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Efforts to Improve Students' Understanding of Islamic Religious Education Learning Through the Student Teams Achievement Divisions Cooperative Learning Model in Elementary Schools

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ABSTRACT

This research was motivated by the challenge of PAI teachers in increasing fifth grade students' understanding of PAI material at SDN Kowel 3 Pamekasan. The aim of this research is to increase students' understanding of learning material through the Student Teams Achievement Divisions type cooperative learning model. This research is a type of classroom action research (PTK) which is carried out in 2 cycles consisting of several stages including: planning, implementation, observation and reflection. The subjects of this research were 21 class V students of SDN Kowel 3 Pamekasan. The data taken is the result of observations obtained from observations of the learning process. The results of this research indicate that the application of the Student Teams Achievement Divisions type cooperative learning model can improve students' understanding of the material being studied. This can be seen from the percentage of classical completion which shows that from cycle to cycle there is an increase. In cycle 1 the percentage of classical completion was 57% and in cycle 2 it was 76.2%. This can also be seen from the increase in class average scores in cycles 1 and 2, namely 0.8 and 2.

Keywords: *Increase, Student Understanding, PAI, STAD*

INTRODUCTION

Islamic Religious Education (PAI) learning is one of the subjects that has an important role in forming students' character and morals (Rustan Efendy and Irmwaddah, 2022, p. 29). However, the challenge in improving students' understanding of Islamic Religious Education material is often faced by educators (Muhammad Noor Fauzi, 2023, p. 1663). In this context, the learning model becomes a crucial factor that can affect the effectiveness of teaching. One of the learning models that can be an alternative is the Student Teams Achievement Divisions (STAD) Cooperative Learning Model.

Cooperative learning models have been proven effective in increasing student participation, building social skills, and improving conceptual understanding. STAD is one type of cooperative model that emphasizes cooperation between students in achieving learning goals (Fikri Nur Syamsu, Intan Rahmawati, and Suyitno, 2019, p. 346). In the context of Islamic Religious Education learning, the application of the STAD model is believed to help improve students' understanding of the material being taught.

In reality, there is still a need to develop learning strategies that can improve students' understanding of Islamic Religious Education material (Dila Rukmi Octaviana, et.al., 2022, p. 147). Several studies have shown that the application of cooperative learning models can have a positive impact on Islamic Religious Education learning (Rosihin Rosihin, 2021, p. 30). However, more in-depth research on the application of the STAD Type Cooperative Learning Model in the context of Islamic Religious Education learning still needs to be done.

In facing increasingly dynamic changes in the world of education, an innovative and effective learning approach is very necessary (Riska Rahman Tanjung, et.al., 2024, p. 215). The application of cooperative learning models, especially the STAD model, is expected to be one of the solutions in improving students' understanding of Islamic Religious Education learning. Thus, classroom action research (CAR) is the right method to study in depth the implementation and impact of the application of the STAD model in Islamic Religious Education learning.

Classroom action research (CAR) is a research approach that involves direct intervention in the classroom context to improve learning practices and learning outcomes (Dwi Susilowati, 2018, p. 38). By using the PTK approach, educators can systematically improve their learning processes based on empirical findings obtained during the research process.

Based on the background above, in this article the author wants to know the effect of the application of the STAD Type Cooperative Learning Model on the understanding of fifth grade students in Islamic Religious Education learning at SDN Kowel 3 Pamekasan. Thus, the purpose of writing this article is to explain the effect of the application of the STAD Type Cooperative Learning Model on the understanding of fifth grade students in Islamic Religious Education learning at SDN Kowel 3 Pamekasan. The findings of this study are expected to provide a significant contribution to the development of learning practices in the field of Islamic religious education and can be a reference for educators in designing more effective and innovative learning strategies.

