

IMPROVING MOTIVATION AND LEARNING OUTCOMES OF AL-QUR'AN AND HADITH THROUGH THE STAD METHOD FOR SEVENTH GRADE STUDENTS OF MADRASAH TSANAWIYAH DARUL FATTAH

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Abstract :

The teaching of Al-Qur'an Hadith delivered by the 7th-grade Al-Qur'an Hadith teacher at MTs. Darul Fattah Galak Slahung Ponorogo uses a classical method. This is based on direct observations and interviews with the Al-Qur'an Hadith teacher, and it was also found that students' scores are still below the Minimum Completeness Criteria (KKM). Based on this issue, the researcher is interested in conducting research using the STAD method. The researcher aims to determine the increase in motivation and the extent of improvement in Al-Qur'an Hadith learning outcomes through the STAD method among 7th-grade students at Madrasah Tsanawiyah Darul Fattah. This study uses the Classroom Action Research (PTK) method conducted over 2 cycles, with each cycle consisting of 2 sessions. The instruments used are observations of student activities throughout the learning process from beginning to end, while test instruments are used to assess students' cognitive knowledge levels and learning outcomes. The results of activity observation as an assessment of motivation in learning in cycle I showed student activeness at 61.29%, and in cycle II it was 75.10%. There was an increase in the percentage of learning completeness from cycle I at 63.64% to cycle II at 91.18%, an increase of 27.54%. Thus, the STAD method can improve the motivation and learning outcomes of Al-Qur'an Hadith for seventh-grade students at Madrasah Tsanawiyah Darul Fattah.

Keywords : Motivation; Result Study; STAD Method

Abstrak :

Allah SWT Pembelajaran Al-Qur'an Hadis yang diajarkan oleh guru Al-Qur'an Hadis Kelas VII Di MTs. Darul Fattah Galak Slahung Ponorogo dengan menggunakan metode klasik. Hal tersebut berdasarkan observasi langsung yang dilakukan serta wawancara guru Al-Qur'an Hadis dan diketahui pula bahwa nilai siswa masih di bawah KKM. Dari permasalahan tersebut peneliti tertarik melakukan penelitian dengan metode STAD. Peneliti bertujuan untuk mengetahui peningkatan motivasi dan seberapa besar peningkatan hasil belajar Al-Qur'an Hadis melalui metode STAD pada siswa kelas VII Madrasah Tsanawiyah Darul Fattah. Penelitian ini menggunakan metode PTK (Penelitian Tindakan Kelas) yang dilakukan sebanyak 2 siklus yang masing-masing siklus terdiri dari 2 kali pertemuan. Instrumen yang digunakan adalah observasi aktivitas siswa selama proses pembelajaran dari awal sampai akhir. Sementara instrumen tes digunakan untuk mengetahui tingkat pengetahuankognitif siswa dan hasil belajar. Hasil pengamatan aktifitas sebagai penilaian motivasi dalam pembelajaran pada siklus I keaktifan siswa 61,29% pada siklus II keaktifan siswa 75,10%. Terjadi peningkatan prosentase ketuntasan belajar dari siklus I dengan 63,64% ke siklus II dengan 91,18% sebesar 27,54%. Dengan demikian bahwa metode STAD dapat meningkatkan motivasi dan hasil belajar Al-Qur'an Hadis siswa kelas VII di Madrasah Tsanawiyah Darul Fattah.

Kata Kunci: Motivasi; Hasil Belajar; Metode STAD

INTRODUCTION

Teachers play a crucial role as pedagogical agents who design and implement the learning process to educate the nation's children and eradicate societal ignorance. However, the methodology of Islamic religious education has traditionally relied on classical approaches such as lectures, memorization, and demonstration, resulting in teacher-dominated instruction that limits student participation and creativity (Isa, 2022). This conventional teaching paradigm creates unengaging learning environments where students appear bored and lack enthusiasm in religious education classes (Mufidah & Kurniawan, 2022). The absence of student-centered approaches prevents learners from expressing their ideas and developing their full potential. Consequently, there is an urgent need to transform pedagogical practices from teacher-centered to student-centered methodologies that actively involve learners in constructing knowledge (Amalia & Wildan, 2023).

Observations at Madrasah Tsanawiyah Darul Fattah revealed significant challenges in Al-Qur'an Hadith learning among seventh-grade students during the first semester. Student participation rates remained low, with only 60% actively engaging in learning activities, while the remaining students demonstrated weak learning motivation and apathetic attitudes. Furthermore, academic achievement data indicated that merely 65% of students achieved learning mastery in the first semester examination, suggesting substantial room for instructional improvement (Hetdy, 2021). In classroom observations, the teacher employed classical methods, explaining material at the front of the class while students listened passively and occasionally repeated Quranic verses from textbooks. Student responses varied considerably: some engaged in conversations with peers, others sat silently with blank expressions, and only a small minority actively listened to the teacher's explanations (Akbar & Barni, 2022).

