

STRATEGIES TO IMPROVE MOTIVATION AND LEARNING OUTCOMES IN SKIING USING THE STAD COOPERATIVE LEARNING MODEL (PTK IN CLASS VI B MIN 2 JAKARTA)

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Abstract

The teaching of Islamic Cultural History (SKI) in the Madrasah Ibtidaiyah environment empirically still often faces classic obstacles in the form of the dominance of conventional lecture methods centered on the teacher, thus triggering low student activity, motivation, and learning outcomes. This study aims specifically to describe the implementation of the Student Teams Achievement Division (STAD) cooperative learning model, analyze the increase in learning motivation, and measure the increase in cognitive learning outcomes of students in class VI B MIN 2 Jakarta. The methodological approach used is Classroom Action Research (CAR) which is divided into two continuous cycles, where each cycle includes the stages of planning, action implementation, observation, and in-depth reflection on 30 research subjects. The research results prove that the implementation of the STAD cooperative learning model is able to significantly boost student learning motivation from the initial figure of 48.5% to 81.1% at the end of Cycle II, as well as increase the average value of cognitive learning outcomes from 61.5 with a completeness of 43.3% to 81.83 with a classical completeness percentage reaching 86.6%. The conclusion of this study confirms that the STAD model is very effective in improving the quality of the process and results of SKI learning through a group collaboration structure and measurable individual accountability.

Keywords: Islamic Culture, Learning Motivation, STAD Model



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INTRODUCTION

Education, in the context of national and state life, is a crucial pillar for developing an intelligent, moral, and responsible generation. Education serves not only as a means of transferring knowledge and skills, but also as a process for shaping character, values, and personality (Amini, 2025). The success of educational institutions in producing quality graduates is greatly influenced by various components, particularly the strategic role of teachers in the classroom. Teachers are the spearhead, not only tasked with delivering material but also responsible for creating a fun learning environment and inspiring student enthusiasm (Çora, 2022).

Madrasah Ibtidaiyah (MI), as a formal institution under the auspices of the Ministry of Religious Affairs, plays a significant role in equipping students with various religious subjects, one of which is Islamic Cultural History (SKI). SKI subjects play a crucial role in shaping religious character, instilling the exemplary behavior of Islamic figures, and introducing students to the history of Islamic civilization from an early age. The primary objectives of SKI learning include instilling noble values, developing strong and moral character, and learning lessons (ibrah) from every historical event in Islam (Politics, 2022).

In the implementation process, learning is seen as a process of effort carried out by a person to obtain overall behavioral changes as a result of his experience interacting with the environment. Bakalla, (2023) defines the essence of learning as a complex process that results in holistic personality change, encompassing the cognitive, affective, and psychomotor domains. Achieving optimal learning outcomes depends heavily on the quality of educational interactions and the learning strategies designed by the teacher.

The success of the teaching and learning process is also greatly determined by the level of motivation possessed by students. Learning motivation is understood as the internal and external drive that drives, directs, and sustains learning activities so that students can optimally achieve learning goals. Students with high motivation tend to demonstrate perseverance, attention, and sincerity in completing academic tasks, which in turn will positively impact their academic achievement (Kocaman, 2024).

Along with the development of modern education, efforts to improve the quality of learning continue through the implementation of various innovative, student-centered learning models. One approach that has proven effective in fostering student collaboration and activeness is the cooperative learning model. Cooperative learning models require students to work together in small, heterogeneous groups to help each other master the subject matter, thus creating an interactive, democratic, and participatory classroom atmosphere (Sachedina, 2022).

Although conceptually, the subject of Islamic Studies (SKI) plays a strategic role in shaping students' morals and historical insights, in practice, SKI learning still faces various complex challenges. Based on initial observations in class VI B at MIN 2 Jakarta, it was found that SKI learning is still dominated by conventional, teacher-centered lecture methods. This condition makes students passive, easily bored, and less actively involved in the process of knowledge creation.