RESEARCH METHODS

This research is a classroom action research (classroom action research) which is carried out in four

stages, namely: action plan, action implementation, observation and reflection in accordance with the PTK model by Kemmis & Mc. Taggart, which is carried out collaboratively and participatively between IAIN Madura students and colleagues as observers in this research (Rahayu Prihantari, 2017, p. 45). The subjects of this study were 21 fifth grade students at SDN Kowel 3 Pamekasan. The work procedure in this study was designed in two cycles where both cycles were carried out once a week. At the planning stage, the researcher divided the students into 4 groups, where each group consisted of 5 or 6 members. Then the researcher determined the method to be used in learning, and prepared research instruments in the form of teacher and student observation sheets. At the implementation stage, the action in the study included classroom action research with the setting of group guidance stages and stages of methods used as treatments for improving student understanding. At the observation stage, the researcher observed the learning process. The data source in this classroom action research was obtained from observations of students in the form of action results to improve student understanding of Islamic Religious Education learning materials.

RESULTS AND DISCUSSION

Results

This classroom action research was designed and implemented into two cycles, namely cycle 1 on May 11, 2024 and cycle 2 on May 18, 2024. Each cycle was implemented in one meeting. This action research was based on the results of interviews with PAI teachers at SDN Kowel 3 Pamekasan which were carried out before the implementation of the action in class V which consisted of 21 students.

Based on the results of an interview with Mr. Ahmadi, a PAI teacher at SDN Kowel Pamekasan, he stated that the problem that occurred in the classroom was that he found it difficult to teach and provide an understanding of the learning material to his students.students. This is due to the implementation of the independent learning curriculum, in which the higher-class learning materials have been taught to the lower classes. This problem certainly has an impact on decreasing students' understanding of the learning materials.

In addition, after conducting observations, researchers also found the cause of the problem, namely in carrying out the learning process, Islamic Religious Education teachers use learning methods that are not in accordance with the teaching module. In teaching Islamic Religious Education teachers use the lecture method where this method tends not to involve the active role of students so that this method causes students to tend to be passive.

To overcome these problems, the researcher proposed to Islamic Religious Education teachers to use a student-centered learning method, namely the Student Teams Achievement Divisions method. The use of this method aims to make it easier for Islamic Religious Education teachers to deliver materials and to improve students' understanding of the materials being taught. During the classroom action, the researcher acted as an observer where he observed the implementation of the learning process.

The classroom action research procedure consists of four activities carried out in two repeated

cycles, the four main activities in each cycle are 1) planning, 2) implementation (action), 3) observation, 4) reflection.

A. Cycle I

1. Planning

Planning is the initial stage in classroom action research, where at this stage the researcher formulates an action plan to overcome problems that occur in the classroom. The researcher determines the objectives, steps to be taken, methods, and learning media to be used. At this planning stage, the researcher and teacher prepare a learning scenario, research instruments in the form of teacher and student observation sheets for the implementation of Islamic Religious Education learning using the STAD learning model and then the researcher prepares the planning stage as follows:

a. Develop teaching modules using the STAD learning model as a corrective action for learning.
b. Preparing media and learning resources such as: projectors, sound systems, learning videos, teacher and student textbooks for PAI class V.
c. Prepare teacher and student observation sheets.

2. Implementation (Action)

The implementation stage (action) is the application of actions that have been planned at the planning stage. The teacher carries out the strategies or interventions that have been prepared in the hope of solving the problems that have been identified. This implementation must be in accordance with the plan that has been prepared previously.

The implementation of classroom action in cycle I, namely the sub-topic of the Hajj and sacrifice, was carried out in 1 meeting, precisely on May 11, 2024. The stages of implementation in classroom action research are as follows:

a. Initial activity

In this initial activity, the teacher opens the lesson with greetings and prayers, pays attention to the students' readiness, and checks attendance. After that, the teacher also prepares media/tools in the form of a projector, sound system, learning videos, and a textbook for PAI class V teachers.

b. Core activities

In the core activity, the teacher divides students into 4 groups, where each group consists of 5 or 6 people. Then students receive learning materials through learning videos displayed through a projector. After that, the teacher gives each group an assignment. Each group member must work together to complete the task, and each group member is responsible for the other group members. If there are group members who do not understand, then other group members who already understand are responsible for explaining to other group members until all group members understand. In the next stage, if all groups have completed the task, the teacher asks

each group to present the results of their assignments, where at this stage the teacher also asks questions related to the tasks that have been given.

c. Final Activities

In the final activity, the teacher makes a conclusion or summary of the material presented in one lesson. Then the teacher closes the lesson by reciting a prayer together.

