes in pre-bullying is obtained on average a percentage of 51.83%, and in Cycle I obtained an average percentage of 56.66%. So that from these two achievements can be obtained the average difference is 4.83%. The results of measurements in pretindakan and Cycle, I showed that the achievement of learning outcomes in pretindakan to Cycle I showed an increase of 4.83%.
3. From the results of measurements in Cycle II shows that the achievement of learning outcomes has increased. The learning outcomes that one child has with another are different, but most children have improved. It can be seen that the achievement of children's learning outcomes in Cycle I is obtained on average a

percentage of 56.66%, and in Cycle II obtained an average percentage of 86.66%. So that from these two achievements can be obtained the average difference is 30%. The results of measurements in cycle, I to Cycle II showed that the achievement of children's learning outcomes showed an increase of 30%. The learning outcomes that one child has with another child are different, but most children's learning outcomes have improved.

The study was conducted in class VII-3 MTs. Kandepag Medan project uses a cooperative learning model of student teams achievement *division* (STAD) type where learners are not only required to listen to explanations from teachers, but learners play an active role in the learning process by working together in heterogeneous groups.

Student Teams Achievement Division (STAD) cooperative model is a model that prioritizes cooperation between learners in groups to achieve maximum learning outcomes. Before taking action, researchers conduct a pre-test to find out how far their understanding of the material will be conveyed during the cycle I. From the analysis of initial test results it is known that the initial test score is still below average. Then action is needed to improve their learning outcomes in Fiqh subjects and the focus of this research is on Fasting material. .

In learning activities are divided into 3 stages, namely preliminary, core and closing activities. In the preliminary activities of the researcher conveys the purpose of learning, providing perception and motivation to learners. For core activities, researchers deliver materials and apply STAD-type cooperative learning models to improve learners' learning outcomes. And closing activities, the provision of evaluation / post test tests to find out the extent of improving the results and completion of learning learners after the implementation of the STAD-type cooperative learning model. The results of the study can be known from the following exposures:

"Increasing the cooperation of learners through the Cooperative Learning Model of Student Teams Achievement *Division* (STAD) on fiqh subjects of Fasting material of Students Of Class VII-3 in MTs. Kandepag Project. Johnson & Johnson in Isjoni explains that cooperative learning is grouping students in the classroom into small groups so that students can work together to the maximum ability they have and learn from each other in that group.

Cooperative learning model is a learning model that is widely used and a concern and recommended by education experts. This is based on

the results of research conducted by Slavin stated that the use of cooperative learning can improve student learning achievement while improving social relationships, fostering tolerance, respecting the opinions of others, making students think critically, being able to solve problems, and integrate knowledge and experience.

The application of *the Student Teams Achievement Division (STAD)* cooperative learning model in the subject of Fiqh Fasting material has several stages, namely 1) the preparation stage, 2) determines the first initial score, 3) divides learners into teams, 4) delivers lessons, 5) team learning, 6) individual tests, 7) calculates individual and team scores, 8) the team's achievements. Here's the detailed discussion:

The preparation stage.

In the preparation stage, researchers prepare what materials will be taught, the Learning Implementation Plan (RPP), test questions, and what models are used in the learning process later. Researchers in his research prepared the sum of ordinary and mixed fractional numbers. The learning model used is a cooperative learning model of *the Student Teams Achievement Division (STAD)*.

Determine the first starting score.

To determine the first initial score, the researcher performs a pre-test or initial test. This initial test is used to measure the extent of the level of understanding of learners to the material to be delivered. In addition, the initial test is also used for reference in group division.

Divide students into teams.

After knowing the initial test results, the researchers did a group division. The group is divided into 5 groups of 6 members. Group division is heterogeneous. Each group consists of male and female learners whose abilities are different.

Send a lesson.

After the division of the team is complete, in his research the researcher acts as a teacher. The teacher began to deliver the material. Before the material is delivered, the teacher explains the purpose of learning and provides motivation for the curiosity of learners about the material to be studied, namely the sum of ordinary and mixed fractional numbers. Furthermore, providing perception to learners with the aim of

connecting the material to be delivered with the knowledge possessed by learners. This is the teacher's effort in preparing learners before receiving material. Then the teacher delivers the material in front of the class using language that is easy to understand.