This low level of student engagement directly impacts their weak motivation and learning outcomes. Preliminary data shows that the average learning motivation of grade VI B students at MIN 2 Jakarta in the subject of SKI has only reached 48.5%, which is classified as low. Furthermore, students' cognitive learning outcomes are also concerning, with an average class

score of 61.5 and a classical completion rate of only 43.3%, which is far below the Learning Objectives Achievement Criteria (KKTP) of 78.

Previous efforts to improve learning through conventional group learning models have failed to significantly impact student achievement. This is because groups are formed freely without a clear structure, often leading to the dominance of high-ability students, while passive students fall further behind. Weak individual accountability and the absence of a group reward structure prevent these group activities from functioning as a means of gaining meaningful understanding (Sachedina, 2022).

Referring to the view Aronson, (2025), the effectiveness of group work in a cooperative model is highly dependent on the existence of group goals and individual accountability. Until now, in-depth studies on the implementation of specific cooperative learning strategies such as the Student Teams Achievement Division (STAD) type which is specifically adapted with an intensive guidance pattern for the characteristics of Madrasah Ibtidaiyah students, especially in solving the problem of low motivation and SKI learning outcomes have not been comprehensively explored.

The gap between the ideal conditions for Islamic Education (SKI) learning and the reality of low motivation and learning outcomes in grade VI B of MIN 2 Jakarta requires systematic and planned corrective action. This problem is urgently needed, given that Islamic Education (SKI) plays a fundamental role in instilling character values and Islamic history from an early age. If this problem is left unchecked, the goals of developing an Islamic personality and mastering students' academic competencies will not be optimally achieved.

This Classroom Action Research (CAR) focused on implementing the Student Teams Achievement Division (STAD) cooperative learning model as a strategic solution. The STAD model was chosen because of its clear syntax, from material delivery and heterogeneous group work to individual quizzes and group awards, designed to encourage both personal accountability and teamwork (Ahmad, 2023). Through the implementation of this model, students are expected to be able to help each other through peer tutoring, thereby being able to stimulate intrinsic and extrinsic motivation and boost their cognitive learning outcomes (Ghaly, 2023).

Operationally, this study aims to describe the implementation of the STAD cooperative model, analyze the increase in learning motivation, and measure the improvement in SKI learning outcomes of class VI B students of MIN 2 Jakarta through a continuous action cycle. Based on this framework, an action hypothesis is formulated that the implementation of the STAD cooperative learning model is believed to be able to significantly increase motivation and learning outcomes of Islamic Cultural History in class VI B of MIN 2 Jakarta.

RESEARCH METHOD

Research Design

This research uses a reflective Classroom Action Research (CAR) approach to improve and enhance the quality of classroom learning. This design involves teachers as the primary actors in the action through the implementation of a systematic, continuous, and repetitive cycle (Gu, 2025). Each cycle is structured to achieve optimal learning quality improvements for students. This action model was chosen because of its ability to solve real-world problems encountered directly in the classroom. The cycles are implemented in stages until the research success indicator targets are fully achieved (Halidin, 2024).

Research Target/Subject

The subjects of this study were 30 students of class VI B of MIN 2 Jakarta in the second semester of the 2025/2026 academic year. The selection of these subjects was based on their direct involvement in the learning process using the STAD cooperative model. The research object encompasses the overall implementation, process, and actual results obtained from the application of this learning strategy. The main focus of object observation was aimed at improving students' motivation and cognitive learning outcomes in the SKI subject. These class characteristics became the basis for determining corrective actions through a structured cooperative learning cycle.

Research Procedure

The research procedure was designed in two classroom action cycles, each consisting of planning, implementation, observation, and reflection. The planning stage included the preparation of a Learning Implementation Plan, observation sheets, motivation questionnaires, and learning outcome test instruments (Imankulov, 2024). The implementation phase implements the STAD model scenario, which includes material delivery, group discussions, individual quizzes, and awards. The observation phase is conducted concurrently to monitor student engagement and collect learning activity data. The reflection phase evaluates the effectiveness of actions to systematically formulate revisions for the next cycle.

