




The Use of Learning Models Cooperative Learning Type Student Teams Achivement Division (STAD) in Islamic Education Subjects to Increase Learning Motivation

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ABSTRACT

The aim of this research is to examine how the use of the Student Teams Achievement Division (STAD) type cooperative learning model can increase the learning motivation of class IX students in Islamic Religious Education (PAI) subjects at Tri Bhakti Assalam Integrated Islamic Middle School. The learning motivation of class IX students in Islamic Religious Education (PAI) subjects at Tri Bhakti Assalam Integrated Islamic Middle School is still low due to the lack of encouragement to study. This condition encourages PAI teachers to implement cooperative learning models, especially the Student Teams Achievement Division (STAD) type, in order to increase student learning motivation. Through the STAD cooperative learning model, teachers hope to change the class dynamics to be more active and collaborative, so that student learning motivation increases. This research uses a descriptive qualitative approach which focuses on analyzing the use of the Student Teams Achievement Division (STAD) type cooperative learning model in increasing students' learning motivation in holistic Islamic Religious Education (PAI) subjects. Data collection was carried out through three main techniques, namely observation, interviews and documentation. The process of testing the validity of the data carried out by the author in this research went through stages, namely: Source Triangulation and data triangulation. The research results show that the use of the STAD model significantly increases students' learning motivation in PAI subjects. The motivation that grows from relevant learning methods provides positive encouragement for students to continue to be actively involved in learning. By combining individual-based learning motivation and collective support through the STAD model, the learning process can take place more effectively, creating students who excel academically and have strong character in accordance with religious teachings.

Keywords: *Model Pembelajaran Cooperative Learning Tipe Student Teams Achivement Division (STAD), Motivasi Belajar.*

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INTRODUCTION

Education is a fundamental medium in improving intelligence and shaping children's personality, as well as aiming to create a quality generation. The education process is a form of culture that lasts a lifetime, as stated in Al-Qur'an Surah Al-Mujadalah verse 11, that God will raise the degree of those who believe and have knowledge both in this world and in the hereafter. humans.(Abdul Rahmat, 2014) In

this context, Islamic religious education (PAI) is one of the main means for instilling religious values and building student character. PAI learning plays an important role in equipping students with an understanding of the Al-Qur'an and Hadith as a guide to life. However, usage Conventional learning methods, such as lectures, still dominate the teaching process. This method often results in minimal student involvement, reduced learning motivation, and high levels of boredom. As a result, many students experience difficulties in understanding the material, especially in reading the Koran, memorizing letters, and understanding hadith in depth. Learning motivation is a key element that influences the success of the educational process. Teachers have a strategic role in encouraging student learning motivation by creating interesting and interactive learning methods. One effective approach is the Student Teams Achievement Division (STAD) type cooperative learning model. This model emphasizes heterogeneous group-based learning, allowing students to collaborate to complete tasks, thereby increasing interaction and a sense of individual responsibility. (Nasrah and A. Muafiah, 2020)

To maintain the authenticity of the research, the author refers to several relevant studies, including research by Zubaidah at SD Negeri 17 Sragen with the title "Application of the Cooperative Learning Model (CLM) in Increasing Student Motivation in Islamic Religious Education Subjects". This research shows that the cooperative learning model can increase students' learning motivation through encouragement and meeting needs during learning, by emphasizing individual and group cooperation. In addition, research by Lasri Wahyuni and Eka Asih Febriani entitled "Joint Learning Strategies to Increase Student Motivation for Learning Social Sciences" found that cooperative methods are effective in encouraging students' desire to learn, with teachers understanding students' needs to choose appropriate learning strategies. The main difference between these two studies lies in their respective focus and objectives, namely in the motivation indicators and learning strategies used, compared to the current research which studies the effectiveness of the model. *cooperative learning type CITY.*