Team learning.

At this stage, the teacher hands out group worksheets. The teacher gives orders to work on group worksheets with members of his group. In group work, learners work together in solving problems. The teacher emphasized that group members prepare their group members to be able to answer quizzes well. Group members do their best for the group, and the group does its best to help each member of the group.

Test test.

After doing a group study the teacher shares the test questions to the learners. This test is used to find out the extent of learning success that learners have achieved. These tests are conducted individually with the aim of giving learners the opportunity to demonstrate what has been learned during team work. During the test, group members should not ask for help or help other friends. The results of the cycle II test have increased understanding compared to the cycle I test.

Calculate individual and team scores.

After the test is complete, the teacher calculates the individual and team progress scores.

1) Individual progress score cycle I.

The individual progress score of the cycle I test is as follows:

Table 6. List of Cycle I Individual Progress Scores

Kode Peserta didik	Jenis Kelamin	Skor		Point kemajuan
		Pre tes	Siklus 1	
AAH	L	40	50	10
ARP	L	55	70	10
AHW	L	80	80	5
AR	P	45	50	5
BS	P	50	75	20
BAM	P	55	75	20
DR	P	55	70	20
DKS	P	70	70	5

DS	P	50	50	5
FR	L	60	80	20
FY	P	55	80	30
LA	L	45	60	20
MAF	L	55	60	10
MR	P	35	50	10
MA	L	35	75	30
MAD	L	75	85	10
MFF	L	50	75	20
MRP	L	55	60	5
NFP	P	50	50	5
NHS	P	35	50	10
PFM	P	45	45	5
QAA	L	35	60	20
RT	L	70	75	5
RA	L	55	70	10
S	P	40	75	20
SW	L	40	65	10
US	P	55	80	30
W	L	80	80	5
SR	P	30	50	30
FD	L	55	60	5

Table 7. List of Cycle II Individual Progress Scores

Kode Peserta didik	Jenis Kelamin	Skor		Point Perkembangan
		Siklus 1	Siklus II	
AAH	L	50	60	10
ARP	L	70	80	10
AHW	L	80	90	10
AR	P	50	65	10
BS	P	75	75	10
BAM	P	75	75	10
DR	P	70	75	10
DKS	P	70	70	10
DS	P	50	75	20
FR	L	80	85	10

FY	P	80	75	5
LA	L	60	70	10
MAF	L	60	70	10
MR	P	50	60	10
MA	L	75	85	10
MAD	L	85	95	30
MFF	L	75	85	20
MRP	L	60	75	10
NFP	P	50	75	20
NHS	P	50	70	20
PFM	P	45	70	30
QAA	L	60	60	5
RT	L	75	80	10
RA	L	70	80	10
S	P	75	75	10
SW	L	65	80	20
US	P	80	85	20
W	L	80	85	20
SR	P	50	60	10
FD	L	60	80	20

The results of group cooperation values are also seen from the work value of the team group has increased in each cycle, the average value of cycle group I obtained is 72. Of the 5 groups, 60% have reached the limit of KKM (Minimum Completion Criteria) and Groups that have not reached the KKM limit (Minimum Completion Criteria) that have been set at 70. The result of the collaboration value of cycle II group, the average value of the group obtained is 88. Of the 5 groups, 4 groups or 80% who have reached the KKM limit (Minimum Completion Criteria) and 1 Group that has not reached the KKM limit (Minimum Completion Criteria) that have been set is 70.:

Table 8. Cycle I Team Score List

Nama	Kode Peserta Didik	Jenis Kelamin	Total Skor	Rata-rata
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Kelompok			Tim	Skor Tim
A	AAH	L	60	8,33
	ARP	L		
	AHW	L		
	AR	P		
	BS	P		
	BAM	P		
B	DR	P	80	8,33
	DKS	P		
	DS	P		
	FR	L		
	FY	P		
	LA	L		
C	MAF	L	80	10
	MR	P		
	MA	L		
	MAD	L		
	MFF	L		
	MRP	L		
D	NFP	P	60	13,33
	NHS	P		
	PFM	P		
	QAA	L		
	RT	L		
	RA	L		
E	S	P	80	9,16
	SW	L		
	US	P		
	W	L		
	SR	P		
	FD	L		