Instruments, and Data Collection Techniques

Data collection in this research utilized motivation questionnaires administered at the pre-research stage and at the end of each cycle. Learning outcome tests, in the form of individual quizzes, were collected at the end of each cycle to measure students' cognitive mastery. Observation sheets were used to record teacher-student interactions, activeness, and the learning atmosphere during the implementation of the STAD model. Semi-structured interviews were conducted with observers and students to explore the effectiveness of the applied learning strategies. Documentation in the form of grade notes, assignment sheets, activity photos, and lesson plans also complemented the supporting data collection (Krakowski, 2024).

Data Analysis Technique

Data analysis employs an interactive model that encompasses three main stages in a continuous and systematic manner. The data reduction stage involves filtering and focusing raw information to ensure it is relevant to the research problem. The data presentation stage organizes the information into a descriptive narrative format to facilitate understanding of the results (Arabic, 2022). The conclusion-drawing and verification stages are carried out to discover meaning and ensure the validity of field findings. This series of analyses ensures that all quantitative and qualitative data are processed accurately and objectively (Çora, 2022).

RESULTS AND DISCUSSION

This Classroom Action Research was conducted at MIN 2 Jakarta, located at Jalan Johar Baru Utara I No. 50, Central Jakarta. The researcher established a phased operational schedule, starting with a preliminary study and continuing through the implementation of two cycles of classroom action. Details of the implementation schedule were systematically summarized in a research schedule summary document.

Table 1. Research Schedule

Time		Activity	Activity Description
January 2026	27-February 3,	Pre-Cycle Research	Observing learning activities before the action, giving motivation questionnaires and observing the results of test scores I.
February 2026	10-March 3,	Cycle 1	Consisting of planning, implementation, observation and reflection stages.
April 7-21, 2026		Cycle 2	Consisting of planning, implementation, observation and reflection stages.

The initial cognitive abilities of 30 sixth-grade B students were recorded through daily test scores for the Sunan Kalijaga chapter. Based on the Learning Objective Achievement Criteria (KKTP) for Islamic Cultural History, which is set at 78, the class average only reached 61.5. Most students were recorded as having not met the minimum completion threshold before the cooperative model intervention was implemented.

The initial measurement of learning motivation using a Likert-scale questionnaire with a score of 1 to 4 showed a classical percentage of 48.5%, which is classified as moderate. The dominance of conventional lecture methods triggers psychological boredom and passive student engagement during class hours. Based on this background, the implementation of the STAD cooperative learning model is presented as an alternative solution.

The low initial average scores and low learning motivation percentages indicate serious constraints in the classroom's instructional delivery patterns. Previous teachers tended to maintain a one-way approach without engaging students in collaborative activities. As a result, children's cognitive potential was not optimally stimulated, directly impacting their failure to achieve the KKTP standards.

The psychological state of students experiencing boredom demands a complete overhaul of the teaching and learning management strategy. Heterogeneous group-based learning models are believed to be able to break the ice of social interaction and foster shared responsibility. The introduction of classroom action cycles is systematically designed to reverse this negative trend in academic achievement.

The intervention phase in Cycle I was executed from February 10 to March 3, 2026, focusing on the Wali Songo Sunan Kudus. Researchers divided 30 students into small, heterogeneous groups based on academic ability and gender. The learning process included classical material delivery, group discussions using Student Worksheets, and individual quizzes.

The recapitulation of individual quiz scores at the end of Cycle I showed an increase in the class average from the initial level. The average quiz score increased to 69.9, with the number of students successfully exceeding the KKTP threshold gradually increasing. The evaluation of the best group's achievements concluded with the presentation of formal awards in the form of certificates to the groups with the highest improvement scores.

The data on individual student quiz scores in the first cycle are detailed in full through the quantitative recapitulation table below.