Motivation serves as a fundamental component in the learning process, as students without motivation cannot develop the willingness to learn. Recognizing this critical issue, the researcher collaborated with the Al-Qur'an Hadith subject teacher to implement instructional improvements aimed at enhancing student motivation and engagement through attractive and enjoyable learning models (Fauziatun & Misbah, 2020). The selected intervention focused on employing the Student Team Achievement Division (STAD) method, a cooperative learning approach designed to shift instruction from teacher-

centered to student-centered paradigms. This method provides students with greater learning autonomy while teachers assume guiding roles rather than dominating classroom activities. The STAD approach is expected to cultivate student sensitivity toward themselves and their environment, enabling them to creatively construct understanding and effectively internalize Al-Qur'an Hadith teachings (Mandar & Sihono, 2025).

The STAD method, as conceptualized by Robert E. Slavin, aims to motivate students to support and assist one another in mastering skills presented by teachers through collaborative team learning (Erni, 2023). This cooperative learning model involves forming heterogeneous groups of four to five members based on achievement levels, gender, ethnicity, and other characteristics. The instructional process includes teacher presentation of lessons, group task assignments where members explain concepts to peers until all group members comprehend the material, individual quizzes without peer assistance, evaluation, and conclusion phases (Anita Wahyu Lestari, 2023). By implementing STAD, students gain new learning experiences including cooperation, presenting ideas before the class, and discovering knowledge through direct engagement. These experiences are anticipated to enhance both motivation and learning achievement in Al-Qur'an Hadith education (Nurjannah, 2021).

Based on the aforementioned issues, this research entitled "Improving Motivation and Learning Outcomes in Al-Qur'an Hadith through the STAD Method for Seventh-Grade Students at Madrasah Tsanawiyah Darul Fattah Terpatih Galak Slahung Ponorogo in the 2016/2017 Academic Year" was conducted. The study addresses two primary research questions: First, how is the STAD method implemented in Al-Qur'an Hadith learning for seventh-grade students? Second, to what extent does the STAD method influence the improvement of motivation and learning outcomes in Al-Qur'an Hadith? The research objectives are to describe the implementation of the STAD method and to describe the improvement in student motivation and learning outcomes through this cooperative learning approach. This research is expected to contribute knowledge to the development of Al-Qur'an Hadith learning methodologies for educators in their efforts to enhance student learning motivation.

RESEARCH METHOD

This study employed a classroom action research design conducted by teachers within their instructional settings to address practical problems and

improve learning outcomes. The research was carried out at Madrasah Tsanawiyah Darul Fattah Terpatih Galak Slahung Ponorogo during the 2016/2017 academic year, focusing on seventh-grade students enrolled in Al-Qur'an Hadith courses. The primary objective was to examine real classroom challenges and enhance teachers' professional development through systematic inquiry. The action research followed a cyclical model consisting of four interconnected phases: planning, implementation, observation, and reflection. Each cycle was designed to progressively refine the teaching intervention based on findings from previous iterations. This iterative approach enabled continuous improvement of instructional practices while maintaining focus on enhancing student motivation and learning achievement through the STAD cooperative learning method (Rosalina, 2023).

Data collection utilized multiple techniques to ensure comprehensive understanding of the research phenomena. Observation served as the primary instrument to capture teaching-learning processes, documenting both teacher and student activities during STAD method implementation from lesson initiation to conclusion. Achievement tests measured students' cognitive learning outcomes in Al-Qur'an Hadith, designed according to predetermined learning indicators to assess knowledge acquisition following instruction. Documentation systematically recorded all research activities, providing visual and written evidence of classroom proceedings. Interviews with students and teachers gathered qualitative insights regarding experiences and perceptions throughout the learning process. These multiple data sources facilitated triangulation, strengthening the validity and credibility of research findings while providing rich contextual understanding of the intervention's effectiveness (Nursanjaya, Ag, & Pd, 2021).

Data analysis followed the interactive model developed by Miles and Huberman, comprising four systematic stages executed throughout the research process. The first stage involved data review, examining all collected information from observations, tests, documentation, and interviews to gain preliminary understanding. Data reduction constituted the second stage, selecting, focusing, and simplifying relevant information while discarding irrelevant data to maintain analytical clarity. The third stage involved data display, organizing reduced data into structured formats such as matrices, charts, or narrative descriptions to facilitate pattern identification and relationship exploration.

