



COOPERATIVE APPLICATION OF STAD BY ACTIVE KNOWLEDGE SHARING ON Umayyah GOVERNMENT MATERIALS IN THE SUBJECT OF ISLAMIC CULTURAL HISTORY

PENERAPAN KOOPERATIF STAD DENGAN CARA ACTIVE KNOWLEDGE SHARING PADA MATERI PEMERINTAHAN BANI Umayyah MATA PELAJARAN SEJARAH KEBUDAYAAN ISLAM

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ABSTRACT

This research discusses how to implement cooperative STAD by means of Active Knowledge Sharing on Umayyad Government Material. The research method used is Classroom Action Research with descriptive qualitative writing. In this research method the researcher is directly involved in the research location, namely Madrasah Aliyah DDI Paria. This research was carried out for approximately 3 months consisting of 2 cycles, namely the first cycle on July 23 2022 and the second cycle on August 6 2022. This research was chosen due to the suitability of the problem to be researched and the data and information collection procedures as follows. : Library research (library research), namely direct quotations and indirect quotations. Field research (field research), namely, observation, interviews, documentation and tests. The research results show that 1) The cooperative application of STAD using the Active Knowledge Sharing Method on Umayyad Government Material in the Islamic Cultural History Subject in class XI Madrasah Aliyah DDI Paria has never been implemented in detail by educators. Because educators apply STAD cooperatively with the lecture method. 2) The effect of implementing cooperative STAD using the Active Knowledge Sharing Method has an influence on student learning outcomes as evidenced by the average learning outcomes in the pre-cycle reaching 51.81%, in the first cycle it increased to 64.68% and in the second cycle it increased reached 87.81% and 3) this application was implemented effectively, this was indicated by the ease with which students received the material, the use of time allocation and increased learning outcomes.

Keywords: Active Knowledge Sharing Method, Implementation, STAD

ABSTRAK

Penelitian ini membahas tentang bagaimana penerapan koopertatif STAD dengan cara Active Knowledge Sharing Pada Materi Pemerintahan Bani Umayyah. Metode penelitian yang digunakan yaitu Penelitian Tindakan Kelas dengan penulisan kualitatif bersifat deskriptif, dalam metode penelitian ini peneliti terlibat langsung ke lokasi penelitian yaitu di Madrasah Aliyah DDI Paria. Penelitian ini dilaksanakan selama kurang lebih 3 bulan yang terdiri atas 2 siklus, yaitu siklus pertama pada tanggal 23 Juli 2022 dan siklus kedua pada tanggal 06 Agustus 2022. Penelitian ini dipilih dikarenakan kesesuaian masalah yang hendak di teliti serta dengan prosedur pengumpulan data dan informasi sebagai berikut : Library research (penelitian kepustakaan), yaitu kutipan langsung dan kutipan tidak langsung. Field research (penelitian lapangan), yakni, observasi, wawancara, dokumentasi dan tes. Hasil penelitian bahwa 1) Penerapan kooperatif STAD dengan cara Metode Active Knowledge Sharing pada Materi Pemerintahan Bani Umayyah Mata Pelajaran Sejarah Kebudayaan Islam di kelas XI Madrasah Aliyah DDI Paria belum pernah diterapkan secara detail oleh pendidik. Karena pendidik menerapkan kooperatif STAD dengan metode ceramah. 2) Adapun pengaruh penerapan kooperatif STAD dengan cara Metode Active Knowledge Sharing membawa pengaruh terhadap hasil belajar peserta didik dibuktikan dengan adanya rata-rata hasil belajar pada pra siklus mencapai 51,81%, siklus I meningkat mencapai 64,68% dan pada siklus II meningkat mencapai 87,81% serta 3) penerapan ini efektif di terapkan hal ini ditandai dengan kemudahan peserta didik menerima materi, penggunaan alokasi waktu serta hasil belajar yang meningkat.

Kata-kata kunci: Metode Active Knowledge Sharing, Penerapan, STAD.