Table 9. Cycle Team Score List II

Nama Kelompok	Kode Peserta Didik	Jenis Kelamin	Total Skor Tim	Rata-rata Skor Tim
A	AAH	L	80	11,66
	ARP	L		
	AHW	L		
	AR	P		
	BS	P		
	BAM	P		
B	DR	P	100	16,66
	DKS	P		
	DS	P		
	FR	L		
	FY	P		
	LA	L		
C	MAF	L	100	14,66
	MR	P		
	MA	L		
	MAD	L		
	MFF	L		
	MRP	L		
D	NFP	P	60	9,16
	NHS	P		
	PFM	P		
	QAA	L		
	RT	L		
	RA	L		
E	S	P	100	16,66
	SW	L		
	US	P		
	W	L		
	SR	P		
	FD	L		

The results of the value of group cooperation are also seen from the work value of the team group which has increased in each cycle, the average value of the first cycle group obtained is 72. Of the 5 groups, 60% have

reached the KKM limit (Minimum Completeness Criteria) and the group has not reached the minimum completeness criteria. The KKM limit (Minimum Completeness Criteria) that has been set is 70. The results of the second cycle group collaboration score, the average group score obtained is 88. Of the 5 groups, 4 groups or 80% have reached the KKM limit (Minimum Completeness Criteria) and 1 group that has not reached the KKM limit (Minimum Completeness Criteria) that has been set, namely 70.

Tabel 10. Hasil Kerjasama Kelompok Tiap Siklus

No	Uraian	Siklus I	Siklus II	Keterangan
1	1	2	3	4
2	Total Skor	360	440	Meningkat
3	Rata-rata	72	88	
4	Prosentase Ketuntasan	60%	80%	Meningkat

Increasing the motivation of students through the cooperative learning model of the Student Teams Achievement Division (STAD) type in Fiqh subjects for Fasting for Class VII-3 students in MTs. Ministry of Religion Project. In the implementation of cycle I and cycle II these stages have been implemented and have provided positive improvements in students.

From the results of observations and interviews in the previous information, this learning activity has shown changes that occur in each student. Students are more enthusiastic about learning, and happy when the learning process takes place. Be more active in discussions, dare to ask questions when experiencing difficulties, either with the teacher or with friends. The table of observations for each cycle can be seen in the table below:

Tabel 11. Hasil Observasi Tiap Siklus

No	Kriteria	Siklus I	Siklus II	Peningkatan
1	1	2	3	4
2	Kegiatan peneliti	76% (baik)	91,42% (sangat baik)	15,42%
3	Kegiatan peserta didik	77,14% (baik)	97,14% (sangat baik)	20%

4	Motivasi belajar peserta didik	72,72% (baik)	81,81% (sangat baik)	9,09%
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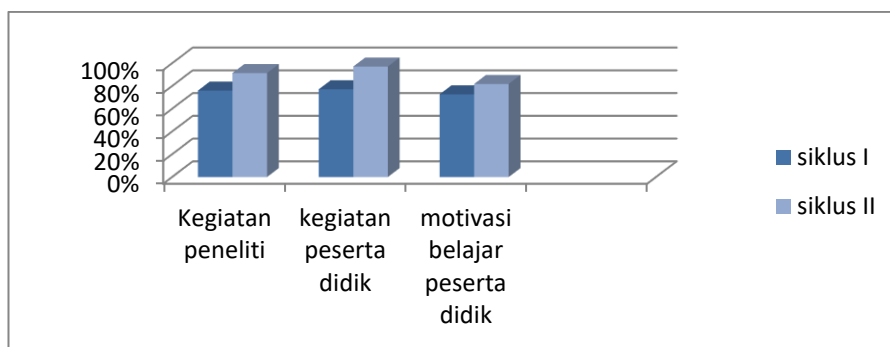
Based on the table above, it can be seen that the activities of researchers in the learning process have increased compared to the previous cycle. This is evident from the level of success of the action in the first cycle is 76% (good). Then in the second cycle it increased by 15.42% to 91.42% (very good). The activities of students in the learning process have also increased. This is evident from the level of success of the action in the first cycle is 77.14% (good). Then in the second cycle, it increased by 20% to 97.14% (very good).