3. Observation

At this stage the researcher makes observations to collect data on the process and results of the actions taken. Observations can be made through various methods such as field notes, observations.

The implementation of this observation stage involves several parties including researchers and colleagues. The implementation of observations is carried out during the learning process by referring to the observation sheet that has been made by the researcher. Things that must be observed by the observer are learning activities carried out by the teacher, student activities during the learning process and things related to student understanding of the learning material. Furthermore, an analysis of the observation results is carried out to determine student understanding and the course of learning.

The following table shows the results of teacher observations in cycle 1.

No.	Rated aspect	SCORE
I	**INITIAL ACTIVITY**	
1	Checking student readiness	3
2	Arousing students' attention and motivation	2
3	Carrying out apperception activities	2
4	Explaining the relevance/usefulness of learning materials for life	0
5	Convey the learning objectives to be achieved	2
II	**CORE ACTIVITIES**	
A	**Mastery of Subject Matter**	
6	The material is presented in a clear and systematic order, and is presented fluently.	3
7	Demonstrate mastery of learning materials	4
8	Relate the material to other relevant knowledge	4
9	Delivering material clearly according to the learning hierarchy and student characteristics	3
10	Relating material to the realities of life	4
B	**Learning model**	

11	Using methods that are appropriate to the objectives, material and number of students	4
12	Carrying out learning in a sequential manner	3
13	Providing opportunities for students to explore	3
14	Implementing learning that enables the growth of positive habits	2
15	Carry out learning according to the planned time allocation	0
C	**Utilization of Learning Resources/Learning Media**	
16	Using media effectively and efficiently	3
17	Produce compelling messages	1
18	Involving students in the use of media	4
D	**Learning That Sparks And Sustains Student Engagement**	
19	Cultivate active student participation in learning	4
20	Demonstrate an open attitude towards student responses	4
21	Cultivate students' joy and enthusiasm in learning	3
E	**Assessment of Learning Outcomes Process**	
22	Monitor learning progress during the process	0
23	Conduct final assessment according to competency (objectives)	0
F	**Use of Language**	
24	Using spoken and written language clearly, well and correctly	3
25	Convey messages in an appropriate style	1
III	**FINAL ACTIVITIES**	
26	Conduct reflection or make a summary by involving students	0
27	Carrying out follow-up by providing direction, or activities, or tasks as part of remedial/enrichment	0
IV	**GENERAL IMPRESSION OF THE LESSON**	
28	Student enthusiasm and learning activities	2
29	Teacher-student and student-student communication and interaction	2
30	Consistency/conformity of implementation with RPP	2
Total scores obtained		68
Maximum score		120
Percentage of average value		56.7%

Based on the table above, it can be seen that the results of teacher observations in cycle 1

are that the total score is 68 with a maximum score of 120 so that the average value percentage is $(NR) = \frac{jumlah\ skor}{skor\ maksimal} \times 100\% = \frac{68}{120} \times 100\% = 56{,}7\%$ Thus, the percentage results indicate that teacher performance for actions in cycle 1 is classified as sufficient.

The following table shows the results of student observations in cycle 1.