Finally, conclusion drawing and verification synthesized findings, interpreting patterns and drawing evidence-based conclusions about the STAD method's impact on student motivation and learning outcomes in Al-Qur'an Hadith instruction (Adlini, Dinda, Yulinda, Chotimah, & Merliyana, 2022).

The research validity was established through methodological triangulation, combining multiple data collection techniques to cross-verify findings and enhance credibility. Member checking involved sharing preliminary findings with participants to confirm accuracy of interpretations and ensure authentic representation of their experiences. Peer debriefing sessions with colleagues provided external perspectives on data analysis and interpretation, reducing researcher bias and strengthening analytical rigor. The cyclical nature of action research itself contributed to validity, as successive cycles allowed for refinement of interventions based on reflection and evidence from previous phases. These validation strategies collectively ensured that research findings accurately represented the actual impact of STAD method implementation on student motivation and learning achievement, thereby enhancing the trustworthiness and transferability of results to similar educational contexts.

FINDINGS AND DISCUSSION

Cycle I Implementation

The first cycle of action research commenced with comprehensive planning activities to ensure systematic implementation of the STAD method. The planning phase involved developing essential instructional materials including lesson plans aligned with cooperative learning principles and student worksheets designed to facilitate collaborative learning experiences. Additionally, observation instruments were prepared to monitor student activities throughout the learning process, while end-of-cycle assessment tools were constructed to measure learning achievement. These preparatory measures established a structured framework for implementing the STAD intervention and collecting empirical data regarding its effectiveness in enhancing student motivation and learning outcomes in Al-Qur'an Hadith instruction.

The implementation phase of Cycle I consisted of two instructional sessions conducted on April 6-7, 2017, with each session allocated 80 minutes of instructional time. The first meeting focused on introducing the concept and rules of Qalqalah recitation in Quranic reading, while the second meeting explored the

various types of Qalqalah with practical examples. Each session followed a structured three-phase instructional sequence: preliminary activities including attendance, apperception, competency explanation, and motivation provision; core activities featuring student-centered discussions, division into four heterogeneous groups, topic selection, small group presentations, team presentations, and evaluation; and closing activities encompassing material summarization and lesson conclusion. This systematic approach aimed to progressively build student understanding through collaborative engagement with Quranic recitation principles.

Observational data from Cycle I revealed moderate levels of student engagement and academic achievement. Student activity observation indicated a participation rate of 61.29%, demonstrating limited active involvement during the learning process. The end-of-cycle assessment showed that 13 students achieved mastery with a pass rate of 63.63%, while 8 students failed to meet the mastery criteria, representing 40.91% of the class. The overall class average reached only 64.77, falling below the established success indicator of 70% mastery rate and 70-point average score. These quantitative findings suggested that the initial implementation of the STAD method, while showing promise, required substantial refinement to achieve the desired instructional objectives.

Reflective analysis identified three primary factors contributing to the suboptimal outcomes of Cycle I. First, inadequate instructional resources, particularly the absence of sufficient textbooks for individual students, compromised learner readiness and independent study capabilities. Second, insufficient time allocation prevented students from thoroughly comprehending instructional content and engaging in meaningful class discussions, as excessive focus on group work diminished opportunities for individual mastery and collective knowledge construction. Third, weak content mastery among individual students stemmed from concentration deficits during both independent and collaborative learning activities, indicating the need for enhanced instructional scaffolding and engagement strategies. These identified limitations necessitated procedural modifications in the subsequent cycle to optimize the effectiveness of the STAD cooperative learning intervention.

Cycle II Implementation

The second cycle incorporated targeted improvements addressing deficiencies identified in Cycle I, beginning with enhanced planning procedures. The planning phase maintained similar components to Cycle I, including lesson

plan development and student worksheet preparation, but introduced refined instructional materials specifically designed to clarify the distinction between Qalqalah Sughra and Qalqalah Kubro. The worksheets were redesigned to facilitate constructivist learning, guiding students through structured inquiry processes with appropriate teacher scaffolding. Observation instruments and assessment tools were similarly refined to capture more nuanced data regarding student engagement patterns and learning achievement. These strategic modifications reflected a responsive approach to action research, systematically addressing identified weaknesses while building upon successful elements from the initial cycle.