Table 2. Cycle I Results Values

No	Name	Cycle I Values	Achievement
1.	SP1	95	√
2.	SP2	80	√
3.	SP3	85	√
4.	SP4	60	-
5.	SP5	45	-
6.	SP6	85	√
7.	SP7	80	√
8.	SP8	80	√
9.	SP9	45	-
10.	SP10	40	-
11.	SP11	90	√
12.	SP12	80	√
13.	SP13	60	-
14.	SP14	80	√
15.	SP15	40	-
16.	SP16	90	√
17.	SP17	84	√
18.	SP18	65	-
19.	SP19	50	-
20.	SP20	40	-
21.	SP21	85	√
22.	SP22	80	√
23.	SP23	80	√
24.	SP24	60	-
25.	SP25	40	-
26.	SP26	85	√
27.	SP27	90	√
28.	SP28	85	√
29.	SP29	65	-
Average	69.96	17/30 = 56.6%	

The jump in average class scores at the end of the first cycle demonstrated that the implementation of the cooperative group work structure positively stimulated student learning. However, field observations noted technical challenges, including students' awkwardness in adapting to the group format. A small number of students continued to dominate the discussion, while others tended to be passive or chattered away.

The evaluation findings indicate the need for improved classroom management in the next cycle to achieve equitable participation. Teachers are required to be more active in guiding small groups and minimize individual dominance during the worksheet solving process. This

critical reflection serves as the primary foundation for adjusting learning scenarios in subsequent cycles.

The increase in the average quiz score from 61.5 to 69.9 correlated directly with an improvement in the percentage of classical learning motivation, which also climbed to 65.8%. Students' emotional engagement began to build as the group reward system fostered a spirit of healthy competition. This causal relationship confirmed that the STAD model is effective in boosting learning enthusiasm when accompanied by structured teaching facilitation. Visual documentation of the implementation of the actions also recorded the dynamics of student activity during group discussion sessions in the first cycle.



Figure 1. Cycle I group discussion

Cycle II was implemented from April 7 to 21, 2026, with the focus shifting to the story of Sunan Muria. Based on the reflections from the previous cycle, the researchers improved the group guidance aspect and added a class discussion session before the individual quizzes. The classroom atmosphere was observed to be much more relaxed because students did not need additional time to form new groups.

Observation activities recorded significant improvements in students' active questioning, courage to express opinions, and coherence of reasoning during group discussions. Quiz scores in the final cycle showed a massive jump in achievement, with the class average soaring to 81.83. The classical completion percentage reached 86.6%, surpassing the research success indicator target of 80%. The summary data on final quiz scores for all subjects in the second cycle is presented in detail in the following table.

Table 3. Cycle II Result Values

No	Name	Cycle II Values
1.	SP1	90
2.	SP2	85
3.	SP3	90
4.	SP4	80
5.	SP5	80
6.	SP6	85
7.	SP7	85

8.	SP8	80
9.	SP9	50
10.	SP10	80
11.	SP11	95
12.	SP12	90
13.	SP13	60
14.	SP14	95
15.	SP15	85
16.	SP16	90
17.	SP17	90
18.	SP18	80
19.	SP19	85
20.	SP20	80
21.	SP21	80
22.	SP22	85
23.	SP23	85
24.	SP24	80
25.	SP25	50
26.	SP26	90
27.	SP27	95
28.	SP28	95
29.	SP29	80
30.	SP30	60
Average		81.83
Family Card (KKTP)		86.6%

The successful achievement of targets in the final cycle demonstrated that adjusting guidance methods and providing interactive discussion spaces significantly impacted material mastery. The increase in teacher and student engagement scores, recorded on observation sheets, demonstrated a very high level of instructional effectiveness. Students no longer felt pressured but instead enjoyed the collaborative process of discovering historical concepts in a fun and engaging way.

The surge in learning motivation, ending at 81.1%, reinforces empirical evidence that the STAD model is capable of igniting students' intrinsic motivation. Individual responsibility and group accountability merge into a single, stable driver of learning enthusiasm. This confirms that CAR has fully achieved its target of improving learning quality.