STUDENT OBSERVATION RESULTS CYCLE 1			
No.	**Indicator**	**Descriptor**	**Average**
			Cycle 1
1	*Attention*	Showing enjoyment of the lesson	0.7
		Showing curiosity	0.9
		Responsible for tasks	0
		Activeness in learning activities	1.2
2	*Relevance*	Understand what is learned in learning	0.8
3	*Confident*	Be confident in expressing your opinion	0.7
4	*Satisfaction*	Satisfied with the answers given by friends or teachers	0.7
		Attendance in class	1.7

Based on the table above, the results of student observations in cycle 1 are: on the learning interest indicator, students obtained an average value of 0.7, student curiosity of 0.9, student responsibility for assignments of 0, student activity of 1.2, student understanding of the material studied of 0.8, student confidence in expressing opinions of 0.7, participant satisfaction with the answers given of 0.7, and student attendance of 1.7.

The following table shows the results of student observations in cycle 1 on the indicator of the level of student understanding of the material studied.

No	Acquisition	Results
1.	Total scores obtained	16
2.	Number of students	21
3.	Average class value	0.8
4.	Number of students who completed	12
5.	Number of students who did not complete	9
6.	Percentage of classical completion	57%

Based on the table above, it can be seen that the results of observations of students in cycle 1 on the indicator of the level of student understanding of the material being studied are that the total score is 16 out of 21 students, so that the average class value is $X = \frac{\sum}{n} = \frac{16}{21} = 0{,}8$. While the number of students who completed was 12 people and the number of students who did not complete was 9 people, so that the percentage of classical completeness was obtained, namely KK = $\frac{banyak\ siswa\ yang\ tuntas}{banyak\ siswa\ seluruhnya} \times 100\% = \frac{12}{21} \times 100\% = 57\%$. The results of the classical completeness percentage indicate that the implementation of learning is still ineffective so that the level of student understanding has not reached completeness. Therefore, steps are needed as a solution because it has not reached the set completeness, namely a minimum of 65 for classical completeness and a minimum of 65 for individual completeness. Thus, the researcher continued to the next cycle, namely cycle 2.

4. Reflection

At this stage, the researcher analyzes the observation results and evaluates the effectiveness of the actions taken. This reflection aims to determine whether the action has succeeded in overcoming the existing problems or not. Based on the results of the reflection, the researcher can formulate further improvement steps or even carry out the next PTK cycle if necessary.

Based on the observation results in cycle 1, the researcher concluded that there were still shortcomings that occurred so that the learning process was not optimal. The shortcomings are as follows:

a. The teacher has not implemented the teaching module correctly.
b. Students are still affected by the classroom atmosphere.
c. Teachers are not yet able to control students.

From the above deficiencies, the researcher made improvements or refinements which will be implemented in cycle II, including:

a. The teacher carries out the learning scenario that has been prepared.
b. Teachers are better able to stimulate students' motivation to be more enthusiastic in following lessons.
c. Re-convey concepts that have not been mastered so that students do not experience difficulties in understanding the material that will be presented next.
d. Teachers have more control over students to create a conducive learning atmosphere.

B. Cycle II

Cycle II is a corrective action from cycle I which has not been successful. In general, the implementation of learning in cycle II is the same as the implementation of learning in cycle I, only it is done more carefully and pays attention to things that have not been achieved in cycle I. The following are the stages in cycle II:

1. Planning

The planning stage in cycle II is similar to cycle I. The planning stages carried out in cycle II are as follows:

a. Develop teaching modules using the STAD learning model as a corrective action for learning.
b. Preparing media and learning resources such as: projectors, sound systems, learning videos, teacher and student textbooks for PAI class V.
c. Prepare teacher and student observation sheets.