Implementation of Cycle II occurred on April 27-28, 2017, following the same time allocation and structural format as Cycle I but with enhanced pedagogical strategies. The first session focused on differentiating between Qalqalah Sughra and Qalqalah Kubro through structured group investigations, while the second session engaged students in identifying Qalqalah examples within selected Quranic verses. The instructional sequence maintained the three-phase structure of preliminary, core, and closing activities, but incorporated more explicit guidance during group work and individual task completion. Students were organized into four heterogeneous groups of five members each, with careful attention to balanced ability distribution. The refined approach emphasized both collaborative learning and individual accountability, requiring students to complete assigned tasks independently within their groups before engaging in peer teaching and collective presentations.

Observational data from Cycle II demonstrated substantial improvement across all measured dimensions compared to Cycle I. Student activity rates increased significantly to 75.10%, reflecting heightened engagement and active participation during learning activities. Classroom atmosphere transformed markedly, with students displaying greater enthusiasm, confidence in presenting their work, and willingness to engage in academic discourse. Although some hesitation persisted during discussion sessions, with certain students remaining reluctant to voice opinions or pose questions, overall participation patterns showed encouraging progress. Most notably, end-of-cycle assessment results revealed that 22 students achieved mastery, representing a 91.18% pass rate and surpassing the established success criteria. The class average improved dramatically from 64.77 in Cycle I to 91.18 in Cycle II, demonstrating the enhanced effectiveness of the refined STAD implementation.

Reflective analysis confirmed that Cycle II achieved the research objectives, validating the effectiveness of the STAD method when implemented with appropriate modifications. The substantial increase in mastery rate from 63.64% in Cycle I to 91.18% in Cycle II, representing a 27.54 percentage point gain, provided compelling evidence of the intervention's positive impact. The number of students achieving mastery increased from 13 to 22, encompassing nearly the entire class. These outcomes suggested that the strategic refinements implemented in Cycle II, including enhanced instructional materials, improved time management, clearer task structures, and more effective scaffolding, successfully addressed the limitations encountered in the initial cycle. The research demonstrated that systematic implementation of the STAD cooperative learning method, when thoughtfully adapted to specific classroom contexts and progressively refined through reflective practice, can significantly enhance both student motivation and learning achievement in Al-Qur'an Hadith instruction.

CONCLUSION

This classroom action research successfully demonstrated that the Student Team Achievement Division (STAD) method significantly improves both student motivation and learning achievement in Al-Qur'an Hadith instruction for seventh-grade students at Madrasah Tsanawiyah Darul Fatah Terpatih Galak Srahung Ponorogo during the 2016/2017 academic year. Through two systematic cycles of planning, implementation, observation, and reflection, the research documented substantial quantitative improvements in student engagement and academic performance that validated the effectiveness of cooperative learning approaches in Islamic religious education contexts.

The empirical evidence unequivocally confirmed the positive impact of STAD method implementation on student motivation indicators. Student activity observation revealed a progressive increase from 61.29% in Cycle I to 75.10% in Cycle II, representing a 13.81 percentage point improvement in active participation rates. This enhancement reflected meaningful qualitative changes in classroom dynamics, including increased attentiveness, more enthusiastic engagement in collaborative activities, greater confidence in presenting findings, and reduced off-task behavior. The motivation improvements stemmed from the STAD method's inherent structure, which fostered intrinsic motivation through meaningful peer interactions, opportunities for active knowledge construction, and balanced individual and group accountability mechanisms that made learning both enjoyable and purposeful.

The learning achievement data provided even more compelling evidence of the intervention's effectiveness. The percentage of students achieving mastery increased dramatically from 63.64% in Cycle I to 91.18% in Cycle II, representing a 27.54 percentage point gain that substantially exceeded the established 70% success criterion. The number of students meeting mastery standards rose from 13 to 22, encompassing nearly the entire class. Concurrently, the class average score improved from 64.77 to 91.18, surpassing the 70-point minimum threshold. These improvements demonstrated that the STAD method not only elevated overall class performance but also effectively reduced achievement gaps by supporting struggling learners through structured peer assistance and collaborative learning experiences that made complex Quranic recitation concepts more accessible.

The research affirmed that systematic implementation of the STAD cooperative learning method, when thoughtfully adapted to specific instructional contexts and progressively refined through reflective practice, successfully transforms traditional teacher-centered instruction into engaging student-centered learning experiences. The heterogeneous grouping strategy, structured task sequences, individual accountability mechanisms, and positive interdependence fostered by the STAD approach created optimal conditions for both cognitive development and social learning in Al-Qur'an Hadith education. The findings contribute valuable empirical evidence supporting the efficacy of cooperative learning in Islamic religious education and provide a replicable model for practitioners seeking to enhance instructional quality through action research methodologies.

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