



STAD TYPE COOPERATIVE LEARNING MODEL IN LEARNING UNDERSTANDING ABILITIES IN MTs NURUL ISLAM LUMAJANG

Rofiatu Sholeha¹, Muassomah Muassomah²

^{1 2} Universitas Islam Negeri Maulana Malik Ibrahim Malang

Article History:

Received : 2021-01-02

Revised : 2021-02-02

Accepted : 2021-06-24

Published : 2021-07-10

Keywords:

Arabic Learning, STAD, Reading Comprehension, Reading skills

Correspondence Address:

rofiatussholeha19@gmail.com
muassomah@bsa.uin-malang.ac.id

Abstract: This study aims to explain the application of STAD type cooperative learning in Arabic learning and reveal student's perspectives on the applications of STAD type cooperative learning. This study used a qualitative descriptive approach, data was collected through observation, interviews, and student evaluation test results. This research was conducted by students of class VII MTs Nurul Islam. In this study, it can be seen the application of the STAD method in Arabic learning is carried out through five stages, namely presentation of material, group division, procurement of individual test, calculation of scores and awarding. With the application of the method, it can be foster student's enthusiasm in learning Arabic, especially in reading comprehension skills. This research suggest that research is similar to multi-site, thereby producing veried and varied data and information by comparing several schools.

Introduction

Arabic is one of the foreign language subjects that must be mastered by all students at MTs Nurul Islam Lumajang, but in fact many students are still less capable of understanding Arabic lessons because of the lack of enthusiasm of students in learning Arabic, because in reality Arabic is a foreign language in Indonesia. In overcoming this problem, researchers are looking for solutions to make it easier for students to understand the lesson Arabic, and increase the enthusiasm and motivation of students in learning Arabic without any coercion and burden. The learning method plays an important role in the activities of the teaching and learning process. Therefore, as a teacher in choosing a learning method, one should be able to understand the condition of students, so that when the method is applied in learning, students feel happy and enthusiastic in the learning activity. Student Teams Achievement Division (STAD) is one of the constructivist cooperative learning methods. This method applies four competencies that must be present in students, namely critical thinking, creativity, collaboration, and communication or what is called 4Cs. In addition to honing student competence, this method is also suitable for teachers who are new to using the cooperative learning method in the classroom.

There are several learning methods of cooperative learning, STAD is one part of cooperative learning that is used by teachers to increase student enthusiasm in the learning process. Many researchers are motivated to conduct research on the application of the STAD method. The application of the STAD cooperative method has five stages that must be carried out by the teacher, the five stages include: first, the teacher presents the material, second teacher distributes students consisting of several groups, third teachers gave individual tests to each group, fourth teachers calculated the scores from the individual test results, and the last stage the teacher gave awards to the group that had the highest score (Robert E. Slavin 2010). The STAD strategy is one part of cooperative learning in which many researchers are interested in conducting this research, where the application of the STAD strategy has several things that must be done by the teacher, namely the teacher divides students into several groups, and each group consists of 4-6 members. , with different differences in terms of his abilities. The teacher provides a lesson and all group members must be able to master the lessons that have been given by the teacher. Teachers use the STAD strategy to teach students new academic information each week, both through verbal and written teaching. (Hamid 2016)

According to Anita le STAD learning strategy can be interpreted as a learning method which targets students to be able to learn and work to achieve a goal collaboratively in groups that have been formed by the teacher, where each group consists of 4 to 6 students with a group structure that is hydrogen (Yunus 2005). Student Teams Achievement Division (STAD) is cooperative learning in which several small groups of students with different levels of academic ability work together to complete tasks in order to achieve learning goals (Huda 2014). As well as the type of cooperative learning that encourages students to be active and help each other in mastering the learning material, the main objective of the STAD type of cooperative learning is to motivate students to achieve maximum achievement, both individually and in groups (M. Hosnan 2014). STAD-type cooperative learning pays close attention to diverse groups. This is done to create good cooperation among various students to trust and support each other (Doni Juni Priansa 2017). And STAD is a cooperative learning that combines the use of lecture, questioning and discussion methods (Endang Mulyatiningsih 2007).

In previous research, there was research on the STAD method conducted by Aisyatun Hanun, and Amirul Mukminin who explained that the use of the STAD method in learning Arabic writing skills aims to improve the quality of learning starting from planning, implementing, evaluating and the results of learning abilities. In addition, this method focuses on group learning, which helps each other to master the subject matter so that the learning atmosphere feels more active, innovative and fun. In addition, this method can also increase students' enthusiasm in the learning process.