2. Implementation (Action)

The implementation stage (action) in cycle II was carried out in a similar manner to cycle I. The implementation of classroom action in cycle II was the sub-topic of the Caliph Abu Bakar Ash-Shiddiq which was carried out in 1 meeting on May 18, 2024. The implementation stages in classroom action research are as follows:

a. Initial activity

In this initial activity, the teacher opens the lesson with greetings and prayers, pays attention to the students' readiness, and checks attendance. After that, the teacher also prepares media/tools in the form of a projector, sound system, learning videos, and a textbook for PAI class V teachers.

b. Core activities

In the core activity, the teacher divides students into 4 groups, where each group consists of 5 or 6 people. Then students receive learning materials through learning videos displayed through a projector. After that, the teacher gives each group an assignment. Each group member must work together to complete the task, and each group member is responsible for the other group members. If there are group members who do not understand, then other group members who already understand are responsible for explaining to other group members until all group members understand. In the next stage, if all groups have completed the task, the teacher asks each group to present the results of their assignments, where at this stage the teacher also asks questions related to the tasks that have been given.

c. Final Activities

In the final activity, the teacher makes a conclusion or summary of the material presented in one lesson. Then the teacher closes the lesson by reciting a prayer together.

3. Observation

The implementation of this observation stage involves several parties including researchers and colleagues. The implementation of observations is carried out during the learning process by referring to the observation sheet that has been made by the researcher. Things that must be observed by the observer are learning activities carried out by the teacher, student activities during the learning process and things related to student understanding of the learning material. Furthermore, an analysis of the observation results is carried out to determine student understanding

and the course of learning.

The following table shows the results of teacher observations in cycle 2.

No.	Rated aspect	SCORE
I	**INITIAL ACTIVITY**	
1	Checking student readiness	3
2	Arousing students' attention and motivation	1
3	Carrying out apperception activities	2
4	Explaining the relevance/usefulness of learning materials for life	0
5	Convey the learning objectives to be achieved	4
II	**CORE ACTIVITIES**	
A	**Mastery of Subject Matter**	
6	The material is presented in a clear and systematic order, and is presented fluently.	3
7	Demonstrate mastery of learning materials	4
8	Relate the material to other relevant knowledge	0
9	Delivering material clearly according to the learning hierarchy and student characteristics	3
10	Relating material to the realities of life	4
B	**Learning model**	
11	Using methods that are appropriate to the objectives, material and number of students	4
12	Carrying out learning in a sequential manner	3
13	Providing opportunities for students to explore	3
14	Implementing learning that enables the growth of positive habits	3
15	Carry out learning according to the planned time allocation	4
C	**Utilization of Learning Resources/Learning Media**	
16	Using media effectively and efficiently	4
17	Produce compelling messages	3
18	Involving students in the use of media	4
D	**Learning That Sparks And Sustains Student Engagement**	
19	Cultivate active student participation in learning	4
20	Demonstrate an open attitude towards student responses	3
21	Cultivate students' joy and enthusiasm in learning	2
E	**Assessment of Learning Outcomes Process**	
22	Monitor learning progress during the process	0
23	Conduct final assessment according to competency (objectives)	0
F	**Use of Language**	

24	Using spoken and written language clearly, well and correctly	3
25	Convey messages in an appropriate style	2
III	**FINAL ACTIVITIES**	
26	Conduct reflection or make a summary by involving students	3
27	Carrying out follow-up by providing direction, or activities, or tasks as part of remedial/enrichment	0
IV	**GENERAL IMPRESSION OF THE LESSON**	
28	Student enthusiasm and learning activities	3
29	Teacher-student and student-student communication and interaction	4
30	Consistency/conformity of implementation with RPP	3
Total scores obtained		79
Maximum score		120
Percentage of average value		65.8%

Based on the table above, it can be seen that the results of teacher observations in cycle 2 are that the total score is 79 with a maximum score of 120 so that the average percentage value is $(NR) = \frac{jumlah\ skor}{skor\ maksimal} \times 100\% = \frac{79}{120} \times 100\% = 65{,}8\%$. The percentage results indicate that teacher performance for actions in cycle 2 is classified as good. Thus, it can be concluded that teacher performance in cycle 2 has increased.

The following table shows the results of student observations in cycle 2.