Learning *Student Teams Achievement Division* (STAD) is a type of cooperative learning that emphasizes interaction between students. This method aims to encourage students to motivate each other and help each other master the subject matter and achieve maximum achievement. In the process, students work in small groups consisting of 4-5 people per group, depending on class capacity. By working in groups, students feel freer to ask their group friends about material they have not yet mastered. This strategy is designed so that students feel togetherness and collective struggle. As a form of appreciation, groups that are able to meet certain criteria will be given awards to motivate other group members. Islamic Religious Education subjects are material that must be taught to Muslim students at school. The aim of this learning is to shape students' character in accordance with the guidance of the Islamic religion. Through Islamic Religious Education, students are invited to know, understand, believe, be devout and have noble character. Apart from that, students are encouraged to practice religious teachings based on its main sources, namely the Al-Qur'an and Hadith, so that they can make Islamic teachings a guide for life.

Based on the results of observations, the author sees that the learning motivation of class IX students in learning PAI at Tri Bhakti Assalam Integrated Islamic Middle School is reported to be still low. This is caused by a lack of variation in learning methods, which tend to be teacher-centered. To overcome this problem, teachers apply the STAD learning model, which is designed to facilitate students'

active involvement during learning. This model is expected to increase learning motivation by creating a more enjoyable and interactive learning experience. With this background, this research aims to examine the effectiveness of the STAD type cooperative learning model in increasing student learning motivation in PAI subjects, especially at Tri Bhakti Assalam Integrated Islamic Middle School. (Umi Sholehah S.Pd, personal communication)

The aim of this research is to usage learning model *Cooperative Learning* type *Student Teams Achievement Division* (STAD) in Islamic Religious Education (PAI) subjects to increase the learning motivation of class IX students at Tri Bhakti Assalam Integrated Islamic Middle School (IT). This is motivated by the low motivation to learn PAI students, which is caused by the lack of encouragement and motivation during the learning process. This condition encourages researchers to study effectiveness usage cooperative learning model in increasing student learning motivation. At Tri Bhakti Assalam Integrated Islamic Middle School, teachers use a cooperative learning model by choosing the STAD (Student Teams Achievement Division) type. Through usage model *Cooperative Learning* STAD type, teachers hope to create a more active and collaborative learning atmosphere, so as to increase student learning motivation, especially for class IX at Tri Bhakti Assalam Integrated Islamic Middle School. This model is designed so that students can work together in groups, help each other, and be motivated to achieve learning goals, while making the learning process more effective and enjoyable.

METHOD

This research uses a descriptive qualitative approach that focuses on analysis usage Student Teams Achievement Division (STAD) type cooperative learning model in increasing student learning motivation in Islamic Religious Education (PAI) subjects holistic. (Sugiyono, 2017) The location of the research was carried out at Tri Bhakti Assalam Integrated Islamic Middle School (IT), with the main research subjects being class IX students, PAI teachers,

Data collection was carried out through three main techniques, namely observation, interviews and documentation. (Sugiyono, 2017) Observations focus on the learning process in the classroom, student involvement, and teacher strategies in implementing the STAD model. In-depth interviews were conducted with teachers and students to gain views regarding the effectiveness of this learning method. Documentation includes collecting supporting data such as syllabus, learning implementation plans (RPP), and student learning outcomes. The data obtained was analyzed using qualitative descriptive techniques with stages of data reduction, data presentation, and drawing conclusions. (Husnullail & Jailani, 2024) This analysis aims to describe effectiveness usage STAD model in increasing student learning motivation and identifying obstacles faced during the process usage.

The process of testing the validity of the data carried out by the author in this research went through stages, namely: Source Triangulation and data triangulation. Source triangulation is used to test the credibility of data by examining existing data through several sources and data triangulation techniques to test the credibility of data are carried out by examining data from the same source with different techniques. Next, the data that has been collected is analyzed through the data reduction stage, namely by collecting information through observation, interviews and documentation methods. Then the data presentation stage is analyzing the information that has been obtained by comparing the data with the theory used, then the final stage is drawing

conclusions from the results of the research that has been carried out. other.(Sugiyono, 2017) In practice, informants provide information to writers that needs to be cross-checked carefully with other informants and reinforced with data obtained from observation and documentation.