The completion of the research success indicators, with a classical completion rate of 86.6% and a motivation rate of 81.1%, optimally concluded the entire classroom action cycle. Cross-correlations between the questionnaire, cognitive tests, and observation sheets demonstrated valid data consistency without any methodological anomalies. The culmination of this collaborative achievement was documented through the award presentation to the best group at the end of the program.



Figure 2. Cycle II Group Awards

The implementation of the Student Teams Achievement Division (STAD) cooperative learning model has been proven to boost the learning motivation of sixth-grade students at MIN 2 Jakarta in the subject of Islamic Cultural History. The learning motivation percentage, which was initially only 48.5% in the pre-cycle, jumped to 65.8% in Cycle I and reached 81.1% in Cycle II. This achievement successfully exceeded the previously established classical success indicator of 80%.

Students' cognitive learning outcomes also experienced a significant increase as the structured classroom action cycle progressed. The average class score initially stood at 61.5, rising to 69.9 in Cycle I, then sharply increasing to 81.83 in Cycle II. The classical learning completion rate also jumped from 43.3% initially to 56.6% in Cycle I, and finally reaching 86.6% at the end of Cycle II.

This successful achievement was driven by the STAD learning syntax, which included material presentation, heterogeneous group discussion activities, individual quiz evaluations, and team awards. Improvements in action from Cycle I to Cycle II ensured that all group adaptation challenges were completely resolved through intensive teacher guidance.

The empirical findings of this study are in line with the theoretical framework of global cooperative learning developed by Sarkar, (2024) regarding the importance of group goal structure and individual accountability. The STAD model provides practical novelty through the adaptation of teacher guidance patterns specifically tailored to the psychological characteristics of elementary school students. Conventional group learning, which had previously failed to be implemented in this class, demonstrated that the presence of individual quiz structures and improvement scores were key differentiating factors in student achievement.

Motivation theory Weber, (2023) The Uno model used reinforces the finding that internal and external motivations are optimally realized through engaging learning activities and group rewards. Motivational indicators such as the desire to succeed and a conducive learning environment have been shown to be stimulated through peer interaction in small groups. Comparisons with conventional learning patterns indicate that this cooperative approach is more effective in addressing student boredom.

The principles of Classroom Action Research formulated by Suharsimi Arikunto underlie the movement of the improvement cycle from one stage to the next consistently (Khasraghi, 2024). The improvement in cognitive learning outcomes measured through the KKTP achievement domain demonstrates that the STAD model intervention has a competitive advantage over the one-way lecture method. The flexibility of this model's implementation makes a significant contribution to the literature on learning strategies in the Islamic religious education sector (Farsi, 2022).

The progressive increase in motivation and learning achievement scores indicates that student boredom with Islamic history stems from the dominance of passive lecture methods. Transforming the classroom atmosphere from a teacher-centered to a student-centered model successfully broke the ice of social interaction among students (Rofiq, 2024). These positive behavioral changes reflect that elementary school-aged children need active collaborative spaces to construct an understanding of abstract material (albayati, 2023).

The increase in scores from Cycle I to Cycle II suggests that the implementation of the cooperative model at the Madrasah Ibtidaiyah level cannot be allowed to proceed independently without strict guidance. The need for intensive teacher guidance indicates that group independence in children requires a foundation of disciplined classroom management. The failure of group function in the pre-study indicates that the method of forming free groups without personal accountability actually gives rise to the phenomenon of domination by certain parties.

The successful achievement of the 86.6% KKTP target reflects students' high academic potential when supported by appropriate instructional strategies. The group awards given at the end of each cycle symbolize the social recognition students desperately need to build academic confidence. This achievement demonstrates that students' self-efficacy can be fostered through collective appreciation of their learning progress.