Based on the results of increasing students' learning motivation in learning activities that have been carried out, it shows an increase in each action. Changes also occur in increasing learning outcomes and learning completeness. The learning motivation of students in the learning process has also increased.

This is evident from the level of success of the action in the first cycle is 72.72% (good). Then in the second cycle, it increased by 9.09% to 81.81% (very good). In addition, the results of increasing student cooperation in learning activities that have been carried out show an increase in each action.

Thus, it can be said that the application of the Student Teams Achievement Division (STAD) type of cooperative learning model can increase the learning motivation of students in class VII-3 in MTs. Ministry of Religion Project. This is evidenced by the increase in learning motivation from the motivational observer sheet from cycle I to cycle II, students. The increase in the results of observing the activities of researchers and students as well as the motivation of students can be seen in the diagram below:

Diagram 1. Peningkatan Hasil Observasi



Students and Students' Motivation and Learning Cooperation Improved student learning outcomes through the Student Teams Achievement Division (STAD) Cooperative learning model in Fiqh subjects, Fasting material for Class VII-3 students in MTs. Ministry of Religion Project. Cooperative learning model is a learning model that is widely used and is a concern and recommended by education experts.

This is based on the results of research conducted by Slavin which states that the use of cooperative learning can improve student learning outcomes while at the same time improving social relations, fostering tolerance, respecting other people's opinions, making students think critically, able to solve problems, and integrate knowledge and experience. The increase in student learning outcomes has increased starting from the pre-test, post-test cycle I, to post-test cycle II. For more details, can be seen in the table below:

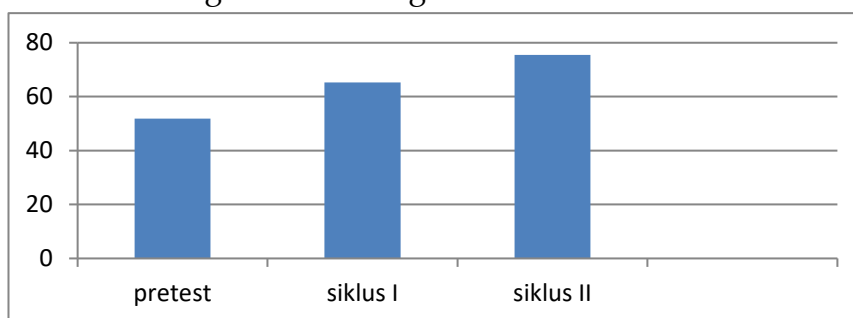
Tabel 12. Hasil Tes Belajar Peserta didik

No	Uraian	Pre test	Siklus I	Siklus II	Keterangan
1	Jumlah Peserta Tes	30	30	30	Tetap
2	Nilai rata-rata peserta didik	51,83	65,33	75,5	Meningkat
3	Jumlah peserta didik yang tuntas belajar	6	17	26	Meningkat
4	Jumlah peserta didik yang belum tuntas belajar	24	13	4	Meningkat
5	Presentase ketuntasan belajar	20%	56,66%	86,66%	Meningkat

From the table above it can be known that the learning outcomes of learners always experience improvements ranging from pre test, cycle I, to cycle II. This is evident from the average score of learners who originally 51.83 (pre test) increased by 65.33 (cycle I) and increased again by 75.5