RESULTS AND DISCUSSION

Usage Cooperative Learning Model Student Teams Achievement Division (STAD) Type in PAI Class IX Subjects at SMP IT Tri Bhakti Assalam

STAD (Student Team Achievement Division) type cooperative learning is the simplest learning model. Each group has heterogeneous academic abilities, so that in one group there is one student with high ability, two with medium ability and one student with low ability. Student teams achievement division (STAD) learning is a type of cooperative learning that emphasizes interaction between students to motivate each other and help each other master the material and achieve maximum achievement. Or what is called working in groups, students will be freer to ask their group friends about material they have not yet mastered. In one class, students are divided into several groups depending on student capacity, consisting of 4-5 students per group. The aim of this strategy is to make each student feel that they are one and fighting together.(Nugroho & Edi, 2009) Meanwhile, if one of the groups meets the specified criteria, that group will receive an award.

The teacher of Islamic Religious Education (PAI) class IX at Tri Bhakti Assalam Integrated Islamic Middle School revealed that before starting learning, the teacher must carry out the role as an optimal facilitator Assalam.(Umi Sholehah S.Pd, personal communication, November 28 2024) This is done to create an active learning climate, where the teacher's enthusiastic attitude and enthusiasm becomes a reference for students to actively participate during the learning process. As a facilitator, teachers are required to have a thorough plan, including designing relevant teaching methods and strategies. Systematic planning provides a strong basis for teachers to manage interactions in the classroom and maximize learning in accordance with predetermined goals. Teachers who prepare teaching methods well tend to be able to carry out the learning process more effectively. This preparation allows teachers to interact optimally with students, create positive relationships, while encouraging student involvement in learning activities. With a sincere and focused approach, students feel valued and motivated to actively participate during learning. Student satisfaction with the teacher's dedication to teaching is also one of the factors that supports their activity in the classroom. certain.(Marzuki, 2005)

Learning model *Cooperative Learning* The Student Teams Achievement Division (STAD) type is seen as an effective solution in overcoming these challenges. This model is designed to create interactive and collaborative learning, where students work in small groups with full support from the teacher as facilitator. Through usage With systematic STAD steps, students' motivation to learn can be increased, while healthy social dynamics between students develop. The STAD model not only helps teachers manage the classroom better but also gives students the opportunity to learn actively and meaningfully.(Hazmiwati, 2018)

Based on the results of observations, the author sees that the implementation of the student teams achievement division (STAD) type cooperative learning model in class IX PAI subjects at SMP IT Tri Bhakti Assalam has been implemented. The implementation of Student Teams Achievement Division (STAD) type cooperative learning in the class IX Islamic Religious Education (PAI) subject at SMP IT Tri Bhakti

Assalam is designed to increase student learning motivation through an innovative collaborative approach. This model was chosen because of the low student motivation seen in the previous learning process. The learning process is still conventional, dominated by the lecture method which makes students less active and learning becomes monotonous. This situation encourages the school to look for more effective solutions. The student teams achievement division (STAD) type cooperative learning model aims to change the learning atmosphere which previously tended to be passive to become more interactive and dynamic. This is driven by the need to increase student involvement in learning which has so far been dominated by the lecture method.

Figure 1 Use of Cooperative Learning Model Student Teams Achievement Division (STAD) Type

In its implementation, the PAI teacher for class IX of Tri Bhakti Assalam Integrated Islamic Middle School have implemented the steps in the learning model *Cooperative Learning* Student Teams Achievement Division (STAD) type can be seen



from several stages that are designed systematically to ensure learning effectiveness. (Wardana et al., 2017) Among them are:

1. Conveying Goals and Motivation in Learning.

Communicating goals and motivation is a very important initial stage in the learning process. Teachers have a major role in directing students to understand learning objectives and foster an active and creative learning spirit. (Ela Titi Sumarn & Mansurdin, 2020) Based on the results of interviews with class IX Islamic Religious Education (PAI) teachers at Tri Bhakti Assalam Integrated Islamic Middle School, it is known that effective motivational approaches often involve the use of inspirational stories. The teacher explains that students are very enthusiastic when they hear interesting stories, especially those related to Islamic history or great figures in Islam. This approach is used to motivate students by relating lesson material to the context of their daily lives, so that learning becomes more relevant and meaningful.