The practical implications of these findings require educators at the Madrasah Ibtidaiyah level to abandon the dominance of conventional lecture methods in delivering the subject of Islamic Cultural History (Abdulrahman, 2024). Teachers must integrate the STAD cooperative learning model as an alternative primary strategy to boost students' mental and social engagement. The use of group worksheets accompanied by individual quizzes should become standard procedure in designing daily learning implementation tools (Doraiswamy, 2022).

Formal educational institutions need to adopt strategic policies to equip teaching staff with intensive training related to heterogeneous group management techniques and score improvement assessment systems (Casale, 2023). Support for the provision of facilities and infrastructure to support collaborative learning is absolutely essential for the madrasah to ensure the sustainability of this pedagogical innovation. Academic supervision policies must also be directed at regularly monitoring the quality of teacher guidance in the classroom (Rozeahna, 2022).

The theoretical implications enrich the body of Islamic education scholarship by demonstrating that narrative historical material can be deeply absorbed through a cooperative group approach. This research design demonstrates that measuring learning outcomes must take into account individual improvement scores to ensure fairness across the diverse abilities of students. The concept of personal accountability within groups has proven to be key to successfully transforming student learning behavior (Srikasem, 2022).

These satisfactory results occurred because the syntax of the STAD model forces each student to abandon their passive attitude by requiring them to contribute directly to their team. The individual progress scoring system provides intrinsic motivation for lower-ability students to stay motivated without feeling unfairly outperformed by superior groups. The presence of peers in small groups acts as effective tutors, bridging understanding of the material with more accessible language.

The psychological characteristics of sixth-grade children in Islamic elementary schools, who enjoy social activities and group interactions, are perfectly accommodated through a democratic discussion atmosphere. The psychological drive to gain recognition from their peers triggers increased personal responsibility in completing each assigned task. Feelings of positive interdependence create healthy social pressure to remind each other and learn together (Brookes, 2022).

The teacher's active role in providing intensive guidance and correcting misconceptions during group discussions prevented cognitive confusion among students. Classroom discussions of questions before the quiz in Cycle II strengthened students' confidence in facing individual evaluations (Croix, 2023). The combination of firm instructional direction and the freedom to explore within a team creates optimal learning conditions for enhancing long-term retention (öztürk, 2022).

The follow-up steps that must be taken immediately by the teacher in charge are to apply the STAD cooperative learning model continuously to other religious subject materials in the madrasa (Othman, 2025). Periodic evaluation of heterogeneous group formation needs to be continuously adjusted to reflect the dynamics of student academic achievement development in the classroom. The use of group rewards should be maintained as a positive tradition to foster students' intrinsic motivation (Hanegraaff, 2025).

Madrasah management is advised to facilitate a forum for disseminating the results of this classroom action research so that it can be adopted by teachers in other subject areas as a model for improving learning (Kasdi, 2022). Improving educators' professional competence through workshops on developing authentic assessment instruments should be an annual agenda for institutions. Collaboration among fellow teachers needs to be intensified to design more challenging and contextual student worksheets (Li, 2022).

Future researchers are expected to expand the scope of research subjects to different grade levels or madrasahs with a variety of subjects within the Islamic religious group. Further exploration can be directed to testing the influence of the STAD model on other psychological variables such as critical thinking skills, learning independence, or students' emotional intelligence. This further research development will further strengthen the validity of the cooperative model's contribution to modern Islamic education.

CONCLUSION

The implementation of the Student Teams Achievement Division (STAD) cooperative learning model has been proven to be successful in increasing student learning motivation from 48.5% to 81.1% and boosting the completion of Islamic Cultural History learning outcomes from 43.3% to 86.6% through a very intensive teacher guidance pattern. The main contribution of this research includes methodological contributions in the form of adapting the STAD syntax that combines personal accountability with special mentoring according to the psychological characteristics of Madrasah Ibtidaiyah students. The limitation of this research

lies in the narrow scope of the subject which only focuses on one class at MIN 2 Jakarta, so the direction of further research is recommended to expand the sample scale across madrasahs and test the influence of the model on critical thinking variables or learning independence.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-investigation.

Author 3: Data curation; Investigation.

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