STUDENT OBSERVATION RESULTS CYCLE 2			
No.	**Indicator**	**Descriptor**	**Average**
			Cycle 2
1	*Attention*	Showing enjoyment towards the lesson	1.1
		Showing curiosity	0.9
		Responsible for tasks	1.6
		Activeness in learning activities	1.4
2	*Relevance*	Understand what is learned in learning	2
3	*Confident*	Be confident in expressing your opinion	0.8
4	*Satisfaction*	Satisfied with the answers given by friends or teachers	0.9
		Attendance in class	2.3

Based on the table above, the results of student observations in cycle 2 are obtained, namely: on the learning interest indicator, students obtained an average value of 1.1, student curiosity of 0.9, student responsibility for assignments of 1.6, student activity of 1.4, the level of

student understanding of the material being studied of 2, the level of student confidence in expressing opinions of 0.8, the level of participant satisfaction with the answers given of 0.9, and student attendance of 2.3. Thus, it can be concluded that student activity in cycle 2 has increased.

The following table shows the results of student observations in cycle 2 on the indicator of the level of student understanding of the material studied.

No	Acquisition	Results
1.	Total scores obtained	41
2.	Number of students	21
3.	Average class value	2
4.	Number of students who completed	16
5.	Number of students who did not complete	5
6.	Percentage of classical completion	76.2%

Based on the table above, it can be seen that the results of observations of students in cycle 2 on the indicator of the level of student understanding of the material studied are that the total score is 41 out of 21 students, so that the average class value is $X = \frac{\Sigma}{n} = \frac{41}{21} = 2$. While the number of students who completed was 16 people and the number of students who did not complete was 5 people, so that the percentage of classical completeness was obtained, namely KK = $\frac{banyak\ siswa\ yang\ tuntas}{banyak\ siswa\ seluruhnya} \times 100\% = \frac{16}{21} \times 100\% = 76{,}2\%$. The results of the classical completeness percentage indicate that the level of student understanding of the material studied in cycle 2 has increased and has reached the classical completeness standard, which is more than 65 so that it is not continued to the next cycle.

4. Reflection

In this second cycle, improvements have been made to the deficiencies in the previous cycle, so that in the process...learning is more conducive and effective because teachers have been able to implement the learning scenarios that have been prepared. However, in the learning process there are still shortcomings that need to be considered, including: there are still students who feel reluctant to ask questions and are not yet confident in expressing their opinions. This is due to the lack of student mentality.

Discussion

The results of the study indicate that the application of the STAD Type Cooperative Learning Model is able to improve students' understanding of Islamic Religious Education subjects. This can be seen through the results of observations in the first and second cycles, where in the second cycle the teacher's performance in the learning process increased, this can be seen from the percentage of the average value of each cycle.

Cycle	Percentage of average value
1	56.7%
2	65.8%

The table above shows that in cycle 1 the percentage of the average value of learning activities carried out by teachers was 56.7%. Thus, the percentage results indicate that teacher performance for actions in cycle 1 is classified as sufficient. In cycle 2, the percentage of the average value of learning activities carried out by teachers increased, namely 65.8%. The percentage results indicate that teacher performance for actions in cycle 2 is classified as good. Thus, the STAD (Student Teams Achievement Divisions) type cooperative learning model has a positive impact on teacher performance because it encourages them to be more innovative in developing learning strategies (Muhamad Afandi and Dedy Irawan, nd, p. 3). By using STAD, teachers are required to divide students into small heterogeneous groups, thus requiring a deep understanding of the characteristics of each student (I Made Wirta, 2021, p. 721). This process trains teachers to be more skilled in identifying the potential and weaknesses of students individually. In addition, this model also requires teachers to design learning materials that can be accessed by all team members, which means increasing teachers' ability to simplify complex concepts (Bening Siti Muntamah and Nur Ainy Fardana N, 2024, p. 47). Teachers must also be able to facilitate group discussions effectively, so that their communication and classroom management skills are increasingly honed. Evaluation of learning outcomes in STAD which is carried out individually and in groups also helps teachers develop more comprehensive and fair assessment methods. Thus, the application of STAD not only optimizes the student learning process but also spurs teacher professionalism in various aspects of teaching (Ni Kadek Sinarwati, 2024, p. 1214).