In the interview, the teacher also revealed that the motivation methods applied were sometimes equipped with simple visualizations, such as the use of presentation slides or short videos that strengthen students' understanding of the material. The teacher emphasized that this visualization aims to create a more concrete picture for students, help them understand the concepts presented, and make it easier for them to connect theory with practice. In addition, conveying the objectives of the group discussion is an important step in encouraging student involvement in the learning process. The teacher ensures that each group understands the benefits of discussions and learning activities, so that students are more encouraged to contribute actively.

This approach focuses on developing student competence in both academic and social aspects. (Umi Sholehah S.Pd, personal communication, November 28 2024)

The motivation provided by teachers is also designed to encourage students to develop their critical thinking and creativity. Teachers use varied techniques to maintain students' enthusiasm for learning, one of which is by providing examples of material applications that are appropriate to real life. This step is considered effective in strengthening the connection between classroom learning and challenges in the outside world, which ultimately encourages students to learn with clearer goals. Overall, the strategy for conveying goals and motivation in learning at SMP IT Tri Bhakti Assalam shows that teaching methods that involve inspirational stories, visualization and application of material to everyday life can increase student enthusiasm. This combination of motivational techniques contributes significantly in creating a more active and meaningful learning atmosphere, in accordance with the essence of the Student Teams Achievement Division (STAD) type Cooperative Learning learning model.

2. Group Division

Group division is one of the fundamental steps in usage Student Teams Achievement Division (STAD) type Cooperative Learning learning model. This process is carried out by dividing students into small groups, consisting of 4-5 members, taking into account the principle of heterogeneity. Heterogeneity within groups includes various aspects, such as academic ability, student character, social interactions, as well as demographic factors such as gender and ethnicity. The main goal of this approach is to ensure that each group has balanced dynamics, thereby creating effective cooperation between group members. (MUHAMMAD, 2015)

Based on the results of interviews with class IX PAI subject teachers at Tri Bhakti Assalam Integrated Islamic Middle School, group division was carried out very carefully. The teacher revealed that one of the important criteria is students' academic abilities, where students who have a better understanding can help other group members who need guidance. This aims to maximize the knowledge transfer process between students and build a collaborative learning environment. In addition, the teacher ensures that each group has a leader who is able to facilitate discussions and maintain the involvement of all members in the learning process. The teacher also stated that group division was carried out in rotation at each learning meeting. This rotation system is designed to give students who usually interact less with their classmates the opportunity to work together with new group members. Thus, this approach not only increases students' engagement in learning, but also strengthens their social skills, such as communicating and establishing relationships with classmates from diverse backgrounds. This process also considers students' characteristics and their social interactions as additional criteria. Teachers use observation methods to assess student interaction patterns, ensuring that each group consists of members with personality combinations that support harmonious cooperation. With this approach, more introverted students are given the opportunity to learn to interact with other students, while more extroverted students are expected to motivate their group members to contribute more actively. (Umi Sholehah S.Pd, personal communication, November 28 2024)

Group division in the STAD model plays an important role in creating a conducive learning atmosphere. This approach not only helps students improve their academic abilities, but also develops their social skills. With a rotation and division

system that takes into account heterogeneity, students are more open to accepting new perspectives, learning to work together, and building a sense of shared responsibility in achieving learning goals.

3. Presentation From Teacher

Presentation of material by the teacher is one of the essential stages in usage Student Teams Achievement Division (STAD) type Cooperative Learning learning model. At this stage, the teacher acts as the main facilitator who provides an initial explanation of the material that students will study. Delivery of material is carried out directly using various supporting media, such as demonstrations, reflective questions, or real cases from everyday life. (Meda Muhammad Anggulian & Sri Suneki, 2024) The aim is to make it easier for students to understand core concepts and create connections between learning material and everyday experiences. With this approach, students are expected to be able to see the relevance of the material studied in their real lives, thereby increasing motivation and enthusiasm in the learning process.