A. INTRODUCTION

Education is a conscious action carried out in order to grow and develop the potential of students by carrying out the teaching and learning process optimally. In Law Number 20 of 2003 concerning the National Education System Chapter 1 Article (1) that education is defined as conscious and patterned action in creating a learning atmosphere, a learning process that results in students being able to actively increase their potential so that they have religious spiritual strength, control self, personality, intelligence, noble character and skills for himself, society, nation and state.

Learning is essentially a psychological process that does not stand alone but is supported by two factors, namely external and internal factors. External factors are usually the surrounding environment and internal factors, namely from the students themselves. As for learning, according to behaviorism theory, learning occurs when there are changes in the form of student behavior that can be

observed directly. Where the student's behavior is used as a habit that is formed from the influence of surrounding events.

Talking about students, of course this cannot be separated from the task of educators who need to know their competencies before guiding students to master science. Educators occupy the center as facilitators whose role is to be able to translate and explain material through the learning process. The most important thing in subjects that students consider difficult is the History of Islamic Culture subject at the Madrasah Aliyah level.

The subject of History of Islamic Culture or better known as SKI does not become a question mark if it is found that there are differences in ability or there are obstacles in completing the tasks given to students in this subject, so educators should first understand the causes of the participant's incompetence. educate to complete tasks and find solutions to complete them.

Educators are expected to be able to offer appropriate learning models and methods in solving problems related to the process of achieving educational goals. So that students can complete the assignments given and be active in class. So that students' learning outcomes can be in accordance with the KKM (Minimum Completeness Criteria) which have been determined by the school or madrasah.

A learning model is a form of learning that is presented from beginning to end specifically by educators which includes methods as operational steps in achieving goals. So, in selecting models and methods, it is hoped that they must be in line and related to each other.

Based on the results of the author's observations at Madrasah Aliyah DDI Paria, Majauleng District, Wajo Regency, it was found that the application of learning models and methods carried out by educators in class XI in the Islamic Cultural History subject at Madrasah Aliyah DDI Paria tended to use lectures. So it was found that the learning outcomes of students in class XI in the History of Islamic Culture subject required more attention to be studied.

The use of learning models and methods that are continuously applied by educators without any innovation has resulted in information about the existence of several obstacles in the learning process which results in students still considering themselves unable to complete the tasks given and the lack of understanding of students in mastering the subject matter so that making student learning outcomes low, especially in Umayyad Government material, ultimately not reaching the Minimum Completeness Criteria (KKM).

The failure to achieve the Minimum Completeness Criteria (KKM) in the Umayyad Government material in the History of Islamic Culture subject in Class XI at Madrasah Aliyah DDI Paria is proven by the low learning outcomes of students in the class. After careful examination, it turns out that in giving assignments only 5 students got satisfactory results and 23 students actually said that they had not been able to complete the assignments given and asked for an extension of time. So educators provide evaluations by applying the same lecture method but there are still many students who have poor learning outcomes. Meanwhile, the learning process must continue to be carried out well and completely according to the RPP (Learning Process Plan) prepared by subject educators.

As a result of initial reflection on the problem above, the author is of the opinion that to improve the learning outcomes of students in class To collect data the author used data collection methods such as observation, interviews and tests involving related parties in order to obtain maximum results.

Through this discussion, the author finally chose the STAD cooperative learning model, where this model is a method used by educators to provide opportunities for students to solve problems in groups with peers. The STAD type cooperative learning model emphasizes activities and interactions between students to motivate each other and help each other in mastering subject matter in order to achieve maximum learning results. Apart from that, it aims to train and develop students' social skills.

Apart from implementing the STAD cooperative model, the author also combines it with one method, namely the Active Knowledge Sharing method (exchanging knowledge with each other) which is in line with the STAD cooperative type regarding cooperation and students can form groups. In relation to education, there is a reciprocal relationship, which creates a transformation of knowledge towards the mentality of students as subjects and objects of education. Therefore, this type of learning is needed to build cooperation between students in the learning process and then paired with methods.

Discussing learning methods is a process of delivering educational material from educators to students which is carried out systematically and regularly. An educator will not be able to carry out his duties if he does not master any teaching methods. One method that can be used is the Active Knowledge Sharing method which is also defined as the activity of exchanging knowledge (knowledge sharing) where students share the knowledge they have with each other, so it is hoped that it will be able to support the learning process of Islamic Cultural History which can improve

learning outcomes and able to increase the learning effectiveness of students in the learning process.