Student activity in the learning process in cycle 2 also increased. This can be seen in the table of student observation results in cycles 1 and 2 below.

STUDENT OBSERVATION RESULTS				
No.	**Indicator**	**Descriptor**	**Average**	
			Cycle 1	**Cycle 2**
1	Attention	Showing enjoyment towards the	0.7	1.1

		lesson		
		Showing curiosity	0.9	0.9
		Responsible for tasks	0	1.6
		Activeness in learning activities	1.2	1.4
2	Relevance	Understand what is learned in learning	0.8	2
3	Confident	Be confident in expressing your opinion	0.7	0.8
4	Satisfaction	Satisfied with the answers given by friends or teachers	0.7	0.9
		Attendance in class	1.7	2.3

The table above shows that the indicator of student interest in learning in cycle 1 obtained an average value of 0.7 then in cycle 2 it increased to 1.1. The indicator of student curiosity in cycles 1 and 2 obtained an average value of 0.9. The indicator of student responsibility for assignments in cycle 1 obtained an average value of 0 then in cycle 2 it increased to 1.6. The indicator of student activity in cycle 1 obtained an average value of 1.2 then in cycle 2 it increased to 1.4. The indicator of the level of student understanding of the material studied in cycle 2 obtained an average value of 0.8 then in cycle 2 it increased to 2. The indicator of the level of student confidence in expressing opinions in cycle 1 obtained an average value of 0.7 then in cycle 2 it increased to 0.8. The indicator of the level of participant satisfaction with the answers given in cycle 1 obtained an average value of 0.7 then in cycle 2 it increased to 0.9. The student attendance indicator in cycle 1 obtained an average value of 1.7, then in cycle 2 it increased to 2.3.

Based on the results of cycle 2 observations, the level of student understanding of the material studied has increased. This can be seen from the average class value and the percentage of classical completion which increases in each cycle.

Cycle	Average	% Classical completion	Information
1	0.8	57%	Not finished
2	2	76.2%	Completed

The table above shows that in cycle 1 the level of student understanding of the material studied reached 57%, where in classical completeness it has not been said to be complete because classical completeness is said to be complete if the percentage achieved is at least 65%. In cycle 2, students who completed reached 76.2% of all students and in classical completeness it is included in the complete category. Thus, the better the implementation of the STAD type cooperative learning model, of course the learning outcomes obtained will also be better. It can be concluded that the implementation of the STAD

type cooperative learning model can improve students' understanding of the material studied. Thus, the STAD (Student Teams Achievement Division) type cooperative learning model has proven effective in improving students' understanding through a collaborative approach (Munawatus Sholikha and Alwin, 2023, p. 1819). In this method, students are divided into small heterogeneous groups so that they can support each other and exchange knowledge (Nadia Siwi Hapsari and Bertha Yonata, 2014, p. 183). Each team member has a responsibility to learn the material well because individual achievement will contribute to the group score. In addition, the element of competition between groups provides additional motivation for students to be more serious in learning. Active interaction among students also helps them understand difficult concepts through peer discussion and explanation. The teacher acts as a facilitator who guides the learning process so that each student can reach their maximum potential. With a combination of cooperation, individual responsibility, and group rewards, the STAD model creates a learning environment that is conducive to improving students' overall understanding (Hasniyanti, et.al., 2024, p. 724).

CONCLUSION

The implementation of the Student Teams Achievement Divisions cooperative learning model can improve students' understanding of the material being studied. This can be seen from the percentage of classical completion which shows that there is an increase from cycle to cycle. In cycle 1 the percentage of classical completion was 57% and in cycle 2 it was 76.2%. This can also be seen from the increase in the average class value in cycles 1 and 2, namely 0.8 and 2.

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