Based on the results of interviews with class IX Islamic Religious Education (PAI) teachers at Tri Bhakti Assalam Integrated Islamic Middle School, it is known that the delivery of material in the STAD model is designed not only to accommodate students' academic needs, but also to build teamwork as the main element of learning. The teacher explains that one important step is to provide students with an overview of the role of each group member in the success of the discussion. This is done to build students' awareness that group success is not only determined by one individual, but is the result of joint contributions.

At the beginning of the lesson, the teacher conveys the main material that will be used as material for group discussion. The teacher uses a dialogic approach by asking students questions, which aims to involve them actively in the learning process. These questions are designed to stimulate student curiosity, build constructive interactions, and encourage students to begin thinking critically before entering a group discussion session. To strengthen students' understanding of the material, teachers occasionally use simple visualizations, such as slide shows or short videos that are relevant to the lesson topic. This supporting media provides more concrete illustrations for students, so that it is easier for them to understand abstract concepts in the lesson material. Apart from that, the teacher also provides an explanation of the skills and abilities that students are expected to master after the learning process. By providing examples of real applications of the material, students are expected to be able to link theory with practice, making learning more meaningful. The systematic approach taken by the teacher in the presentation stage not only aims to convey the material, but also to build a foundation of motivation for students in carrying out group discussions. (Umi Sholehah S.Pd, personal communication, November 28 2024).



Figure 2 Presentation from the teacher

4. Learning Activities in Teams

Learning activities in teams are the most in-depth stage usage Student Teams Achievement Division (STAD) type Cooperative Learning learning model. This stage focuses on student collaboration in groups to complete tasks given by the teacher. Each group is given a worksheet as the main guide to ensure that the discussion process is structured. The teacher plays the role of an active facilitator, making observations, providing guidance, and motivating students throughout the process. This teamwork creates a dynamic that integrates collaboration with individual responsibility, making it a key characteristic of the STAD model. (Hetdy Sitio, 2021)

Based on interviews with class IX PAI subject teachers at Tri Bhakti Assalam Integrated Islamic Middle School, most students showed a high level of enthusiasm when involved in group learning activities. The discussion process is characterized by active interaction between group members. Teachers noted that although some students showed a tendency to be less engaged, special measures had been implemented to encourage their participation. Teachers pay special attention to students who are less active, approaching them personally to invite their opinions in discussions. In the interview, the teacher mentioned that appreciation for even the smallest contribution is an effective way to increase students' self-confidence and optimize their role in the group.

Apart from that, learning activities in teams is a vehicle for students to hone their social skills. Teachers strive to ensure that every student has an equal opportunity to engage and express views. This process not only enriches students' academic understanding of the subject matter but also provides real experience in building cooperation, solving problems together, and appreciating the contributions of other individuals in the group. Further observations by the teacher also showed that active group dynamics could help students understand lesson concepts more deeply compared to individual learning. By providing additional guidance to students who experience difficulties, teachers ensure that no student is left behind during the learning process. This approach is in line with the principles of inclusivity in learning, which places each student as an integral part of the group's success. (Umi Sholehah S.Pd, personal communication, November 28 2024)

All of these stages strengthen the effectiveness of the STAD model as a learning strategy that is not only oriented to academic results, but also to the formation of students' attitudes and social skills. A collaborative approach like this shows that learning does not only occur in individual contexts, but also in mutually supportive interactions between students. With a well-facilitated environment, team learning

activities have a significant positive impact on student motivation and involvement in learning.



Figure 3 Learning activities in teams

5. Quiz Or Evaluation

The quiz or evaluation stage is an important component in the Student Teams Achievement Division (STAD) type Cooperative Learning learning model. The main aim of this stage is to measure individual students' understanding of the material they have studied through group discussions. The evaluation process is carried out individually, where each student answers the questions without help from group members. (Selvi Sinta Wahyuni, 2022) This aims to instill a sense of responsibility for personal achievements while ensuring students' level of understanding of the subject matter. The teacher sets a mastery limit score that is adjusted to the level of difficulty of the material, so that each student has a clear reference for achieving standards of success.