With this previous research, the writer wanted to try to apply the STAD method in learning Arabic to improve reading comprehension skills in Arabic texts (Hanun dan Mukminin 2019). Therefore, the author wants to describe how the application of the STAD method in Arabic learning to improve reading comprehension skills in Arabic text, besides that the author wants to explain the shortcomings and advantages of the STAD method in a review from the student's perspective.

The argument underlying this paper is the STAD cooperative method, which is one method that is easy for teachers to do to increase student enthusiasm in the learning process. In addition, this method also trains communication and cooperation between students so that learning feels effective and fun. With this type of STAD cooperative learning, students interact and discuss with each other in generating effective problem-solving strategies, foster the ability to work together, think critically and develop social attitudes among students and increase student motivation in carrying out learning activities. In addition, STAD also applies the four competencies that exist in students in terms of critical thinking, creativity, collaboration, and Communication or what is called 4Cs. Apart from honing student competencies, STAD is also a method that is suitable for teachers who are just starting to use cooperative methods or approaches in the classroom.

From here it can be seen that the STAD method is one part of cooperative learning that can foster students' enthusiasm in the learning process, besides this method also applies the four competencies that exist within students, namely 4Cs. Therefore this study wants to describe how the implementation of cooperative learning of the STAD method in Arabic language learning to improve the ability to read students 'understanding at MTs Nurul Islam Lumajang, this study will also reveal students' perspectives on the STAD method applied in Mts Nurul Islam.

Method

The method used in writing this article is a descriptive qualitative research method used to obtain information about the participants, namely some students of MTs Nurul Islam. Participants who were taken in this study were students of class VII, amounting to 32 people, the data collection techniques in this paper used observation techniques, interviews and student evaluation test results. to find out about the implementation of cooperative learning of the STAD method in Arabic learning to improve the ability to read students 'understanding at Mts Nurul Islam Lumajang, as well as to find out students' perspectives about the STAD method applied in Mts Nurul Islam.

After all data has been obtained, descriptive data analysis is then carried out. The data analysis process is carried out through stages, data reduction, summarizing, selecting important things, looking for pattern themes and removing unnecessary

things. Data presentation or data display: an organized set of information that gives the possibility of drawing conclusions. Conclusion or verification: activities intended to find the meaning of the data collected by looking for relationships, similarities, and differences. (Siyoto, S dan Sodik M. A 2015)

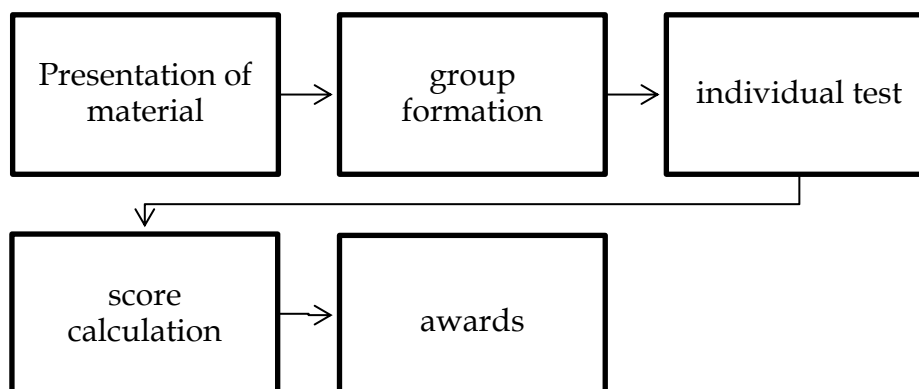
Result

Implementation of STAD type cooperative learning in Arabic learning

STAD is one of the methods developed by Robert Slavin in cooperative learning. This cooperative learning method is very well used by teachers who are new to using cooperative learning methods in the classroom (Robert E. Slavin and Zubaedi, Narulita Yusron 2011). In addition, STAD is one of the simplest cooperative learning activities by implementing every activity and interaction between students and helping one another, in order to master the material that has been given by the teacher to achieve maximum achievement.

The key to cooperative learning type STAD is the interdependence of each student to team members by providing information so that students are able to work on quizzes well. In the STAD cooperative learning type, students find it easier to find and understand difficult concepts if they discuss these problems with their friends. Through discussion, good cognitive collaborative will occur so that it can increase reasoning power, increase student involvement in learning, provide opportunities for students in learning, and provide opportunities for students to express their opinions (Siyoto, S dan Sodik M. A 2015)

In the application of the STAD type of cooperative learning method, there are five stages that must be carried out by the teacher, namely the teacher presenting the material, the teacher stage dividing students into several groups, the stage of giving individual tests, the stage of calculating individual development scores, and the stage of giving awards to the best groups. (Robert E. Slavin and Zubaedi, Narulita Yusron 2011)



The first stage begins with the teacher giving material to students. However, before the teacher provides the material, the teacher prepares student learning outcomes beforehand, then the teacher ranks the highest score to the lowest score, after which the teacher forms students into several groups, each of which consists of 4-5 students. Each lesson opens with a presentation of the lesson in the classroom, where the presentation begins with the introduction, development and practical direction of the components of the overall subject matter, as well as group activities and quizzes, which include practice and assessment independently and in succession -according to.