Based on the background of the problems described above, the author hopes to be able to research in more depth about "The Implementation of STAD Cooperatives using the Active Knowledge Sharing method in Umayyad Government Material in the History of Islamic Culture subject class XI at Madrasah Aliyah DDI Paria".

B. LITERATURE REVIEW

After conducting a search related to this title, the author found several studies and literature related to the title of this research. First, thesis research written by Riska in 2019 regarding the implementation of discussion methods to increase students' learning activity in the subject of moral beliefs in class VIII 1 Madrasah Tsanawiyah As'adiyah Puteri 1, Sengkang Center. This research has relevance to this research discussing the active learning of students which is in line with the objectives of the Active Knowledge Sharing method, but this research, apart from using the Active Knowledge Sharing method, is actually paired with STAD cooperative material on the Umayyad Government in the subject History of Islamic Culture in class XI in Madrasah Aliyah DDI Paria.

Second, research by I Putu Suarbawa in 2019 regarding "Implementation of the STAD (Student Teams Achievement Division) Cooperative Learning Model to Improve Learning Outcomes in Vector Graphic Design Subjects". This research has relevance to this research regarding the application of the STAD type cooperative learning model which is used to improve learning outcomes. Meanwhile, this research emphasizes the cooperative application of STAD using the Active Knowledge Sharing method in the Umayyad Government material in the Class XI History of Islamic Culture subject at Madrasah Aliyah DDI Paria.

Third, research by Yasibudi Lahagu and Wahyuutra Aldiman Telaumbanua in 2023 regarding "Application of the Active Learning Learning Model to Student Learning Outcomes at SMP Negeri 2 Namohalu Esiwa for the 2022/2023 Academic Year. This research has relevance to this research regarding student learning outcomes obtained by implementing the Active Learning learning model. Meanwhile, this research discusses the cooperative application of STAD but includes the Active Knowledge Sharing method in the Umayyad Government material in the Islamic Cultural History subject in class XI at Madrasah Aliyah DDI Paria.

Furthermore, the author also took from several books that were considered relevant to the discussion of this research, including the following.

1. A. M. Iqbal Akbar Asfar, et al, "Active Knowledge Sharing Learning Model in Improving High Order Thinking Skills (Hots)", this book discusses the development of learning through Active Knowledge Sharing which can increase students' activeness and analytical thinking in solving problems. This book is considered relevant because it discusses Active Knowledge Sharing learning which is a variable in this research.
2. Syifa S. Mukrimaa, "53 Learning and Learning Methods". This book discusses the issue of learning methods. This book is considered relevant because it contains several discussions which form the basis for the discussion of this research.
3. Muhamad Afandi and Dedy Irawan "Cooperative Learning Type Student Team Achievement Division in Elementary Schools". This book discusses the implementation of cooperative STAD according to the variables the author wants to discuss. This book is considered relevant because it discusses the application of the STAD learning model which is related to what is discussed.
4. Hj. Helmiati, "Learning Model" This book discusses the concepts of teaching and learning as well as approaches to students. This book is considered relevant because it discusses how to use the methods in the learning process that this research discusses.

C. METHOD

The research carried out by the author is classroom action research. This classroom action research is a recycling process starting from the planning stages, implementing actions, observing and reflecting which may be followed by re-planning. This classroom action research aims to develop new skills or new approaches to solving problems with direct application, improving the rationale and understanding of the practice as well as the situation or institution where the practice is carried out. In order for this research to run smoothly, careful planning and steps were carried out. This classroom action research procedure uses 4 stages, namely planning, taking action, observing and evaluating which is carried out over 3 months.

The author chose this type of PTK research to find out "The Cooperative Application of STAD using the Active Knowledge

Sharing method in the Umayyad Government material in the History of Islamic Culture subject in class XI at Madrasah Aliyah DDI Paria".

In carrying out this classroom action research, the author will plan the research through two cycles to see the results of learning from the cooperative application of STAD using the Active Knowledge Sharing method on Umayyad Government material in the History of Islamic Culture subject in class XI at Madrasah Aliyah DDI Paria. Where each cycle consists of one meeting. There are several stages in the classroom action research procedure which can be seen in the following picture.