The teacher of Islamic Religious Education (PAI) class IX at Tri Bhakti Assalam Integrated Islamic Middle School, explained that quizzes are not only carried out in writing but also through direct questions in class. Written quizzes are structured to test students' analytical skills, while direct questions aim to engage students in active interaction during the evaluation. Apart from that, the teacher also introduced scramble quizzes, where students compete to answer questions spontaneously. This strategy is designed to improve the evaluation atmosphere to be more dynamic and encourage active participation from students. However, some students experience difficulties when facing essay questions because they require critical and in-depth thinking skills. Teachers overcome this challenge by providing additional guidance to help students understand the essence of the question as well as providing direction on how to organize answers systematically. This step not only helps students who lack self-confidence but also motivates them to participate more in the evaluation.

The quiz or evaluation stage is an important moment for teachers to assess the effectiveness of the learning that has been carried out. Teachers not only measure the level of mastery of the material but also assess students' ability to apply the concepts learned in real situations. By using varied evaluation methods, such as direct questions, written quizzes, and group competitions, teachers can ensure that each student has an equal opportunity to demonstrate his abilities. (Umi Sholehah S.Pd, personal communication, November 28 2024) Overall, the quiz or evaluation stage in the STAD model plays a crucial role in increasing students' learning motivation as well as measuring their level of understanding of the lesson material. With an adaptive and supportive approach, teachers succeed in creating an evaluation atmosphere that not

only assesses individual achievements but also encourages students to develop their analytical and participatory skills.

6. Team Achievement Award

The team achievement award is the final stage which functions as a form of appreciation for students' success in undergoing the group-based learning process. At this stage, the teacher evaluates students' work results based on the scores obtained in quizzes and activities during group discussions. Assessment is carried out by giving a score within a certain range, which is then used to determine a predicate for each team according to their level of success. The teacher gives awards in the form of prizes or recognition to the group with the best achievements. This step aims to increase student motivation while encouraging their active participation in the learning process. (Hetdy Sitio, 2021)

According to the Islamic Religious Education (PAI) class IX teacher at Tri Bhakti Assalam Integrated Islamic Middle School, team achievement awards are not only given based on quiz results, but also take into account aspects of teamwork and student activity in group discussions. The teacher explains that this award is designed to give more value to teams that show solid cooperation and significant contributions to learning activities. In addition, special attention is given to students who stand out in learning, both in academic aspects and social involvement in groups. This approach is considered effective in encouraging students to improve their performance in each learning session. Teachers reveal that awards, whether in the form of prizes or recognition, provide additional motivation for students to try better at the next meeting. Awards are also a means of fostering a healthy spirit of competition among teams in the class, so that students are more enthusiastic in achieving learning goals. Apart from being an appreciation, the awards given also have a strategic role in building students' awareness of the importance of cooperation and collective responsibility. Awards not only assess the final results, but also appreciate the process carried out by students in achieving success. By paying attention to process aspects, teachers help students understand that success in learning is not only determined by individuals, but also by the contribution of the team as a whole. Team achievement awards in the STAD model have proven to be an important element in increasing student learning motivation. Through a fair and transparent reward system, students feel more appreciated for their efforts, thereby having a positive impact on the learning atmosphere in the classroom. With this award, teachers are also able to create a learning environment that supports students' holistic academic and social skills development.

Based on the results of the analysis of usage learning model *Cooperative Learning Student Teams Achievement Division (STAD)* type in Islamic Religious Education (PAI) subjects in class IX of Tri Bhakti Assalam Integrated Islamic Middle School, it can be concluded that usage This model has run optimally and effectively. This effectiveness is reflected in usage learning methods that are in line with the steps that are the main characteristics of the STAD model. Teachers are able to implement each stage of learning systematically, starting from delivering motivation, forming groups, to evaluating and rewarding, all of which are carried out with an adaptive approach to student needs.