In this first stage, after the teacher presents the material, the teacher instructs the students to read the Arabic language book, where there is the command " إقرأ وافهم " (read and understand the following vocabulary) the contents of the command words above contain *mufradat* or vocabulary about semester material even, namely في الفصل (in class) and " صل بين الكلمة الآتية بالصورة " (connect the following vocabulary with pictures), the teacher wants to know how much the student understands the explanation that has been conveyed by the teacher, by instructing students to combine vocabulary and pictures with the pictures provided by the teacher.

In the second stage, namely the group activity stage, at this stage students work together using activity sheets with their groups, at this stage, collaboration between students in one group is very important, so that in one team they can master the material. During group learning activities, group members have the task of helping each other in the group to master the material. The teacher gives students an understanding of what it means to work in groups. Before group work begins, the teacher should explain to students the group rules, which are described as follows:

1. In each group, group members have a responsibility to ensure that their friends in one group have studied the material.
2. Each member of the group must continue to learn until all group members can master the material given by the teacher.
3. Each member of the group holds a discussion together and if there are difficulties, they should ask a group of friends for help before asking the teacher.
4. All groups discuss with each other and talk about discussing the material with each other in low voices.

At this stage also before group activities begin, the teacher should first pay attention to the students being with their groups consisting of 4-5 students who have been formed by the teacher, both groups have received a reading text with the command " إقرأ هذا النص مع مجموعتك جهريا بعد قراءة المدرس " (Read the following reading aloud with your group after the teacher's reading), the three students discuss with their

groups and students are assigned to look for difficult sentences with the command "ناقش مع المجموعتك عن الكلمات الصعبة" (discuss with your group about difficult sentences), the four teachers give students games in the form of lessons such as crossword puzzles (الكلمات المتقاطعة), word guesses (تمجين الكلمات), and chain messages (الرسالة المسلسلة).

The game stage in this lesson, in the crossword puzzle section, the teacher asks students to fill in the blank words that have been provided, then the teacher instructs the students to rewrite the words that have been filled in the column into perfect words.

The word guessing game in this lesson, the teacher provides three words for the students to guess, after that the students begin to discuss the words that have been provided by the example teacher:

1. حزانة, سبورة , طباشير = (في الفصل)

2. شجرة , زهرة , عشب = (حديقة)

Then at the game stage in learning chain messages the teacher prepares sentences related to the text, after which the teacher asks each group to line up. The front row is asked to come forward and memorize the sentence given by the teacher, then one of the group members in front returns to its original place and delivers what sentences they have memorized to their friends to the friend who is in the back row. After that the friend who is at the very back of the row writes what his friend has said on the board.

In the third stage of individual tests, at this stage the teacher prepares individual tests in the form of question exercises that will be done by each student, namely in the form of individual exercises, at this stage the teacher must also supervise students so that they do not cooperate in doing these individual exercises. This training stage includes individual activities in which there are several exercises, first multiple choice consisting of five questions (إختر الإجابة الصحيحة مناسبة بالنص), the questions given to students must be related to the material explained by the teacher. The two essay questions which also consist of five questions (أجب هذه الأسئلة مناسبة بالنص), the third arrange the words so that they become perfect sentences (رتب الكلمات المناسبة الأتية (لتكون جملة مفيدة), in this sentence each student also consists of five questions that each student is obliged to do). Example:

1. طالب - مجد - محمد - و- نشيط

2. في - الفصل - محمد - أبكري - طالب - السادس

Then in the last exercise, the fourth exercise, the teacher makes a short text that is related to the material, after which students are welcome to read the text first and then answer the questions about the text with the command right or wrong (إقراء الفقرة ثم (أجب بصحيح أو خطأ).

in the fourth stage, namely the calculation of individual development scores, in this section the teacher calculates the scores that have been obtained by each group based on the progress score that has been designed by each group by adding up all individual developments and the results will be divided according to the number of group members.

After the teacher gives a score to the group through individual student development, then the students in the group give each other an assessment of each group that has been formed by the teacher, each group gives their opinion to give a value to their group of friends so they can see the rewards that the teacher will give accordingly with the criteria they have scored.

The last stage is giving group awards, after the implementation of STAD type cooperative learning in the class has been passed, it is the time for the teacher to give appreciation in the form of giving group awards where students also take part in assessing the assessment for group awards. The appreciation given by the teacher in the form of this award is given based on the average score income which is included in the category of being a good group, great group and super group.