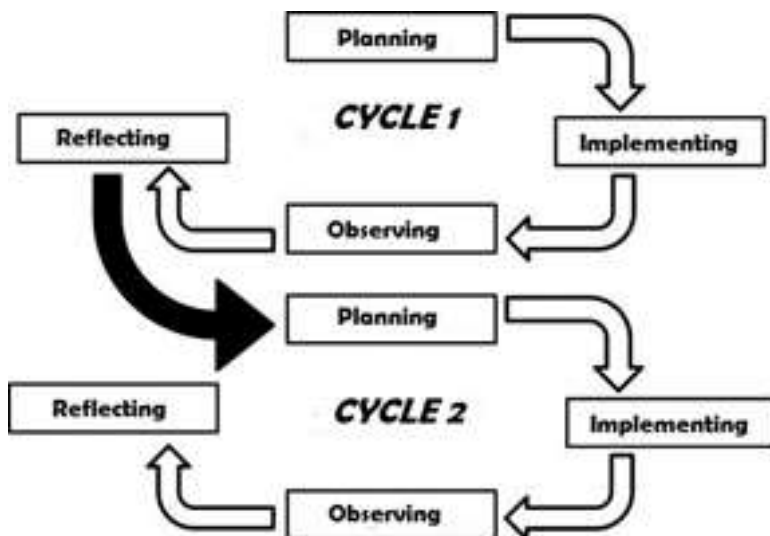


Figure 1. Scheme of the Classroom Action Research Cycle (PTK) model proposed by Kemmis and Mc Taggart

D. RESULT AND DISCUSSION

Based on the assessment of student learning outcomes from the implementation of cycle I, it can be seen that the learning outcomes data of students who completed in cycle I of the 19 students who attended there were 7 students who completed and 12 students whose learning outcomes still need to be improved because has not reached the specified KKM. Finally, an analysis was carried out to be applied in cycle II in order to achieve maximum results.

Based on the results of the assessment of student learning outcomes in cycle II, it was found that student data had begun to change, with 21 of the 19 students currently present in cycle II and of the 21 students it was found that all of them had achieved the KKM results.

The existence of assessment data on student learning outcomes in cycle I which has increased to cycle II proves that regarding the completeness of student learning has increased, this can be seen in the recapitulation of student learning outcomes from pre-cycle, cycle I and cycle II with an average learning outcomes in the pre-cycle only reached 51.81% after the first cycle was held, it increased to 64.68% with a comparative increase of 12.87% and then in the second cycle an average learning outcome of 87.81% was achieved, this increased from the previous cycle I with a comparison of an average increase in learning outcomes of 23.13%. So it can be concluded that the cooperative implementation of STAD using Active Knowledge Sharing has an effect on student learning outcomes.

The cooperative application of STAD based on the results of observations in cycle I found that the assessment scale reached 3 (sufficient) which proves that the mastery of the material and the time allocation used by educators still need to be improved and the need for more motivation for enthusiastic students so that their learning outcomes can increase. In the learning process, it was found that educators had not been able to allocate time appropriately so that students were not optimal in completing the tasks given, as a result the material was considered difficult to accept, and educators were expected to be able to improve learning outcomes in the next cycle.

In cycle II, the results of observations found that regarding students' mastery of knowledge material, the time allocation for completing the material had reached number 5 with a very good category rating. Reflections on this cycle found that educators develop appropriate allocation of time so that students can complete the tasks given to them optimally, students can understand the material easily and with students' learning outcomes increasing, it can be concluded that STAD is cooperative in an active way. Knowledge Sharing is effectively implemented.

E. CONCLUSION

Based on the results and discussion, the author can draw the conclusion that the Cooperative Implementation of STAD using the Active Knowledge Sharing Method on Umayyad Government Material in class XI Madrasah Aliyah DDI Paria has been implemented. It's just that the implementation method is not correct. However, after carrying out this classroom action research, the cooperative application of STAD using the Active Knowledge Sharing Method in the History of Islamic Culture subject in class increased learning outcomes.

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