Student activity and enthusiasm during the learning process are the main indicators of success usage STAD model. Observations show that students actively

participate in group discussions, make positive contributions in completing assignments, and show increased motivation to learn through interactions with peers and support from teachers. Apart from that, students also feel challenged to achieve better results, especially in evaluations in the form of quizzes which encourage healthy competition between groups. Teachers play an important role as facilitators, providing guidance, encouragement, and appreciation of student efforts. This effort not only increases students' motivation but also builds their self-confidence in learning. The use of interactive methods such as group discussions, visual media, and inspirational stories that are relevant to everyday life has succeeded in creating a more interesting and meaningful learning atmosphere. The reward system for group work is also a supporting factor in encouraging students to continue to try better in each learning session.

Model Effectiveness Learning Cooperative Learning Type Student Teams Achievement Division (STAD) In Increasing Student Learning Motivation in PAI Class IX Integrated Islamic Middle School (IT) Tri Bhakti Assalam

Motivation to learn is a fundamental element that supports the success of learning activities in the classroom. In the educational context, learning motivation is defined as encouragement that encourages students to remain diligent, active and optimally involved in various learning activities. (Rahman, 2022) This encouragement can come from internal factors, such as students' desire to achieve certain goals and targets in the educational process, as well as from external factors, such as support provided by teachers, social interactions with peers, and a conducive and supportive learning environment. Hamzah B. Uno details indicators of learning motivation which can be a benchmark for the extent to which students are involved in the learning process. These indicators include (1) the desire and desire to achieve success, (2) the need for encouragement at each stage of learning, (3) future-oriented goals and hopes, (4) awards received as a form of appreciation for success in learning, and (5) interest in learning activities that attract students' attention. With these indicators, teachers can identify elements that need to be strengthened to increase student engagement in learning. (Andriani & Rasto, 2019)

Based on the results of interviews with class IX students at Tri Bhakti Assalam Integrated Islamic Middle School, it appears that usage The STAD model succeeded in providing positive encouragement to students' learning motivation in Islamic religious education lessons. Students stated that the motivation provided by teachers through inspirational stories that were relevant to everyday life was not only easy to understand, but was also able to foster their enthusiasm for learning. This motivation encourages students to not only understand the material, but also apply it in real life, showing improvements in the cognitive and affective domains. Sharon added that cooperative learning models, such as the Student Teams Achievement Division (STAD), have great potential in increasing student motivation. In this model, students are encouraged to work together in small, heterogeneous teams, where support from peers is one of the main factors influencing learning motivation. An interactive and collaborative learning environment provides students with a space to share ideas, solve problems, and build self-confidence through intense social interaction. This model allows students to feel the positive influence of group dynamics, which in turn encourages increased motivation both individually and collectively. (Class IX student of Tri Bakti Assalam Integrated Islamic Middle School (IT), personal communication, 28 November 2024)

Besides that, usage Appropriate learning methods are also an important factor in increasing student motivation. As stated by Sharon, choosing learning methods that are relevant to the goals, resources and conditions of the class will support successful learning. In this case, the STAD learning model offers learning steps designed to maintain student involvement at every stage, from initial motivation to evaluation. Through this approach, students indirectly receive support to continue to develop, both from the teacher as facilitator and from their peers in the study group.

In the aspect of group activities, the majority of students admitted that group discussions in the STAD model helped them share ideas and solve problems collaboratively. However, there are challenges in the form of uneven participation among group members. Some students need more encouragement to actively engage in discussions. This shows that apart from method factors, individual motivation is also an important element that needs to be considered. Teachers play a central role by encouraging less active students to be more confident in expressing their opinions, while at the same time giving appreciation to their contributions, no matter how small. Presentations from teachers also contribute significantly to increasing student learning motivation. Based on the results of the interviews, students felt that clear and structured presentations, equipped with relevant examples, helped them understand the material better. Teachers use interactive approaches, such as asking reflective questions or utilizing visual media to facilitate student understanding. This approach not only increases student engagement, but also ensures that learning becomes more engaging and meaningful. (Class IX student of Tri Bakti Assalam Integrated Islamic Middle School (IT), personal communication, 28 November 2024)

The evaluation stage in the form of a quiz shows that students feel challenged to answer questions, especially in the contest quiz session which triggers their competitive spirit. Discussion before the quiz is one strategy to ensure that each group member understands the questions, as well as encouraging cooperation in providing answers. However, some students admitted that they relied on smarter members in their quizzes, reflecting the need for increased individual responsibility in the learning process. The reward system implemented also has a positive effect on student learning motivation. Students feel encouraged to do better in the next meeting because they are rewarded for their teamwork and individual contributions. This system motivates students to be more active in learning and contribute to groups, thereby supporting the creation of a conducive learning environment.