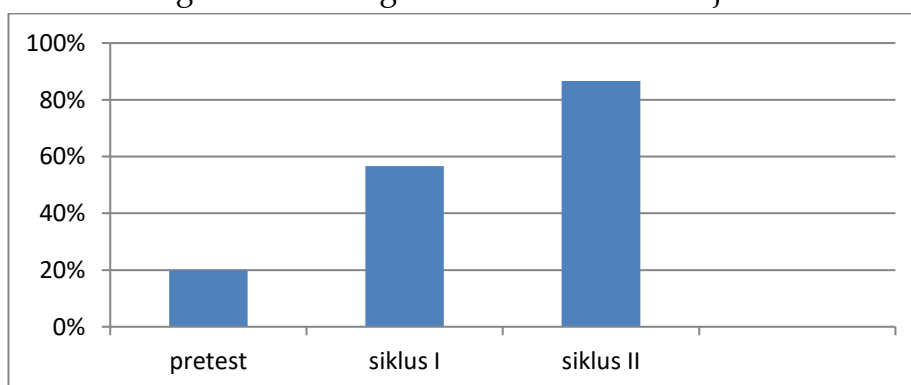
(Post test cycle II). The increase in the average value of learners can be seen in the diagram below:

Diagram 2. Peningkatan Nilai Rata-rata Peserta Didik



In addition, the improvement of learners' learning outcomes can also be seen from the completion of learners' learning. This is evident from the results of the pre test, of the 30 learners who took the test only 6 learners or 20% completed their studies. Then increased in cycle I from 30 learners who took the test, learners who achieved learning completion as many as 17 learners or 56.66%. And then increased back in cycle II of 30 learners who took the test, 26 learners or 86.66% have achieved learning completion. For more details, the improvement in the completion of learners' learning can be seen in the diagram below.

Diagram 3. Peningkatan Ketuntasan Belajar Peserta Didik



Thus it can be concluded that the application of the student teams achievement division (STAD) cooperative learning model is able to improve the learning outcomes of students of class VII-3 in MTs. Kandepag project.

IV. CONCLUSION

Based on the results of data analysis and discussion, this study can be concluded as follows:

1. Class VII-3 has 30 students. The characteristics of class VII-3 students are classes that have poor learning outcomes, this can be proven by the existence of tests. These characteristics are the reason the researchers chose to use the STAD strategy to be used in learning.
2. From the measurement results in Cycle I, it shows that the achievement of learning outcomes has increased. The learning outcomes of students differ from one student to another, some have increased and some have the same results. These results are used as a reference by researchers to continue research in the next cycle. it can be seen that the achievement of student learning outcomes in pre-action obtained an average percentage of 51.83%, and in Cycle I an average percentage of 56.66% was obtained. So from the two achievements, an average difference of 4.83 can be obtained. %. From the measurement results in the pre-action and Cycle I, it shows that the achievement of learning outcomes in the pre-action to Cycle I shows an increase of 4.83%.
3. From the measurement results in Cycle II, it shows that the achievement of learning outcomes has increased. The learning outcomes of children differ from one child to another, but most children have improved. it can be seen that the achievement of children's learning outcomes in Cycle I obtained an average percentage of 56.66%, and in Cycle II an average percentage of 86.66% was obtained. So that from the two achievements, an average difference of 30% can be obtained. From the measurement results in the first cycle to the second cycle, it showed that the achievement of children's learning outcomes showed an increase of 30%. The learning outcomes of children differ from one child to another, but most of the children's learning outcomes have increased.

V. SUGGESTION

In connection with the results of this study, there are several suggestions that can be submitted, namely:

1. For Teachers

Teachers are expected to be more creative in implementing the Student Teams Achievement Division (STAD) strategy to students so that they are more motivated to take part in Fiqh learning, Teachers also have to read a lot of books and attend trainings held by the school and outside the school while dealing with this method .

2. For Supervisors

Supervisors provide advice, direction and provide motivation so that teachers understand how to implement the STAD method such as conducting class meetings and observations. As well as evaluating and monitoring the implementation of school programs and their development. Coaching activities on the ability of teachers so that this method runs well.

3. For Madrasahs

There needs to be a more serious effort made by Madrasahs (especially principals) in improving teachers' understanding and ability in implementing learning strategies to improve student learning outcomes and providing facilities and infrastructure to teachers to make it easier to implement this method.

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