Discussion

After the implementation of STAD type cooperative learning, in writing this article, students' perspectives on the STAD method will also be described. According to some students, the STAD method is a method that can arouse students' enthusiasm in Arabic learning activities in class, where sometimes there are some students who feel bored and feel unhappy when learning Arabic takes place, because learning Arabic is the most difficult foreign language learning, to be understood. In addition, sometimes students also feel embarrassed when they ask the teacher continuously about the material that has been delivered. Therefore, according to students with the application of this method, students can ask as much as they want to their friends who already understand the material that has been delivered by the teacher without feeling embarrassed and embarrassed, so that this method can train communication between students by helping each other when someone feels difficulty in understanding the material.

Besides practicing communication, this method also trains cohesiveness among group members without distinguishing which friends are smart and which are not. So that they feel they have the same ability to understand the material that has been delivered by the teacher. This method also trains to have a great sense of responsibility,

when there are friends in a group who still don't understand the material, group members who already understand have the responsibility to provide understanding to their friends who still don't understand the material.

According to students in group formation, this method does not differentiate between smart and smart ones, but this method applies in each group there are those who are smart, some are standard abilities. In addition, this method also arouses the enthusiasm of students with the appreciation that will be given by the teacher, who initially they just feel lazy to learn, but with the appreciation of this award they feel like competing for the award.

In applying the STAD method, according to students the quiz in this method is very unfortunate, because this quiz is only for individuals but not for groups, although in the end the scores obtained in the quiz will be given to the group. Because in the student's statement, if the learning based on the quiz group that is given must also be in the form of a group, because when working on a quiz in the form of a group there is a sense of togetherness to help each other answer the quiz.

Conclusion

Learning Arabic using the STAD type cooperative model is divided into five stages, namely the stage of presenting the material, group division, individual tests, scoring calculations and award distribution. The STAD type of cooperative learning method begins with the presentation of the material, the teacher prepares the material that will be conveyed to students by presenting the lesson in class, then dividing the students into groups, where each group consists of 4-5 people. The teacher prepares individual tests in the form of question exercises that will be done by each student, namely in the form of individual exercises, at this stage the teacher must also supervise students so that they do not cooperate in doing these individual exercises. The next stage of calculating the teacher's score calculates the score that has been obtained by each group based on the progress score that has been designed by each group by adding up all individual developments and the results will be divided according to the number of group members. The last stage is giving awards, the teacher gives appreciation in the form of giving awards to the group that gets the highest score from the results of the quiz that has been implemented.

Student perspectives In the STAD type cooperative learning model, students feel happy and excited when participating in Arabic learning using STAD type cooperative learning, because with the application of this learning model it can foster student enthusiasm and passion when the learning process takes place, besides that it can also train cohesiveness and student interaction, as well as helping each other so that learning feels effective and fun.

Bibliography

- Doni Juni Priansa. 2017. *Pengembangan Strategi & Model Pembelajaran: Inovatif, Kreatif, dan Prestatif dalam Memahami Peserta Didik*. Cet 1. Bandung: CV Pustaka Setia.
- Endang Mulyatiningsih. 2007. *Riset Terapan (Bidang pendidikan & Teknik)*. Yogyakarta: UNY Press.
- Hamid, Abdul. 2016. "Penerapan Strategi Pembelajaran STAD (Student Teams Achievement Division) Untuk Meningkatkan Hasil Belajar Qawaid Nahwiyah Peserta Didik Kelas VIII Di MTs Al-Khairiyah Kaliawi Bandar Lampung." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 8 (2): 17-32.
<https://doi.org/10.24042/albayan.v8i2.362>.
- Hanun, Aisyatul, dan Amirul Mukminin. 2019. "Implementasi Model Pembelajaran Cooperative Learning Tipe STAD Dalam Pembelajaran Insya'." *Studi Arab* 10 (1): 83-100.
- Huda, Miftahul. 2014. *Model-model Pengajaran*. Yogyakarta: pustaka pelajar.
- M. Hosnan. 2014. *Pendekatan Sainstific dan Kontekstual dalam Pembelajaran Abad 21*. Bogor: Ghalia Indonesia.
- Robert E. Slavin. 2010. *Cooperative Learning*. Nursmedia.
- Robert E. Slavin, and Zubaedi, Narulita Yusron. 2011. *Cooperative Learning Teori, Riset dan Peaktik*. Cet. Ke-9. Bandung: Nusa Media.
- Siyoto, S, dan Sodik M. A. 2015. *Dasar Metodologi Penelitian*. Sleman: Literasi Media Publishing.