The use of cooperative learning models such as STAD also allows teachers to create meaningful learning experiences. Student activity during the learning process is influenced by the teacher's ability to integrate interactive methods with student needs. By giving appreciation to individual and group successes, teachers not only increase students' enthusiasm for learning, but also build a healthy competitive atmosphere in the classroom. This is in line with the motivation indicator which states that appreciation for the learning process is one of the main drivers for students to continue to be actively involved in learning activities.



Figure 4 Effectiveness of Cooperative Learning Model Student Teams Achievement Division (STAD) Type

Based on analysis of the results of interviews and observations, usage The STAD model significantly increases students' learning motivation in PAI subjects. Motivation that grows from peer support, relevant learning methods, and appreciation given by teachers provides positive encouragement for students to continue to be actively involved in learning. Thus, the STAD model is not only effective in developing students' academic skills, but also builds a spirit of collaboration and a sense of responsibility, which are important elements in Islamic religious education. The development of learning motivation through the STAD model shows that learning success is not only determined by students' cognitive abilities, but also by social dynamics and a supportive learning environment. By understanding and implementing appropriate strategies, teachers can create learning experiences that encourage students to reach their maximum potential, both academically and emotionally. (Class IX student of Tri Bakti Assalam Integrated Islamic Middle School (IT), personal communication, 28 November 2024)

In the context of Islamic Religious Education (PAI), learning motivation plays a strategic role in supporting the achievement of learning goals, namely shaping students' character in accordance with Islamic values. With an approach that involves group collaboration, students have the opportunity to not only understand the material in depth, but also internalize religious values such as noble morals, obedience and responsibility. By combining individual-based learning motivation and collective support through the STAD model, the learning process can take place more effectively, creating students who excel academically and have strong character in accordance with religious teachings.

CONCLUSION

The Student Teams Achievement Division (STAD) type Cooperative Learning learning model has been proven to be an effective approach in increasing student learning motivation, especially in class IX Islamic Religious Education (PAI) subjects at Tri Bhakti Assalam Integrated Islamic Middle School. usage This model succeeds in creating a more active, collaborative and interactive learning atmosphere, as well as providing positive encouragement for students to participate optimally in the learning process. By using heterogeneous group strategies and multistep approaches such as

group division, teacher presentations, team discussions, individual quizzes, and giving awards, students not only gain increased learning motivation but also develop social skills and collective responsibility.

The effectiveness of the STAD model can be seen from students' activeness in group discussions, active participation in answering questions, and their contribution in completing assignments together. Activities such as group discussions help students build self-confidence, collaborate with peers, and create a learning environment that supports academic and emotional development. Apart from that, awards given to the best groups and appreciation for individual contributions can encourage students to study harder and improve their achievements at the next meeting. Using the STAD model also allows teachers to carry out their role as facilitators optimally, guiding students through an interactive approach and providing motivation that is relevant to the context of their lives. This approach succeeds in creating a connection between the subject matter and students' real experiences, so that learning becomes more interesting and meaningful. Peer support in heterogeneous groups helps strengthen students' learning motivation, proving that healthy social dynamics play a major role in the success of cooperative-based learning.

Overall, usage The STAD learning model in Islamic Religious Education has a positive impact in improving the quality of learning and student motivation. With this model, students are not only able to achieve academic learning goals, but also internalize Islamic values such as obedience, cooperation and responsibility. The combination of individual motivation and collective support makes the STAD model a relevant and strategic approach to optimizing the educational process in schools

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